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SUBJECT
Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION
Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board's discretion.
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SUBJECT
Proposed Rule – IDAPA 08.02.02.004.02, Rules Governing Uniformity – Revisions to Standards for Idaho School Buses and Operations

REFERENCE
June 23, 2011  Board approved changes to the Idaho School Buses and Operations Manual and proposed rule incorporating the updated manual by reference into IDAPA 08.02.02.004.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1006, and 33-1501 through 33-1512, Idaho Code
IDAPA 08.02.02.150 - 190, Rules Governing Uniformity – School Bus Operations and Programs

BACKGROUND/DISCUSSION
The current Standards for Idaho School Buses and Operations is based on the National School Transportation Specifications and Procedures adopted by the 15th National Congress on School Transportation that convened in May 2010. The National School Transportation Specifications and Procedures were amended at the 16th National Congress on School Transportation in May of 2015. The revised edition of the incorporated by reference document, Standards for Idaho School Buses and Operations, reflect the changes from the national level. Additional language was added to increase clarification or to reflect manufacturing or operational procedures. The changes to the Standards for Idaho School Buses and Operations include: the format of school bus specifications as well as the actual specifications, alternative fuels, school bus inspections, general operations, disabilities-special health care, Idaho School Bus Withdrawal from Service Standards, and others. The proposed rule reflects a new approval date of the Standards for Idaho School Buses and Operations by the State Board of Education. Negotiated rulemaking was conducted on this rule. One comment in opposition was received.

ATTACHMENTS
Attachment 1 – Proposed changes to IDAPA 08.02.02.004.02  Page 3
Attachment 2 – Revised Standards for Idaho School Buses & Operations  Page 5

STAFF COMMENTS AND RECOMMENDATIONS
Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a
pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

Staff recommends approval.

BOARD ACTION
I move to approve the revisions to the Standards for Idaho School Buses and Operations as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No ______

I move to approve the Proposed Rule amendment to IDAPA 08.02.02.004.02, Rules Governing Uniformity, Standards for Idaho School Buses and Operations, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)


STANDARDS FOR IDAHO
SCHOOL BUSES & OPERATIONS

Effective July 1, 2017
As approved by the State Board of Education on June 16, 2016.
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STANDARDS FOR IDAHO SCHOOL BUSES AND OPERATIONS

(IDAPA 08.02.02.004)
SCHOOL BUS STANDARDS

A. Air Cleaner
B. Air Conditioning (Non-Reimbursable Option – see exception)
C. Aisle
D. Axles
E. Back-Up Warning Alarm
F. Battery

Buses may be equipped with a battery shut-off switch. The switch is to be placed in a location not readily accessible to the driver or passengers.

G. Brakes (General)
H. Brakes (Hydraulic)

Buses using hydraulic-assist brakes shall meet requirements of the Federal Motor Vehicle Safety Standards (FMVSS) No.105. Type A buses may be OEM standard.

I. Brakes (Air)

J. Bumper (Front)

K. Bumper (Rear)

L. Certification

M. Color

N. Communications

O. Construction

P. Crossing Control Arm (Optional)

Q. Defrosters

R. Doors, Entrance

S. Drive Shaft

T. Electrical System

1. Battery
2. Alternator
3. Wiring
4. Circuits
5. Daytime Running Lamps (DRL)
6. Switches

U. Emergency Exits and Emergency Exit Alarm Systems

V. Emergency Equipment

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INTRODUCTION TO SCHOOL BUS CONSTRUCTION STANDARDS

A. This edition of Standards for Idaho School Buses and Operations—effective July 1, 2012, is based on the latest report from the Fifteenth-Sixteenth National Congress on School Transportation, Warrensburg, Missouri, May 2010, (National School Transportation Specifications & Procedures) and Title 33, Chapter 1533-1511, Idaho Code).

B. This portion of Standards for Idaho School Buses and Operations—July 1, 2012, is divided into five sections: Chassis Standards, Body Idaho School Bus Standards, Standards for Specially Equipped School Buses, Standards for Alternative Fuel for School Buses, and, Removal from Service Criteria and Student Transportation Operations. There are two basic reasons for this format: (1) to define minimum chassis and body standards and (2) to assign responsibility for providing specific equipment. Items delineated in the chassis standards are to be provided by the chassis manufacturer. Items delineated in the body standards are to be provided by the body manufacturer. Most of the items delineated in the Specially Equipped School Bus Section are to be provided by the body manufacturer and most of the requirements for Standards for Alternative Fuel for School Buses are the responsibility of the chassis manufacturer. Therefore, whenever a school district purchases these types of vehicles, special attention must be given to both the chassis specifications and the body specification as they relate to the specific manufacturers.

C. For new vehicles, it is the responsibility of the vehicle manufacturers to certify compliance with applicable federal standards by installing a certification plate in the driver’s area on each vehicle. However, as the vehicle is maintained over its useful life, it is the responsibility of those who supervise and perform work on the vehicle to assure on-going compliance with all applicable standards. When routine maintenance checks reveal any unsafe condition as defined in these standards, the school district will remove the vehicle from service and will eliminate the deficiency before returning the vehicle to service. For this reason, maintenance personnel training, quality components, quality workmanship and thorough maintenance records are essential.
STATUTORY AUTHORITY

A. The State Board of Education (SBOE) shall adopt, publish and distribute, and from time to time as need therefore arises, amend, minimum standards for the construction of school buses, the basis of which standards shall be those incorporated in the latest report of the National Conference on School Transportation, which report shall be filed with the Idaho State Police (Section 33-1511, Idaho Code).

B. All school buses shall at all times conform to the standards of construction prescribed therefore by the State Department of Education (SDE). Before any newly acquired school bus is used for transporting pupils, it shall be inspected by a duly authorized representative of the State Department of Education (SDE). If, upon inspection, it conforms to prescribed standards of construction, or such other standards prescribed by law or regulation, it may be used for transporting pupils; otherwise, no such school bus shall be used for that purpose. The Board of Trustees of each school district shall provide for an annual inspection of all school buses by district personnel or upon contract at intervals of not more than twelve (12) months. The district, over the signature of the superintendent, shall file with the State Department of Education (SDE) its report of inspection of the school buses operated by the authority of the school district. At intervals of not more than sixty (60) days during each school year, the board of trustees shall cause inspection to be made of all school buses operating under the authority of the board. In addition, the State Department of Education (SDE) shall conduct random, spot inspections of school buses throughout the school year. Whenever any school bus is found, upon inspection, to be deficient in any of the prescribed standards, or is found in any way to be unsafe or unfit for the transportation of pupils, such vehicle shall be withdrawn from service and shall not be returned to service until the district certifies the necessary repairs have been made (Section 33-1506, Idaho Code).

C. Section 33-1506, Idaho Code, requires the filing of inspections to the SDE of all school buses as defined in Sections 49-120(5) and 33-1504, Idaho Code. School buses shall not be removed from SDE inventory unless the bus is being decommissioned in accordance with Section 49-1422, Idaho Code.

C. D. Administrative Rules of the State Board of Education: Idaho Administrative Procedures Act (IDAPA) 08.02.02.004.02, 08.02.02.150 and IDAPA 08.02.02.160.

RESPONSIBILITIES OF SUPPLIERS

Delivery Requirements: The school bus manufacturer shall provide the following materials to the purchaser of a new school bus at the time the unit is delivered to the purchasing school district or contractor. Also, the new school bus dealer, school district or contractor shall temporarily provide the following materials to the state school bus inspector at the time the unit undergoes its new school bus state inspection:

A. Line set tickets for each bus built as a complete unit, and a separate set of line set tickets for buses manufactured in two pieces.

B. A copy of a completed pre-delivery inspection (PDI) form for each individual unit.
C. Warranty book and statement of warranty for each individual unit (Note: All warranties shall commence on the day that the purchaser accepts possession of the completed bus);

D. Service manual (or related resource) for each individual unit or group of identical units;

E. Parts manual (or related resource) for each individual unit or group of identical units; and

F. A copy of district bid specifications with the dealerships comments.

DEFINITIONS

A. National School Transportation Specifications & Procedures – School Bus Types

   1. Type A

      A Type “A” school bus is a van conversion or bus constructed utilizing a cutaway front-section vehicle with a left side driver’s door. The entrance door is behind the front wheels. This definition includes two (2) classifications: Type A-1, with a Gross Vehicle Weight Rating (GVWR) less than or equal to fourteen thousand five hundred (14,500) pounds; and Type A-2, with a GVWR greater than fourteen thousand five hundred (14,500) pounds and less than or equal to twenty-one thousand five hundred (21,500) pounds.

   2. Type B

      A Type “B” school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: Type B1, with a GVWR less than or equal to 10,000 pounds; and Type B2, with a GVWR greater than 10,000 pounds.

   3. Type C

      A Type “C” school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels also known as a conventional style school bus. This type also includes the cut-away-a truck chassis or truck chassis with cab with or without a left side door and with a GVWR greater than twenty-one thousand five hundred (21,500) pounds.

   4. Type D

      A Type “D” school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels also known as a rear engine or front engine transit style school bus.

B. Code of Federal Regulations, 49 CFR Part 390.5 - Definitions
1. **Bus** means any motor vehicle designed, constructed, and/or used for the transportation of passengers, including taxicabs.

2. **School bus** means a passenger motor vehicle, which is designed or used to carry more than ten (10) passengers in addition to the driver, and which the U.S. Secretary of Transportation determines is likely to be significantly used for the purpose of transporting preprimary, primary, or secondary school students to such schools from home or from such schools to home.

3. **School bus operation** means the use of a school bus to transport only school children and/or personnel from home to school and from school to home.

C. **Idaho Code Section 33-1504, Idaho Code - School Buses**

A motor vehicle shall be deemed a "school bus" when it has a seating capacity of more than ten (10) persons and meets the current national and state minimum standards for school bus construction, and is owned and operated by a school district or a common carrier and is used exclusively for transporting pupils, or is owned by a transportation contractor and is used regularly for transporting pupils.

D. **Idaho Code Section 49-120 (5), Idaho Code – School Buses**

"School bus" means every motor vehicle that complies with the color and identification requirements set forth in the most recent edition of "Minimum Standards for School Buses" and is used to transport children to or from school or in connection with school approved activities and includes buses operated by contract carriers.

E. **Technology and Equipment, New**

1. It is the intent of these standards to accommodate new technologies and equipment that will better facilitate the transportation of all students. When a new technology, piece of equipment or component is desired to be applied to the school bus and it meets the following criteria, it may be acceptable.

2. The technology, equipment or component shall not compromise the effectiveness or integrity of any major safety system, unless it completely replaces the system. (Examples of safety systems include, but are not limited to, compartmentalization, the eight-lamp warning system, emergency exits, and the yellow color scheme.)

3. The technology, equipment or component shall not diminish the safe environment of the interior of the bus.

4. The technology, equipment or component shall not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.

5. The technology, equipment or component shall not create undue additional activity and/or responsibility for the driver.
6. The technology, equipment or component shall generally increase efficiency and/or safety of the bus, or generally provide for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus or generally assist the driver or make his/her many tasks easier to perform.

WAIVERS

The State Board of Education (SBOE) may grant a waiver of any construction standard not required by state or federal law to any school district, school bus manufacturer, or school bus dealer upon written request. Written requests shall be submitted to the State Department of Education Student Transportation staff which shall make an appropriate recommendation to the State Board of Education SBOE subsequent to review by the Student Transportation Steering Committee. The Board will not grant waivers of any construction standard required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations—(IC Section 33-1506, Idaho Code, IDAPA 08.02.01.001).
IDaho school bus Chassis standards

A. Air Cleaner

1. A dry element type air cleaner shall be provided.

2. All diesel engine air filters shall include a latch-type restriction indicator that retains the maximum restriction developed during operation of the engine. The indicator should include a reset control so the indicator can be returned to zero when desired. Type A buses are not exempt from this requirement.

B. Air Conditioning (Non-Reimbursable Option – see exception)

1. Air conditioning must meet the same requirements as those cited in the bus body standards under “Heaters and Air Conditioning Systems.”

2. Reimbursement Exception: Air conditioning shall be reimbursable under the pupil transportation support program when the school district can demonstrate a need subsequent to an Individuals with Disabilities Education Act (IDEA) mandated related service and where a cooling vest would not be sufficient.

C. Aisle

All emergency exit doors shall be accessible by a twelve (12) -inches minimum aisle. The aisle shall be unobstructed at all times by any type of barrier, seat, wheelchair, or tie down. Flip seats are not allowed.

D. Axles

The front and rear axle and suspension systems shall have gross axle weight rating (GAWR) at ground commensurate with the respective front and rear weight loads of the bus loaded to the rated passenger capacity.

E. Back-Up Warning Alarm

An automatic audible alarm shall be installed behind the rear axle, providing a minimum of 112 dBA, and shall comply with the published Backup Alarm Standards ([Society of Automotive Engineers (SAE) J994B]), providing a minimum of 112 dBA, or shall have a variable volume feature that allows the alarm to vary from 87 dBA to 112 dBA sound level, staying at least 5 dBA above the ambient noise level.

F. Battery

Buses may be equipped with a battery shut-off switch. The switch is to be placed in a location not readily accessible to the driver or passengers.

G. Brakes (General)
1. The **chassis** brake system shall conform to the provisions of the **Federal Motor Vehicle Safety Standards (FMVSS)** No. 105, No. 106 and No. 121 as applicable. All buses shall have either a parking pawl in the transmission or a park brake interlock that requires the service brake to be applied to allow release of the parking brake.

2. The anti-lock brake system (ABS), provided in accordance with FMVSS No. 105 or No. 121, shall provide wheel speed sensors for each front wheel and for each wheel on at least one rear axle. The system shall provide anti-lock braking performance for each wheel equipped with sensors (Four Channel System).

3. All brake systems should be designed to permit visual inspection of brake lining wear without removal of any chassis component(s).

4. The brake lines, booster-assist lines, and control cables shall be protected from excessive heat, vibration and corrosion and installed in a manner which prevents chafing.

5. The parking brake system for either air or hydraulic service brake systems may be of a power assisted design. The power parking brake actuator should be a device located on the instrument panel within seated reach of a 5th percentile female driver (**FMVSS No. 208**). As an option, the parking brake may be set by placing the automatic transmission shift control mechanism in the “park” position.

6. The power-operated parking brake system may be electronically interlocked to the engine key switch. Once the parking brake has been set and the ignition switch turned to the “off” position, the parking brake cannot be released until the key switch is turned back to the “on” position.

**H. Brakes (Hydraulic)**

Buses using a hydraulic assist brake shall be equipped with audible and visible warning signals that provide a continuous warning to the driver of loss of fluid flow from the primary source and of a failure of the back-up pump system. Buses using hydraulic-assist brakes shall meet requirements of **FMVSS No. 105**. Type A and B buses may be an **Original Equipment Manufacturer (OEM)** standard.

**I. Brakes (Air)**

The air pressure supply system shall include a desiccant-type air dryer installed according to the manufacturers’ recommendations. The air pressure storage tank system may incorporate an automatic drain valve.

1. The **chassis** manufacturer should provide an accessory outlet for air-operated systems installed by the body manufacturer. This outlet shall include a pressure protection valve to prevent loss of air pressure in the service brake reservoir.

2. For air brake systems, an air pressure gauge shall be provided in the instrument panel capable of complying with **Idaho Commercial Driver’s License (CDL)** pre-trip inspection requirements.
3. Air brake-equipped buses may be equipped with a service brake interlock. If so equipped, the parking brake shall not release until the brake pedal is depressed.

4. Air brake systems shall include a system for anti-compounding of the service brakes and parking brakes.

5. Air brakes shall have both a visible and audible warning device whenever the air pressure falls below the level where warnings are required under FMVSS No. 121.

J. Bumper (Front)

1. All school buses shall be equipped with a front bumper. The front bumper shall be furnished by the chassis manufacturer as part of the chassis on all school bus types unless there is a specific arrangement between the chassis manufacturer and body manufacturer.

2. The front bumper shall be of pressed steel channel or equivalent material (except Type A-1 buses having a GVWR of fourteen thousand five hundred (14,500) pounds or less which may be OEM supplied) at least three-sixteenths (3/16") inch thick and not less than eight (8) inches wide (high). It shall extend beyond forward-most part of the body, grille, hood, and fenders and shall extend to outer edges of the fenders at the bumper's top line.

3. Type A buses having a GVWR of fourteen thousand five hundred (14,500) pounds or less may be equipped with an OEM-supplied front bumper. The front bumper shall be of sufficient strength to permit being pushed by another vehicle on a smooth surface with a five (5) degree (8.7 percent) grade, without permanent distortion. The contact point on the front bumper is intended to be between the frame rails, with as wide a contact area as possible if the front bumper is used for lifting, the contact points shall be under the bumper attachments to the frame rail brackets unless the manufacturer specifies different lifting points in the owner's manual. Contact and lifting pressures should be applied simultaneously at both lifting points.

4. Front bumper, except breakaway bumper ends, shall be of sufficient strength to permit pushing a vehicle of equal gross vehicle weight without permanent distortion to the bumper, chassis, or body.

5. A towing device (hooks, eyes, and bar) shall be furnished on all school bus types and attached so as not to project beyond the front bumper. Towing devices attached to the frame chassis shall be furnished by the chassis manufacturer. This installation shall be in accordance with the chassis manufacturer's specifications. Tow hooks or eyes shall have an individual strength rating of thirteen thousand five hundred (13,500) pounds each, for a combined rating of twenty-seven thousand (27,000) pounds. For pulling and lifting purposes, tow hooks are meant to be used simultaneously. For pulling, angularity applied to the tow hooks will decrease the capacities of the tow hooks.
NOTE: Type A buses are exempt from this requirement for front tow hooks or eyes due to built-in crush zones. Rear tow devices are addressed in the Bus Body Specifications under Towing Attachements Points.

6. The bumper shall be designed or reinforced so that it will not deform when the bus is lifted by a chain that is passed under the bumper (or through the bumper if holes are provided for this purpose) and attached to the towing (Type A may be OEM) device(s). For the purpose of meeting this specification, the bus shall be empty and positioned on a level, hard surface and the towing device(s) shall share the load equally.

K. Bumper (Rear)

1. The bumper on Type A-1 bus shall be a minimum of eight (8) inches wide (high) and Type A-2, B, C, and D bus bumper shall be a minimum of nine and one-half (9 ½) inches wide (high). The bumper shall be of sufficient strength to permit being pushed by another vehicle of similar size or lifted without permanent distortion.

2. The bumper shall wrap around back corners of the bus. It shall extend forward at least twelve (12) inches, measured from the rear-most point of the body at the floor line, and shall be flush-mounted to body sides or protected with an end panel.

3. The bumper shall be attached to the chassis frame in such a manner that it may be removed. It shall be braced to resist deformation of the bumper resulting from impact from the rear or side. It shall be designed to discourage hitching of rides by an individual.

4. The bumper shall extend at least one (1) inch beyond the rear-most part of the body surface measured at the floor line.

5. The bottom of the rear bumper shall not be more than thirty (30) inches above ground level.

L. Certification

The chassis manufacturer“seller of the new bus”, upon request of the Idaho State Department of Education SDE Student Transportation Department, shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) for items not covered by the FMVSS certification requirements of 49 CFR, Part 567.

a. The body manufacturer upon request of the Idaho State Department of Education Student Transportation Section shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) for items not covered by the FMVSS certification requirements of 49 CFR, Part 567.

M. Clutch
a. Clutch torque capacity shall be equal to or greater than the engine torque output.

b. A starter interlock shall be installed to prevent actuation of the starter if the clutch pedal is not depressed.

**N.M. Color**

1. The chassis, including axle hubs and front bumper, shall be black. Body cowl, hood, and fenders shall be in national school bus yellow (NSBY). The flat top surface of the hood may be non-reflective black or non-reflective NSBY, according to School Bus Manufacturers Technical Council publication - 008.

2. The entire rub rail and body exterior paint trim shall be black. Entrance door exterior (excluding glass) shall be NSBY or black, or unpainted aluminum. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY.

3. Optionally, the roof of the bus may be painted white (non-reimbursable) except that the front and rear roof caps shall remain NSBY, according to National School Transportation Specifications & Procedures Placement of Reflective Markings. If required by automated painting processes a maximum three (3) inch black transition strip is allowed between the white roof cap and the NSBY body paint above the windows.

4. Rims may be gray or black as received from the manufacturer.

5. Multi-Function School Activity Buses (MFSABs) shall be exempt from these requirements.

**O.N. Communications**

All school buses used to transport students shall be equipped with two-way voice communication or SDE pre-approved device other than CB radios.

**P.O. Construction**

1. **Side Intrusion Test:** The bus body shall be constructed to withstand an intrusion force equal to the curb weight of the vehicle, or exceed twenty thousand (20,000) pounds, whichever is less. Each vehicle shall be capable of meeting this requirement when tested in accordance with the procedures set forth below.

2. The complete body structure, or a representative seven-body section mock up with seats installed, shall be load-tested at a location twenty-four (24)-inches plus or minus two (2) inches above the floor line, with a maximum ten (10)-inch diameter cylinder, forty-eight (48)-inches long, mounted in a horizontal plane.

3. The cylinder shall be placed as close as practical to the mid-point of the tested structure, spanning two (2) internal vertical structural members. The cylinder shall be statically loaded to the required force of curb weight or twenty thousand
(20,000) pounds, whichever is less, in a horizontal plane with the load applied from the exterior toward the interior of the test structure. Once the minimum load has been applied, the penetration of the loading cylinder into the passenger compartment shall not exceed a maximum of ten (10) inches from its original point of contact. There can be no separation of lapped panels or construction joints. Punctures, tears or breaks in the external panels are acceptable but are not permitted on any adjacent interior panel.

4. Body companies shall certify compliance with this intrusion requirement, including test results, if requested.

5. Construction shall be reasonably dust-proof and watertight.

P. Crossing Control Arm (Optional)

1. Buses may be equipped with a crossing control arm mounted on the right side of the front bumper. This arm when opened shall extend in a line parallel with the body side and positioned on a line with the right side wheels.

2. All components of the crossing control arm and all connections shall be weatherproofed.

3. The crossing control arm shall incorporate system connectors (electrical, vacuum or air) at the gate and shall be easily removable to allow for towing of the bus.

4. The crossing control arm shall be constructed of noncorrosive or nonferrous material or treated in accordance with the body sheet metal specifications (see METAL TREATMENT).

5. There shall be no sharp edges or projections that could cause injury or be a hazard to students. The end of the arm shall be rounded.

6. The crossing control arm shall extend a minimum of seventy (70) inches (measured from the bumper at the arm assembly attachment point) when in the extended position.

7. The crossing control arm shall extend simultaneously with the stop arm(s) by means of the stop arm controls.

8. An automatic recycling interrupt switch should be installed for temporary disabling of the crossing control arm.

9. The assembly shall include a device attached to the bumper near the end of the arm to automatically retain the arm while in the stowed position. That device shall not interfere with normal operations of the crossing control arm.

Q. Defrosters

1. Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow.
Exception: The requirement of this standard does not apply to the exterior surfaces of double pane storm windows.

2. The defrosting system shall conform to SAE J381.

3. The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and step well may be of the recirculating air type.

4. Auxiliary fans are not considered defrosting or defogging systems.

R. Doors, Entrance

1. The entrance door shall be in the driver's control, designed to afford easy release and to provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers. Manual door controls shall not require more than twenty-five (25) pounds of force to operate at any point throughout the range of operation, as tested on a ten 40-percent (10%) grade both uphill and downhill.

2. The entrance door shall be located on the right side of the bus, opposite and within direct view of driver.

3. The entrance door shall have a minimum horizontal opening of twenty-four (24) inches and a minimum vertical opening of sixty-eight (68) inches.

4. The entrance door shall be a split-type door and shall open outward.

5. All entrance door glass shall be of approved safety glass. The bottom of each lower glass panel shall not be more than ten (10) inches from the top surface of the bottom step. The top of each upper glass panel when viewed from the interior shall not be more than three (3) inches below the interior door control cover or header pad.

6. Vertical closing edges on entrance doors shall be equipped with flexible material to protect children's fingers.

7. There shall be no door to left of driver on Type B, C or D vehicles. All Type A vehicles may be equipped with the chassis manufacturer's standard left-side door.

8. All doors shall be equipped with padding at the top edge of each door opening. Padding shall be at least three (3) inches wide and one (1) inch thick and extend the full width of the door opening.

9. On power-operated entrance doors, the emergency release valve, switch or device to release the entrance door must be placed above or to the immediate left or right of the entrance door and must be clearly labeled. The emergency valve, switch or device shall work in the absence of power.
S. Drive Shaft

The drive shaft shall be protected by a metal guard or guards around the circumference of the drive shaft to reduce the possibility of its whipping through the floor or dropping to the ground, if broken.

T. Electrical System

4. Battery:

a. The storage battery shall have minimum cold cranking capacity rating (cold cranking amps) equal to the cranking current required for 30 seconds at 0 degrees Fahrenheit and a minimum reserve capacity rating of 120 minutes at 25 amps. Higher capacities may be required, depending upon optional equipment and local environmental conditions.

b. Since all batteries are to be secured in a sliding tray in the body (type A and B buses may be OEM). chassis manufacturers shall temporarily mount the battery on the chassis frame, except that van conversion or cutaway front-section chassis may be secured in accordance with the manufacturer’s standard configuration. In these cases, the final location of the battery and the appropriate cable lengths shall be agreed upon mutually by the chassis and body manufacturer. However, in all cases the battery cable provided with the chassis shall have sufficient length to allow some slack, and be of sufficient gauge to carry the required amperage.

1. Battery

a. The manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt or chassis frame so that the battery is accessible for convenient servicing from the outside. When in the stored position, the tray shall be retained by a securing mechanism capable of holding the tray [with battery(ies)] in position when subjected to a 5g load from any direction. The battery compartment door or cover if separate from the tray shall be hinged at the front or top. It shall be secured by a positive operated latching system or other type fastener. The door must fit tightly to the body, and not present sharp edges or snagging points. Battery cables shall meet SAE requirements. Battery cables shall be of sufficient length to allow the battery tray to fully extend. Any chassis frame mounted batteries shall be relocated to a battery compartment on Type A buses.

a-b. If equipped with a battery disconnect switch it shall not interfere with the backup portion of a hydraulic brake system.

2. Alternator:

a. All Type A-2 buses and Type B buses with a GVWR of fifteen thousand (15,000) pounds or less shall have, at a minimum, a one hundred thirty (130) ampere alternator. Buses equipped with an electrically powered
wheelchair lift and/or air conditioning shall be equipped with the highest rated capacity available from the chassis OEM.

b. Types A-2 and Type B buses over fifteen thousand (15,000) lbs. GVWR and all Type C and D buses shall be equipped with a heavy-duty truck or bus-type alternator, having a minimum output rating of one hundred (100) amperes or higher, and should produce a minimum current output of fifty (50%) of the rating at engine idle speed.

c. All other buses than those described in B1.a. Buses equipped with an electrically powered wheelchair lift and/or air conditioning or other accessories shall have a minimum alternator output of two hundred forty (240) amperes and may be equipped with a device that monitors the electrical system voltage and advances the engine idle speed when the voltage drops to, or below, a pre-set level.

d. Buses equipped with an electrically powered wheelchair lift, air conditioning or other accessories may be equipped with a device that monitors the electrical system voltage and advances the engine idle speed when the voltage drops to, or below, a pre-set level.

e. A belt alternator drive shall be capable of handling the rated capacity of the alternator with no detrimental effect on any other driven components. (See SBMTC; "School Bus Technical Reference," for estimating required alternator capacity, available at http://www.nasdpts.org)

f. A direct drive alternator is permissible in lieu of a belt driven alternator.

3. Wiring:

a. All wiring shall conform to current applicable recommended practices of the Society of Automotive Engineers (SAE) standards.

b. All wiring shall use color and at least one other method of identification. The other method shall be either a number code or name code, and each chassis shall be delivered with a wiring diagram that illustrates the wiring of the chassis.

c. The chassis manufacturer shall install a readily accessible terminal strip or plug on the body side of the cowl or in an accessible location in the engine compartment of vehicles designed without a cowl. The strip or plug shall contain the following terminals for the body connections:

1) Main 100-ampere body circuit;

2) Tail lamps;

3) Right turn signal;

4) Left turn signal;

5) Stop lamps;
6) Back up lamps; and

7) Instrument panel lamps (rheostat controlled).

d. Multiplex wiring is recommended and may exempt manufacturers from some of the above wiring standards.

4. Circuits:

a. An appropriate identifying diagram (color plus a name or number code) for all chassis electrical circuits shall be provided to the body manufacturer for distribution to the end user.

b. The headlamp system must be wired separately from the body-controlled solenoid.

c. Multiplex wiring is recommended and may exempt manufacturers from some of the above circuitry standards.

5. Daytime Running Lamps (DRL): A daytime running lamps system meeting chassis manufacturer’s specifications shall be provided.

6. Switches: All control switches shall be labeled to identify their function.

U. Emergency Exits and Emergency Exit Alarm Systems

1. Any installed emergency exits and all exit alarm systems shall comply with the requirements of FMVSS No. 217 and 49 CFR Part 571.217.

2. The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least four hundred (400) square inches. The lower portion of the rear emergency doors on Types A-2, B, C, and D vehicles shall be equipped with a minimum of three hundred fifty (350) square inches of approved safety glazing.

3. There shall be no steps leading to an emergency door.

4. The words "EMERGENCY DOOR" or "EMERGENCY EXIT," in letters at least two (2") inches high, shall be placed at the top of or directly above the emergency exit, or on the door in on the metal panel above the top glass, both inside and outside the bus.

5. The emergency door(s) shall be equipped with padding at the top edge of each door opening. Padding shall be at least three (3) inches wide and one (1) inch thick, and shall extend the full width of the door opening.
6. There shall be no obstruction higher than one-quarter (¼) inch across the bottom of any emergency door opening. Fasteners used within the emergency exit opening, shall be free of sharp edges or burrs.

7. Each school bus shall have the designation “Emergency Door” or “Emergency Exit,” as appropriate, in letters at least five (5) centimeters high, of a color that contrasts with its background. For emergency exit doors, the designation shall be located at the top of, or directly above, the emergency exit door on both the inside and outside surfaces of the bus. Concise operating instructions describing the motions necessary to unlatch and open the emergency exit shall be located within sixteen (16) centimeters of the release mechanism on the inside surface of the bus. These instructions shall be in letters at least one (1) centimeter high and of a color that contrasts with its background. [Examples: (1) Lift to Unlatch, Push to Open; (2) Turn Handle, Push Out to Open.] Outside may consist of a black arrow pointing in direction of handle travel. No other lettering shall obstruct or interfere with the placement of operation instructions mounted on the interior or exterior of the emergency exit door.

8. The rear emergency window shall have a lifting assistance device that will aid in lifting and holding the rear emergency window open.

9. Each emergency exit door of a school bus shall be equipped with a positive door opening device that, after the release mechanism has been operated, bears the weight of the door; keeps the door from closing past the point at which the door is perpendicular to the side of the bus body, regardless of the body’s orientation; and provides a means for release or override. The positive door opening device shall perform the functions specified in paragraph (a)(3)(i)(A) and (B) of this section without the need for additional action beyond opening the door past the point at which the door is perpendicular to the side of the bus body. [Emergency door(s) holder—language (49 CFR Part 571.217, S.5.4.2.1(a) Emergency Exit Doors).

10. Types A, B, C, and D vehicles shall be equipped with a total number of exits as follows for the indicated actual passenger capacities of vehicles. Exits required by FMVSS No. 217 may be included to comprise the total number of exits specified.

<table>
<thead>
<tr>
<th>Number of Passengers</th>
<th>Number of Emergency Exits per Side</th>
<th>Number of Roof Hatches</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 42</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>43 - 78</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>79 - 90</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

- Zero to 42 Passengers = one emergency exit per side and one roof hatch.
- 43 Forty-three to 78 Passengers = two emergency exits per side and two roof hatches.
79. Seventy-nine to 90 Passengers = three emergency exits per side and two roof hatches.

40.11. Side emergency exit windows, when installed, may be vertically hinged on the forward side of the window. Operation instructions shall be clearly readable of a contrasting color, and be located within six (6) inches of the release mechanism. No side emergency exit window will be located above a stop arm. Emergency exit doors, side emergency exit windows and emergency exit roof hatches shall be strategically located for optimal egress during an emergency evacuation of the bus.

41.12. Emergency exit doors shall include an alarm system that includes an audible warning device at the emergency door exit and also in the driver's compartment. Emergency exit side windows shall include an alarm system that includes an audible warning device in the driver's compartment. Roof hatches do not require an alarm system, but if so equipped, they must be operable and include an audible warning device in the driver's compartment.

42.13. Vandal lock may be installed. If applicable, the interlock and vandal lock should be interconnected.

V. Emergency Equipment

1. Fire extinguisher:
   a. The bus shall be equipped with at least one (1) UL-approved pressurized, dry chemical fire extinguisher complete with hose. The extinguisher shall be mounted and secured in a bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and be easily read without moving the extinguisher from its mounted position. Fire extinguisher shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.
   b. The fire extinguisher shall have a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal (breakable) that will not interfere with the use of the fire extinguisher.

2. First-aid kit:
   a. The bus shall have an easily removable, metal moisture-proof and dustproof first aid kit sealed with a breakable type seal and mounted in the driver's compartment in a location that is physically accessible to all drivers. It shall be properly mounted and secured and identified as a first aid kit. The location for the first aid kit shall be marked. First-aid kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.
   b. Contents shall, at a minimum, include:
      1) Two (2) - 1 inch x 2 1/2 yards adhesive tape;
2) **Twenty-four (24)** sterile gauze pads, 3 inches x 3 inches;  
3) **One-hundred (100)** - 3/4 inch x 3 inches adhesive bandages;  
4) **Eight (8)** - 2 inch bandage compress;  
5) **Ten (10)** - 3 inch bandage compress;  
6) **Two (2)** - 2 inch x 6 feet sterile gauze roller bandages;  
7) **Two (2)** non-sterile triangular bandages approximately 39 inches x 35 inches x 54 inches with **two (2)** safety pins;  
8) **Three (3)** sterile gauze pads, 36 inches x 36 inches;  
9) **Three (3)** sterile eye pads;  
10) **One (1)** rounded-end scissors;  
11) **One (1)** mouth-to-mouth airway; and  
12) **One (1)** pair medical examination gloves.

### 3. Body fluid clean-up kit:

a. Each bus shall have an **easily removable** metal removable and moisture-proof body fluid clean-up kit. It shall be sealed with a breakable type seal. It shall be properly mounted in the driver’s compartment in a location that is physically accessible to all drivers and identified as a body fluid clean-up kit. Body fluid clean-up kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

b. Contents shall, at a minimum, include:

1) **One (1)** pair medical examination gloves;  
2) **Absorbent**;  
3) **One (1)** scoop;  
4) **One (1)** scraper or hand broom;  
5) **Disinfectant**; and  
6) **Two (2)** plastic bags.

### 4. Warning devices:

Each school bus shall contain at least three (3) reflectorized triangle road warning devices that meet requirements in FMVSS No. 125. The warning
device(s) shall be enclosed in an approved box that shall be sealed with a breakable type seal. The warning device(s) and approved box shall be mounted in an accessible place within the driver’s compartment of the bus and shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc. The lid of the approved box may be designed so as to reveal the contents of the box without opening the lid.

5. Any of the emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than one (1) inch letters, identifying each piece of equipment contained therein.

6. Tape(s) and silicone sealants do not meet breakable type seal requirement. Breakable type seal(s) shall be replaced as appropriate and necessary and also during every annual school bus inspection following a thorough inspection for deterioration and required contents.

7. Ignitable flares and axes are not allowed on school buses.

2. **Engine Fire Extinguisher (Non-Reimbursable Option — see exception)**

   The chassis manufacturer may provide an automatic fire extinguisher system in the engine compartment, which may be reimbursable with prior approval.

W. **Exhaust System**

1. The exhaust pipe, muffler, tailpipe, and after treatment system shall be outside the bus body compartment and attached to the chassis so as not to damage any other chassis component.

2. The tailpipe shall be constructed of a corrosion-resistant tubing material at least equal in strength and durability to 16-gauge steel tubing of equal diameter. The tailpipe may be flush with, but shall not extend out more than two (2) inches beyond the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe.

2.3. The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus Type A-1 may be according to the manufacturer’s standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door. Exhaust may exit through the bumper.

3.4. Manufacturers shall furnish an exhaust system with tailpipe of sufficient length to exit the rear of the bus or at the left side of the bus body no more than eighteen (18) inches forward of the front edge of the rear wheel house opening. If designed to exit at the rear of the bus, the tailpipe shall extend at least five (5) inches beyond the end of the chassis frame. If designed to exit to the side of the bus, the tailpipe shall extend at least forty-eight and one-half (48½) inches [fifty-one and one-half (51½) inches if the body is to be one hundred two (102) inches wide] outboard from the chassis centerline. The tailpipe may be flush with or shall not extend more than two (2) inches beyond the perimeter of the body for side exit or the bumper for rear exit pipe. The exhaust system shall be designed such that exhaust gas will not be trapped under the body of the bus.
4.5. On Types C and D vehicles, the tailpipe shall not exit beneath a fuel fill or emergency door exit.

5.6. Type A and B chassis may be furnished with the manufacturer's standard tailpipe configuration.

   a. **NOTE:** See Bus Body Standards under Tailpipe.

6.7. The exhaust system on a chassis shall be adequately insulated from the fuel system.

7.8. The muffler shall be constructed of corrosion-resistant material.

9. The exhaust system on the chassis may be routed to the left of the right frame rail to allow for the installation of a power lift unit on the right side of the vehicle. The tailpipe may extend through the bumper.

8.10. Exceptions to Idaho exhaust system standards may be necessary in order to comply with changing federal emission standards on school buses. School bus manufacturers may submit a written request for an exception to an Idaho exhaust system standard to the SDE Student Transportation. Any exhaust system exception to standard request must be linked to federal emission standards rationale. The request will then be reviewed by the Student Transportation Steering Committee.

9.11. The design of the after treatment systems shall not allow active (non-manual) regeneration of the particulate filter during the loading and unloading of passengers. Manual regeneration systems will be designed such that unintentional operation will not occur.

10.12. For after treatment systems that require Diesel Exhaust Fluid (DEF) to meet federally mandated emissions:

   a. The composition of Diesel Exhaust Fluid (DEF) must comply with International Standard ISO 22241-1. Refer to engine manufacturer for any additional DEF requirements.

   b. The DEF supply tank should be designed sized to meet a minimum ratio of three (3) diesel fills to one (1) DEF fill.

**X. Fenders: Front-Type C Vehicles**

1. Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position.

2. Front fenders shall be properly braced and shall not require attachment to any part of the body.
Y. Floors

1. The floor in the under-seat area, including tops of wheel housing, driver's compartment and toe board, shall be covered with rubber floor covering or equivalent, having a minimum overall thickness of 0.125 inch, and a calculated burn rate of 0.1 mm per minute or less, using the test methods, procedures and formulas listed in FMVSS No. 302. The driver's area on all Type A buses may be manufacturer's standard flooring and floor covering.

2. The floor covering in the aisles shall be of aisle-type rubber or equivalent, wear-resistant and ribbed. Minimum overall thickness shall be 0.187 inch measured from tops of ribs.

3. The floor covering must be permanently bonded to the floor and must not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be a type recommended by the manufacturer of floor-covering material. All seams must be sealed with waterproof sealer.

4. On Types B, C and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the diesel or gasoline fuel tank sending unit and/or fuel pump. This plate shall not be installed under flooring material.

Z. Frame

1. Any secondary manufacturer that modifies the original chassis frame shall provide a warranty at least equal to the warranty offered by the original equipment manufacturer (OEM), and shall certify that the modification and other parts or equipment affected by the modification shall be free from defects in material and workmanship under normal use and service intended by the OEM.

2. Frames shall not be modified for the purpose of extending the wheelbase.

3. Holes in top or bottom flanges or side units of the frame, and welding to the frame, shall not be permitted except as provided or accepted by chassis manufacturer.

4. Frame lengths shall be established in accordance with the design criteria for the complete vehicle.

AA. Fuel System

1. Fuel tank (or tanks) having a minimum 30 twenty-five (25)-gallon capacity shall be provided by the chassis manufacturer. The tank shall be filled and vented to the outside of the body and the fuel filler should be placed in a location where accidental fuel spillage will not drip or drain on any part of the exhaust system.

2. Fuel lines shall be mounted to the chassis frame in such a manner that the frame provides the maximum possible protections from damage.

3. The fuel system shall comply with FMVSS No. 301.
4. Fuel tank(s) may be mounted between the chassis frame rails or outboard of the frame rails on either the left or right side of the vehicle.

5. The actual draw capacity of each fuel tank shall be, at a minimum, eighty-three 83 percent (83%) of the tank capacity.

6. Installation of alternative fuel systems, including fuel tanks and piping from tank to engine, shall comply with all applicable fire codes in effect on the date of manufacture of the bus.


8. Installation of Compressed Natural Gas (CNG) containers shall comply with FMVSS No. 304, Compressed Natural Gas Fuel Container Integrity.

9. The CGNG Fuel System shall comply with FMVSS No. 303, Fuel System Integrity of Compressed Natural Gas Vehicles.

BB. Governor

An electronic engine speed limiter shall be provided and set to limit engine speed, not to exceed the maximum revolutions per minute, as recommended by the engine manufacturer.

3. Heating System, Provision for

The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system. The engine shall be capable of supplying coolant at a temperature of at least 170 degrees Fahrenheit at the engine cooling thermostat opening temperature. The coolant flow rate shall be 50 pounds per minute at the return end of 30 feet of one-inch inside diameter automotive hot water heater hose, according to School Bus Manufacturers Technical Council publication—001.

CC. Handrails

At least one handrail shall be installed. The handrail shall be a minimum of one (1) inch diameter, and be constructed from corrosion resistant material(s). The handrail(s) shall assist passengers during entry or exit, and be designed to prevent entanglement, as evidenced by the passage of the National Highway Traffic Safety Administration (NHTSA) string and nut test, as defined in National School Transportation Specifications & Procedures School Bus Inspection.

DD. Heaters and Air Conditioning Systems

The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system. The engine shall be capable of supplying coolant at a temperature of at least 170 one hundred seventy degrees Fahrenheit (170° F) at the engine cooling thermostat opening temperature. The coolant flow rate shall be
fifty (50) pounds per minute at the return end of thirty (30) feet of one (1)-inch inside
diameter automotive hot water heater hose, according to School Bus Manufacturers
Technical Council (SBMTC) Publication - 001.

1. Heating System:
   a. The heater shall be hot water and/or combustion type, electric heating
      element, or heat pump.
   b. If only one heater is used, it shall be fresh-air or combination fresh-air and
      recirculation type.
   c. If more than one heater is used, additional heaters may be recirculating air
      type.
   d. The heating system shall be capable of maintaining bus interior
      temperatures as specified in SAE test procedure J2233.
   e. Auxiliary fuel-fired heating systems (non-reimbursable) are permitted,
      provided they comply with the following:
      1) The auxiliary heating system fuel shall utilize the same type fuel as
         specified for the vehicle engine.
      2) The heater(s) may be direct hot air or connected to the engine’s
         coolant system.
      3) An auxiliary heating system, when connected to the engine’s coolant
         system, may be used to preheat the engine coolant or preheat and
         add supplementary heat to the bus's heating system.
      4) Auxiliary heating systems must be installed pursuant to the
         manufacturer’s recommendations and shall not direct exhaust in such
         a manner that will endanger bus passengers.
      5) Auxiliary heating systems which operate on diesel fuel shall be
         capable of operating on #1, #2, or blended diesel fuel without the
         need for system adjustment.
      6) The auxiliary heating system shall be low voltage.
      7) Auxiliary heating systems shall comply with all applicable FMVSSs,
         including FMVSS No. 301, as well as with SAE test procedures.
      8) All forced air heaters installed by body manufacturers shall bear a
         name plate that indicates the heater rating in accordance with
         SBMTC-001. The plate shall be affixed by the heater manufacturer
         and shall constitute certification that the heater performance is as
         shown on the plate. Low profile heaters are not allowed within the
         clear floor area required to accommodate a wheelchair.
f. Portable heaters shall not be allowed

g. Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or any sharp edges and shall not interfere with or restrict the operation of any engine function. Heater hoses shall conform to SAE J20c. Heater lines, cores and elements on the interior of bus shall be shielded to prevent scalding or burning of the driver or passengers. All heater hose shields shall completely cover all parts of the hose and connectors in such a way as to prevent burning subsequent to significant heat transferring to the shield. They shall not incorporate any openings that would allow a passenger to be injured by sharp edges or hot surfaces.

h. Each hot water system installed by a body manufacturer shall include one (1) shut-off valve in the pressure line and one (1) shut-off valve in the return line with both valves at the engine in an accessible location, except that on all Types A and B buses, the valves may be installed in another accessible location.

i. All heaters of hot water type in the passenger compartment shall be equipped with a device, installed in the hot water pressure line, which regulates the water flow to all passenger heaters. The device shall be conveniently operated by the driver while seated. The driver and passenger heaters may operate independently of each other for maximum comfort.

j. All combustion heaters shall be in compliance with current Federal Motor Carrier Safety Administration (FMCSA) Regulations.

k. Accessible bleeder valves of hot water type shall be installed in an appropriate place in the return lines of body company-installed heaters to remove air from the heater lines.

l. Access panels shall be provided to make heater motors, cores, elements, and fans readily accessible for service. An outside access panel may be provided for the driver’s heater.

2. Air Conditioning (Non-Reimbursable Option Except When Driven By IEP):

The following specifications are applicable to all types of school buses that may be equipped with air conditioning. This section is divided into two parts: Part 1 covers performance specifications, and Part 2 covers other requirements applicable to all buses.

a. Part 1 - Performance Specifications:

1) The installed air conditioning system should cool the interior of the bus down to at least 80 degrees Fahrenheit, measured at a minimum of three points, located four feet above the floor at the longitudinal centerline of the bus. The three points shall be: (1) near the driver’s location, (2) at the mid-point of the body, and (3) two feet forward of the rear emergency door, or, for Type D rear-engine buses, two feet forward of the end of the aisle.
2) The test conditions under which the above performance must be achieved shall consist of: (1) placing the bus in a room (such as a paint booth) where ambient temperature can be maintained at 100 degrees Fahrenheit (2) heat soaking the bus at 100 degrees Fahrenheit with windows open for at least one hour and (3) closing windows, turning on the air conditioner with the engine running at the chassis manufacturer's recommended low idle speed, and cooling the interior of the bus to 80 degrees Fahrenheit or lower within a maximum of 30 minutes while maintaining 100 degrees Fahrenheit outside temperature.

Alternately, and at the user's discretion, this test may be performed under actual summer conditions, which consist of temperatures above 85 degrees Fahrenheit, humidity above 50 percent with normal sun loading of the bus and the engine running at the manufacturer's recommended low idle speed. After a minimum of one hour of heat soaking, the system shall be turned on and must provide a minimum 20-degree temperature drop in the 30-minute time limit.

The manufacturer shall provide test results that show compliance of standard systems. If the bid specifies, the manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.

b. Part 2 - Other Requirements:

1) Evaporator cases, lines and ducting (as equipped) shall be designed in such a manner that all condensation is effectively drained to the exterior of the bus below the floor level under all conditions of vehicle movement and without leakage on any interior portion of bus.

2) Any evaporator or ducting system shall be designed and installed so as to be free of injury-prone projections or sharp edges. Any ductwork shall be installed so that exposed edges face the front of the bus and do not present sharp edges.

3) On specially equipped school buses, the evaporator and ducting (if used) shall be placed high enough that they will not obstruct occupant securement shoulder strap upper attachment points. This clearance shall be provided along entire length of the passenger area on both sides of the bus interior to allow for potential retrofitting of new wheelchair positions and occupant securement devices throughout the bus.

4) The body may be equipped with insulation, including sidewalls, roof, firewall, rear, inside body bows and plywood or composite floor insulation to aid in heat dissipation and reflection.

5) All glass (windshield, entrance and emergency doors, side and rear windows) may be equipped with maximum integral tinting allowed by federal, state (Section 49-944, Idaho Code) or ANSI American...
National Standards Institute standards for the respective locations, except that windows rear of the driver's compartment, if tinted shall have approximately twenty-eight percent (28%) light transmission.

6) Electrical generating capacity shall be provided to accommodate the additional electrical demands imposed by the air conditioning system.

7) Roofs may be painted white to aid in heat dissipation, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.

EE. Hinges

All exterior metal door hinges which do not have stainless steel, brass or nonmetallic hinge pins or other designs that prevent corrosion shall be designed to allow lubrication to be channeled to the center seventy-five percent (75%) of each hinge loop without disassembly.

FF. Horn

The bus shall be equipped with two (2) horns of standard make with each horn capable of producing a complex sound in bands of audio frequencies between two-hundred fifty (250) and two thousand (2,000) cycles per second and tested in accordance with SAE J-377.

GG. Identification

1. The body shall bear the words “SCHOOL BUS” in black letters at least eight (8) inches high on both front and rear of the body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Letters shall conform to “Series B” of Standard Alphabets for Highway Signs. “SCHOOL BUS” lettering shall have a reflective background, or as an option, may be illuminated by backlighting.

2. MFSABs are exempt from these requirements.

3. Required lettering and numbering shall include:

   a. School district owned vehicles will be identified with black lettering [minimum four (4) inches high] on both sides of the school bus using the district name and number listed in the Idaho Educational Directory. Contractor-owned school buses under contract with a school district must also comply with the same identification standards as district-owned buses and shall be identified by either the contractor or district name, as decided by the district.

   b. Each district-owned or contracted school bus will be separately identified with its own number in two (2) places on each side of the bus in the logo panel/belt line using six (6)-inch (6") high black numbers. Numbers on the
passenger side shall be as close to the first and last passenger windows as possible and on the driver’s side as close to the stop arm and last passenger window as possible.

c. Unauthorized entry placards shall be displayed in the most visible location when observed by persons approaching the vehicle with the door in the open position. Permanence of the placard should be a consideration when choosing a location for attachment. Placard shall read as follows:

**WARNING**

IT IS UNLAWFUL TO:

Enter a school bus with the intent to commit a crime
Enter a school bus and disrupt or interfere with the driver
Refuse to disembark after ordered to do so by the driver
(Sections 18-113-4522 and 18-413-1522, Idaho Code)

State Department of Education Student Transportation Section may shall provide unauthorized entry placards.

d. Other lettering, numbering, or symbols, which may be displayed on the exterior of the bus, shall be limited to:

1) Bus identification number on the top, front and rear of the bus, in addition to the required numbering on the sides.

2) The location of the battery(ies) identified by the word “BATTERY” or “BATTERIES” on the battery compartment door in two (2)-inch maximum lettering.

3) Symbols or letters not to exceed sixty-four (64) square inches of total display near the entrance door exterior displaying information for identification by the students of the bus or route served. No symbols, letters, or other signage shall be permitted on the first two passenger windows or on entrance door glass which may block or obscure clear visibility.

e. All other signage must have prior written SDE approval.

f. Manufacturer, dealer or school identification or logos displayed so as not to distract significantly from school bus body color and lettering specifications.

g. Symbols identifying the bus as equipped for or transporting students with special needs (see Specially Equipped School Bus section).

h. Lettering on the rear of the bus relating to school bus flashing signal lamps electronic warning sign or railroad stop procedures. This lettering shall not obscure or interfere with the operation instructions displayed on the exterior portion of the rear emergency exit door.
i. Identification of fuel type in two-one (1) inch maximum lettering adjacent to the fuel filler opening.

j. One 4” x 10”(maximum) decal promoting school bus safety on rear bumper.

HH. Inside Height

Inside body height shall be seventy-two (72) inches or more, measured metal to metal, at any point on longitudinal centerline from front vertical bow to rear vertical bow. Inside body height of Type A-1 buses shall be sixty-two (62) inches or more.

II. Instruments and Instrument Panel

1. The chassis shall be equipped with the instruments and gauges listed below. (Note: Telltale warning lamps in lieu of gauges are not acceptable, except as noted.)

   a. Speedometer.

   b. Tachometer (Note: For Types B, C, and D buses, a tachometer shall be installed so as to be visible to the driver while seated in a normal driving position.)

   c. Odometer which will give accrued mileage (to seven digits), including tenths of a miles, unless tenths of a miles are registered on a trip odometer. Odometer shall be available to read without use of the vehicle’s key.

   d. Voltmeter (Note: An ammeter with graduated charge and discharge indications is permitted in lieu of a voltmeter; however, when used, the ammeter wiring must be compatible with the current flow of the system.)

   e. Oil pressure gauge.

   f. Water temperature gauge.

   g. Fuel gauge.

   h. Upper beam headlamp indicator.

   i. Brake air pressure gauge (air brakes), brake indicator lamp (vacuum/hydraulic brakes), or brake indicator lamp (hydraulic/hydraulic). [Note: A warning lamp indicator in lieu of gauge is permitted on a vehicle equipped with a hydraulic-over-hydraulic brake system;]

   j. Turn signal indicator; and

   k. Glow-plug Intake heater indicator lamp where appropriate.

2. All instruments shall be easily accessible for maintenance and repair.
2.3. The instruments and gauges shall be mounted on the instrument panel so that each is clearly visible to the driver while seated in a normal driving position.

3.4. The instrument panel shall have lamps of sufficient candlepower to illuminate all instruments, gauges and shift selector indicator for the automatic transmission or as required by FMVSS No. 101.

4.5. Multi-function gauge (MFG) (Optional):

   a. The driver must be able to manually select any displayable function of the gauge on a MFG whenever desired.
   
   b. Whenever an out-of-limits condition that would be displayed on one or more functions of a MFG occurs, the MFG controller should automatically display this condition on the instrument cluster. This should be in the form of an illuminated telltale warning lamp as well as having the MFG automatically displays the out-of-limits indications. Should two or more functions displayed on the MFG go out of limits simultaneously, then the MFG should sequence automatically between those functions continuously until the condition(s) are corrected.
   
   c. The use of a MFG does not relieve the need for audible warning devices, where required.

JJ. Insulation (Optional)

1. If thermal insulation is specified, it shall be fire-resistant, UL approved, with minimum R-value of 5.5. Insulation shall be installed so as to prevent sagging.

2. If floor insulation is required, it shall be five-ply nominal five-eighths (\(\frac{5}{8}\)) inch thick plywood, and it shall equal or exceed properties of the exterior-type softwood plywood, C-D Grade, as specified in standard issued by U.S. Department of Commerce. When plywood is used, all exposed edges shall be sealed. Type A-1 buses may be equipped with nominal one-half (\(\frac{1}{2}\)) inch thick plywood or equivalent material meeting the above requirements. Equivalent material may be used to replace plywood, provided it has an equal or greater insulation R-value, deterioration, sound abatement and moisture resistance properties.

KK. Interior

1. The interior of bus shall be free of all unnecessary projections, which include luggage racks and attendant handrails, to minimize the potential for injury. This specification requires inner lining on ceilings and walls. If the ceiling is constructed to contain lapped joints, the forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges. Buses may be equipped with a storage compartment for tools, tire chains and/or tow chains (see STORAGExorage COMPARTMENTompartmen).
2. Non-reimbursable interior overhead storage compartments may be provided if they meet the following criteria:

   a. Meet head protection requirements of FMVSS No. 222, where applicable.
   b. Have a maximum rated capacity displayed for each compartment.
   c. Be completely enclosed and equipped with latching doors which must be sufficient to withstand a force of five (5) times the maximum rated capacity of the compartment.
   d. Have all corners and edges rounded with a minimum radius of one (1) inch or padded equivalent to door header padding.
   e. Be attached to the bus sufficiently to withstand a force equal to twenty (20) times the maximum rated capacity of the compartment; and
   f. Have no protrusions greater than one-quarter (¼) inch.

3. The driver’s area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment. All equipment necessary for the operation of the vehicle shall be properly secured in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

4. Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 dB(A) when tested according to National School Transportation Specifications & Procedures Noise Test Procedure.

LL. Lamps and Signals

1. Illumination Lamps

   Interior lamps shall be provided which adequately illuminate the aisle and step well. The step well lamps shall be illuminated by an entrance service door-operated switch, to illuminate only when headlamps and/or clearance lamps are on and the entrance door is open. An additional exterior mounted lamp shall be mounted next to the entrance door to adequately illuminate the outside approach to the door. It shall be actuated simultaneously with the step well lamps.

2. Body Instrument Panel Lamps

   Body instrument panel lamps shall be controlled by an independent rheostat switch.

3. School Bus Alternately Flashing Signal Lamps:
a. The bus shall be equipped with two (2) red lamps at the rear of the vehicle and two (2) red lamps at the front of the vehicle.

b. In addition to the four (4) red lamps described above, four (4) amber lamps shall be installed so that one (1) amber lamp is located near each red signal lamp, at the same level, but closer to the vertical centerline of bus. The system of red and amber signal lamps, when in its operational mode, shall be wired so that amber lamps are energized manually, and red lamps are automatically energized (with amber lamps being automatically de-energized) when stop signal arm is extended or when bus entrance door is opened. An amber pilot lamp and a red pilot lamp shall be installed adjacent to the driver controls for the flashing signal lamp to indicate to the driver which lamp system is activated.

c. Air and electrically operated doors may be equipped with an over-ride switch that will allow the red lamps to be energized without opening the door, when the alternately flashing signal lamp system is in its operational mode. The use of such a device shall be in conformity with the law and SDE loading/unloading training procedures, as contained in Idaho’s school bus driver training curriculum.

d. The area around the lenses of alternately flashing signal lamps extending outward from the edge of the lamps approximately three (3) inches (+/- one quarter inch) to the sides and top and minimum one (1) inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen [from a distance of five hundred (500) feet along axis of the vehicle].

e. Red lamps shall flash at any time the stop signal arm is extended.

f. All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.

4. Turn Signal and Stop/Tail Lamps:

a. Bus body shall be equipped with amber rear turn signal lamps that are at least seven (7) inches in diameter or, if a shape other than round, a minimum thirty-eight (38) square inches of illuminated area and shall meet FMVSS No. 108. These signal lamps must be connected to the chassis hazard-warning switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their centerline shall be a maximum of twelve (12) inches below the rear window. Type A-1 conversion vehicle front lamps must be at least twenty-one (21) square inches in lens area and must be in the manufacturer’s standard color.

b. Buses shall be equipped with amber side-mounted turn signal lamps. One turn signal lamp on the left side shall be mounted rearward of the stop signal arm and one turn signal lamp on the right side shall be mounted rearward of the entrance door. Both front side-mounted turn signal lamps shall be mounted forward of the bus center-line. An additional side
mounted turn signal lamp may be mounted on each side of the bus to the rear of the bus center-line.

c. Buses shall be equipped with four (4) combination red stop/tail lamps:

1) Two (2) combination lamps with a minimum diameter of seven (7) inches, or if a shape other than round, a minimum thirty-eight (38) square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps.

2) Two (2) combination lamps with a minimum diameter of four (4) inches, or if a shape other than round, a minimum of twelve (12) square inches of illuminated area, shall be placed on the rear of the body between the beltline and the floor line. The rear license plate lamp may be combined with one (1) lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated. Type A-1 buses with bodies supplied by chassis manufacturer may be equipped with manufacturer’s standard stop and tail lamps.

d. On buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full circuit current passes through the monitor, each circuit shall be protected by a fuse or circuit breaker or electronic protection device against any short circuit or intermittent shorts.

e. An optional white flashing strobe lamp may be installed on the roof of a school bus, at a location not to exceed 1/3 the body length forward closer than twelve (12) inches or more than six (6) feet from the rear of the roof edge. However, if the bus is equipped with a roof hatch, or other roof mounted equipment, falling within the above mentioned measurements, the strobe lamp may be located directly behind that equipment. The lamp shall have a single clear lens emitting light 360 degrees around its vertical axis and may not extend above the roof more than maximum legal height. A manual switch and a pilot lamp shall be included to indicate when lamp is in operation. Operation of the strobe lamp is limited to periods of inclement weather, nighttime driving, emergency situation or whenever students are onboard. Optionally, the strobe lamp may be mounted on the roof in the area directly over the restraining barrier on the driver’s side, may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle, and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather, nighttime driving or emergency situation.

f. The bus body shall be equipped with two (2) white rear backup lamps that are at least four (4) inches in diameter or, if a shape other than round, a minimum of twelve (12) square inches of illuminated area, meeting FMVSS No. 108 and Idaho Code Section 49-920. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.
MM. Metal Treatment

1. All metal except high-grade stainless steel or aluminum used in construction of the bus body shall be zinc-coated or aluminum-coated or treated by an equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.

2. All metal parts that will be painted, in addition to the above requirements, shall be chemically cleaned, etched, zinc phosphate-coated and zinc chromate- or epoxy-primed, or the metal may be conditioned by an equivalent process. This includes but not limited to such items as crossing arm and stop arm.

3. In providing for these requirements, particular attention shall be given to lapped surfaces, welded connections of structural members, cut edges on punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.

4. As evidence that the above requirements have been met, samples of materials and sections used in the construction of the bus body shall be subjected to a cyclic corrosion testing as outlined in SAE J1563.

NN. Mirrors

1. The interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. The mirror shall have rounded corners and protected edges. All Type A buses shall have a minimum of a six-inch x sixteen-inch (6 x 16 inch) mirror and Types B, C and D buses shall have a minimum of a six-inch x thirty-inch (6 x 30 inch) mirror.

2. Each school bus shall be equipped with exterior mirrors meeting the requirements of FMVSS No. 111. Mirrors shall be easily adjustable but shall be rigidly braced so as to reduce vibration. The right side rear view mirror shall not be obscured by the un-wiped portion of the windshield.

3. Heated external mirrors may be used.

4. Remote controlled external rear view mirrors may be used.

OO. Mounting

1. The chassis frame shall support the rear body cross member. The bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such a manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.

2. Isolators shall be installed at all contact points between body and chassis frame on Types A-2, B, C, and D buses, and shall be secured by a positive means to the chassis frame or body to prevent shifting, separation, or displacement of the isolators under severe operating conditions.
PP. Mud Flaps

Rear vehicle mud flaps shall be required on all school buses, except when not provided as an option by the school bus manufacturer. Front mud flaps are optional.

QQ. Oil Filter

An oil filter with a replaceable element shall be provided and connected by flexible oil lines if it is not a built-in or an engine-mounted design. The oil filter shall have a capacity in accordance with the engine manufacturer’s recommendation.

RR. Openings

All openings in the floorboard or firewall between the chassis and passenger compartment (e.g., for gearshift selector and parking brakes lever) shall be sealed.

SS. Overall Length

Overall length of bus shall not exceed forty-five (45) feet, excluding accessories.

TT. Overall Width

Overall width of bus shall not exceed one-hundred and two (102) inches, excluding accessories.

UU. Passenger Load

1. Actual gross vehicle weight (GVW) is the sum of the chassis weight, plus the body weight, plus the driver’s weight, plus total seated student weight. For purposes of calculation, the driver’s weight is one hundred fifty (150) pounds and the student weight is one hundred twenty (120) pounds per student.

2. Actual GVW shall not exceed the chassis manufacturer's GVWR for the chassis, nor shall the actual weight carried on any axle exceed the chassis manufacturer's Gross Axle Weight Rating (GAWR).

3. When requested, the manufacturer's GVWR for a particular school bus shall be furnished by manufacturers in duplicate (unless more copies are requested) to the purchasing school district or contractor.

VV. Public Address System

1. Buses may be equipped with AM/FM audio and/or public address system having interior and/or exterior speakers.

2. No internal speakers, other than the driver's communication systems, may be installed within four (4) feet of the driver's seat back in its rearmost upright position.
WW. Reflective Material (See National School Transportation Specifications & Procedures Placement of Reflective Markings)

1. The front and/or rear bumper may be marked diagonally 45 degrees down to centerline of pavement with 1.75 to 2.25 two-inch ± one quarter inch wide strips of non-contrasting reflective material.

2. The rear of bus body shall be marked with strips of reflective NSBY material to outline the perimeter of the back of the bus using material which conforms to the requirements of FMVSS No. 131, Table 1. The perimeter marking of rear emergency exits per FMVSS No. 217 and/or the use of reflective “SCHOOL BUS” signs partially accomplish the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least one and three-quarters (1¾) inch reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips of at least one and three-quarters (1¾) inch retroreflective NSBY material shall be applied at the corners connecting these horizontal strips.

3. “SCHOOL BUS” signs, if not of lighted design, shall be marked with retro reflective NSBY material comprising background for lettering of the front and/or rear “SCHOOL BUS” signs.

4. Sides of bus body shall be marked with at least one and three-quarters (1¾) inch retro reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.

5. Signs, if used, placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures may be of retro reflective NSBY material comprising background for lettering.

XX. Retarder System (Optional Equipment)

A retarder system, if used, shall limit the speed of a fully loaded school bus to 19.0 mph on a seven 7 percent (7%) grade for 3.6 miles.

YY. Road Speed Control

When it is desired to accurately control vehicle maximum speed, a vehicle speed limiter may be utilized.

ZZ. Rub Rails

1. There shall be one (1) rub rail located on each side of the bus approximately at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side.
2. There shall be one (1) additional rub rail located on each side at, or no more than ten (10) inches above the floor line. The rub rail shall cover the same longitudinal area as upper rub rail, except at the wheel housings, and it shall, at a minimum, extend to radii of the right and left rear corners.

3. Both rub rails shall be attached at each body post and all other upright structural members.

4. Each rub rail shall be four (4) inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion. Each entire rub rail shall be black in color.

5. Both rub rails shall be applied outside the body or outside the body posts. Pressed-in or snap-on rub rails do not satisfy this requirement. For Type A-1 vehicles using the body provided by the chassis manufacturer or for Types A-2, B, C, and D buses using the rear luggage or the rear engine compartment, rub rails need not extend around the rear corners.

6. There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.

AAA. Seats and Restraining Barriers

1. Passenger Seating:

   a. All seats shall have a minimum cushion depth of fifteen (15) inches, a seat back height of twenty-four (24) inches above the seating reference point, and must comply with all requirements of FMVSS No. 222. School bus design capacities shall be in accordance with 49 CFR, Part 571.3 and FMVSS No. 222. In addition to the fastener that forms the pivot for each seat retaining clip, a secondary fastener may be used in each clip to prevent the clip from rotating and releasing the seat cushion unintentionally.

   b. All restraining barriers and passenger seats may be constructed with non-reimbursable materials that enable them to meet the criteria contained in the School Bus Seat Upholstery Fire Block Test or the American Society for Testing and Materials (ASTM) E2574/E2574M – 12a Standard Test Method for Fire Testing of School Bus Seat Assemblies. (National School Transportation Specifications & Procedures School Bus Seat Upholstery Fire Block Test).

   c. Each seat leg shall be secured to the floor by a minimum of two bolts, washers, and nuts in order to meet the performance requirements of FMVSS No. 222. Flange-head nuts may be used in lieu of nuts and washers, or seats may be track-mounted in conformance with FMVSS No. 222. If track seating is installed, the manufacturer shall supply minimum and maximum seat spacing dimensions applicable to the bus, which comply with FMVSS No. 222. This information shall be on a label permanently affixed to the inside passenger compartment of the bus.
d. All seat frames attached to the seat rail shall be fastened with two bolts, 
   washers and nuts or flange-head nuts.

e. All school buses (including Type A) shall be equipped with restraining 
   barriers which conform to FMVSS No. 222.

f. The use of a “flip seat” adjacent to any side emergency door is prohibited.

2. Pre School Age Seating:

   When installed, all passenger seats designed to accommodate a child or infant 
   carrier seat shall comply with FMVSS No. 225. These seats shall be in 
   compliance with NHTSA's "Guideline for the Safe Transportation of Pre-school 
   Age Children in School Buses". Child Safety Restraint Systems (CSRSs) shall 
   not be placed in school bus seats adjacent to emergency exits.

3. Driver Seat:

   a. The driver's seat supplied by the body company shall be a high back seat 
      with a minimum seat back adjustable to fifteen (15) degrees, without 
      requiring the use of tools, and a head restraint to accommodate a 5th 
      percentile female to a 95th percentile adult male, as defined in FMVSS No. 
      208. The driver's seat shall be secured with nuts, bolts and washers or 
      flanged-head nuts.

   b. Type A buses may use the standard driver's seat provided by the chassis 
      manufacturer.

4. Driver Restraint System:

   a. A Type 2 lap/shoulder belt shall be provided for the driver. On buses where 
      the driver's seat and upper anchorage for the shoulder belt are both 
      attached to the body structure, a driver's seat with an integrated Type 2 
      lap/shoulder belt may be substituted. On buses where the driver's seat and 
      upper anchorage for the shoulder belt are separately attached to both body 
      and chassis structures (i.e., one attached to the chassis and the other 
      attached to the body), a driver's seat with an integrated Type 2 lap/shoulder 
      belt should be used.

   b. The assembly shall be equipped with an emergency locking retractor for the 
      continuous belt system. On all buses except Type A equipped with a 
      standard chassis manufacturer's driver's seat, the lap portion of the belt 
      system shall be guided or anchored to prevent the driver from sliding 
      sideways under it. The lap/shoulder belt shall be designed to allow for easy 
      adjustment in order to fit properly and to effectively protect drivers varying 
      in size from 5th percentile adult female to 95th percentile adult male.

   c. Each bus shall be equipped with durable webbing cutter having a full width 
      handgrip and a protected, replaceable or non-corrodible blade. The 
      required belt cutter shall be mounted in a visible location accessible to the 
      seated driver in an easily detachable manner.
BBB. Shock Absorbers

The bus shall be equipped with double-action shock absorbers compatible with manufacturer's rated axle capacity at each wheel location. Shock absorbers shall be of sufficient length to allow for adequate travel in all situations without damage to the shock absorber or mounts.

CCC. Steering Gear

1. The steering gear shall be approved by the chassis manufacturer and designed to ensure safe and accurate performance when the vehicle is operated with maximum load and at maximum speed.

2. If external adjustments are required, steering mechanism shall be accessible to make adjustments.

3. No changes shall be made in the steering apparatus which are not approved by the chassis manufacturer.

4. There shall be a clearance of at least two (2) inches between the steering wheel and cowl, instrument panel, windshield, or any other surface.

5. Power steering is required and shall be of the integral type with integral valves.

6. The steering system shall be designed to provide a means for lubrication of all wear-points, which are not permanently lubricated.

DDD. Steps

1. The first step at entrance door shall be not less than ten (10) inches and not more than fourteen (14) inches from the ground when measured from top surface of the step to the ground, based on standard chassis specifications, except that on Type D vehicles, the first step at the entrance door shall be twelve (12) inches to sixteen (16) inches from the ground. On chassis modifications which may result in increased ground clearance (such as four-wheel drive) an auxiliary step shall be provided to compensate for the increase in ground-to-first-step clearance. The auxiliary step is not required to be enclosed.

2. Step risers shall not exceed a height of ten (10) inches. When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.

3. OEM steps shall be enclosed to prevent accumulation of ice and snow.

4. OEM, retrofit, or after-market steps shall not protrude beyond the side body line, except during the loading or unloading of passengers.

EEE. Step Treads
1. All steps, including the floor line platform area, shall be covered with 3/16 inch rubber or other materials equal in wear and abrasion resistance to top grade rubber, having a minimum overall thickness of 0.187 inch.

2. The metal back of the tread shall be permanently bonded to the step tread material, step covering shall be permanently bonded to a durable backing material that is resistant to corrosion.

3. Steps, including the floor line platform area, shall have a one and one-half (1 ½) - inch nosing that contrasts in color by at least seventy (70%) percent measured in accordance with the contrasting color specification in 36 CFR, Part 1192, ADA, Accessibility Guidelines for Transportation Vehicles.

4. Step treads shall have the following characteristics:
   a. Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D-4060, Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser; (CS-17 Wheel, 1000 gram, 1000 cycle);
   b. Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (seven days at 50 phm at 40 degrees C) and Weatherometer exposure (ASTM D-750, Standard Test Method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, seven days);
   c. Flame Resistance: Step treads shall have a calculated burn rate of 0.01 mm per minute or less using the test methods, procedures and formulas listed in FMVSS No. 302, Flammability of Interior Materials; and
   d. A spray on application type material may be used in lieu of item 1. that meets the requirements of items 2. through 4. The material shall be applied not only to the interior surfaces of the service door step treads but the exterior as well if not covered by undercoating.

FFF. Stirrup Steps

When the windshield and lamps are not easily accessible from the ground, there may be at least one (1) folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.

GGG. Stop Signal Arm

The stop signal arm(s) shall comply with the requirements of FMVSS No. 131.

HHH. Storage Compartment (Optional)
A storage container for tools, tire chains, and/or tow chains may be located either inside or outside the passenger compartment. If inside, it shall have a cover capable of being securely latched and fastened to the floor (the seat cushion may not serve this purpose), convenient to either the entrance door or the emergency door.

III. Sun Shield

1. An interior adjustable transparent sun shield, with a finished edge and not less than six inches by thirty inches \((6 \times 30 \text{ inches})\) for Types B, C, and D vehicles, shall be installed in a position convenient for use by the driver.

2. On all Type A buses, the sun shield (visor) shall be installed according to the manufacturer’s standard.

JJJ. Suspension Systems

1. The capacity of springs or suspension assemblies shall be commensurate with the chassis manufacturer’s GVWR.

2. Rear leaf springs shall be of a progressive rate or multi-stage design. Front leaf springs shall have a stationary eye at one end and shall be protected by a wrapped leaf, in addition to the main leaf.

4. Tail Pipe

   a. The tailpipe may be flush with, but shall not extend out more than two inches beyond, the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe.

   b. The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus types A-1 or B-1 buses may be according to the manufacturer’s standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door.

KKK. Throttle

The force required to operate the throttle shall not exceed sixteen \((16)\) pounds throughout the full range of accelerator pedal travel.

LLL. Tires and Rims

1. Rims of the proper size and tires of the proper size and load rating commensurate with the chassis manufacturer’s gross vehicle weight rating shall be provided. The use of multi-piece rims and/or tube-type tires shall not be permitted on any school bus ordered after December 31, 1995.

2. Dual rear tires shall be provided on Type A-2, Type B, Type C and Type D school buses.
3. All tires on a vehicle shall be of the same size, and the load range of the tires shall meet or exceed the GVWR, as required by FMVSS No. 120.

4. If the vehicle is equipped with a spare tire and rim assembly, it shall be the same size as those mounted on the vehicle.

5. If a tire carrier is required, it shall be suitably mounted in an accessible location outside the passenger compartment.

**MMM. Tow Attachment Points**

1. Rear towing devices (i.e. tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a wrecker with a “wheel lift” or an “axle lift” is not available or cannot be applied to the towed vehicle.

2. Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer’s specifications.

3. Each rear towing device shall have a strength rating of thirteen thousand five hundred (13,500) pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail.

4. The towing devices shall be mounted such that they do not project rearward of the rear bumper.

**NNN. Traction Assisting Devices (Optional)**

1. Where required or used, sanders shall:
   a. Be of hopper cartridge-valve type
   b. Have a metal hopper with all interior surfaces treated to prevent condensation of moisture
   c. Be of at least 100-pound (grit) capacity
   d. Have a cover on the filler opening of hopper, which screws into place, thereby sealing the unit airtight
   e. Have discharge tubes extending to the front of each rear wheel under the fender
   f. Have non-clogging discharge tubes with slush-proof, non-freezing rubber nozzles
   g. Be operated by an electric switch with a telltale pilot lamp mounted on the instrument panel
   h. Be exclusively driver-controlled and
i. Have a gauge to indicate that the hopper needs refilling when it reaches one-quarter (1/4) full.

2. Automatic traction chains may be installed.

**OOO. Transmission**

1. Automatic transmissions shall have no fewer than three (3) forward speeds and one (1) reverse speed. Mechanical shift selectors shall provide a detent between each gear position when the gear selector quadrant and shift selector are not steering-column mounted.

2. In manual transmissions, second gear and higher shall be synchronized, except when incompatible with engine power. A minimum of three forward speeds and one reverse speed shall be provided.

3. Automatic transmissions incorporating a parking pawl shall have a transmission shifter interlock controlled by the application of the service brake to prohibit accidental engagement of the transmission.

All non-park pawl transmissions shall incorporate a park brake interlock that requires the service brake to be applied to allow release of the parking brake.

**PPP. Trash Container and Holding Device (Optional)**

Where requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement; and it shall be installed in an accessible location in the driver's compartment, not obstructing passenger use of the entrance door or the entrance grab handle, and in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc. Trash cans shall not be installed in the passenger compartment which includes the back of the bus.

**QQQ. Turning Radius**

1. A chassis with a wheelbase of two-hundred sixty-four (264) inches or less shall have a right and left turning radius of not more than forty-two and one-half (42½) feet, curb-to-curb measurement.

2. A chassis with a wheelbase of two-hundred sixty-five (265) inches or more shall have a right and left turning radius of not more than forty-four and one-half (44½) feet, curb-to-curb measurement.

**RRR. Undercoating**

1. The entire underside of the bus body, including floor sections, cross member and below floor line side panels, shall be coated with rust-proofing material for which the material manufacturer has issued a notarized certification of compliance to the bus body builder that materials meet or exceed all performance and
qualitative requirements of paragraph 3.4 of Federal Specification TT-C-520b, using modified test procedures* for the following requirements: SAE J1959.

1. Salt spray resistance-pass test modified to five percent salt and 1,000 hours

2. Abrasion resistance-pass

3. Fire resistance-pass

4. *Test panels are to be prepared in accordance with paragraph 4.6.12 of TT-C-520b with modified procedure requiring that test be made on a 48-hour air-cured film at thickness recommended by compound manufacturer.

2. The undercoating material shall be applied with suitable airless or conventional spray equipment to the recommended film thickness and shall show no evidence of voids in the cured film. The undercoating material shall not cover any exhaust components of the chassis.

SSS. Ventilation

1. Auxiliary fans shall meet the following requirements:

   a. Fans for left and right sides shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct the driver's vision or interfere with the safe operation of necessary equipment; vision to any mirror or through any critical windshield area. Note: Type A buses may be equipped with one fan.

   b. Fans shall be of six (6) inch nominal diameter.

   c. Fan blades shall be covered with a protective cage; and

   c.d. Each fan shall be controlled by a separate switch.

2. The bus body shall be equipped with a suitably controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without having to open windows except in extremely warm weather.

3. Static-type, non-closeable exhaust ventilation shall be installed, preferably in a low-pressure area of the roof.

4. Roof hatches designed to provide ventilation in all types of exterior weather conditions may be provided.

TTT. Wheel housing

1. The wheel housing opening shall allow for easy tire removal and service.
2. The wheel housings shall be attached to floor sheets in such a manner so as to prevent any dust, water or fumes from entering the body. The wheel housings shall be constructed of at least 16-gauge steel.

3. The inside height of the wheel housing above the floor line shall not exceed twelve (12) inches.

4. The wheel housings shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels.

5. No part of raised wheel housing shall extend into the emergency door opening.

UUU. Windows

1. Each full side window, other than emergency exits designated to comply with FMVSS 217, shall provide an unobstructed opening of at least nine (9) inches but not more than thirteen (13) inches high and at least twenty-two (22) inches wide, obtained by lowering the window. One side window on each side of the bus may be less than twenty-two (22) inches wide. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY.

2. Optional tinted (non-reimbursable) and/or frost-free glazing may be installed in all doors, windows, and windshields consistent with federal, state, and local regulations.

VVV. Windshield Washers

A windshield washer system shall be provided.

WWW. Windshield Wipers

1. A two-speed windshield wiping system with an intermittent time delay feature shall be provided.

2. The wipers shall meet the requirements of FMVSS No. 104.

XXX. Wiring

1. All wiring shall conform to current SAE standards.

2. Wiring shall be arranged in circuits, as required, with each circuit protected by a fuse, breaker or electronic protection device.

3. A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user, along with the wiring diagram provided by the chassis manufacturer. The wiring diagrams shall be specific to the bus model supplied and shall include any changes to wiring made by the body manufacturer. Chassis wiring diagrams shall be supplied to the end
A system of color and number-coding shall be used on buses. The following body interconnecting circuits shall be color-coded as noted:

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>COLOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left Rear Directional Lamp</td>
<td>Yellow</td>
</tr>
<tr>
<td>Right Rear Directional Lamp</td>
<td>Dark Green</td>
</tr>
<tr>
<td>Stop Lamps</td>
<td>Red</td>
</tr>
<tr>
<td>Back-up Lamps</td>
<td>Blue</td>
</tr>
<tr>
<td>Tail Lamps</td>
<td>Brown</td>
</tr>
<tr>
<td>Ground</td>
<td>White</td>
</tr>
<tr>
<td>Ignition Feed, Primary Feed</td>
<td>Black</td>
</tr>
</tbody>
</table>

4. The color of cables shall correspond to SAE J1128.

5. Wiring shall be arranged in at least six (6) regular circuits as follows:

   a. Head, tail, stop (brake) and instrument panel lamps;

   b. Clearance lamps and step well lamps that shall be actuated when the entrance door is open;

   c. Dome lamps;

   d. Ignition and emergency door signal;

   e. Turn signal lamps; and

   e-f. Alternately flashing signal lamps.

6. Any of the above combination circuits may be subdivided into additional independent circuits.

7. Heaters and defrosters shall be wired on an independent circuit.

8. There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off (a momentary or spring loaded switch does not meet this requirement) type that deactivates body equipment that produces noise, including, at least, the AM/FM radio, two–way communications, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers or lighting systems.

9. Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.

10. Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in a readily accessible location.
11. The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.

12. All wiring shall have an amperage capacity exceeding the design load by at least twenty-five 25 percent (25%). All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.

13. A body wiring diagram of a size that can be easily read shall be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel.

14. The body power wire shall be attached to a special terminal on the chassis.

15. All wires passing through metal openings shall be protected by a grommet.

16. Wires not enclosed within the body shall be fastened securely at intervals of not more than eighteen (18) inches. All joints shall be soldered or joined by equally effective connectors, which shall be water-resistant and corrosion-resistant.

17. Multiplex wiring may exempt manufacturers from some of the above wiring standards.

18. Buses may be equipped with a 12-volt power port in the driver’s area.

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**BUS BODY STANDARDS**

5. **Air Conditioning (Non-Reimbursable Option – see exception)**

   1. Body manufacture, or after-market, installed air conditioning must meet the same requirements as those cited under “Heating and Air Conditioning.”

   a. Reimbursement Exception: Air conditioning shall be reimbursable under the Pupil Transportation Support Program when the school district can demonstrate a need subsequent to an IDEA mandated related service.

6. **Aisle**

   1. All emergency exit doors shall be accessible by a 12-inch minimum aisle. The aisle shall be unobstructed at all times by any type of barrier, seat, wheelchair or tie down. Flip seats are not allowed.

7. **Back-Up Warning Alarm**

   An automatic audible alarm shall be installed behind the rear axle and shall comply with the published Backup Alarm Standards (SAE J994B), providing a minimum of 112 dBA, or shall have a variable volume feature that allows the alarm to vary from 87 dBA to 112 dBA sound level, staying at least 5 dBA above the ambient noise level.

8. **Battery**
1. The battery is to be furnished by the chassis manufacturer.

2. When the battery is mounted as described in the "Bus Chassis Specifications", the body manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt, so that the battery is accessible for convenient servicing from the outside. The battery compartment door or cover shall be hinged at the front or top, and be secured by an adequate and conveniently operated latch or other type fastener. Battery cables installed by the body manufacturer shall meet chassis manufacturer and SAE requirements. Battery cables shall be of sufficient length to allow the battery tray to fully extend. The battery compartment is required on Type A-1 diesel buses.

3. Buses may be equipped with a battery shut-off switch. If so equipped, the switch is to be placed in a location not readily accessible to the passengers.

9. **Brakes (General)**

7. The chassis brake system shall conform to the provisions of FMVSS No. 105, No. 106 and No. 121 as applicable.

8. The anti-lock brake system (ABS), provided in accordance with FMVSS No. 105 or No. 121, shall provide wheel speed sensors for each front wheel and for each wheel on at least one rear axle. The system shall provide anti-lock braking performance for each wheel equipped with sensors. (Four Channel System).

9. All brake systems should be designed to permit visual inspection of brake lining wear without removal of any chassis component(s).

10. The brake lines, booster-assist lines, and control cables shall be protected from excessive heat, vibration and corrosion and installed in a manner which prevents chafing.

11. The parking brake system for either air or hydraulic service brake systems may be of a power assisted design. The power parking brake actuator should be a device located on the instrument panel within seated reach of a 5th percentile female driver. As an option, the parking brake may be set by placing the automatic transmission shift control mechanism in the "park" position.

12. The power operated parking brake system may be electronically interlocked to the engine key switch. Once the parking brake has been set and the ignition switch turned to the "off" position, the parking brake cannot be released until the key switch is turned back to the "on" position.

10. **Brakes (Hydraulic)**

   Buses using a hydraulic assist brake shall be equipped with audible and visible warning signals that provide a continuous warning to the driver of loss of fluid flow from the primary source and of a failure of the back-up pump system. Type A and B buses may be OEM standard.
11. Brakes (Air)

6. The air pressure supply system shall include a desiccant-type air dryer installed according to the manufacturers' recommendations. The air pressure storage tank system may incorporate an automatic drain valve.

7. The Chassis manufacturer should provide an accessory outlet for air-operated systems installed by the body manufacturer. This outlet shall include a pressure protection valve to prevent loss of air pressure in the service brake reservoir.

8. For air brake systems, an air pressure gauge shall be provided in the instrument panel capable of complying with CDL pre-trip inspection requirements.

9. Air brake-equipped buses may be equipped with a service brake interlock. If so equipped, the parking brake shall not release until the brake pedal is depressed.

10. Air brake systems shall include a system for anti-compounding of the service brakes and parking brakes.

11. Air brakes shall have both a visible and audible warning device whenever the air pressure falls below the level where warnings are required under FMVSS No. 121.

12. Bumper: Front

On a Type D school bus, if the chassis manufacturer does not provide a bumper, it shall be provided by the body manufacturer. The bumper will conform to the standards described in the "Bus Chassis Specifications."

13. Bumper: Rear

6. The bumper on Type A-1 bus shall be a minimum of 8 inches wide (high) and Type A-2, B, C and D bus bumper shall be a minimum of 9 1/2 inches wide (high). The bumper shall be of sufficient strength to permit being pushed by another vehicle of similar size or lifted without permanent distortion.

7. The bumper shall wrap around back corners of the bus. It shall extend forward at least 12 inches, measured from the rear-most point of the body at the floor line, and shall be flush-mounted to body sides or protected with an end panel.

8. The bumper shall be attached to the chassis frame in such a manner that it may be removed. It shall be braced to resist deformation of the bumper resulting from impact from the rear or side. It shall be designed to discourage hitching of rides by an individual.

9. The bumper shall extend at least 1 inch beyond the rear-most part of the body surface measured at the floor line.

10. The bottom of the rear bumper shall not be more than 30 inches above ground level.
14. Ceiling

See Insulation and Interior, this section.

15. Certification

The body manufacturer upon request of the Idaho State Department of Education Student Transportation Section shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) for items not covered by the FMVSS certification requirements of 49 CFR, Part 567.

16. Chains (Tire)

See Wheel housing, this section.

17. Color

1. The school bus body shall be painted National School Bus Yellow (NSBY), according to School Bus Manufacturers Technical Council publication - 008.

2. The entire rub rail and body exterior paint trim shall be black. Entrance door exterior (excluding glass) shall be NSBY or black, or unpainted aluminum. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY (National School Bus Yellow).

3. Optionally, the roof of the bus may be painted white (non-reimbursable) except that the front and rear roof caps shall remain NSBY, according to National School Transportation Specifications & Procedures Placement of Reflective Markings. If required by automated painting processes a maximum three (3) inch black transition strip is allowed between the white roof cap and the NSBY body paint above the windows.

18. Communications

All school buses used to transport students shall be equipped with two-way voice communication other than CB radios.

19. Construction

6. Side Intrusion Test: The bus body shall be constructed to withstand an intrusion force equal to the curb weight of the vehicle, or exceed 20,000 pounds, whichever is less. Each vehicle shall be capable of meeting this requirement when tested in accordance with the procedures set forth below.

7. The complete body structure, or a representative seven-body section mock-up with seats installed, shall be load-tested at a location 24 inches plus or minus two inches above the floor line, with a maximum 10-inch diameter cylinder, 48 inches long, mounted in a horizontal plane.
8. The cylinder shall be placed as close as practical to the mid-point of the tested structure, spanning two internal vertical structural members. The cylinder shall be statically loaded to the required force of curb weight or 20,000 pounds, whichever is less, in a horizontal plane with the load applied from the exterior toward the interior of the test structure. Once the minimum load has been applied, the penetration of the loading cylinder into the passenger compartment shall not exceed a maximum of ten inches from its original point of contact. There can be no separation of lapped panels or construction joints. Punctures, tears or breaks in the external panels are acceptable but are not permitted on any adjacent interior panel.

9. Body companies shall certify compliance with this intrusion requirement, including test results, if requested.

10. Construction shall be reasonably dust-proof and watertight.

20. Crossing Control Arm (Optional)

10. Buses may be equipped with a crossing control arm mounted on the right side of the front bumper. This arm when opened shall extend in a line parallel with the body side and positioned on a line with the right side wheels.

11. All components of the crossing control arm and all connections shall be weatherproofed.

12. The crossing control arm shall incorporate system connectors (electrical, vacuum or air) at the gate and shall be easily removable to allow for towing of the bus.

13. The crossing control arm shall be constructed of noncorrosive or nonferrous material or treated in accordance with the body sheet metal specifications. (see METAL TREATMENT)

14. There shall be no sharp edges or projections that could cause injury or be a hazard to students. The end of the arm shall be rounded.

15. The crossing control arm shall extend a minimum of 70 inches (measured from the bumper at the arm assembly attachment point) when in the extended position.

16. The crossing control arm shall extend simultaneously with the stop arm(s) by means of the stop arm controls.

17. An automatic recycling interrupt switch should be installed for temporary disabling of the crossing control arm.

18. The assembly shall include a device attached to the bumper near the end of the arm to automatically retain the arm while in the stowed position. That device shall not interfere with normal operations of the crossing control arm.

21. Defrosters
5. Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow. **Exception:** The requirement of this standard does not apply to the exterior surfaces of double pane storm windows.

6. The defrosting system shall conform to SAE J381.

7. The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and step well may be of the recirculating air type.

8. Auxiliary fans are not considered defrosting or defogging systems.

22. Doors, Entrance

9. The entrance door shall be in the driver’s control, designed to afford easy release and to provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers. Manual door controls shall not require more than 25 pounds of force to operate at any point throughout the range of operation, as tested on a 10 percent grade both uphill and downhill.

10. The entrance door shall be located on the right side of the bus, opposite and within direct view of driver.

11. The entrance door shall have a minimum horizontal opening of 24 inches and a minimum vertical opening of 68 inches.

12. The entrance door shall be a split-type door and shall open outward.

13. All entrance door glass shall be of approved safety glass. The bottom of each lower glass panel shall not be more than ten inches from the top surface of the bottom step. The top of each upper glass panel when viewed from the interior shall not be more than 3 inches below the interior door control cover or header pad.

14. Vertical closing edges on entrance doors shall be equipped with flexible material to protect children’s fingers.

15. There shall be no door to left of driver on Type B, C or D vehicles. All Type A vehicles may be equipped with the chassis manufacturer’s standard left-side door.

16. All doors shall be equipped with padding at the top edge of each door opening. Padding shall be at least three inches wide and one inch thick and extend the full width of the door opening.

17. On power-operated entrance doors, the emergency release valve, switch or device to release the entrance door must be placed above or to the immediate
left or right of the entrance door and must be clearly labeled. The emergency valve, switch or device shall work in the absence of power.

23. Emergency Exits and Emergency Exit Alarm Systems

13. Any installed emergency exits and all exit alarm systems shall comply with the requirements of FMVSS No. 217.

14. The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least 400 square inches. The lower portion of the rear emergency doors on Types A-2, B, C, and D vehicles shall be equipped with a minimum of 350 square inches of approved safety glazing.

15. There shall be no steps leading to an emergency door.

16. The words "EMERGENCY DOOR," or "EMERGENCY EXIT," in letters at least 2" high, shall be placed at the top of or directly above the emergency exit, or on the door in the metal panel above the top glass, both inside and outside the bus.

17. The emergency door(s) shall be equipped with padding at the top edge of each door opening. Padding shall be at least three inches wide and one inch thick, and shall extend the full width of the door opening.

18. There shall be no obstruction higher than ¼ inch across the bottom of any emergency door opening. Fasteners used within the emergency exit opening shall be free of sharp edges or burrs.

19. (In accordance with Federal Regulations Title 49 CFR 571.217 each school bus shall have the designation “Emergency Door” or “Emergency Exit,” as appropriate, in letters at least 5 centimeters high, of a color that contrasts with its background. For emergency exit doors, the designation shall be located at the top of, or directly above, the emergency exit door on both the inside and outside surfaces of the bus. Concise operating instructions describing the motions necessary to unlatch and open the emergency exit shall be located within 15 centimeters of the release mechanism on the inside surface of the bus. These instructions shall be in letters at least 1 centimeter high and of a color that contrasts with its background. Examples: (1) Lift to Unlatch, Push to Open (2) Turn Handle, Push Out to Open). Outside may consist of a black arrow pointing in direction of handle travel. No other lettering shall obstruct or interfere with the placement of operation instructions mounted on the interior or exterior of the emergency exit door.

20. The rear emergency window shall have lifting assistance device that will aid in lifting and holding the rear emergency window open.

21. Each emergency exit door of a school bus shall be equipped with a positive door opening device that, after the release mechanism has been operated, bears the weight of the door; Keeps the door from closing past the point at which the door is perpendicular to the side of the bus body, regardless of the body’s orientation; and Provides a means for release or override. The positive door opening device
shall perform the functions specified in paragraph (a)(3)(i) (A) and (B) of this section without the need for additional action beyond opening the door past the point at which the door is perpendicular to the side of the bus body. Emergency door(s) holder—language (CFR 571.217)

22. Types A, B, C and D vehicles shall be equipped with a total number of emergency exits as follows for the indicated capacities of vehicles. Exits required by FMVSS 217 may be included to comprise the total number of exits specified.

    0 to 42 Passengers = 1 emergency exit per side and 1 roof hatch.
    43 to 78 Passengers = 2 emergency exits per side and 2 roof hatches.
    79 to 90 Passengers = 3 emergency exits per side and 2 roof hatches.

23. Side emergency exit windows, when installed, may be vertically hinged on the forward side of the window. Operation instructions shall be clearly readable of a contrasting color, and be located within 6” of the release mechanism. No side emergency exit window will be located above a stop arm. Emergency exit doors, side emergency exit windows and emergency exit roof hatches shall be strategically located for optimal egress during an emergency evacuation of the bus.

24. Emergency exit doors shall include an alarm system that includes an audible warning device at the emergency door exit and also in the driver’s compartment. Emergency exit side windows shall include an alarm system that includes an audible warning device in the driver’s compartment. Roof hatches do not require an alarm system, but if so equipped, they must be operable and include an audible warning device in the driver’s compartment.

25. Vandal lock may be installed, if applicable, the interlock and vandal lock should be interconnected.

24. Emergency Equipment

1. Fire extinguisher:

   c. The bus shall be equipped with at least one UL-approved pressurized, dry chemical fire extinguisher complete with hose. The extinguisher shall be mounted and secured in a bracket, located in the driver’s compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and be easily read without moving the extinguisher from its mounted position. Fire extinguisher shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

   d. The fire extinguisher shall have a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal (breakable) that will not interfere with the use of the fire extinguisher.

2. First-aid kit:
c. The bus shall have a removable, moisture-proof and dustproof first aid kit sealed with a breakable type seal and mounted in the driver's compartment in a location that is physically accessible to all drivers. It shall be properly mounted and secured and identified as a first aid kit. The location for the first aid kit shall be marked. First aid kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

d. Contents shall, at a minimum, include:

13) 2 - 1 inch x 2 1/2 yards adhesive tape
14) 24 - sterile gauze pads 3 inches x 3 inches
15) 100 - 3/4 inch x 3 inches adhesive bandages
16) 8 - 2 inch bandage-compress
17) 10 - 3 inch bandage-compress
18) 2 - 2 inch x 6 feet sterile gauze roller bandages
19) 2 - non-sterile triangular bandages approximately 39 inches x 35 inches x 54 inches with 2 safety pins
20) 3 - sterile gauze pads 36 inches x 36 inches
21) 3 - sterile eye pads
22) 1 - rounded-end scissors
23) 1 - mouth-to-mouth airway
24) 1 - pair medical examination gloves

3. Body fluid clean-up kit:

4. Each bus shall have a removable and moisture-proof body fluid clean-up kit. It shall be sealed with a breakable type seal. It shall be properly mounted in the driver's compartment in a location that is physically accessible to all drivers and identified as a body fluid clean-up kit. Body fluid clean-up kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

5. Contents shall, at a minimum, include:

7) 1 - pair medical examination gloves
8) Absorbent
9) 1 - scoop
10) 1 scraper or hand broom
11) Disinfectant
12) 2 plastic bags

6. Warning devices:

Each school bus shall contain at least three (3) reflectorized triangle road warning devices that meet requirements in FMVSS 125. The warning device(s) shall be enclosed in an approved box that shall be sealed with a breakable type seal. The warning device(s) and approved box shall be mounted in an accessible place within the driver's compartment of the bus and shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc. The lid of the approved box may be designed so as to reveal the contents of the box without opening the lid.

6. Any of the emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than one-inch letters, identifying each piece of equipment contained therein.

7. Tape(s) and silicone sealants do not meet breakable type seal requirement. Breakable type seal(s) shall be replaced as appropriate and necessary and also during every annual school bus inspection following a thorough inspection for deterioration and required contents.

8. Ignitable flares and axes are not allowed on school buses.

25. Floors

5. The floor in the under-seat area, including tops of wheel housing, driver's compartment and toe board, shall be covered with rubber floor covering or equivalent, having a minimum overall thickness of .125 inch, and a calculated burn rate of 0.1 or less, using the test methods, procedures and formulas listed in FMVSS No. 302. The driver's area on all Type A buses may be manufacturer's standard flooring and floor covering.

6. The floor covering in the aisles shall be of aisle-type rubber or equivalent, wear-resistant and ribbed. Minimum overall thickness shall be .187 inch measured from tops of ribs.

7. The floor covering must be permanently bonded to the floor and must not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be a type recommended by the manufacturer of floor-covering material. All seams must be sealed with waterproof sealer.

8. On Types B, C and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the fuel tank sending unit and/or fuel pump. This plate shall not be installed under flooring material.

26. Handrails
At least one handrail shall be installed. The handrail(s) shall assist passengers during entry or exit, and be designed to prevent entanglement, as evidenced by the passage of the NHTSA string and nut test, as defined in National School Transportation Specifications & Procedures School Bus Inspection.

27. Heaters and Air Conditioning Systems

3. Heating System:

m. The heater shall be hot water and/or combustion type.

n. If only one heater is used, it shall be fresh-air or combination fresh-air and recirculation type.

e. If more than one heater is used, additional heaters may be recirculating air type.

p. The heating system shall be capable of maintaining bus interior temperatures as specified in SAE test procedure J2233.

q. Auxiliary fuel-fired heating systems (non-reimbursable) are permitted, provided they comply with the following:

r. The auxiliary heating system fuel shall utilize the same type fuel as specified for the vehicle engine.

s. The heater(s) may be direct hot air or connected to the engine's coolant system.

t. An auxiliary heating system, when connected to the engine's coolant system, may be used to preheat the engine coolant or preheat and add supplementary heat to the bus's heating system.

u. Auxiliary heating systems must be installed pursuant to the manufacturer's recommendations and shall not direct exhaust in such a manner that will endanger bus passengers.

v. Auxiliary heating systems which operate on diesel fuel shall be capable of operating on #1, #2 or blended diesel fuel without the need for system adjustment.

w. The auxiliary heating system shall be low voltage.

x. Auxiliary heating systems shall comply with all applicable FMVSSs, including FMVSS No. 301, as well as with SAE test procedures.

y. All forced air heaters installed by body manufacturers shall bear a name plate that indicates the heater rating in accordance with SBMTC-001. The plate shall be affixed by the heater manufacturer and shall constitute certification that the heater performance is as shown on the plate. Low...
profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

z.—Portable heaters shall not be allowed

aa.—Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or any sharp edges and shall not interfere with or restrict the operation of any engine function. Heater hoses shall conform to SAE J20c. Heater lines on the interior of bus shall be shielded to prevent scalding of the driver or passengers. All heater hose shields shall completely cover all parts of the hose and connectors in such a way as to prevent burning subsequent to significant heat transferring to the shield. They shall not incorporate any openings that would allow a passenger to be injured by sharp edges or hot surfaces.

bb.—Each hot water system installed by a body manufacturer shall include one shut-off valve in the pressure line and one shut-off valve in the return line with both valves at the engine in an accessible location, except that on all Types A and B buses, the valves may be installed in another accessible location.

cb.—All heaters in the passenger compartment shall be equipped with a device, installed in the hot water pressure line, which regulates the water flow to all passenger heaters. The device shall be conveniently operated by the driver while seated. The driver and passenger heaters may operate independently of each other for maximum comfort.

dd.—All combustion heaters shall be in compliance with current Federal Motor Carrier Safety Administration Regulations.

eee.—Accessible bleeder valves shall be installed in an appropriate place in the return lines of body company-installed heaters to remove air from the heater lines.

ff.—Access panels shall be provided to make heater motors, cores, and fans readily accessible for service. An outside access panel may be provided for the driver’s heater.

4.—Air Conditioning (Non-Reimbursable Option Except When Driven By IEP):

g.—The following specifications are applicable to all types of school buses that may be equipped with air conditioning. This section is divided into two parts: Part 1 covers performance specifications and Part 2 covers other requirements applicable to all buses.

h.—Part 1—Performance Specifications:

3) The installed air conditioning system should cool the interior of the bus down to at least 80 degrees Fahrenheit, measured at a minimum
of three points, located four feet above the floor at the longitudinal centerline of the bus. The three points shall be: (1) near the driver's location, (2) at the mid point of the body, and (3) two feet forward of the rear emergency door, or, for Type D rear-engine buses, two feet forward of the end of the aisle.

4) The test conditions under which the above performance must be achieved shall consist of: (1) placing the bus in a room (such as a paint booth) where ambient temperature can be maintained at 100 degrees Fahrenheit (2) heat soaking the bus at 100 degrees Fahrenheit with windows open for at least one hour and (3) closing windows, turning on the air conditioner with the engine running at the chassis manufacturer's recommended low idle speed, and cooling the interior of the bus to 80 degrees Fahrenheit or lower within a maximum of 30 minutes while maintaining 100 degrees Fahrenheit outside temperature.

5) Alternately, and at the user's discretion, this test may be performed under actual summer conditions, which consist of temperatures above 85 degrees Fahrenheit, humidity above 50 percent with normal sun loading of the bus and the engine running at the manufacturer's recommended low idle speed. After a minimum of one hour of heat soaking, the system shall be turned on and must provide a minimum 20-degree temperature drop in the 30-minute time limit.

6) The manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.

i. Part 2 - Other Requirements:

8) Evaporator cases, lines and ducting (as equipped) shall be designed in such a manner that all condensation is effectively drained to the exterior of the bus below the floor level under all conditions of vehicle movement and without leakage on any interior portion of bus.

9) Any evaporator or ducting system shall be designed and installed so as to be free of injury-prone projections or sharp edges. Any ductwork shall be installed so that exposed edges face the front of the bus and do not present sharp edges.

10) On specially equipped school buses, the evaporator and ducting (if used) shall be placed high enough that they will not obstruct occupant securement shoulder strap upper attachment points. This clearance shall be provided along the entire length of the passenger area on both sides of the bus interior to allow for potential retrofitting of new wheelchair positions and occupant securement devices throughout the bus.
11) The body may be equipped with insulation, including sidewalls, roof, firewall, rear, inside body bows and plywood or composite floor insulation to aid in heat dissipation and reflection.

12) All glass (windshield, entrance and emergency doors, side and rear windows) may be equipped with maximum integral tinting allowed by federal, state or ANSI standards for the respective locations, except that windows rear of the driver’s compartment, if tinted shall have approximately 28 percent light transmission.

13) Electrical generating capacity shall be provided to accommodate the additional electrical demands imposed by the air conditioning system.

14) Roofs may be painted white to aid in heat dissipation, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.

28. Hinges

All exterior metal door hinges which do not have stainless steel, brass or nonmetallic hinge pins or other designs that prevent corrosion shall be designed to allow lubrication to be channeled to the center 75 percent of each hinge loop without disassembly.

29. Identification

4. The body shall bear the words “SCHOOL BUS” in black letters at least eight inches high on both front and rear of the body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Letters shall conform to “Series B” of Standard Alphabets for Highway Signs. “SCHOOL BUS” lettering shall have a reflective background, or as an option, may be illuminated by backlighting.

5. MFSABs are exempt from these requirements.

6. Required lettering and numbering shall include:

   k. School district owned vehicles will be identified with black lettering (minimum four inches (4”) high) on both sides of the school bus using the district name and number listed in the Idaho Educational Directory. Contractor-owned school buses under contract with a school district must also comply with the same identification standards as district-owned buses and shall be identified by either the contractor or district name, as decided by the district.

   l. Each district-owned or contracted school bus will be separately identified with its own number in two (2) places on each side of the bus in the logo panel/belt line using six inch (6”) high black numbers. Numbers on the passenger side shall be as close to the first and last passenger windows as possible and on the driver’s side as close to the stop arm and last passenger window as possible.
m. Unauthorized entry placards shall be displayed in the most visible location when observed by persons approaching the vehicle with the door in the open position. Permanence of the placard should be a consideration when choosing a location for attachment. Placard shall read as follows:

**WARNING**

**IT IS UNLAWFUL TO:**

Enter a school bus with the intent to commit a crime
Enter a school bus and disrupt or interfere with the driver
Refuse to disembark after ordered to do so

(18-1522; 18-113, Idaho Code)

1) State Department of Education Student Transportation Section may provide unauthorized entry placards.

n. Other lettering, numbering, or symbols, which may be displayed on the exterior of the bus, shall be limited to:

o. Bus identification number on the top, front and rear of the bus, in addition to the required numbering on the sides.

p. The location of the battery(ies) identified by the word “BATTERY” or “BATTERIES” on the battery compartment door in two-inch maximum lettering.

q. Symbols or letters not to exceed 64 square inches of total display near the entrance door exterior displaying information for identification by the students of the bus or route served. No symbols, letters, or other signage shall be permitted on the first two passenger windows or on entrance door glass which may block or obscure clear visibility.

r. All other signage must have prior written SDE approval.

s. Manufacturer, dealer or school identification or logos displayed so as not to distract significantly from school bus body color and lettering specifications.

t. Symbols identifying the bus as equipped for or transporting students with special needs (see Specially Equipped School Bus section).

u. Lettering on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures. This lettering shall not obscure or interfere with the operation instructions displayed on the exterior portion of the rear emergency exit door.

v. Identification of fuel type in two-inch maximum lettering adjacent to the fuel filler opening.

w. One 4” x 10” (maximum) decal promoting school bus safety on rear bumper.
30. **Inside Height**

Inside body height shall be 72” or more, measured metal to metal, at any point on longitudinal centerline from front vertical bow to rear vertical bow. Inside body height of Type A-1 buses shall be 62” or more.

31. **Insulation (Optional)**

3. If thermal insulation is specified, it shall be fire-resistant, UL approved, with minimum R-value of 5.5. Insulation shall be installed so as to prevent sagging.

4. If floor insulation is required, it shall be five-ply nominal 5/8 inch thick plywood, and it shall equal or exceed properties of the exterior-type softwood plywood, C-D Grade, as specified in standard issued by U.S. Department of Commerce. When plywood is used, all exposed edges shall be sealed. Type A-1 buses may be equipped with nominal ½ inch thick plywood or equivalent material meeting the above requirements. Equivalent material may be used to replace plywood, provided it has an equal or greater insulation R-value, deterioration, sound abatement and moisture resistance properties.

32. **Interior**

2. The interior of bus shall be free of all unnecessary projections, which include luggage racks and attendant handrails, to minimize the potential for injury. This specification requires inner lining on ceilings and walls. If the ceiling is constructed to contain lapped joints, the forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges. Buses may be equipped with a storage compartment for tools, tire chains and/or tow chains. (see STORAGE COMPARTMENT)

3. Non-reimbursable interior overhead storage compartments may be provided if they meet the following criteria:

   g. Meet head protection requirements of FMVSS 222, where applicable.

   h. Have a maximum rated capacity displayed for each compartment.

   i. Be completely enclosed and equipped with latching doors which must be sufficient to withstand a force of five times the maximum rated capacity of the compartment.

   j. Have all corners and edges rounded with a minimum radius of one-inch or padded equivalent to door header padding.

   k. Be attached to the bus sufficiently to withstand a force equal to twenty times the maximum rated capacity of the compartment.

   l. Have no protrusions greater than ¼ inch.

4. The driver’s area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment. All equipment necessary for
the operation of the vehicle shall be properly secured in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

5. Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 dbA when tested according to National School Transportation Specifications & Procedures Noise Test Procedure.

33. Lamps and Signals

5. Interior lamps shall be provided which adequately illuminate the aisle and step well. The step well lamps shall be illuminated by an entrance service door-operated switch, to illuminate only when headlamps and or clearance lamps are on and the entrance door is open. An additional exterior mounted lamp shall be mounted next to the entrance door to adequately illuminate the outside approach to the door. It shall be actuated simultaneously with the step well lamps.

6. Body instrument panel lamps shall be controlled by an independent rheostat switch.

7. School Bus Alternately Flashing Signal Lamps:

   g. The bus shall be equipped with two red lamps at the rear of vehicle and two red lamps at the front of the vehicle.

   h. In addition to the four red lamps described above, four amber lamps shall be installed so that one amber lamp is located near each red signal lamp, at the same level, but closer to the vertical centerline of bus. The system of red and amber signal lamps, when in its operational mode, shall be wired so that amber lamps are energized manually and red lamps are automatically energized (with amber lamps being automatically de-energized) when stop signal arm is extended or when bus entrance door is opened. An amber pilot lamp and a red pilot lamp shall be installed adjacent to the driver controls for the flashing signal lamp to indicate to the driver which lamp system is activated.

   i. Air and electrically operated doors may be equipped with an over-ride switch that will allow the red lamps to be energized without opening the door, when the alternately flashing signal lamp system is in its operational mode. The use of such a device shall be in conformity with the law and SDE loading/unloading training procedures, as contained in Idaho’s school bus driver training curriculum.

   j. The area around the lenses of alternately flashing signal lamps extending outward from the edge of the lamps three inches (+/- ¼ inch) to the sides and top and minimum one inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen (from a distance of 500 feet along axis of the vehicle).

   k. Red lamps shall flash at any time the stop signal arm is extended.
l. All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.

8. Turn Signal and Stop/Tail Lamps:

j. Bus body shall be equipped with amber rear turn signal lamps that are at least seven inches in diameter or, if a shape other than round, a minimum 38 square inches of illuminated area and shall meet FMVSS No. 108. These signal lamps must be connected to the chassis hazard warning switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their centerline shall be a maximum of 12 inches below the rear window. Type A-1 conversion vehicle front lamps must be at least 21 square inches in lens area and must be in the manufacturer’s standard color.

k. Buses shall be equipped with amber side-mounted turn signal lamps. One turn signal lamp on the left side shall be mounted rearward of the stop signal arm and one turn signal lamp on the right side shall be mounted rearward of the entrance door. Both front side-mounted turn signal lamps shall be mounted forward of the bus center-line. An additional side mounted turn signal lamp may be mounted on each side of the bus to the rear of the bus center-line.

l. Buses shall be equipped with four combination red stop/tail lamps:

3) Two combination lamps with a minimum diameter of seven inches, or if a shape other than round, a minimum 38 square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps.

4) Two combination lamps with a minimum diameter of four inches, or if a shape other than round, a minimum of 12 square inches of illuminated area, shall be placed on the rear of the body between the beltline and the floor line. The rear license plate lamp may be combined with one lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated. Type A-1 buses with bodies supplied by chassis manufacturer may be equipped with manufacturer’s standard stop and tail lamps.

m. On buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full-circuit current passes through the monitor, each circuit shall be protected by a fuse or circuit breaker or electronic protection device against any short circuit or intermittent shorts.

n. An optional white flashing strobe lamp may be installed on the roof of a school bus, at a location not to exceed 1/3 the body length forward from the rear of the roof edge. The lamp shall have a single clear lens emitting light 360 degrees around its vertical axis and may not extend above the roof more than maximum legal height. A manual switch and a pilot lamp shall be
included to indicate when lamp is in operation. Operation of the strobe lamp is limited to periods of inclement weather, nighttime driving, emergency situation or whenever students are onboard. Optionally, the strobe lamp may be mounted on the roof in the area directly over the restraining barrier on the driver’s side, may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle, and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather, nighttime driving or emergency situation.

o. The bus body shall be equipped with two white rear backup lamps that are at least four inches in diameter or, if a shape other than round, a minimum of 12 square inches of illuminated area, meeting FMVSS No. 108 and Idaho Code 49-920. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.

34. Metal Treatment

5. All metal except high-grade stainless steel or aluminum used in construction of the bus body shall be zinc-coated or aluminum-coated or treated by an equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.

6. All metal parts that will be painted, in addition to the above requirements, shall be chemically cleaned, etched, zinc-phosphate-coated and zinc-chromate-or epoxy-primed, or the metal may be conditioned by an equivalent process. This includes but not limited to such items as crossing arm and stop arm.

7. In providing for these requirements, particular attention shall be given to lapped surfaces, welded connections of structural members, cut edges on punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.

8. As evidence that the above requirements have been met, samples of materials and sections used in the construction of the bus body shall be subjected to a cyclic corrosion testing as outlined in SAE J1563.

35. Mirrors

5. The interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. The mirror shall have rounded corners and protected edges. All Type A buses shall have a minimum of a six-inch x 16-inch mirror and Types B, C, and D buses shall have a minimum of a six-inch x 30-inch mirror.

6. Each school bus shall be equipped with exterior mirrors meeting the requirements of FMVSS No. 111. Mirrors shall be easily adjustable but shall be rigidly braced so as to reduce vibration. The right side rear view mirror shall not be obscured by the un-wiped portion of the windshield.
7. Heated external mirrors may be used.

8. Remote controlled external rear view mirrors may be used.

36. Mounting

3. The chassis frame shall support the rear body cross member. The bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such a manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.

4. Isolators shall be installed at all contact points between body and chassis frame on Types A-2, B, C, and D buses, and shall be secured by a positive means to the chassis frame or body to prevent shifting, separation, or displacement of the isolators under severe operating conditions.

37. Overall Length

Overall length of bus shall not exceed 45 feet, excluding accessories.

38. Overall Width

Overall width of bus shall not exceed 102 inches, excluding accessories.

39. Public Address System

3. Buses may be equipped with AM/FM audio and/or public address system having interior or exterior speakers.

4. No internal speakers, other than the driver’s communication systems, may be installed within four feet of the driver’s seat back in its rearmost upright position.

40. Reflective Material (See National School Transportation Specifications & Procedures Placement of Reflective Markings)

6. The front and/or rear bumper may be marked diagonally 45 degrees down to centerline of pavement with two-inch ±¼ inch wide strips of non-contrasting reflective material.

7. The rear of bus body shall be marked with strips of reflective NSBY material to outline the perimeter of the back of the bus using material which conforms to the requirements of FMVSS No. 131, Table 1. The perimeter marking of rear emergency exits per FMVSS No. 217 and/or the use of reflective “SCHOOL BUS” signs partially accomplish the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least one and three-quarters (1¾) inch reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips shall be applied at the corners connecting these horizontal strips.
8. “SCHOOL BUS” signs, if not of lighted design, shall be marked with retro reflective NSBY material comprising background for lettering of the front and/or rear “SCHOOL BUS” signs.

9. Sides of bus body shall be marked with at least one ¾ inch retro reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.

10. Signs, if used, placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures may be of retro reflective NSBY material comprising background for lettering.

41. Rub Rails

7. There shall be one rub rail located on each side of the bus approximately at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side.

8. There shall be one additional rub rail located on each side at, or no more than ten inches above the floor line. The rub rail shall cover the same longitudinal area as upper rub rail, except at the wheel housings, and it shall, at a minimum, extend to radius of the right and left rear corners.

9. Both rub rails shall be attached at each body post and all other upright structural members.

10. Each rub rail shall be four inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion. Each entire rub rail shall be black in color.

11. Both rub rails shall be applied outside the body or outside the body posts. Pressed-in or snap-on rub rails do not satisfy this requirement. For Type A-1 vehicles using the body provided by the chassis manufacturer or for Types A-2, B, C and D buses using the rear luggage or the rear engine compartment, rub rails need not extend around the rear corners.

12. There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.

42. Seats and Restraining Barriers

a. Passenger Seating:

3. All seats shall have a minimum cushion depth of 15 inches, a seat back height of 24 inches above the seating reference point, and must comply with all requirements of FMVSS No. 222. School bus design capacities shall be in accordance with 49 CFR, Part 571.3 and FMVSS No. 222. In addition to the fastener that forms the pivot for each seat retaining clip, a
secondary fastener may be used in each clip to prevent the clip from rotating and releasing the seat cushion unintentionally.

4. All restraining barriers and passenger seats may be constructed with non-reimbursable materials that enable them to meet the criteria contained in the School Bus Seat Upholstery Fire Block Test (National School Transportation Specifications & Procedures School Bus Seat Upholstery Fire Block Test).

5. Each seat leg shall be secured to the floor by a minimum of two bolts, washers, and nuts. Flange-head nuts may be used in lieu of nuts and washers, or seats may be track-mounted in conformance with FMVSS No. 222. If track seating is installed, the manufacturer shall supply minimum and maximum seat spacing dimensions applicable to the bus, which comply with FMVSS No. 222. This information shall be on a label permanently affixed to the inside passenger compartment of the bus.

6. All seat frames attached to the seat rail shall be fastened with two bolts, washers and nuts or flange-head nuts.

7. All school buses (including Type A) shall be equipped with restraining barriers which conform to FMVSS No. 222.

8. The use of a "flip seat" adjacent to any side emergency door is prohibited.

b. Pre-School Age Seating:

When installed, all passenger seats designed to accommodate a child or infant carrier seat shall comply with FMVSS No. 225. These seats shall be in compliance with NHTSA's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses".

c. Driver Seat:

The driver's seat supplied by the body company shall be a high back seat with a minimum seat back adjustable to 15 degrees, without requiring the use of tools, and a head restraint to accommodate a 5th percentile female to a 95th percentile adult male, as defined in FMVSS No. 208. The driver's seat shall be secured with nuts, bolts and washers or flanged-head nuts.

d. Type A buses may use the standard driver's seat provided by the chassis manufacturer.

d. Driver Restraint System:

A Type 2 lap/shoulder belt shall be provided for the driver. On buses where the driver's seat and upper anchorage for the shoulder belt are both attached to the body structure, a driver's seat with an integrated Type 2 lap/shoulder belt may be substituted. On buses where the driver's seat and upper anchorage for the shoulder belt are separately attached to both body and chassis structures (i.e., one attached to the chassis and the other
attached to the body), a driver's seat with an integrated Type 2 lap/shoulder belt should be used.

e. The assembly shall be equipped with an emergency locking retractor for the continuous belt system. On all buses except Type A equipped with a standard chassis manufacturer’s driver's seat, the lap portion of the belt system shall be guided or anchored to prevent the driver from sliding sideways under it. The lap/shoulder belt shall be designed to allow for easy adjustment in order to fit properly and to effectively protect drivers varying in size from 5th percentile adult female to 95th percentile adult male.

f. Each bus shall be equipped with a durable webbing cutter having a full width handgrip and a protected, replaceable or non-corrodible blade. The required belt cutter shall be mounted in a location accessible to the seated driver in an easily detachable manner.

43. **Steering Wheel**

See Chassis section.

44. **Steps**

5. The first step at entrance door shall be not less than ten inches and not more than 14 inches from the ground when measured from top surface of the step to the ground, based on standard chassis specifications, except that on Type D vehicles, the first step at the entrance door shall be 12 inches to 16 inches from the ground. On chassis modifications which may result in increased ground clearance (such as four-wheel drive) an auxiliary step shall be provided to compensate for the increase in ground-to-first-step clearance. The auxiliary step is not required to be enclosed.

6. Step risers shall not exceed a height of ten inches. When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.

7. OEM steps shall be enclosed to prevent accumulation of ice and snow.

8. OEM, retrofit, or after-market steps shall not protrude beyond the side body line, except during the loading or unloading of passengers.

45. **Step Treads**

5. All steps, including the floor line platform area, shall be covered with 3/16 inch rubber floor covering or other materials equal in wear and abrasion resistance to top-grade rubber.

6. The metal back of the tread shall be permanently bonded to the step tread material.
7. Steps, including the floor line platform area, shall have a one ½-inch nosing that contrasts in color by at least 70 percent measured in accordance with the contrasting color specification in 36 CFR, Part 1192 ADA, Accessibility Guidelines for Transportation Vehicles.

8. Step treads shall have the following characteristics:

9. Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D-4060, Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser; (CS-17 Wheel, 1000 gram, 1000 cycle)

10. Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (7 days at 50 phm at 40 degrees C) and Weatherometer exposure (ASTM D-750, Standard Test Method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, 7 days)

11. Flame Resistance: Step treads shall have a calculated burn rate of .01 or less using the test methods, procedures and formulas listed in FMVSS No. 302, Flammability of Interior Materials

46. Stirrup Steps

When the windshield and lamps are not easily accessible from the ground, there may be at least one folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.

47. Stop Signal Arm

The stop signal arm(s) shall comply with the requirements of FMVSS No. 131.

48. Storage Compartment (Optional)

A storage container for tools, tire chains, and/or tow chains may be located either inside or outside the passenger compartment. If inside, it shall have a cover capable of being securely latched and fastened to the floor (the seat cushion may not serve this purpose), convenient to either the entrance door or the emergency door.

49. Sun Shield

3. An interior adjustable transparent sun shield, with a finished edge and not less than six inches by 30 inches for Types B, C, and D vehicles, shall be installed in a position convenient for use by the driver.

4. On all Type A buses, the sun shield (visor) shall be installed according to the manufacturer's standard.

50. Tail Pipe
a. The tailpipe may be flush with, but shall not extend out more than two inches beyond, the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe.

b. The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus types A-1 or B-1 buses may be according to the manufacturer's standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door.

51. Tow Attachment Points

5. Rear towing devices (i.e. tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a wrecker with a “wheel lift” or an “axle lift” is not available or cannot be applied to the towed vehicle.

6. Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer’s specifications.

7. Each rear towing device shall have a strength rating of 13,500 pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail.

8. The towing devices shall be mounted such that they do not project rearward of the rear bumper.

52. Traction Assisting Devices (Optional)

3. Where required or used, sanders shall:

j. Be of hopper cartridge-valve type.

k. Have a metal hopper with all interior surfaces treated to prevent condensation of moisture.

l. Be of at least 100 pound (grit) capacity.

m. Have a cover on the filler opening of hopper, which screws into place, thereby sealing the unit airtight.

n. Have discharge tubes extending to the front of each rear wheel under the fender.

o. Have non-clogging discharge tubes with slush-proof, non-freezing rubber nozzles.

p. Be operated by an electric switch with a telltale pilot lamp mounted on the instrument panel.

q. Be exclusively driver-controlled.
r. Have a gauge to indicate that the hopper needs refilling when it reaches one-quarter full.

4. Automatic traction chains may be installed.

53. **Trash Container and Holding Device (Optional)**

Where requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement; and it shall be installed in an accessible location in the driver's compartment, not obstructing passenger use of the entrance door or the entrance grab handle, and in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

54. **Undercoating**

3. The entire underside of the bus body, including floor sections, cross member and below-floor line side panels, shall be coated with rust-proofing material for which the material manufacturer has issued a notarized certification of compliance to the bus body builder that materials meet or exceed all performance and qualitative requirements of paragraph 3.4 of Federal Specification TT-C-520b, using modified test procedures* for the following requirements:

5. Salt spray resistance—pass test modified to 5 percent salt and 1000 hours

6. Abrasion resistance—pass

7. Fire resistance—pass

8. *Test panels are to be prepared in accordance with paragraph 4.6.12 of TT-C-520b with modified procedure requiring that test be made on a 48-hour air-cured film at thickness recommended by compound manufacturer.

4. The undercoating material shall be applied with suitable airless or conventional spray equipment to the recommended film thickness and shall show no evidence of voids in the cured film. The undercoating material shall not cover any exhaust components of the chassis.

55. **Ventilation**

5. Auxiliary fans shall meet the following requirements:

d. Fans for left and right sides shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct vision to any mirror or through any critical windshield area. Note: Type A buses may be equipped with one fan.

e. Fans shall be of six-inch nominal diameter.
f. Fan blades shall be covered with a protective cage. Each fan shall be controlled by a separate switch.

6. The bus body shall be equipped with a suitably controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without having to open windows except in extremely warm weather.

7. Static-type, non-closeable exhaust ventilation shall be installed, preferably in a low-pressure area of the roof.

8. Roof hatches designed to provide ventilation in all types of exterior weather conditions may be provided.

56. Wheelhousing

6. The wheel housing opening shall allow for easy tire removal and service.

7. The wheel housings shall be attached to floor sheets in such a manner so as to prevent any dust, water or fumes from entering the body. The wheel housings shall be constructed of at least 16-gauge steel.

8. The inside height of the wheel housing above the floor line shall not exceed 12 inches.

9. The wheel housings shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels.

10. No part of a raised wheel housing shall extend into the emergency door opening.

57. Windows

3. Each full side window, other than emergency exits designated to comply with FMVSS 217, shall provide an unobstructed opening of at least nine inches but not more than 13 inches high and at least 22 inches wide, obtained by lowering the window. One side window on each side of the bus may be less than 22 inches wide. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY (National School Bus Yellow).

4. Optional tinted (non-reimbursable) and/or frost-free glazing may be installed in all doors, windows, and windshields consistent with federal, state, and local regulations.

58. Windshield Washers

A windshield washer system shall be provided.

59. Windshield Wipers

3. A two-speed windshield wiping system with an intermittent time delay feature shall be provided.
4. The wipers shall meet the requirements of FMVSS No. 104.

60. Wiring

19. All wiring shall conform to current SAE standards.

20. Wiring shall be arranged in circuits, as required, with each circuit protected by a fuse, breaker or electronic protection device.

21. A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user, along with the wiring diagram provided by the chassis manufacturer. The wiring diagrams shall be specific to the bus model supplied and shall include any changes to wiring made by the body manufacturer. Chassis wiring diagrams shall be supplied to the end user. A system of color and number coding shall be used on buses. The following body interconnecting circuits shall be color-coded as noted:

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>COLOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left Rear Directional Lamp</td>
<td>Yellow</td>
</tr>
<tr>
<td>Right Rear Directional Lamp</td>
<td>Dark Green</td>
</tr>
<tr>
<td>Stop Lamps</td>
<td>Red</td>
</tr>
<tr>
<td>Back-up Lamps</td>
<td>Blue</td>
</tr>
<tr>
<td>Tail Lamps</td>
<td>Brown</td>
</tr>
<tr>
<td>Ground</td>
<td>White</td>
</tr>
<tr>
<td>Ignition Feed, Primary Feed</td>
<td>Black</td>
</tr>
</tbody>
</table>

22. The color of cables shall correspond to SAE J 1128.

23. Wiring shall be arranged in at least six regular circuits as follows:

f. Head, tail, stop (brake) and instrument panel lamps

g. Clearance lamps and step well lamps that shall be actuated when the entrance door is open

h. Dome lamps

i. Ignition and emergency door signal

j. Turn signal lamps

1) Alternately flashing signal lamps.

24. Any of the above combination circuits may be subdivided into additional independent circuits.

25. Heaters and defrosters shall be wired on an independent circuit.
26. There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off (a momentary or spring loaded switch does not meet this requirement) type that deactivates body equipment that produces noise, including, at least, the AM/FM radio, two-way communications, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers or lighting systems.

27. Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.

28. Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in a readily accessible location.

29. The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.

30. All wiring shall have an amperage capacity exceeding the design load by at least 25 percent. All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.

31. A body wiring diagram of a size that can be easily read shall be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel.

32. The body power wire shall be attached to a special terminal on the chassis.

33. All wires passing through metal openings shall be protected by a grommet.

34. Wires not enclosed within the body shall be fastened securely at intervals of not more than 18 inches. All joints shall be soldered or joined by equally effective connectors, which shall be water-resistant and corrosion-resistant.

35. Multiplex wiring may exempt manufacturers from some of the above wiring standards.

36. Buses may be equipped with a 12-volt power port in the driver’s area.
STANDARDS FOR SPECIALY EQUIPPED SCHOOL BUSES

A. Introduction

Equipment buses to accommodate students with disabilities is dependent upon the needs of the passengers. While one bus may be fitted with a lift, another may have lap belts installed to secure child seats. Buses so equipped are not to be considered a separate class of school bus, but simply a regular school bus that is equipped for special accommodations.

The specifications in this section are intended to be supplementary to specifications in the chassis and body sections. In general, specially equipped buses shall meet all the requirements of the preceding sections plus those listed in this section. It is recognized by the entire industry that the field of special transportation is characterized by varied needs for individual cases and by a rapidly emerging technology for meeting those needs. A flexible, “common-sense” approach to the adoption and enforcement of specifications for these vehicles, therefore, is prudent.

1. As defined by the Code of Federal Regulations (CFR) 49§571.3, "Bus means a motor vehicle with motive power, except a trailer, designed for carrying more than ten persons" (eleven or more including the driver). This definition also embraces the more specific category, school bus. Vehicles with ten or fewer passenger positions (including the driver) are not classified as buses. For this reason, the federal vehicle classification multipurpose passenger vehicle (CFR 49§571.3), or MPV, must be used by manufacturers for these vehicles in lieu of the classification school bus. The definition of designated seating position in 49 CFR § 571.3 states that, in the case of “vehicles sold or introduced into interstate commerce for purposes that include carrying students to and from school or related events” and which are “intended for securement of an occupied wheelchair during vehicle operation,” each wheelchair securement position shall be counted as four designated seating positions when determining the classification (whether school bus or IMPV). This classification system does not preclude state or local agencies or the National School Transportation Specifications & Procedures from requiring compliance of school bus-type MPVs with the more stringent federal standards for school buses. The following specifications address modifications as they pertain to school buses that, with standard seating arrangements prior to modifications, would accommodate eleven or more including the driver. If by addition of a power lift, mobile seating device positions or other modifications, the capacity is reduced such that vehicles become MPVs, the intent of these standards is to require these vehicles to meet the same standards they would have had to meet prior to such modifications, and such MPVs are included in all references to school buses and requirements for school buses which follow.

B. Definition

A specially equipped school bus is any school bus that is designed, equipped, or modified to accommodate students with special transportation needs.
C. General Requirements

1. School buses designed for transporting students with special transportation needs shall comply with Standards for Idaho School Buses and Operations and with Federal Motor Vehicle Safety Standards (FMVSS) applicable to their Gross Vehicle Weight Rating (GVWR) category.

2. Any school bus to be used for the transportation of children who utilize a wheelchair or other mobile positioning device, or who require life-support equipment that prohibits use of the regular service entrance, shall be equipped with a power lift, unless a ramp is needed for unusual circumstances related to passenger needs.

D. Aisles

All school buses equipped with a power lift shall provide a minimum thirty (30) inch pathway leading from any wheelchair/mobility aid position to at least one thirty (30) inch wide emergency exit door. A wheelchair securement position shall never be located directly in front of (blocking) a power lift door location.

E. Communications

All school buses that are used to transport individuals with disabilities shall be equipped with a two-way electronic voice communication system other than CB radio.

F. Glazing

Tinted glazing may be installed in all doors (non-reimbursable), windows (non-reimbursable), and windshields consistent with federal, state, and local regulations.

G. Identification

Buses with power lifts used for transporting individuals with disabilities shall display below the window line on the lift and rear doors the International Symbol of Accessibility. Such emblems shall be white on blue background, shall not exceed twelve inches by twelve inches (12 x 12 inches) or be less than four inches by four inches (4 x 4 inches) in size, and shall be of a high-intensity reflectorized material meeting Federal Highway Administration (FHWA) FP-85 Standards.

H. Passenger Capacity Rating

In determining the passenger capacity of a school bus for purposes other than actual passenger load (e.g., vehicle classification or various billing/ reimbursement models), any location in a school bus intended for securement of an occupied wheelchair/mobility aid during vehicle operations are regarded as four (4) designated seating positions. Similarly, each lift area may be regarded as four (4) designated seating positions.

I. Power Lifts and Ramps
The power lift shall be located on the right side of the bus body when not extended. Exception: The lift may be located on the left side of the bus if, and only if, the bus is primarily used to deliver students to the left side of one-way streets.

1. A ramp device may be used in lieu of a mechanical lift if the ramp meets all the requirements of the Americans with Disabilities Act (ADA) as found in 36 CFR §1192.23 Vehicle ramp.

2. A ramp device that does not meet the specifications of ADA but does meet the specifications delineated below may be installed and used, when, and only when, a power lift system is not adequate to load and unload students having special and unique needs. A readily accessible ramp may be installed for emergency exit use. If stowed in the passenger compartment, the ramp must be properly secured and placed away from general passenger contact. It must not obstruct or restrict any aisle or exit while in its stowed or deployed position.

3. All specially equipped school buses shall provide a level-change mechanism or boarding device (e.g., lift or ramp), complying with the Ramp Section, with sufficient clearances to permit a wheelchair or other mobility aid user to reach a securement location.

J. Vehicle Lifts & Installations

1. Vehicle lifts and installations shall comply with the requirements set forth in FMVSS No. 403, Platform Lift Systems for Motor Vehicles, and FMVSS No. 404, Platform Lift Installations in Motor Vehicles.

2. The design load of the vehicle lift shall be at least eight hundred (800) pounds. Working parts, such as cables, pulleys and shafts, which can be expected to wear, and upon which the vehicle lift depends for support of the load, shall have a safety factor of at least six, based on the ultimate strength of the material. Nonworking parts, such as platform, frame and attachment hardware that would not be expected to wear shall have a safety factor of at least three, based on the ultimate strength of the material.

3. The vehicle lifting mechanism and platform shall be capable of operating effectively with a wheelchair and occupant mass of at least eight hundred (800) pounds.


7. Platform Barriers: (See 49 CFR Part 571.403, S6.4.2, S6.4.3, Platform Requirements) (See, also “Wheelchair or Mobility Aid Envelope” figure at the end of this section).
8. Platform Surface: (See 49 CFR Part 571.403, S6.4.2, S6.4.3, Platform Requirements) (See, also “Wheelchair or Mobility Aid Envelope” figure at the end of this subsection).


12. Boarding Direction: The lift shall permit both inboard and outboard facing of wheelchair and mobility aid users.

13. Use by Standees: Lifts shall accommodate persons who are using other aids/devices other than a wheelchair (resulting in other than a seated position) who need to use to the lift. Such persons should use a wheelchair or other wheel-based mobility device for boarding or exiting the bus, and then should be transferred to a bus seat for the ride. During lift operations no one shall be allowed to stand on the lift platform, unless otherwise noted in an Individualized Education Program (IEP) or 504 Plan in accordance with an aid riding with a student on the lift. [Note: This item refers to equipment specifications].

14. Handrails: (See 49 CFR Part 571.403, S6.4.9, Handrails)

15. Circuit Breaker: A resettable circuit breaker shall be installed between the power source and the lift motor if electrical power is used. It shall be located as close to the power source as possible, but not within the passenger/driver compartment.

16. Excessive Pressure: (See 49 CFR Part 571.403, S6.8 Jacking Prevention)

17. Documentation: the following information shall be provided with each vehicle equipped with a lift:

   a. A phone number where information can be obtained about installation, repair, and parts. (Detailed written instructions and a parts list shall be available upon request.)

   b. Detailed instructions regarding use of the lift shall be readily visible when the lift door is open, including a diagram showing the proper placement and positioning of wheelchair/mobility aids on the lift.

18. Training Materials: The lift manufacturer shall make training materials available to ensure the proper use and maintenance of the lift. These may include instructional videos, classroom curriculum, system test results or other related materials.

19. Identification and Certification: Each lift shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states it confirms to all applicable requirements of the current National School Transportation
Specifications and Procedures. In addition and upon request of the original titled purchaser, the lift manufacturer or an authorized representative shall provide a notarized Certificate of Conformance, either original or photocopied, which states that the lift system meets all the applicable requirements of the current National School Transportation Specifications and Procedures.

2. Vehicle Ramp

a. A ramp device may be used in lieu of a mechanical lift if the ramp meets all the requirements of the Americans with Disabilities Act (ADA) as found in 36 CFR §1192.23, Vehicle ramp.

b. A ramp device that does not meet the specifications of ADA, but does meet the specifications of paragraph 3 (a-d) of National School Transportation Specifications and Procedures (NSTSP of May 2010 Edition), this section, may be installed and used, when, and only when, a power lift system is not adequate to load and unload students having special and unique needs. A readily accessible ramp may be installed for emergency exit use.

c. If a ramp is used, it shall be of sufficient strength and rigidity to support at least 800 lbs. over an area of 26" x 26. It shall be equipped with a protective flange on each longitudinal side to keep the special device on the ramp.

d. The surface of the ramp shall be constructed of non-skid material.

e. The ramp shall be equipped with handles and shall be of weight and design to permit one person to put the ramp in place and return it to its storage place. It shall be stored outside the passenger compartment.
f. Ramps used for emergency evacuation purposes may be installed in raised floor
buses by manufacturers. They shall not be installed as a substitute for a lift
when a lift is capable of serving the need.

K. Regular Service Entrance

1. On power lift-equipped vehicles, the bottom step shall be the full width of the step
well, excluding the thickness of the doors in open position.

2. In addition to the handrail required in the School Bus Standards BUS BODY AND
CHASSIS-section, an additional handrail may be provided on all specially
equipped school buses. This rail shall be located on the opposite side of the
entrance door from the rail required in the School Bus Standards BUS BODY
AND CHASSIS-section and shall meet the same requirements for handrails.

L. Restraining Devices

1. On power lift-equipped vehicles with a GVWR of ten thousand (10,000) pounds
or more, seat frames may be equipped with attachment points to which belt
assemblies can be attached for use with child safety restraint systems (CSRSs)
that comply with FMVSS No. 213, Child Restraint Systems. Any belt assembly
anchorage shall comply with FMVSS No. 210, Seat Belt Assembly Anchorages.

   a. Alternatively, a child restraint anchorage system that complies with FMVSS
      No. 225, Child Restraint Anchorage Systems, may be installed.

2. Belt assemblies, if installed, shall conform to FMVSS No. 209, Seat Belt
Assemblies.

3. Child safety restraint systems, which are used to facilitate the transportation of
children who in other modes of transportation would be required to use a child,
infant, or booster seat, shall conform to FMVSS No. 213.

M. Seating Arrangements

Flexibility in seat spacing to accommodate special devices shall be permitted to meet
passenger requirements. All seating shall be forward-facing, School Bus Passenger
Seating and Crash Protection and meet requirements of FMVSS No. 222.

N. Securement and Restraint System for Wheel Chair Occupant and Wheel
Chair Seated Occupants

For purposes of understanding the various aspects and components of this section,
the term securement and tie down and the phrases securement system or tie down
system are used exclusively in reference to the devices that anchor the wheelchair to
the vehicle. The term restraint and the phrase restraint system are used exclusively in
reference to the equipment that is intended to limit the movement of the wheelchair
occupant in a crash or sudden maneuver. The term Wheelchair Tie-down and
Occupant Restraint System (WTORS) is used to refer to the total system that
secures the wheelchair and restrains the wheelchair occupant.
1. WTORS—General Requirements

   a. A wheelchair tie down and occupant restraint system installed in specially equipped school buses shall be designed, installed, and operated for the use with forward-facing wheelchair-seated passengers and shall comply with all applicable requirements of FMVSS No. 222, School Bus Passenger Seating and Crash Protection, and SAE J2249, Wheelchair Tie-Down and Occupant Restraint Systems for use in motor vehicles.

   b. The WTORS, including the anchorage track, floor plates, pockets or other anchorages, shall be provided by the same manufacturer or shall be certified to be compatible by manufacturers of all equipment/systems used.

   c. A device for storage of the WTORS shall be provided. When the system is not in use, the storage device shall allow for clean storage of the system, shall keep the system securely contained within the passenger compartment, shall provide reasonable protection from vandalism and shall enable the system to be readily accessed for use.

   d. The WTORS, including the storage device, shall meet the flammability standards established in FMVSS No. 302, Flammability of Interior Materials.

   e. The following information shall be provided with each vehicle equipped with a securement and restraint system:

      i. A phone number where information can be obtained about installation, repair, and parts. (Detailed written instructions and parts list shall be available upon request.)

      ii. Detailed instructions regarding use, including a diagram showing the proper placement of the wheelchair/mobility aids and positioning of securement devices and occupant restraints, including correct belt angles.

   f. The WTORS manufacturer shall make training materials available to ensure the proper use and maintenance of the WTORS. These may include instructional videos, classroom curriculum, system test results or other related materials.

2. Wheelchair Securement/Tie down: (See 49 CFR Part 571.403, S5.4.1, S5.4.2)

   Each wheelchair position in a specially equipped school bus shall have a minimum clear floor area of thirty 30 inches laterally by forty-eight 48 inches (30 x 48 inches) longitudinally. Additional floor area may be required for some wheelchairs. Consultation between the user and the manufacturer is recommended to insure that adequate area is provided.

3. Occupant Restraint System: (See 49 CFR Part 571.403, S5.4.3, S5.4.4)
If the upper torso belt anchorage is higher than forty-four (44) inches, measured from the vehicle floor, an adjustment device, as part of the occupant restraint system, shall be supplied.

O. Special Light

Doorways in which lifts are installed shall have for use during lift operation a special light(s) providing a minimum of two (2) foot-candles of illumination measured on the floor of the bus immediately adjacent to the lift.

P. Special Service Entrance

1. Power lift-equipped buses shall have a special service entrance to accommodate the power lift.

   **Exception:** If the lift is designed to operate within the regular service entrance, and is capable of stowing such that the regular service entrance is not blocked in any way, and that persons entering or exiting the bus are not impeded in any way, a special service entrance shall not be required.

2. The special service entrance and door shall be located on the right side of the bus and shall be designed so as not to obstruct the regular service entrance.

   **Exception:** A special service entrance and door may be located on the left side of the bus if, and only if, the bus is used primarily to deliver students to the left side of one-way streets and its use is limited to that function.

3. The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of the floor opening to support the floor and give the same strength as other floor openings.

4. A drip molding shall be installed above the opening to effectively divert water from entrance.

5. Door posts and headers at the entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for the special service entrance.

Q. Special Entrance Doors

1. A single door or double doors may be used for the special service entrance.

2. A single door shall be hinged to the forward side of the entrance unless doing so would obstruct the regular service entrance. If, due to the above condition, the door is hinged to the rearward side of the doorway, the door shall utilize a safety mechanism that will prevent the door from swinging open should the primary door latch fail. If double doors are used, the system shall be designed to prevent the door(s) from being blown open by the wind resistance created by the forward
motion of the bus, and/or shall incorporate a safety mechanism to provide secondary protection should the primary latching mechanism(s) fail.

3. All doors shall have positive fastening devices to hold doors in the “open” position.

4. All doors shall be weather sealed.

5. When manually-operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three one-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door and hinge mechanism shall be of a strength that is greater than or equivalent to the emergency exit door.

6. Door materials, panels and structural strength shall be equivalent to the conventional entrance and emergency doors. Color, rub rail extensions, lettering and other exterior features shall match adjacent sections of the body.

7. Each door shall have windows set in rubber that are visually similar in size and location to adjacent non-door windows. Glazing shall be of same type and tinting (if applicable) as standard fixed glass in other body locations.

8. Door(s) shall be equipped with a device that will actuate an audible or flashing signal located in the driver's compartment when door(s) is not securely closed and the ignition is in the "on" position.

9. A switch shall be installed so that the lifting mechanism will not operate when the lift platform door(s) is closed.

10. Special service entrance doors shall be equipped with padding at the top edge of the door opening. Padding shall be at least three (3) inches wide and one (1) inch thick and shall extend the full width of the door opening.

R. Support Equipment and Accessories

1. In addition to the webbing cutter required in the bus standards BUS BODY AND CHASSIS-section, each specially equipped school bus that is set up to accommodate wheelchairs or other assistive or restraint devices with belts attached shall contain an additional webbing cutter properly secured in a location to be determined by the purchaser. The belt cutter shall meet the requirements listed in the bus standards BUS BODY AND CHASSIS-section.

2. Special equipment or supplies that are used on the bus for mobility assistance, health support or safety purposes shall meet any local, federal or engineering standards that may apply, including proper identification.

3. Equipment that may be used for these purposes includes, but is not limited to:
a. Wheelchairs and other mobile seating devices. (See section on Securement and Restraint System for Wheelchair and Wheelchair-seated Occupant.);

b. Crutches, walkers, canes and other ambulating devices; and/or

c. Medical support equipment, which may include respiratory devices such as oxygen bottles (which should be no larger than twenty-two (22) cubic feet for liquid oxygen and thirty-eight (38) cubic feet for compressed gas) or ventilators. Tanks and valves should be located and positioned to protect them from direct sunlight, bus heater vents or other heat sources. Other equipment may include intravenous and fluid drainage apparatus. If transporting oxygen, refer to Ambulance Manufactures Division, Standard 003.

4. All portable equipment and special accessory items, including the equipment listed above, shall be secured at the mounting location to withstand a pulling force of five (5) times the weight of the item or shall be retained in an enclosed, latched compartment. The compartment shall be capable of withstanding forces applied to its interior equal to five (5) times the weight of its contents without failure to the box's integrity and securement to the bus. Exception: If these standards provide specific requirements for securement of a particular type of equipment, the specific standard shall prevail (e.g., wheelchairs).

S. Technology and Equipment

It is the intent of these specifications to accommodate new technologies and equipment that will better facilitate the transportation of students with special needs. New technology and equipment is acceptable for use in specially equipped vehicles if:

1. It does not compromise the effectiveness or integrity of any major safety system. (Examples of safety systems include, but are not limited to, compartmentalization, the eight-lamp warning system, emergency exits and the approved color scheme.)

2. It does not diminish the safety of the bus interior.

3. It does not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.

4. It does not require undue additional activity and/or responsibility for the driver.

5. It generally increases efficiency and/or safety of the bus, generally provides for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus and/or generally assists the driver and makes his/her many tasks easier to perform.
STANDARDS FOR ALTERNATIVE FUELS FOR SCHOOL BUSES

A. Introduction

This section is designed to be used as an overview of the alternative fuels being utilized for student school transportation. It is not designed to replace current applicable federal, state, manufacturing or safety specifications that may exceed requirements within this section. There may be advancements in engineering and improvements in equipment fabrication methods and operating practices that differ from those specifically called for in this section. Such deviations or improvements may provide safety and may meet the intent of, and be compatible with, this section. Entities wishing to purchase alternative fuel school buses should use this section only as a starting point. More detailed specifications, including specific design and performance criteria and safety specifications, should be researched by prospective purchasers of alternative-fuel school buses.

B. General Requirements

Alternative fuel school buses shall meet the following requirements:

1. Chassis shall meet all standards previously mentioned in IDAHO SCHOOL BUS CHASSIS STANDARDS.

2. Chassis shall meet all applicable Federal Motor Vehicle Safety Standards (FMVSS).

3. The fuel system integrity shall meet the specified leakage performance standards when impacted by a moving contoured barrier in accordance with test conditions specified in FMVSS No. 301 or FMVSS No. 303, or with the Canadian Motor Vehicles Safety Standard 301.1, as applicable.


5. All alternative fuel buses shall be capable of traveling not less than 200 miles with a full load, except those powered by electricity shall be capable of traveling not less than 80 miles. Fuel tank(s) for vehicles of less than fifty-four (54) passenger capacity powered by LPG or CNG shall have a minimum 40-gallon capacity. Fuel tank(s) for vehicles of fifty-four (54) or more passenger capacity powered by LPG or CNG shall have a minimum 60-gallon capacity.

6. Natural gas-powered buses shall be equipped with an interior/exterior gas detection system. All natural gas-powered buses shall be equipped with an automatic or manual fire detection and suppression system.
7. All materials and assemblies used to transfer or store alternative fuels shall be installed outside the passenger/driver compartment.

8. All Types C and D buses using alternative fuels shall meet the same base requirements of IDAHO SCHOOL BUS CHASSIS STANDARDS for passenger load.

9. The total weight shall not exceed the GVWR when loaded to rated capacity.

10. The manufacturer supplying the alternative fuel equipment must provide the owner and operator with adequate training and certification in fueling procedures, scheduled maintenance, troubleshooting and repair of alternative fuel equipment.

11. All fueling equipment shall be designed specifically for fueling motor vehicles and shall be certified by the manufacturer as meeting all applicable federal, state and industry standards.

12. All on-board fuel supply containers shall meet all appropriate requirements of the American Society for Mechanical Engineering (ASME) code, DOT regulations or applicable FMVSSs and NFPA standards.

13. All fuel supply containers shall be securely mounted to withstand a static force of eight times their weight in any direction.

14. All safety devices that discharge to the atmosphere shall be vented to the outside of the vehicle. The discharge line from the safety relief valve on all school buses shall be located in a manner appropriate to the characteristics of the alternative fuel. Discharge lines shall not pass through the passenger compartment.

15. A CNG buses shall have a positive quick-acting (one quarter turn) shut-off control valve shall be installed in each gaseous fuel supply line, as close as possible to the fuel supply containers. The valve controls shall be placed in a location easily operable from the exterior of the vehicle. The location of the valve control shall be clearly marked on the exterior surface of the bus.

16. An electrical grounding system shall be required for grounding of the fuel system during maintenance-related venting.

17. Fuel systems identified as compatible with bio-diesel must be provided with components compatible with Bio-Diesel must conform to the specifications of ASTM Biodiesel Standards.

18. High voltage-powered school buses utilizing a high voltage propulsion system ([more than forty-eight (48) nominal volts]) shall meet the requirements of FMVSS 305, except for the following:

   a. The propulsion power source (batteries, fuel cells, etc.) shall be located outside the passenger compartment.
b. The propulsion power source enclosure shall be constructed to conform to the power source manufacturer's requirements and recommendations.

c. Due to the much larger size and quantities of the propulsion power sources on large vehicles, buses over ten thousand (10,000) lbs. pounds are permitted to exceed the 5.0 liter spillage constraint of 49 CFR Part 571.305, Section 5.1, “Electrolyte damage spillage from propulsion batteries,” and the requirements to statically rotate the vehicle on its longitudinal axis post test.

C. Characteristics of Alternative Fuels

1. For the purpose of this section, alternative fuels refer to the specific fuels listed below. A brief description of each fuel is shown. (See National School Transportation Specifications & Procedures Alternative Fuels Comparison Chart)

2. Note: Two other more exotic fuels are being examined, hydrogen and solar power. These two energy sources are in their infancy as alternative fuels for motor vehicles and are not covered within the scope of this section.

3. Liquid Alternative Fuels:

   a. Methanol, a liquid at normal ambient temperatures, is colorless, and is made primarily from natural gas or coal. Extensive experiments have been conducted with automobile and truck engines powered by methanol. There are a number of urban transit bus fleets currently using methanol. California has experience with methanol as an alternative fuel for school buses through their School Bus Demonstration Project. The findings clearly determined methanol fuel to be costly to operate and unreliable. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)

   b. Ethanol is a distilled agricultural alcohol product that is a liquid and is colorless at normal ambient temperatures. Corn is the current primary grain source. It has many of the same characteristics as methanol. Currently, ethanol is used primarily in a mixture with gasoline, usually no more than 10% ethanol.

   c. Clean diesel was one of the alternative fuels approved in the Clean Air Act Amendments of 1990. The first step to be undertaken was further refining to reduce sulfur content and hence the significant particulate emissions caused by the sulfur. Significant advancement in this process has resulted in the development of ultra-low sulfur content diesel fuel. Refinery techniques can now produce diesel fuel with a sulfur content below 15 parts per million (PPM). The availability of this fuel supports the installation of an advanced exhaust after treatment device in the form of a continuously regenerating trap (CRT). This CRT technology reduces the exhaust particulate content by approximately 90 percent from currently mandated levels (to essentially zero) and the hydrocarbons to an unmeasurable level (to essentially zero). Further steps are being developed to add cetane
boosters, which increase efficient combustion. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010—Alternative Fuels.)

d. Reformulated gasoline is a specially blended fuel with the following properties: (1) lower vapor pressure that reduces evaporation during operation and refueling, and (2) more efficient combustion through the addition of high-octane oxygenates. Reformulated gasoline aromatic levels have been lowered, which provides less in the way of hydrocarbon tail pipe emissions. Reformulated gasoline (RFG) is required by the EPA in certain metropolitan areas. However, those areas are becoming fewer. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010—Alternative Fuels.)

4. Gaseous Alternative Fuels:

a. Natural gas is primarily methane as it comes from the well, and it burns quite cleanly in its unprocessed state. Natural gas has a higher ignition point (temperature) and a narrower fuel/oxygen mixture combustion range than other fuels. Energy is consumed in processing natural gas to achieve sufficient vehicle storage (i.e., compression or cryogenic processes). (See Compressed Natural Gas and Liquid Natural Gas below.) Natural gas is lighter than air in ambient conditions and does not pool on the ground, a condition that requires buildings used for indoor housing of natural gas vehicles to be adequately ventilated at the ceiling.

b. Compressed natural gas, or CNG, consists primarily of mixtures of hydrocarbon gases and vapors, consisting principally of methane (CH4) in gaseous form, which is compressed for use as a vehicular fuel. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010—Alternative Fuels.)

c. Liquid natural gas, or LNG, utilizes the same natural gas source (primarily methane) as CNG, but requires purification of the gas and cooling and storage below -260 degrees Fahrenheit to liquefy the natural gas. Converting natural gas to liquid form provides storage of a much greater amount on the vehicle than can be achieved in the gaseous state. The process of liquefying the natural gas also yields almost pure methane gas with predictable performance characteristics. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010—Alternative Fuels.)

d. Propane, also known as Liquefied Petroleum Gas or LPG, is sometimes available directly from wells, but is normally produced as a by-product of the gasoline refining process. It has been used for a number of years in light-duty commercial vehicles in urban areas around the world. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010—Alternative Fuels.)

e. Electric Power or the use of electricity as a power source for school buses is an emerging technology that is under considerable research due to the
potential for reduced overall emissions. Research is centering on ways to increase the capacity and reduce the weight of batteries, as well as improving the motors used to power the vehicles and the associated electronics. Recharging technology is also developing rapidly. Most of these efforts have the goals of improving the range and performance of electric vehicles, reducing their cost and addressing operational concerns, such as recharging.

f—Hybrid electric and plug-in hybrid electric vehicles, while technically not an alternative fuel, are treated as such in most federal and state programs due to the novel approach to energy use. Straight hybrid electric vehicles are, by far, the largest and fastest-growing sector of alternative fuel vehicles. Plug-in hybrid electric vehicles take advantage of the straight hybrid system, but also allow the user to precharge the battery packs to gain additional range and reduce combustion engine usage. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2011—Alternative Fuels.)

g—Biodiesel is a fuel manufactured from vegetable oils, recycled cooking greases, or animal fats. The term “biodiesel” refers to the pure fuel. Biodiesel blends or BXX refers, to a fuel that is composed of XX% biodiesel and XX% diesel fuel. The City of Seattle, for example, has been using B20 which is 20% biodiesel blended with 80% low sulfur diesel. B100 is pure biodiesel. The diesel fuel can be No. 1 or No. 2. Biodiesel and biodiesel blends should only be used in compression-ignition engines that are designed to be operated on diesel fuel as described in ASTM 975 or related military specifications. Biodiesel or blends should never be put into a gasoline engine. Biodiesel fuel can be used in compression-ignition engines in cars, trucks, construction equipment, boats, generators, and in most other applications where diesel is typically used. Biodiesel fuel is renewable, is domestically produced and is commercially available in all fifty (50) states. It provides similar performance to diesel; has high cetane, high lubricity, high flash point, and is the safest of all fuels to store and handle. Biodiesel has the highest BTU content of any alternative fuel.

h—Clean diesel was one of the alternative fuels approved in the Clean Air Act Amendments of 1990. The first step to be undertaken was further refining to reduce sulfur contents and hence the significant particulate emissions caused by the sulfur. Significant advancement in this process has resulted in the development of ultra-low sulfur content diesel fuel. Refinery techniques can now produce diesel fuel with a sulfur content below 15 parts per million (PPM). The availability of this fuel supports the continuously regenerating filter, known as a diesel particulate filter. This technology reduces the exhaust particulate content by approximately 90 percent from currently mandated levels (to essentially zero). Further steps are being developed to add cetane booster, which increase efficient combustion. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010—Alternative Fuels.)
SCHOOL BUS WITHDRAWAL FROM SERVICE STANDARDS

The SDE staff shall develop, maintain and periodically distribute out-of-service criteria (a matrix), the basis of which shall be the latest published document from the most recent National Conference on School Transportation. The Out-of-Service Matrix shall be subsequent to input from the Student Transportation Steering Committee and new school bus state inspectors, as needed. These standards are intended to ensure that all Idaho school buses are maintained in a safe manner. When inspection of a bus reveals a maintenance condition that is below an out-of-service standard it shall be the duty of the technician performing the inspection to remove the vehicle from service until the discrepancy has been corrected. These standards shall apply to both new and used buses and shall be the criteria used whenever an Idaho school bus is inspected. These standards are to be used whenever a sixty (60)-day, Annual or New School Bus Inspection is being performed by state inspectors or district, contractor, or outside contracted maintenance personnel (IC Section 33-1506, Idaho Code).

STANDARDS FOR STUDENT TRANSPORTATION OPERATIONS

A. Introduction

The success of any school transportation operation depends largely on the performance and degree of dedication displayed by those involved. The school bus is an extension of the classroom and as such, the ride to school should be safe and efficient in an atmosphere conducive to learning readiness. Open and honest communication between all stakeholders is vital for the success of the transportation program. Transportation is critical to the education process, and the school bus is the safest form of transportation. Therefore, transportation to and from school on a school bus shall be offered to all eligible students. Districts or the governing body responsible for pupil transportation shall have an eligibility policy, which takes safety into account, addressing distances from school for all different age groups. If transportation eligibility is maximized, the result will be more students on buses and therefore, safer access to students’ educational opportunities. The sole criterion used to establish transportation eligibility should not be only the distance between a student’s home address and the student’s school of attendance; rather, travel to and from school must take into account various criteria. Safety must be the primary concern, and criteria should take into account the ages of students and potentially hazardous situations, such as roadway and walk pathway conditions, speed limits, railroad crossings, lighting conditions, etc. The criteria should also take into account students' levels of maturity, grade levels, cognitive and physical abilities. Similar criteria should be used in establishing maximum distances between a student’s home and the assigned bus stop per district guidelines.

B. School Travel Choices

1. Children in the United States travel to and from pre-school, school and related activities by a variety of modes. Administrators, parents and students often
choose or encourage the use of modes of travel for reasons other than maximizing safety or minimizing risk (e.g., convenience, flexibility, and budget). It is recommended that all eligible school students be transported in a school bus.

2. Each travel mode has its inherent risks, which vary from community to community, school to school and program to program, and any shifts from one mode to another can have a marked effect on the overall safety of travel for a particular community, school or program. The goal is to improve safety for all children traveling to and from pre-school, school and related activities and to provide communities with the information needed to make informed choices that balance their needs and resources.

C. Administration

In compliance with IC Section 33-1511, Idaho Code, the SDE shall provide the following:

1. Leadership in the development of a comprehensive student transportation program for statewide application.

2. A state supervisor of student-school transportation with the staff and resources necessary for optimal job performance.

3. A comprehensive school bus operator and school bus technician training program.

4. Frequent visits to local school districts and charter schools to audit, inspect, review and evaluate student transportation programs and financial systems (including reimbursement claim accuracy) and provide direction as necessary. Adequate frequency shall be defined as, at least once every three-two (2) years.

5. The Supervisor-Director of Student Transportation, based upon results of program reviews, fiscal audits, and spot inspections as set forth in Section IC 33-1506, Idaho Code will provide school districts a list of required corrective actions, when necessary (IC Section 33-1511, Idaho Code).

6. Follow-up visits to ensure implementation of corrective action plans. The Supervisor-Director of Student Transportation shall require school districts to submit progress reports on those corrective actions developed by the Supervisor Director of Student Transportation to the SDE at prescribed intervals until deficiencies are corrected or the corrective actions no longer apply (IC Section 33-1511, Idaho Code).

7. The Supervisor-Director of Student Transportation may withhold all or a portion of a district's pupil transportation reimbursement funding in instances of noncompliance with the requirements of IC Sections 33-1506,1511(6) or IC 33-4506,1511(6), Idaho Code.

8. Managing the state’s student transportation program to include planning, budgeting, and forecasting requirements for the operation.
9. Collecting and analyzing statistical and financial data.

10. Developing, preparing and organizing manuals, handbooks and written training programs for student transportation personnel.

11. Providing consulting services and assistance to local districts as necessary.

D. Local School District or Charter School Administration

1. The local district or charter responsible for student transportation shall supervise the overall transportation operation within the respective district.

2. Assign adequately trained staff responsible for implementing and/or supervising a comprehensive student transportation program.

3. Ensure compliance with federal and state student transportation laws, regulations and policies, including drug/alcohol testing programs as required in the Omnibus Transportation Employee Testing Act of 1991, and in compliance with 49 CFR, Parts 40 and 382.

E. Written Policies

In compliance with IC Sections 33-1501 through IC 33-1512, Idaho Code, the local board of trustees or the governing body will establish and adopt a set of written policies governing the student transportation system, including policies for disabled students. Contracting school districts or charters shall ensure compliance to written policies by student transportation contractors. The district’s or charter’s written policies shall, at a minimum, include:

1. Student transportation operations, including participation in training programs for all transportation personnel.

2. The evaluation of school bus routes and the periodic evaluation of student transportation personnel. The transportation supervisor or the district's school bus driver trainer shall evaluate a minimum of once per year each route and each driver for the purpose of assessing driver performance and the safety of routes and bus stops (National School Transportation Specifications & Procedures, Identification and Evaluation of School Bus Route and Hazard Marking Systems). The time schedule for pickup and delivery of children shall be followed as accurately as possible. Documentation of the driver and route evaluation shall be retained in the driver's personnel file. The SDE staff shall develop and maintain model evaluation procedures and forms.

3. The investigation and reporting of accidents and other transportation problems. Drivers shall report all school bus accidents to local school authorities and the appropriate law enforcement agency in accordance with Title 49, Chapter 13 of Idaho Code. Subsequent to the accident or incident, a Uniform School Bus Accident/Injury or appropriate Incident Report Form shall be completed by the driver or transportation supervisor and submitted to the SDE within fifteen (15) days.
4. Providing supervision of loading and unloading areas at or near schools during unloading and loading of school buses. School districts shall provide an adequate number of supervisors for the size of the loading area and number of students present and ensure close, continuous and interactive supervision whenever students and/or buses are present in the loading area (IC Section 33-512(4), Idaho Code).

4.5. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation (IDAPA 08.02.02.180).

5. Ensure that instruction in passenger safety, including student participation in practical emergency evacuation drills, is an integral part of the school curriculum. Instruction should comply with state requirements and/or Federal Highway Safety Guideline 17 and with 45 CFR Part 1310, as may be applicable, and should include, but not be limited to, the following:

a. At least once each school semester, provide all students passengers transported to and from schools in a school bus or multifunction school activity bus with instruction in the location and operation of all emergency exits. Also, provide supervised practical emergency exit drills to each student transported to or from schools in a school bus or multifunction school activity bus.

1) Each bus route should have a written emergency evacuation plan. This plan should reflect each student’s ability to evacuate or help others. Students with disabilities should participate in required evacuation drills and should only be excluded if their participation would present a health risk. Parents should be notified in advance of such barriers to their child’s participation. Every effort should be made to ensure that ALL students have a reasonable understanding of the concept of an emergency and how they will exit the bus.

2) The driver and the attendant must be familiar with any equipment in the bus that would aid in an actual evacuation, (e.g., the use of all emergency exits, emergency/fire blankets, webbing cutters, etc.). It is important to enlist the help of school liaisons, parents and other personnel (e.g., physical therapists) to train and help students and staff understand emergency procedures including how to exit the bus safely without the use of their mobility devices and equipment (wheelchair, etc.). Local emergency personnel should be involved in developing the plans, especially if the students transported have complex medical conditions.

a.b. Before departure on each activity trip, provide all students passengers transported in a school bus, school-chartered bus or multifunction school activity bus instruction on the location of all emergency exits and demonstrations of their operation. Instruction should include a general review of safe riding practices, rules and procedures.
c. Limit the amount of carry-on items, especially large items such as luggage, coolers, sports/band equipment, etc., in school buses, school-chartered buses or multifunction school activity buses. Aisles and emergency exits in school buses, school-chartered buses and multifunction school activity buses must be kept clear at all times. Any item that is brought on board must be safely stowed and secured away from any aisle or emergency exit.


8. Student transportation operations shall be included in the district’s service animal planning. Related training shall be provided to school bus drivers related to district plans (IEP, 504 Plan, definitions, handling, care, emergency evacuations, health certificates, etc.).

F. Additional Requirements Not Covered Under Policies

1. Provide the necessary library of resources to ensure that transportation personnel have the proper tools to operate a safe and efficient program. These resources include, but are not limited to:

   a. Applicable federal, state and local laws, codes and regulations.
   b. Applicable manuals and guidelines.
   c. On-line connectivity for access to all internet and other resources.
   d. Applicable trade journals and organizations’ publications.

2. Provide contract management (if applicable). If a private carrier is utilized in a school transportation operation, it is imperative that a clear partnership is established with all parties. Clear expectations and contract review, along with on-going training, communication and practice/procedure development should be developed with a working partnership in mind.

G. Personnel Qualifications and Training

1. Prerequisite Qualifications and Job Descriptions

   In compliance with Federal Motor Carrier Safety Administration FMCSA Regulations, (49 CFR Part 383), and Idaho Code, the local board of trustees/administration will establish and adopt a set of written prerequisite qualifications and job descriptions governing student transportation personnel, which shall, at a minimum, include:
a. Completion of an application form, which includes a personal and occupational history.;

b. A satisfactory driving record as revealed through pre-employment and annual checks with the state driver licensing division.;

c. A satisfactory work history as verified through professional references.; and

d. The ability to manage resources, students and personnel necessary to achieve a desired objective.

4.2. Insulin-Treated Diabetes Mellitus

In compliance with Federal Motor Carrier Safety Administration Regulations (Parts 381 and 383) and IGSection 33-1509, Idaho Code, the SDE Student Transportation staff will establish an exemption process governing student transportation personnel diagnosed with insulin-treated diabetes mellitus (ITDM). In considering exemptions, the Department must ensure that the issuance of diabetes exemptions will not be contrary to the public interest and that the exemption achieves an acceptable level of safety. Applications must be submitted to the SDE Student Transportation staff using the application form. Therefore, the Department will only consider granting exemptions to ITDM individuals who meet certain conditions and who submit the following information and documentation:

1) Number of years driving school bus.

2) Approximate number of miles per year driving school bus.

3) Estimated number of miles driven per week.

4) Estimated number of daylight driving hours per week.

5) Estimated number of nighttime driving hours per week.

6) Supporting documentation of current Commercial Drivers License to drive school bus issued by the State of Idaho.

7) Supporting documentation certifying applicant has operated a commercial motor vehicle (CMV) with a diabetic condition controlled by the use of insulin while under the care of an endocrinologist (may have a consulting relationship with a driver’s personal physician) familiar with the treatment and monitoring of Diabetes Mellitus.

8) Idaho Transportation Department driving record (for the three-year period immediately preceding application) containing no suspensions or revocations, no involvement in an accident for which the applicant received a citation for a moving traffic violation while operating a CMV, no involvement in an accident for which the applicant contributed to the cause of the accident, and no convictions for a
disqualifying offense or more than one serious traffic violation, as defined in 49 CFR 383.5, while operating a CMV.

9) Supporting documentation certifying no other disqualifying conditions including diabetes related complications.

10) Supporting documentation certifying no recurrent (two or more) hypoglycemic reactions resulting in a loss of consciousness or seizure within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.

11) Supporting documentation certifying no recurrent hypoglycemic reactions requiring the assistance of another person within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.

12) Supporting documentation certifying no recurrent hypoglycemic reactions resulting in impaired cognitive function that occurred without warning symptoms within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.

13) Supporting documentation certifying the applicant has been examined by a board-certified or board-eligible endocrinologist (who is knowledgeable about diabetes) who has conducted a complete medical examination. The complete medical examination must consist of a comprehensive evaluation of the applicant's medical history and current status with a report including:

- The date insulin use began;
- Diabetes diagnosis and disease history;
- Hospitalization records;
- Consultation notes for diagnostic examinations;
- Special studies pertaining to the diabetes;
- Follow-up reports;
- Reports of any hypoglycemic insulin reactions within the last five years;
- Two measures of glycosylated hemoglobin, the first 90 days before the last and current measure;
- Insulin dosages and types, diet utilized for control and any significant factors such as smoking, alcohol use, and other medications or drugs taken; and
Examinations to detect any peripheral neuropathy or circulatory insufficiency of the extremities.

14) Submits a signed statement from an examining endocrinologist indicating the following medical determinations:

- The endocrinologist is familiar with the applicant's medical history for the past five years, either through actual treatment over that time or through consultation with a physician who has treated the applicant during that time;
- The applicant has been using insulin to control his/her diabetes from the date of the application back to the date driving experience began or the previous three years, whichever is less;
- The applicant has been educated in diabetes and its management, thoroughly informed of and understands the procedures which must be followed to monitor and manage his/her diabetes and what procedures should be followed if complications arise; and
- The applicant has the ability and has demonstrated willingness to properly monitor and manage his/her diabetes.

15) Submits a separate signed statement from an ophthalmologist or optometrist that the applicant has been examined and that the applicant does not have diabetic retinopathy and meets the vision standard at 49 CFR 391.41(b)(10), or has been issued a valid medical exemption. If the applicant has any evidence of diabetic retinopathy, he or she must be examined by an ophthalmologist and submit a separate signed statement from the ophthalmologist that he or she does not have unstable proliferative diabetic retinopathy (i.e., unstable advancing disease of blood vessels in the retina).

b. There are special conditions attached to the issuance of any exemption for ITDM. The Department will impose the following requirements:

1) Individuals with ITDM shall maintain appropriate medical supplies for glucose management while preparing for the operation of a CMV and during its operation. The supplies shall include the following:

- An acceptable glucose monitor with memory;
- Supplies needed to obtain adequate blood samples and to measure blood glucose;
- Insulin to be used as necessary; and
- An amount of rapidly absorbable glucose to be used as necessary.
c. Prior to and while driving, the individual with ITDM shall adhere to the following protocol for monitoring and maintaining appropriate blood glucose levels:

1) Check glucose before starting to drive and take corrective action if necessary. If glucose is less than 100 milligrams per deciliter (mg/dl), take glucose or food and recheck in 30 minutes. Do not drive if glucose is less than 100 mg/dl. Repeat the process until glucose is greater than 100 mg/dl;

2) While driving check glucose every two to four hours and take appropriate action to maintain it in the range of 100 to 400 mg/dl;

3) Have food available at all times when driving. If glucose is less than 100 mg/dl, stop driving and eat. Recheck in 30 minutes and repeat procedure until glucose is greater than 100 mg/dl; and

4) If glucose is greater than 400 mg/dl, stop driving until glucose returns to the 100 to 400 mg/dl range. If more than two hours after last insulin injection and eating, take additional insulin. Recheck blood glucose in 30 minutes. Do not resume driving until glucose is less than 400 mg/dl.

d. In addition to the requirements for controlling ITDM, the Department will monitor exemption recipients during the period that the exemption is valid. The Department will conduct monitoring by requiring the exemption recipients to submit the following information to the Idaho State Department of Education Student Transportation Section:

1) Provide written confirmation from the endocrinologist on a quarterly basis:
   - The make and model of the glucose monitoring device with memory; and
   - The individual’s blood glucose measurements and glycosylated hemoglobin are generally in an adequate range based on daily glucose measurements taken with the glucose monitoring device and correlated with the daily records of driving time and a current measurement of glycosylated hemoglobin.

2) Submit on an annual basis, a comprehensive medical evaluation by an endocrinologist. The evaluation will include a general physical examination and a report of glycosylated hemoglobin concentration. The evaluation will also involve an assessment of the individual’s willingness and ability to monitor and manage the diabetic condition.

e. Provide on an annual basis confirmation by an ophthalmologist or optometrist that there is no diabetic retinopathy and the individual meets the
If there is any evidence of diabetic retinopathy, provide annual documentation by an ophthalmologist that the individual does not have unstable proliferative diabetic retinopathy.

f. Submit annual documentation by an endocrinologist of ongoing education in management of diabetes and hypoglycemia awareness.

g. Report all episodes of severe hypoglycemia, significant complications, or inability to manage diabetes.

h. Report any involvement in an accident or any other adverse event whether or not they are related to an episode of hypoglycemia.

School bus drivers applying for ITDM exemption should refer to Federal Highway Administration Diabetes Waiver Program — Appendix A.

3. School Bus Driver Training

a. All new school bus drivers will/shall complete a prior-approved school bus driver training program, which shall include documented knowledge and skill tests, as well as 40 six (6) inclusive hours of behind-the-wheel, and/or four (4) hours route observation, and an Emergency Evacuation practical, before being allowed to drive a school bus loaded with students. As a support to school district personnel, the SDE staff shall develop and maintain model classroom and behind-the-wheel training curricula incorporating nationally recognized driver training methods and resources (IC Sections 33-1508, 33-1509, and 33-1511, Idaho Code).

b. All experienced school bus drivers will/shall complete at least ten (10) hours refresher school bus driver training each fiscal school year. At least three (3) hours of pre-service training shall be provided before school begins in the fall. In addition, at least three (3) in-service training sessions shall be provided during the school year utilizing, at a minimum, thirty (30) minute, topic specific and documented, training blocks.

c. School districts/contractors shall request documentation of all previous school bus driver training and driving experience, in accordance with Federal Motor Carrier Safety Administration CDL licensing requirements. Documentation of previous training, similar to SBOE training requirements, may be used to comply with new school bus driver training hours. Regardless of any previous out-of-district training, all newly hired school bus drivers shall have sufficient training provided by the hiring district or contractor, along with accompanying documentation, illustrating proficient school bus driving skills. If the district/contractor is unable to obtain documentation of previous school bus driver training, the individual shall complete the training requirements for new school bus drivers. If the applicant has gaps in excess of four years of ongoing school bus driving experience, the individual shall complete the training requirements for new school bus drivers.

4. Student Transportation Personnel File
Each district that operates or contracts student transportation services shall cause to have filed for each school bus driver, in a secure area with limited access, the following information (IC Sections 33-1506, 33-1508 and 33-1509, Idaho Code):

a. Copy of original application to drive school bus.

b. Copy of current original physical examination form, along with any applicable waivers.

c. Historical training records should contain, at a minimum:

1. Accurate information certifying attendance and satisfactory completion of all state, or district and/or company required training;
2. Details about all topic specific school bus drivers training supported by a training program agenda, including the number of hours of instruction, date of instruction, instructor and drivers signature. The following is a list of minimum training to be documented:

c-d. Copy of SDE/Classroom Curriculum tests (11 total) with score of eighty percent (80%) or better. Plus:

1. Classroom Training;
2. Pre-Service;
3. In-Service; and

d-e. Copy of current commercial driver’s license.

e-f. Copy of annual driving record check in compliance with CDL licensing requirements. The district shall request each fiscal year a driving record check report from the Idaho (or neighboring state or both states, as applicable) State Transportation Department, Motor Vehicles Division, for those individuals who are going to drive a school bus during the current fiscal school year. District/Contractor shall request a driver records check between July 1st and the first day of regular school (Section 33-701, Idaho Code).

f-g. Copy of all annual driver and route evaluations. New drivers shall have a driver evaluation before being allowed to drive a school bus loaded with students.

g-h. Copies of a driver emergency evacuation drills shall be maintained for a period of three (3) years.

5. Student Transportation Maintenance and Service Personnel

a. Each district that operates or contracts student transportation services shall perform maintenance functions on a timely basis consistent with safe transportation and work environments (Section 33-1506, Idaho Code).
b. The SDE Student Transportation staff shall develop and maintain student transportation staffing guidelines designed to promote efficiency and cost containment. These guidelines shall be for informational purposes. School districts shall not be financially penalized when falling outside SDE staffing guidelines.

H. Vehicle Operation

All school districts and school bus drivers must meet all operations and performance requirements in conformity with law and with rules and regulations of the Department of Law Enforcement and the SBOE (IC Section 33-1508, Idaho Code). The Board of Trustees or its designee shall be responsible for delineating in writing vehicle operations and the duties of bus drivers, which shall, at a minimum, include:

1. The driver shall ensure the safe condition of the school bus by conducting an initial and thorough daily pre-trip/post trip/child check school bus inspection. The district/contractor shall provide drivers with a pre-trip inspection form. The SDE staff shall develop and maintain a model pre-trip/post trip inspection form using nationally recognized criteria for the school bus pre-trip inspection. Each subsequent trip shall require an additional pre-trip school bus inspection, which at a minimum shall ensure that all safety equipment is in working order, i.e., brakes, tires, all lighting systems, steering and horn. During post trip inspections, importance should be placed upon locating any sleeping students, articles left on the bus (Idaho CDL Manual, Section 10.2.6), and all defects which shall be reported by the school bus driver.

2. A school bus shall be backed only as a last resort. Buses shall not back to turn around on a public roadway, unless the local board finds there is no alternative to backing buses on certain roads. The local board then, by official action, may allow backing of school buses on certain public roadways (IC Section 33-1502, Idaho Code).

3. No passenger shall be permitted to operate the school bus.

4. The school bus driver shall not allow guns or flammable or explosive substances such as gasoline to be carried on a school bus. School districts shall develop policy identifying other perceived unsafe items prohibited from being transported in the passenger compartment of a school bus, such as skis, skateboards, large instruments, etc. Students are to only carry objects on-to the bus that can fit safely within the seat compartment, preferably on the student's lap. The student shall not carry hazardous materials, objects, or potentially disruptive animals (with the exception to IEP and 504 Plan service animals) on the bus.

5. School bus drivers shall properly wear a seat belt whenever the bus is in motion.

6. School bus doors shall remain closed while the bus is in motion. No school bus shall start in motion before all passengers have been seated. The driver shall require each passenger on the bus to be seated in a manufacturer's school bus passenger seat. No student shall be allowed to stand while the bus is in motion.
7. School districts shall establish school bus stops in safe locations with at least \textit{one-hundred (100) yards clear visibility in both directions, whenever possible, and at least forty (40) feet from intersections, whenever possible. \textit{No motor vehicle shall block an intersection (Section 49-660, Idaho Code). No bus stop shall be established less than one and one-half (1½) miles from the nearest appropriate school except when, in the judgment of the Board of Trustees, the age or health or safety of the student warrants (IC Sections 33-1501 and 33-1502, Idaho Code).}}

8. All school buses shall stop to load/unload passengers at designated bus stops in accordance with the law (IC Section 49-915 and 49-1422, Idaho Code). The SDE staff shall maintain model student loading/unloading training curriculum, the basis of which shall be in conformity with nationally recognized procedures (National School Transportation Specifications & Procedures). The student shall not leave or board the bus at locations other than the assigned home stop or assigned school unless arrangements for doing so have been approved by appropriate authority. Appropriate authority and the approval process shall be defined in local district policy.

9. School bus drivers shall load and unload from the right side of the roadway. School bus drivers shall not allow students to cross roadways having more than three (3) lanes for purposes of loading or unloading and shall only load or unload students who live on the right side of such a roadway, except at locations having easily accessible traffic control signals (IC Section 49-1422, Idaho Code).

10. When it is necessary for the student to cross the roadway, the driver shall require the student to cross twelve (12) feet in front of the bus in accordance with state loading/unloading training curriculum. SDE endorses the joined fingers, open palm, single arm wave and eye contact with the driver for student crossing. Long steady blast of the horn is to be used as a danger signal.

11. School bus drivers shall report the license number of any vehicle, which violates any law endangering school children to his/her immediate supervisor (IC Section 33-1509, Idaho Code).

12. Student transportation operations shall be included in the district’s crises planning and related training shall be provided to school bus drivers related to district crises plans. School bus drivers shall remain vigilant and report suspicious behavior or conditions which could become harmful to students or be indicative of impending acts of terror. School bus drivers shall be provided training in homeland security awareness.

13. A driver on a school bus route shall not leave an occupied bus. In case of a breakdown the driver shall request assistance via two-way communication whenever possible. Otherwise, the driver should ask a passing motorist to make contact with the district, send a school bus aide or at least two (2) responsible students to make contact with the district, or wait for help.
14. Whenever it is necessary for the school bus driver to leave an unoccupied bus or leave the driver's seat of an occupied bus, he/she should shut off the motor, curb the wheels where appropriate, set the brakes and remove the ignition key.

15. The school bus driver shall give consideration to engine idling during extended wait times. Consideration should be given to varying climate conditions. All buses equipped with an auxiliary heater shall not be allowed to idle for more than three to five consecutive minutes. Exceptions: pre-trips, passenger stops, pre-heater shall be used to provide pre-heated water in the cooling system for starting cold engines as well as providing heat to the passenger compartment during cold weather without running the engine. Reduced idling will reduce student transportation costs and improve air quality. Allowing engines to idle for more than three (3) minutes may cause districts (including contracted districts) to lose funding for purchasing fuel.

16. All school and activity buses shall stop at all railroad grade crossings in accordance with the law (IC Sections 33-1508, 49-648 and 49-649, Idaho Code). The SDE staff shall develop and maintain railroad grade crossing training curriculum, the basis of which shall be in conformity with nationally recognized procedures (National School Transportation Specifications & Procedures).

17. School districts shall limit on-duty and driving time of school bus drivers similar to the limitations imposed by the Federal Motor Carrier Safety Administration regulations for drivers of similar commercial motor vehicles. Drivers shall use FMCSA over-the-road hours-of-service trip logs, a trip agenda, or other trip documentation validating applicable driving hours on all out-of-district trips in excess of one-hundred (100) miles (FMCSA Regulations, Hours of Service of Drivers).

18. At no time shall a driver exceed sixty-five (65) miles per hour or a lesser posted speed limit.

I. Student Management

1. Student transportation is another component in the school district’s overall education program. An effective student transportation management program must have the support of the school district administration, school bus drivers, students, and parents. Each school district should institute a comprehensive student-management program that is designed to share the responsibility for student safety and well-being, as well as protecting the interests of all others involved in the program.

2. Every school district which operates a student transportation system shall have a written policy which sets forth the student’s right to "due process" when disciplinary action is taken and defines the duties and responsibilities of students when taking advantage of student transportation. The school district’s student transportation student management policy, including the duties and responsibilities of students, teachers and drivers shall be in concert with the district’s written classroom policies (IC Section 33-512, Idaho Code).
3. School bus drivers shall establish proper rapport with students. Drivers should instruct students in appropriate behavior in accordance with the district’s student management policy. Drivers should be aware that they represent the school system and present a positive image in dress, language, and manner.

4. The SDE staff shall develop and maintain model student management guidelines, suggested rules and regulations in its school bus driver training curriculum.

J. Student Eligibility

1. Eligible Students

   a. Student eligibility for state funded student transportation services is defined in IC Sections 33-1501, 33-1502, and 33-5208, Idaho Code.

   b. A student with disabilities who’s Individualized Education Plan (IEP) requires transportation is eligible for transportation as a related service (IDEA) under the Student Transportation Support Program regardless of distance from the school.

   c. It is the aim of the SDE staff, in keeping with the "inclusion" concept, to arrange transportation for the student with disabilities as closely as possible to that of the student without disabilities. Whenever possible, students with disabilities will ride with students without disabilities on regular routes.

   d. Students who attend school at an alternate location as assigned by the local board of trustees may be expected to walk reasonable distances between schools (IC Section 33-1501, Idaho Code). Transporting or shuttling students between schools or buildings in conjunction with non-reimbursable programs is a non-reimbursable expense and all such mileage shall be documented and tracked as non-reimbursable shuttle miles.

2. Ineligible Students

   a. An ineligible student shall be defined as any properly enrolled public school student who does not otherwise meet ridership eligibility by virtue of school or district boundary, distance, age, health, or safety.

   b. If a school district allows ineligible but properly enrolled public school students on a bus and their presence does not create an appreciable increase in the cost of the bus run, as determined by the SDE staff (in computing to and from school state allocations), the district shall not be penalized.

   c. Ineligible students may ride existing bus runs, and to and from an existing bus stop, on a "space available" basis provided that neither time, mileage, or other appreciable cost is added as a result of this service. Ineligible students shall be reported as such on the bus ridership count report and are not eligible for additional rider count funding.
d. Properly enrolled students living in district of residence but attending school in a non-resident district, under the provisions of IC Section 33-1402, Idaho Code, (Enrollment options), may be transported; however, all related “yellow school bus” mileage shall be reported as non-reimbursable. Exceptions shall be permitted when transporting student(s) to out-of-district school demonstrates cost effectiveness, as determined by the SDE staff, in which case the related mileage shall be reported as reimbursable. Other exceptions include but are not limited to, mileage related to provisions of the McKinney-Vento Homeless Assistance Act and the “No Child Left Behind Act (NCLB)" in concert with Idaho’s Academic Yearly Progress Plan (when school districts opt to provide transportation services to a neighboring school district). In any event, cooperative written agreements, as detailed in IC Section 33-1402, Idaho Code, shall be required.

3. Non-Public (Private or Parochial) School Students

The cost of transporting non-public school students must be deducted when submitting the transportation reimbursement claim. Each school district must recover the full cost of transporting non-public school students, and in no event may that cost be determined to be zero (IC Section 33-1501, Idaho Code).

4. Non-Student Rider

A non-student rider shall be defined as any transported person who is not properly enrolled in a pre-K through twelve school program. Each school district must recover the full cost of transporting non-students, except that dependent children of young mothers who are properly enrolled in a public school program, SDE student transportation staff, district supervisory personnel and/or administrators and aides may ride on to and from school bus routes. Other persons and teachers who have officially been appointed as chaperones may be allowed on a school bus for field and extracurricular trips. If the local district policy allows, exceptions may be made for passengers other than properly enrolled school students to ride the bus when special circumstances exist and space is available. An appropriate authority must give prior permission before non-students may ride. No eligible transported student is to be displaced or required to stand in order to make room for an ineligible, nonpublic, or non-student rider.

K. Student Transportation Support Program – Financial Reporting

1. Each school district operates motor vehicles of many sizes and types, such as school buses, small and large trucks, cars for administration and driver education, pickups, delivery vans, and other miscellaneous small motor vehicles. All school district vehicle operating costs must be charged to the appropriate individual account or accounts according to their use. Costs for transporting eligible students to and from school or related activities shall be accounted for separately in accordance with SBOE approved procedures (ICSection 33-1006, Idaho Code, and IDAPA 08.02.02.004.150-190).
2. Section 33-1506, Idaho Code, requires the filing of inspections to the SDE of all school buses as defined in Section 33-1504 and 49-120 (5), Idaho Code. School buses shall not be removed from inventory to comply with Section 33-1506, Idaho Code, unless the bus is being decommissioned in accordance with Section 49-1422, Idaho Code.

2.3. Accurate mileage records shall be kept for reimbursable and non-reimbursable programs so eligible and non-eligible miles can be accurately determined. No indirect costs are allowed. Financial supporting documents shall be maintained throughout the fiscal year for each program category for audit purposes.

3.4. Annual odometer readings (end of day, June 30, or start of day, July 1) on all district owned or contracted “yellow school buses” used to transport students to and from school or related activities shall be annually submitted to the SDE staff upon request. No “yellow school bus” used to transport public school students shall be excluded.

4.5. School districts shall annually report all miles linked to a “yellow school bus” as reimbursable or non-reimbursable on Schedule C of the Student Transportation Reimbursement Claim Form.

5.6. Revenues generated from the use or lease of a district owned “yellow school bus” shall be reported as follows:

   a. When the revenues correlate to reported “reimbursable” miles and their related costs, the revenue shall be reported on the student transportation reimbursement claim form under revenues received.

   b. When the revenues correlate to reported “non-reimbursable” miles and their related costs, the revenue shall not be reported.

6.7. Each school district that operates a student transportation system will maintain accurate records of operations including runs, run mileage, categorized bus mileage, student rider counts and other related costs on uniform record-keeping forms provided by the SDE staff.

7.8. The SDE Student Transportation staff shall conduct on-site spot inspections of school district student transportation operations at a frequency adequate to ensure compliance with state law, accuracy of data and reimbursement claims, and safety of school buses. Priority for selecting districts for review and audit shall be given to those districts that exceed both the most recent annual state average reimbursable cost per mile and the state average reimbursable cost per rider as calculated by the Department, unless the Supervisor of Student Transportation determines otherwise (IC Section 33-1511, Idaho Code). Adequate frequency shall be defined as, at least once every two (2) years.

8.9. The SDE Student Transportation staff shall, subsequent to on-site review and spot inspection, provide school district with a list of required corrective actions, as necessary. School districts shall submit to the Department SDE...
written corrective action plans at prescribed intervals until deficiencies are corrected or the corrective action no longer applies (subject to the provisions of IC Section 33-1511, Idaho Code).

9.10. The Department SDE shall annually review school district student transportation claims and make available analyses of reported and adjusted costs, including specific cost trends, to individual school districts and charter schools in a secure website location or published document.

40.11. Information will be made available to the SDE staff for audit purposes upon request. Information will be compiled and retained for a minimum of four (4) years, including the current fiscal year, in the following areas (IC Section 33-1006, Idaho Code).

41.12. Districts will be notified of the outcome of the review. The notification document will include an appeals due date by which, if the district does not agree with the findings of the review, a written appeal may be filed by the district. The appeal shall include (additional) documentation the district wants SDE to consider as part of the appeals review. Upon further review of the appeals documentation, SDE may make adjustments to the review findings.

L. Administrative and Program Operation Costs

1. The school district administrative reimbursement will be seven and one-half percent (7.5%) of all approved reimbursable operation costs for transporting pupils except administration costs, depreciation, and contracted services, as reported to the SDE staff on the Annual Pupil Transportation Claim for Reimbursement (Schedule B); or actual administrative costs, program operation costs, operation of plant, maintenance of plant, fixed costs, and other pupil transportation costs identified in IC Section 33-1006, Idaho Code, which are directly related, charged and reported as transportation costs to the SDE staff on the Annual Student Transportation Claim for Reimbursement (Schedule A).

2. Districts will be permitted flexibility in scheduling bus routes; however, before-school and after-school activity or other program busing that result in duplicating transportation service to a geographic area is not reimbursable, except that the Idaho Reading Indicator (IRI) shall be reimbursable under the Pupil Transportation Support Program. Transportation costs for other before-school and after-school academic programs may be reimbursable and will be considered on a case-by-case basis when specific written requests for consideration are submitted to the SDE staff on or before March 31 of the school year in which the busing began.

3. All academic and activity summer programs will be non-reimbursable under the Student Transportation Support Program, except transportation costs for Migrant Summer School, the Idaho Reading Indicator (IRI), and Extended Reading Intervention-School Year (ESY) Special Needs programs will be reimbursable.

4. The SDE staff shall develop support staffing (supervisor, driver trainer, secretary/dispatcher, etc.) and school bus inventory guidelines for school district student transportation operations.
5. The district will maintain accurate records of all bus routes and runs, including rider counts, mileage and other related operation and vehicle maintenance costs (IC-Section 33-1006, Idaho Code). A “route” is defined as anything one bus does during the morning (a.m. route), midday (noon route), or afternoon (p.m. route) and may be comprised of one or more morning, midday, or afternoon to – from school “run(s).” The DepartmentSDE staff shall require school districts to submit tri-annually a data specific “route report” including but not limited to, number of riders. Additionally, for purposes of equity and accuracy, school districts shall take ridership counts on specific dates and frequency ([minimum of ten (10) counts per school year]) annually set by the DepartmentSDE staff, which shall be reported and submitted in a format approved by the DepartmentSDE staff.

6. If the local board of trustees authorizes the use of school buses to transport students to and from school-sponsored activities or field trips, the local board will use school buses that are in safe mechanical condition. No school bus shall be operated, loaded, or equipped in such a way as to constitute a hazard to the safety of the students being transported. School bus emergency egress systems shall remain operable and the bus aisle shall remain clear of obstruction while students are being transported (IC-Section 33-1506, Idaho Code).

7. If the local board of trustees authorizes the use of non-conforming vehicles to transport students to and from school-sponsored activities or field trips, the local board will use vehicles that are in safe mechanical condition. No non-conforming vehicle shall be operated, loaded, or equipped in such a way as to constitute a hazard to the safety of the students being transported.

8. The district shall maintain accurate records of all trips in all school buses and non-conforming vehicles used in the transportation of students and transportation personnel, including the purposes of the trip, mileage and operation and vehicle maintenance costs. An annual odometer reading will be taken at the end of each fiscal school year (June 30) on all district owned vehicles used in the transportation of students. The district shall reconcile annual mileage reports with all recorded reimbursable and non-reimbursable program miles. School districts that contract for student transportation services shall report all reimbursable and non-reimbursable program miles. The district shall maintain accurate mileage records of all trips in all district owned non-conforming vehicles used for shuttling school bus drivers to and from their school buses for purposes of efficiency and cost containment. The district shall maintain accurate mileage records of all trips in all district-owned shop trucks and supervisor/trainer cars used in support of yellow school buses to repair school buses, deliver parts, and check road/route/bus stop conditions. Support mileage will be tracked separately and reimbursed at the State Board of Examiners rate established at the beginning of each school year. Mileage for transportation personnel home-to-work-to-home that is not cost effective in lieu of using a bus for home-to-work-to-home; or mileage in vans or other nonconforming vehicles used to transport students is non-reimbursable.

9. The costs of transporting athletes or students to and from extracurricular activities and field trips are not reimbursable. As only miles for which costs may be reimbursed shall be those directly associated with transporting students for...
the purposes of regular school attendance during regular days and hours, any costs associated with the operation of non-conforming vehicles shall be removed from the total costs. Costs shall be removed by pro-rating the percentage of total student transportation miles not on SDE inventoried vehicles to the total student transportation fleet miles.

10. Shuttle trip mileage is reimbursable only if directly associated with transporting students for the purposes of regular school attendance during regular days and hours. Shuttle trip mileage is limited to miles between any district-owned or exclusively-leased facility for regularly reoccurring days of that individual class, which transportation is for regular school attendance during regular days and hours.

M. Safety Busing

All school districts submitting applications for safety busing reimbursement approval shall have established a board policy for evaluating and rating all safety busing requests and shall have on file a completed measuring or rating instrument for all submitted requests (which shall include a break off point and ad hoc committee). The SDE staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (IC Section 33-1502, Idaho Code), approve all safety busing locations. School districts that receiving state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three (3) years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement, the local school board will, by official action, approve the initial safety busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement will be contingent on the application for safety busing being received by the SDE Student Transportation staff on or before March 31st, of the school year in which the safety busing began.

N. Contract For Transportation Services

1. School districts and charter schools that contract for services shall follow IC Section 33-1510, Idaho Code, and its requirements to obtain services.

2. School districts that contract shall require contractors to accurately track all mileage related to student transportation and said mileage shall not be considered to be proprietary. However, mechanisms and methodologies used in calculating actual costs for purposes of bidding (using district non-proprietary route mileages and route data) may be proprietary (IC Section 9-340D, Idaho Code).

3. School districts that contract for the provision of student transportation services must report actual contractual costs to SDE for reimbursement on the annual Student Transportation Reimbursement Claim form (Schedule C). In addition, school districts that contract for the provision of student transportation services may also report the costs of employing not more than one transportation contract
manager for reimbursement on the annual Student Transportation Reimbursement Claim form (Schedule A). Notwithstanding, the total reimbursement to school districts that contract for the provision of student transportation services shall not exceed the limits provided under Idaho law (IC Section 33-1006(5), Idaho Code).

4. School districts that contract student transportation services and also operate a district-owned student transportation program may submit specific costs related to district salaries benefits, purchased services, supplies, etc. (Schedule A or Schedule B) when the costs can be reconciled to district-owned and operated school buses.

5. Accurate mileage and contract costs (reimbursable and non-reimbursable) must be reported and submitted annually. School districts that contract shall require contractors to accurately track all mileage related to student transportation.

6. Contracting school districts shall be responsible for determining and reporting reimbursable and non-reimbursable trip mileage and shall be able to reconcile all mileage to contractor invoices.

O. Leasing District-Owned Buses

School districts will develop and use a policy approved by the local board of trustees delineating responsibility and use of rental or leased buses. Any costs to the district will not be reimbursable under the Transportation Support Program. A school district that allows a school bus to be operated by a non-district employee as part of a lease or rental agreement might not be insured under the terms of its insurance policy. Therefore, districts will maintain adequate liability insurance coverage on rented or leased buses and shall notify its insurance carrier when renting or leasing a school bus and shall request written confirmation of continued insurance coverage during the particular circumstances of the rental or lease arrangement. Districts will maintain accurate records on all district-owned leased buses, including mileage, to whom leased and revenues received (IC Section 33-1512, Idaho Code).

P. Ineligible Vehicles

Costs incurred when transporting students in any vehicle that does not meet all SBOE, state and federal standards for a school bus will not be reimbursable within the Transportation Support Program, except as permitted in IC Section 33-1006, Idaho Code.

Q. Liability Insurance

1. Every policy or contract of insurance or comprehensive liability plan for each contractor-owned school bus shall provide that the insurance carrier pay on behalf of the insured local school district to a limit of not less than $500,000 per person limited to $3,000,000 for bodily or personal injury, death, or property damage or loss as the result of any one occurrence or accident, regardless of the number of persons injured or the number of claimants (IC Section 33-1507, Idaho Code).
2. Every policy or contract of insurance or comprehensive liability plan for each
district-owned school bus will provide that the insurance carrier pay on behalf of
the insured local school district to a limit of not less than $500,000 for bodily or
personal injury, death, or property damage or loss as the result of any one
occurrence or accident, regardless of the number of persons injured or the
number of claimants (IC Sections 6-924 and 33-1507, Idaho Code).

R. Non-Traditional Educational Programs

Costs of transporting students for purposes of accessing alternate, special or unique
educational programs outside normal school hours or outside the normal school year
are not reimbursable. However, districts will not be financially penalized for
incorporating the transportation of ineligible student riders into a reimbursable
educational run when there is no subsequent appreciable increase in the allocation of
transportation resources.

S. Capital Investment

Purchase of school buses with approved reimbursable options and two-way voice
communication radios installed in a new bus will be the only capital investment items
allowed in the reimbursement program. Reasonable cellular telephone basic service
contract costs and reasonable repeater service contract costs are reimbursable. No
more than two (2) basic cellular telephone service contracts will be allowed per school
district. Reimbursement for basic cellular telephone service contract costs in excess
of two (2) must have prior approval. Mobile cellular telephone, additional cellular
airtime, roaming and long distance charges are non-reimbursable costs. The cost of a
 cellular telephone may be reimbursable when the cost is in-lieu of a hard-wired two-
way voice radio.

T. Depreciation

1. The purchase date for purposes of depreciation is determined to be July 1 of the
state fiscal year in which the bus is delivered. Buses will be placed on a
depreciation schedule after they have been inspected by SDE staff, delivered to
the district, mileage reported from the district to SDE and entered into IBUS.
When a bus is sold or traded prior to its life expectancy according to the district’s
SDE generated depreciation schedule, the district shall forfeit an amount equal to
total depreciation received, minus depreciation calculated at straight-line method,
plus fifty 50 percent (50%) of the projected depreciation amount for the year in
which the bus is sold or traded. Emergency circumstances resulting of property
loss (school bus) or documented high maintenance costs (“lemon bus”) may
exempt a school district from this penalty (IC Section 33-1006, Idaho Code).

2. Before any newly acquired school bus is used for transporting pupils, it shall be
inspected by a duly authorized representative of the SDE (IC Section 33-1506,
Idaho Code).

3. Depreciation Ineligibility
Any used school bus purchased by a district will not be eligible for depreciation if the bus is over five (5) years old, using the body manufacturers and state inspection fiscal year dates. Used school buses new to the state no older than five (5) years will be placed on the district’s depreciation schedule, using an accelerated declining balance method of calculating depreciation, which shall include a percentage rate equal to one, divided by the remaining years life expectancy of the bus [according to a life expectancy of ten (10) years], multiplied by two (2). Used bus depreciation maximums will be based on used bus values in the most current Yellow School Bus Book and subject to review by the Student Transportation Steering Committee.

4. Depreciation Standards

In order to be eligible for depreciation and operation costs a school bus must meet all federal and Idaho minimum construction standards and SBOE. Further, the bus shall be assigned and used daily on to and from school routes, except those new buses purchased for spare, activity and field trip purposes may be placed on the district’s depreciation schedule if they are also used on to and from school routes.

5. Retrofit Standards

a. Any vehicle that has been retrofitted to be used as a school bus will meet current Idaho minimum construction standards.

b. Any school bus that undergoes a partial retrofit will meet current Idaho minimum construction standards applicable to the retrofitted part(s).

6. Size Categories

All school buses will be categorized by size actual capacity as follows:

a. 85 or more students and up,
b. 73 - 84 students,
c. 59 - 72 students,
d. 47 - 58 students,
e. 35 - 46 students,
f. 20 - 34 students, and
g. 01 - one to 19 students.

6.7. Basic Bus

The SDE Student Transportation staff shall write bid specifications for the purpose of defining Idaho’s basic school bus(es) and shall advertise for an indefinite contract, indefinite quantity bid. The bid award shall be used to establish a “depreciation reimbursement benchmark” for statewide district school bus purchases for specific size categories. For purposes of depreciation reimbursement, add-on bus component costs may be allowed specific to school district needs that are in accord with IC Section 33-1006, Idaho Code (IC Sections 33-601, 67-2803, and 67-2806, Idaho Code).
7.8. **Life Expectancy**

For depreciation purposes, all school buses will be categorized according to size and depreciated according to a **twelve (12)-year life expectancy** or a life expectancy based on use and mileage (as defined by the student transportation steering committee and approved by the SDE Student Transportation staff), whichever is most advantageous to the school district (see SDE “Depreciation Calculator”). Activity and Lift-equipped buses will be categorized for purchase and depreciation purposes as if they had full seating capacity. The cost of activity bus options (e.g., air conditioning, partially reclining passenger seats, interior overhead storage compartments, etc.) will not be included when calculating depreciation.

8.9. **Twelve (12)-Year Depreciation**

The school bus depreciation schedule within the allowable costs of the Pupil Transportation Support Program, for school buses with life expectancy of **twelve (12) years** will be determined by using an accelerated declining balance method of calculating depreciation ([declining balance schedule to include a percentage rate of 16.67 percent per year for useful life expectancy of twelve (12) years]) (IC Section 33-1006, Idaho Code).

9.10. **Use and Mileage Depreciation**

The school bus use and mileage depreciation schedule within the allowable costs of the Pupil Transportation Support Program will be determined by using an accelerated declining balance method of calculating depreciation (use and mileage declining balance schedule to include a variable percentage rate triggered by use and mileage categories as defined by the SDE Student Transportation staff). (See SDE “Depreciation Calculator.”)

10.11. **Purchase Price**

a. The purchase price of each bus will include the total chassis, body, special equipment, freight costs, pre-delivery inspection fees and any other costs directly related to acquiring the bus within the constraints of Idaho’s basic bus specifications, indefinite contract/quantity bid award and Idaho Code. Costs of non-reimbursable options will be subtracted for purposes of calculating the district's reimbursable bus depreciation, as necessary (IC Sections 33-1006 and 33-1506, Idaho Code).

b. Any or all bid quotations may be rejected by the school district; however, all bid prices will be evaluated and adjusted as necessary by the SDE Student Transportation staff with recommendations for depreciation adjustment from the Student Transportation Steering Committee. The lowest responsive and responsible bid will be used in calculating the district's depreciation reimbursement. Verifiable differences in school bus construction quality may be justification for bid rejection (Section 33-601, Idaho Code).
c. School districts may purchase from a contract issued by the SDE secondary to awarding an indefinite contract/quantity or through a contract that has been competitively bid by the state of Idaho, one of its subdivisions, or an agency of the federal government (IC Sections 67-2803 and 67-2806, Idaho Code).

11.12. School Bus Delivery Costs

a. The SDE Student Transportation staff may consider (subject to the constraints of Idaho’s basic bus specifications, indefinite contract/quantity bid award and Idaho Code) FOB Freight on Board (FOB) district bus delivery costs reflected in school district bid specifications and subsequent vendor invoice to be considered part of the bus purchase price for purposes of depreciation reimbursement.

b. Districts will not report any new school bus delivery mileage on the Pupil Transportation Reimbursement Claim form. Districts will record the initial mileage on all new school buses delivered to the district and will track and record all subsequent mileage for purposes of reimbursement.

12.13. Non-reimbursable Costs

No finance charges, leases, rent, or interest will be included in the purchase price. These are not reimbursable costs on the depreciation schedule. A school district that leases a school bus on a short-term emergency basis must receive prior approval, for purposes of reimbursement.


Any school bus that is wrecked, sold, inoperable, or for any other reason does not or cannot meet all federal, state and SBOE construction and operational standards will be removed from the depreciation schedule. Revenues received subsequent to an insurance claim, associated with any district owned vehicle that receives state pupil transportation reimbursement consideration, shall be reported on the pupil transportation reimbursement claim form under revenues/reimbursements received or as a credit to the district’s parts and supplies budget account.

14.15. Bus Trade-In

Trade-in values reflected in district bid specifications and subsequent invoicing will not be subtracted from the purchase price of the new bus for purposes of depreciation reimbursement.

3. Program Support

a) The State Department of Education shall develop a “best practice” model and cost containment guidelines for school district pupil transportation operations, which shall include school bus lifecycle costing and school bus replacement models based on mileage, age and use criteria.
b) The State Department of Education shall develop guidelines for use in advertising for transportation bids, reviewing transportation bids and awarding transportation bids.

U. Depreciation Account

1. All school bus depreciation money received by school districts from the state shall be placed into a separate account and used only for the purchase of school buses. Any revenue received by the school district subsequent to the sale of any used school bus will be placed into a separate account and used only for the purchase of school buses. Trade-in values reflected in district bid specifications and subsequent invoicing will not be subtracted from the purchase price of the new bus for purposes of depreciation reimbursement.

2. School districts shifting from district-owned to contracted transportation programs may use the funds previously placed into the bus depreciation account for any expenses pertaining to running a contracted transportation program.

V. Program Support

1. The SDE staff shall develop a “best practice” model and cost containment guidelines for school district pupil transportation operations, which shall include school bus lifecycle costing and school bus replacement models based on mileage, age and use criteria.

2. The SDE staff shall develop guidelines for use in advertising for transportation bids, reviewing transportation bids and awarding transportation bids.

W. Reimbursement/Non-Reimbursement Matrix

The SDE will, as a matter of policy, periodically publish and distribute a reimbursement matrix.

X. Appeals and Waivers

1. The SBOE may grant a waiver of any rule not required by state or federal law to any school district upon written request, as provided in IDAPA 08.02.01.001. Written requests for such a waiver shall be submitted to the SDE Student Transportation staff using the waiver request form. The SDE staff shall submit the waiver request to the SBOE, along with any appropriate recommendation(s). All waiver requests must include supporting rationale and detailed justification for the request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations.

2. A school district may appeal the application of the one hundred three percent (103% percent) limit on reimbursable costs to the SBOE, as provided in IC Section 33-1006(5), Idaho Code. Appeals must be submitted to the SDE Student Transportation staff using the appeal application form. The SDE shall submit the appeal to the SBOE, along with any appropriate recommendation(s). All appeals
must include supporting documents demonstrating qualifying hardship bus runs (IC Section 33-1006, Idaho Code).
SUBJECT

Proposed Rule - IDAPA 08.02.02.004.03, Rules Governing Uniformity, Incorporation by Reference -- Operating Procedures for Idaho Public Driver Education Programs

Proposed standards revisions to the Idaho Standards for Operating Procedures for Idaho Public Driver Education Programs, Incorporation by Reference Document

REFERENCE

August 2013
Board approved changes to the Operating Procedures for Idaho Public Driver Education Programs based on a National Highway Traffic Safety Administration technical assessment in the areas of novice teen driver education and training administrative standards.

August 2014
Board approved a temporary and proposed rule change to the manual requiring public schools to bid contracts with private entities.

November 2014
Board approved the pending rule incorporating the amended Idaho Public Driver Education Program standards into rule by reference. The rule was rejected by the 2015 legislature.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1702, Idaho Code
IDAPA 08.02.02.230, Rules Governing Uniformity -

BACKGROUND/DISCUSSION

Currently, Section 3.5 of the Operating Procedures for the Idaho Public Driver Education Program states public driver education and training instructors shall have a medical examination that meets the Federal Motor Carriers Safety Regulations (49 CFR 391.41-391.49). In March of 2014, the Federal Motor Carriers Safety Regulations began requiring only specifically trained medical providers to perform these physicals thereby raising the cost to the individual significantly. Department of Transportation physicals are not covered as part of the medical benefit provided by insurance. This rule is intended to update the Operating Procedures for Idaho Public Driver Education Programs to remove the specific requirement to have a Federal Motor Carrier DOT physical. It would instead allow medical examinations through a physical provided by a certified medical professional. This would satisfy the need for the protection of the public's safety and would also be covered by medical insurance.

Negotiated rulemaking was conducted for this rule. No comments were received.
IMPACT
This rule change will be a cost savings to those needing a Department of Transportation physical.

ATTACHMENTS
Attachment 1 – Proposed rule changes to IDAPA 08.02.02.004.03 Page 3
Attachment 2 – Proposed changes to the Operating Procedures for Idaho Public Driver Education Programs Page 5

STAFF COMMENTS AND RECOMMENDATIONS
Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

The proposed amendments to the Operating Procedures for Idaho Public Driver Education Programs includes changing a reference regarding the training instructor medical examination requirements. The current language requires the examination meet the Federal Motor Carriers Safety Regulations. While the reference could be updated to specify the specific section (49 CFR 391.43), the medical examiners requirements are well defined, requiring examinations be performed by a medical examiner listed on the National Registry of Certified Medical Examiners. The proposed language in the procedures manual provides that the medical examination must be performed by a “certified medical professional,” this term is undefined. It is recommended that the standards be amended to include a definition to the term “certified medical professional.”

BOARD ACTION
I move to approve the proposed changes to the Operating Procedures for Idaho Public Driver Education Programs as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the Proposed Rule amendment to IDAPA 08.02.02.004.03, Rules Governing Uniformity, Incorporation by Reference, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)


OPERATING PROCEDURES
For Idaho Public Driver Education Programs
Published by the Idaho State Department of Education
PO Box 83720 Boise, Idaho 83720-0027

STATE DEPARTMENT OF EDUCATION
JUNE 16, 2016

Making Idaho Roads Safe

State Board Approved
March 20, 2014
June 16, 2016
State Superintendent
Sherri Ybarra
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IDAPA 08.02.02.004
PUBLIC DRIVER EDUCATION
All Idaho public Driver Education programs operated by a public school district comply with the requirements in this document. Sections one (1) through six (6) only apply to those programs that public school districts operate directly and do not apply to any public school district that contract with a private driving business licensed by the Idaho Bureau of Occupational Licensing. Section seven (7) only applies to public school districts that contract with private driving businesses licensed by the Idaho Driving Businesses Licensure Board.

1.0 PUBLIC DRIVER EDUCATION STUDENT REQUIREMENTS

1.1 Enrolled Students

1.1.1 An individual between the ages of 14½ and 21 may enroll in an Idaho public driver education and training program.

1.1.2 Students under the age of 18 must provide a Verification of Compliance Form from their school to prove that they are currently enrolled in school.

1.1.3 An Idaho driver training permit must be purchased before the student participates in any instruction.

1.1.4 Students enrolled in a home school program must be in compliance with the requirements of the Idaho State Department of Education. The student must be in a home school program for at least (1) year prior to obtaining a driver education permit.

1.2 Transfer Students From Out Of State

1.2.1 Students completing driver education in another state must have met or exceeded Idaho’s minimum requirements of thirty (30) classroom hours, six (6) behind-the-wheel hours, and six (6) observation hours to qualify for or to complete the six (6) month supervised instruction period in Idaho. The documentation must be on an official school form, signed by the instructor or administrator.

1.2.1.1 Online coursework is not transferable unless it meets or exceeds INACOL standards (International Association for K-12 Online Learning). On-line coursework can only replace the (30) classroom hours. Driving and observation time cannot be replaced with simulated driving or on-line classroom hours.

1.2.2 Students who have completed thirty (30) hours of classroom instruction in another state but fewer than six (6) hours of in-car instruction and less than six (6) hours of observation may complete the in-car instruction and observation in Idaho.

1.3 Student Transfers

1.3.1 If a student transfers out with a valid reason (illness, injury, etc.), the student list must show the student as “transferred out” to keep the permit valid. The school must hold onto the permit until that student can be “transferred in” to another class.
1.4 Failure/Removal from a Public Driver Education Program

1.4.1 Students may be removed from or fail a Public Driver Education program for reasons that include, but are not limited to, the following:

1.4.1.1 Not having purchased a permit before any instruction takes place.
1.4.1.2 Excessive tardiness or absences.
1.4.1.3 Attitude and/or behavior that detracts from safe driving or a positive driver education classroom environment.
1.4.1.4 Cheating (whether sharing or receiving answers or work without permission.)
1.4.1.5 Violation of Idaho’s alcohol/age laws during driver education, while driving or not, will cancel the instruction permit and result in failing driver education.
1.4.1.6 Any violation of the driver education permit including driving without the instructor during the period of time the course is being offered.
1.4.1.7 Use of a mobile or electronic device during instruction without the instructor’s permission.
1.4.1.8 A student in violation of any school or district policy shall not be permitted to enroll or complete driver education.

1.5 Students with Special Needs

1.5.1 If a student has an Individualized Education Program (IEP), the IEP team should develop goals and objectives to determine if the student will need special accommodations in driver education and training. Once enrolled, every effort should be made to adapt lesson materials to the student's specific needs (Individuals with Disabilities Education Act, IDEA; PL101-476). Students not eligible for special education services should consult with the district's school staff responsible for determining under the IDEA if the student could qualify and receive services under Section 504.

1.5.2 Public driver education programs will have procedures in place to assist instructors in identifying students with special needs.

1.5.3 The school shall provide appropriate accommodations when necessary. No accommodations can be made that compromise public safety.

2.0 PUBLIC PROGRAM INSTRUCTIONAL REQUIREMENTS

2.1 Classroom Environment

2.1.1 If the classroom is not located in a public school building, a Certificate of Maximum Occupant Load from the state fire marshal, local fire department, or local planning and zoning agency must be submitted. The classroom must, in addition to fire and safety approval, meet the standards required by the American with Disabilities Act.

2.1.2 The classroom environment will be conducive to learning, free from any disturbing influences and used exclusively for driver education instruction during the classroom period.
2.2 Minimum Hours and Days

2.2.1 All Idaho public driver education and training courses shall include a minimum of thirty (30) clock hours of classroom instruction, six (6) clock hours of behind-the-wheel instruction and six (6) clock hours of observation.

2.2.2 With the exception of the approved Idaho INACOL online course, the thirty (30) clock hours of classroom instruction requires face-to-face interaction with the instructor.

2.2.3 Homework assignments completed outside the classroom shall not be counted in the thirty (30) clock hours of classroom instruction.

2.2.4 Students shall be regularly scheduled for concurrent and sequential classroom and behind-the-wheel instruction. Every student will receive instruction for the required number of hours.

2.2.5 Each behind-the-wheel lesson shall be taught in the classroom prior to practicing the lesson during behind-the-wheel instruction.

2.2.6 Classroom instruction shall not be substantially completed or completed before starting in-car practice.

2.2.7 Before students begin behind the wheel instruction on a public roadway, they will first be given classroom instruction for the basics of: approaching the vehicle with awareness; orientation to controls; use of vision to control the vehicle; proper use of the steering wheel; accelerator and brake control; turning left and right; signs, signals, and markings; and rules of the road.

2.2.8 A maximum of thirty-six (36) students shall be scheduled per class.

2.2.9 Classroom instruction shall not exceed ten (10) hours in a seven day period.

2.2.10 Classroom instruction shall not exceed three (3) hours and twenty (20) minutes per day.

2.2.11 Instruction shall not begin earlier than 6 a.m. or end later than 10 p.m.

2.3 Behind the Wheel Driving Time

2.3.1 The optimum time each student will be behind the wheel is sixty (60) minutes or less per day.

2.3.1.1 When it is in the best interest of the program, students may drive a maximum of ninety (90) minutes per day in two forty-five (45) minute intervals. These intervals must be separated by a break or period of observation of at least forty-five (45) minutes.

2.3.2 Each student shall not receive more than three (3) hours of in-car instruction in a seven day period.

2.3.3 Behind the wheel lessons shall not begin earlier than 6 a.m. or end after 10 p.m.

2.3.4 Drive time shall not include time spent driving to pick up or drop off students unless the route meets the objective of the drive lesson.

2.3.5 Each drive must have specific, written objectives.

2.3.6 Detailed feedback will be provided to each student after each drive.

2.4 Observation Time

2.4.1 Students may observe from the rear seat for a maximum of three (3) hours per day.
2.4.2 Instructors will provide lessons to engage observing students in each drive lesson.
2.4.3 Students may complete the observation time with a parent or legal guardian when the instructor and parent/guardian agrees that it is in the best interest of the student.

2.5 Vehicle Occupants

2.5.1 Only the instructor and student driver may occupy the front seats.
2.5.2 In-car instruction shall include not less than two (2) or more than three (3) students in the car.
   2.5.2.1 While not recommended, one student may be scheduled for in-car instruction when it is determined to be in the best interest of the student. This exception shall have prior written permission from the parent or legal guardian.
2.5.3 No person shall occupy a rear seat unless involved as a student, parent/guardian, instructor or student enrolled in a driver education teacher preparation course, translator, administrator or designee, or supervisor of the driver-training program.

2.6 Multiple-Car Driving Range

2.6.1 Two (2) hours of driving on a multiple-car driving range may be substituted for one (1) hour of behind the wheel instruction. Multiple-car instruction may be substituted for not more than three (3) of the total six (6) hours required for behind-the-wheel hours.

2.7 Simulation Instruction

2.7.1 Simulators may be used for supplemental instruction only and not for any part of the six (6) hours of behind-the-wheel or observation time.

2.8 Distance Learning Courses

2.8.1 Students taking the classroom portion of Driver Education online must find and hire a local certified in-car instructor prior to beginning the course.
2.8.2 Students must purchase a permit before being allowed to participate in any classroom or in-car instruction.
2.8.3 Approved online Driver Education courses must meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho State Department of Education.
3.0 PUBLIC PROGRAM INSTRUCTOR REQUIREMENTS

3.1 Definition of a Public Driver Education Instructor

3.1.1 A public driver education instructor is an individual who is licensed by the Idaho State Department of Education to teach the classroom instruction and behind-the-wheel phase of driver education in the public school system.

3.2 Age

3.2.1 Idaho public driver education instructors must be at least twenty-one (21) years of age.

3.3 Driver’s License

3.23.1 Applicants for an original or renewal public driver education instructor license shall possess a valid class A-D driver license and have a satisfactory driving record. A driving record will be determined satisfactory only if the applicant has not:
- received a court suspension or revocation that is not traffic related.
- been convicted of a traffic violation that carries a mandatory suspension or revocation of the driver's license within the preceding thirty-six (36) months.
- been convicted of more than one (1) occasion of any moving traffic violation within any twelve (12) month period of the previous thirty-six (36) months.
- been convicted for any moving traffic violation causing a fatal traffic collision.
- been convicted for driving while his/her driver's license was revoked or suspended within the past five (5) years.
- been convicted for driving under the influence of a controlled substance within the past five (5) years.

3.23.2 Out-of-state residents working in the Idaho public school system must submit a state-issued copy of their driving record from their home state.

3.4 Education

3.4.1 Applicants for an original public driver education instructor license must have completed at least four (4) semester credit hours in a state-approved driver education licensing course.

3.4.2 Applicants for an original public license must have a valid Idaho educator credential or verified previous instructor experience.

3.4.3 Licensed instructors moving to Idaho from another state must take and pass the State of Idaho Driver Education Certification Exam with a grade of 80% or higher. If an applicant fails the exam, the Idaho Driver Education Licensing course must be taken.

3.4.4 Idaho public driver education instructors who have let their licenses lapse must either attend fifteen (15) hours of driver education professional development or take and pass the Idaho Driver Education Licensing Course’s final exam with a grade of 80%, if the applicant fails the written final exam, they must retake the Idaho Driver...
Education Licensing Course or wait to attend fifteen (15) hours of driver education professional development.

3.4.5 New public driver education instructor applicants must submit a sealed Idaho Transportation Department (ITD) skills test that has been administered by an ITD skills tester within the past twelve (12) months, with a passing score of not more than seven (7) penalty points. The applicant must wait three (3) days before retesting.

3.4.5.1 At the discretion of the Idaho State Department of Education, a re-examination of a knowledge or skills test may be required for a license renewal.

3.4.6 Instructors who once had a valid teaching credential may continue to teach driver education without having to keep their teaching credential current.

3.5 Medical Examination

3.5.1 Public driver education and training instructors shall have a medical examination that meets the Federal Motor Carriers Safety Regulations (49 CFR 391.41-391.49) performed by a certified medical professional.

3.5.2 The medical examination shall be completed within three (3) months preceding the application.

3.5.3 The medical examination report must indicate whether the applicant has any ailment, disease, or physical or mental disabilities that may cause momentary or prolonged lapses of consciousness or control, which is or may become chronic. Applicants must not be suffering from a physical or mental disability or disease that may prevent the applicant from maintaining reasonable and ordinary control over a motor vehicle or that could impair the applicant’s ability to drive safely or instruct automobile drivers.

3.5.4 The medical examination must be renewed upon expiration, and a copy of the official form sent to the Idaho State Department of Education.

3.5.5 Public driver education instructors who cannot pass a physical may request permission to teach the classroom portion of the course only when they turn in a copy of their medical exam.

3.6 Professional Development

3.6.1 Public driver education instructors must complete eight (8) hours of professional development training every year. Professional development hours will be accepted if for the purpose of enhancing instructional knowledge and skills in support of teaching best practices.

3.6.2 Professional development training, other than state offered workshops, must be pre-approved by the Idaho State Department of Education and may be obtained through a state agency, college or university, or professional education organization. Professional development training may be selected from independent study courses and may also include Continuing Education Units (CEUs) approved by the Idaho State Department of Education.

3.7 License Renewal
3.7.1 The School district must submit the Public School Annual Program Plan Packet listing all instructors to be licensed for their district to teach driver education. Instructors are licensed each July 1st for a period of twelve (12) months.

3.7.2 Instructors are responsible to make sure their licensing requirements, including medical exam and professional development, are current.

3.8 Criminal History Check

3.8.1 Anyone affiliated with teaching public driver education must have a current criminal history check on file at the Idaho State Department of Education on an official SDE form.

3.8.2 If an employee remains continuously employed with a district, an additional criminal history check is not required. However, when a person begins employment with another district or if there is a break in service, a new criminal history check is required.

3.8.3 If an instructor works for two or more districts at the same time and a criminal history check has been done within the past three (3) months, an SDE Multiple Assignment Form may be filled out and one background check used for all schools on the form.

3.8.4 An individual convicted of a misdemeanor or felony crime against a child is not eligible for public driver education licensing.

3.8.5 A public driver education instructor convicted of a misdemeanor or felony crime against a child will lose his or her current driver education license.

3.9 Driving Under the Influence (D.U.I.)

3.9.1 If a public driver education instructor is convicted of a D.U.I. while holding a public driver education instructor’s license, the license will be immediately revoked for a period of not less than five (5) years from the date of conviction.

3.9.2 If a conviction for D.U.I. has occurred within the past five (5) years, the individual with the conviction will not be eligible for a public driver education instructor’s license until five (5) years from the date of conviction.

3.9.3 Refusal to take an evidentiary test will result in instructor license revocation for a period of five (5) years.

3.9.4 An individual with more than one D.U.I. is not eligible for a public driver education instructor’s license.

4.0 PUBLIC PROGRAM COURSE ADMINISTRATION

4.1 Annual Application to Operate Packet

4.1.1 All public driver education programs, including those contracting with a private driving school, must submit an Annual Program Plan to the Idaho State Department of Education for approval no less than thirty (30) days prior to the start of the first class of the fiscal year.
4.2 Student Lists

4.2.1 All public driver education programs must submit a Final Student List provided by the SDE to their local Department of Motor Vehicles (DMV) within three (3) days after a course ends.

4.2.2 Course end dates on the final student lists must be the same date students begin their six (6) months of supervised driving.

4.3 Reimbursement

4.3.1 All public driver education programs must report all income generated by student fees and district expenses to the Idaho State Department of Education on the Reimbursement Form.

4.3.2 Public School Programs may choose to file a claim for reimbursement within forty-five (45) days after each class ends or submit all classes at once, annually.

4.3.3 Claims for reimbursement must include final student lists with instructors signature for each course taught.

4.3.4 Any public driver education program that fails to meet the standards within this document shall not be entitled to reimbursement.

4.3.5 Public school districts may include the cost of instructor training and required medical examinations for its instructors on their Reimbursement Form.

4.3.6 Two or more districts may cooperate in offering driver education and training. However, only one school district may submit a Reimbursement Form. All adjustments for payment of expenses will be between the cooperating districts.

4.3.7 If a student fails, the student can re-enroll in another class, providing the student purchases a new Driver-Training Permit. The student may again be added to another Reimbursement Form.

4.3.8 Public schools are eligible for full reimbursement at the current rate for each student that completes the required thirty (30) hours of classroom, six (6) hours of driving, and six (6) hours of observation.

4.3.8.1 Public schools will be reimbursed half the current reimbursement rate for students who complete more than fifteen (15) but fewer than thirty (30) hours of classroom.

4.3.9 Claims for on-line classroom reimbursement must be an approved online Driver Education course that meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho State Department of Education.

4.4 Students outside a School District

4.4.1 Students enrolled in any Idaho public school district may enroll in driver education and training outside their home district with approval from both districts.

4.5 Student Records

4.5.1 At the end of the course, the student’s driving logs shall be included in the student’s record and maintained by the school. All original student records shall be maintained for a minimum of five years, including students who passed, failed,
withdrawn, cancelled or transferred. Each student’s record shall include:
- student’s full name, address, telephone number;
- driver training permit number;
- attendance records;
- behind-the-wheel driving log;
- quizzes and tests grade results;
- final grades.

4.5.2 Students will be given a certificate of completion upon passing a public Idaho driver education course.

4.5.3 Original student records shall be made in ink and updated after each lesson.

4.5.4 The original records shall be made available to the Idaho State Department of Education upon request.

4.5.5 Loss, mutilation, or destruction of records must be reported immediately to the Idaho State Department of Education by affidavit, stating the date the records were lost, destroyed, or mutilated; the circumstances involving the loss, destruction or mutilation; the agency to which it was reported, name of the law enforcement officer or fire department official, case number, and the date of the report.

4.6 Collision/Incident Report

4.6.1 Within two (2) weeks following any incident involving a public driver training vehicle, the school district must submit a current SDE Collision/Incident Report Form to the Idaho State Department of Education.

4.6.2 All driver training vehicles involved in a collision will be required to file a report with the appropriate police agency. The school district will provide a copy of the police report to the Idaho State Department of Education.

4.6.3 Any student driver who is convicted of a traffic violation resulting in a crash while holding a driver education permit may have their permit revoked. If the license is revoked, the student must purchase another permit and take the class at a later date.

4.7 Driving Logs

4.7.1 A driving log for each student shall be maintained by the instructor and include the following minimum information: (1) student name, (2) driver training permit number, (3) home phone number, (4) emergency contact name and phone number, (5) instructor's name, (6) date and clock time of each drive, (7) skills taught, (8) driving time, (9) instructor remarks, (10) student initials verifying time/date for each drive and observation, (11) final behind-the-wheel grade, (12) total driving time, and (13) special accommodations if used (hand controls, a seat cushion, etc.).

4.8 Instructor Cell Phone and Mobile Device Use During Instruction

4.8.1 Instructor cell phone use while a student is driving shall be limited to emergency purposes only.
4.9 Assessments

4.9.1 The standards for passing a public driver education and training program shall be clearly set forth in writing to students prior to starting the course of instruction.

4.9.2 Students shall be assessed in the following three (3) areas: knowledge, skills, and attitude. A student who fails in any one of these three areas shall fail the entire course.

4.9.3 Each student shall be assessed for knowledge and understanding of the classroom lessons with quizzes that require students to list, define, describe, identify, demonstrate, explain, compare, predict, estimate, or solve.

4.9.4 Successful completion for the course is earning a grade of 80% or higher.

4.9.5 A final knowledge test will be administered at the completion of the course.

4.9.6 A final behind-the-wheel skills test will be administered that measures the essential skills required for operating a motor vehicle safely on public roadways.

4.10 Parental Involvement

4.10.1 Contact with each student’s parent or guardian is required at least once during the course.

4.10.1.1 Contact may be by phone, email, mail, or in person for on-line classes.

4.10.1.2 Instructors will conduct at least one parent night with each driver education class. Parents/Guardian must attend prior to the student receiving their supervised instruction permit.

4.11 Make-Up Policy

4.11.1 The school will have a written policy for missed coursework and driving.

4.11.2 A make-up policy shall ensure that all required hours of instruction and course content are completed. Students will not be allowed to make up missed lessons in a scheduled classroom session unless the lesson missed is being taught. Make-up lessons may be provided on an individual basis.

4.11.3 The school may charge an extra fee for missed coursework and driving.

4.12 Curriculum

4.12.1 An Idaho public driver education and training program’s classroom and behind the wheel essential knowledge and skills shall meet or exceed those in the most recent Idaho Public Driver Education Curriculum Guide.

4.12.2 Idaho public driver education programs may create their own curricular materials as long as they meet or exceed the most recent Idaho Public Driver Education Curriculum Guide.

4.12.3 Idaho public driver education programs must meet or exceed the most current Idaho Teen Driver Education and Training Program Content Standards and Benchmarks.

4.12.4 The Idaho Public Driver Education Curriculum Guide will be based on nationally accepted standards and best practices.

4.12.5 A school’s curriculum may be audited as part of a regular review.
4.13 Lesson Plans

4.13.1 Each instructor shall have lesson plans for the lesson they are teaching in the classroom and/or behind the wheel based upon the program’s approved curriculum content outline. Lesson plan content shall meet or exceed the most current Idaho Public Driver Education Curriculum Guide.

4.14 Student Instructional Materials

4.14.1 Each student shall have access to instructional materials to read and study during the course. The instructional material shall be equal to or exceed the content of current state-adopted driver education textbooks and be compatible with the school’s curriculum content outline.

4.14.2 Textbooks, if used, shall be selected from the list adopted by the Idaho State Department of Education.

4.15 Idaho Driver’s Manual

4.15.1 Each student shall have access to a current copy of the Idaho Driver’s Manual. The manual shall not be used as the only source of instructional material, but shall be used as an aid for instruction on Idaho’s traffic laws, rules of the road, driver licensing and vehicle registration.

4.16 Practice Guide/Log

4.16.1 Each student and their parent or legal guardian shall be informed of the requirements of the Graduated Driver Licensing laws and provided a Supervised Driving Guide Book and driving log for their use during the required six (6) months of the Graduated Driver Licensing practice period.

5.0 PUBLIC DRIVER EDUCATION VEHICLE REQUIREMENTS

5.1 Vehicle Type

5.1.1 Only passenger vehicles may be used. All motor vehicles used for in-car instruction shall be properly registered in compliance with the Idaho Transportation Department’s vehicle registration laws and be maintained in safe operating condition.

5.2 Vehicle Use

5.2.1 If any of the mileage will be included for reimbursement and a vehicle is not used exclusively for driver training, the school will maintain a mileage log. The log will remain on file with the driver education program’s expenses.
5.3 Annual Vehicle Inspection

5.3.1 Before a vehicle is used for instruction, a certified mechanic must inspect the vehicle using the *Vehicle Inspection Form* provided by the Idaho State Department of Education.

5.3.2 Vehicles not passing the inspection shall be placed out of service until the needed repairs are made and the vehicle is re-inspected by a certified mechanic using the *Vehicle Inspection Form*.

5.3.3 Annual inspections expire on June 30 each year.

5.3.4 Inspections serve to verify the integrity of the vehicle’s critical safety components that are necessary to ensure that the vehicle is in safe operating condition.

5.3.5 Following any motor vehicle crash involving the vehicle, the public driver training school shall withdraw the vehicle from the fleet and not use it for instruction until it has passed a new mechanical inspection. This new inspection must be submitted to the Idaho State Department of Education before the vehicle can be returned to service.

5.3.6 Mechanics may use the *Vehicle Inspection Form* provided by the Idaho State Department of Education or their own, provided it meets or exceeds the inspection standards recommended by the American Association of Motor Vehicle Administrators.

5.3.7 A dual brake must be included in the inspection.

5.3.8 A copy of the Annual Vehicle Inspection must be included in the Annual Program Plan.

5.4 Required Vehicle Equipment

5.4.1 All motor vehicles used to practice driving lessons shall be equipped with a dual control brake pedal within easy reach of the instructor and capable of bringing the vehicle to a stop in accordance with Idaho Code §49-933(7).

5.4.2 Driver training vehicles shall be equipped with:
- Operating safety belts and all occupants in the driver-training vehicle shall be properly secured in a safety belt when the vehicle is moving.
- An inside rear view mirror for the exclusive use of the instructor.
- Side-view mirror on each side of the vehicle, adjusted for the driver’s use.

5.4.3 Signs and/or lettering that can be seen from outside the vehicle to the rear and both sides of the vehicle.

5.4.3.1 The signs and/or letters will be of contrasting colors so as to be clearly readable at one hundred feet in clear daylight.

5.4.3.2 Signs and/or lettering to the rear and sides will have “STUDENT DRIVER,” “DRIVER EDUCATION,” or “DRIVING SCHOOL” with not less than 2 ½ inch high lettering.

5.4.3.3 Signs and/or lettering to both sides of the vehicle will have the name of the school or school district with not less than two-inch (2) high lettering.

5.4.3.4 All signs and/or lettering must be safely secured while the vehicle is in motion.

5.4.3.5 When replacing worn or installing new signs, the lettering will comply with these standards.

5.4.4 Vehicles used on a multiple car, off-street “range” are not required to be equipped with a dual control brake, car signage, or rear-view mirror for the instructor.
5.5 Vehicle Insurance

5.5.1 Insurance coverage shall be maintained in full force and effect while the vehicle is used for driver training and will meet the requirements in Idaho Statute §6-924. The current statute states the policy will have a limit of not less than $500,000 for bodily or personal injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants.

6.0 MONITORING AND REVIEWING PUBLIC DRIVER EDUCATION PROGRAMS

6.1 The Idaho State Department of Education may review public driver education classroom and behind-the-wheel instruction and program records for compliance with department instructional, statutory, and regulatory requirements.

6.2 Complaints against a public driver education program or instructor will result in an investigation and/or compliance review.

6.3 Reviewed public schools and/or instructors will be given feedback in areas they are doing well in and areas they can improve in.

6.4 Public schools and/or instructors that are out of compliance with policy will be put on an improvement plan that provides the support and time necessary to make the suggested or required changes that come from a review.

6.5 Public schools and/or instructors that refuse or fail to make the necessary changes to be in compliance within the agreed upon timeframe will not be eligible for reimbursement or be able to offer a program until they are back in compliance.

7.0 PUBLIC SCHOOL DISTRICTS CONTRACTING WITH A PRIVATE DRIVING SCHOOL

7.1 Public school districts may contract with a private driving school to provide education and training program. To qualify for reimbursement, the district shall have a written contract with the private driving school specifying the responsibilities of each party.

7.1.1 Contracts must be renewed annually.

7.2 A copy of the contract shall be included in the annual program plan submitted by the school district to the Idaho State Department of Education at least thirty (30) days prior to a program starting for that fiscal year.
7.3 The school district is responsible for ensuring that the contractor is teaching content that meets or exceeds the Idaho State Board of Education approved public driver education content standards and benchmarks.

7.4 All private contractors must have a valid license as issued by the Idaho Driving Businesses licensure board.

7.5 All record keeping and required reporting to the Idaho State Department of Education shall be completed by the school district.

7.6 All student records are the property and responsibility of the school district.

7.7 In accordance with the state statute 33-512, schools districts shall ensure that all private driver education instructors who are contracting with a public school and who will have unsupervised contact with students, have a current criminal history check on an official SDE fingerprint card on file at the Idaho State Department of Education. School districts will also be responsible for cross-checking all private driver education instructors working as contractors for the school district against the statewide sex offender register.

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 Educational 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, Idaho 83720-0027, (208) 3326800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.
SUBJECT
Proposed Rule - IDAPA 08.02.02.004, .015, .022, .023, and .024, Rules Governing Uniformity.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-114, 33-1254, and 33-1258, Idaho Code
IDAPA 08.02.02 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

All standards and endorsements were revised to better align with national standards and best practices; then presented to the PSC for consideration. The PSC has recommended approval of all of the committee's proposed endorsement revisions including renaming the Early Childhood/Early Childhood Special Education Blended Certificate to Blended Early Childhood Education/Early Childhood Special Education Certificate to increase clarity regarding the intent of the certificate. Additionally, the specific Birth through Grade 3 range of the endorsement is now officially being named as an endorsement in rule. The PSC is also recommending approval of the creation of a new endorsement that will provide Idaho universities the opportunity to prepare their Blended Early Childhood Education/Early Childhood Special Education Certificate candidates to teach elementary through Grade 6, to increase the number of teachers who can teach elementary special education by meeting a few additional requirements.

There are two additional Generalist Endorsements being recommended to encourage teacher preparation candidates to consider adding a special education endorsement that will allow them to specialize in either elementary or secondary grades to help address the need for more special education teachers.

In addition, the recommendation was made to officially add the All Subjects K through 8 endorsement to rule. The name has been added to Elementary Certificates for a number of years to designate what the certificate holder can teach, but it was never officially listed in rule as an endorsement.

The final major change is the recommendation to eliminate the Physical Education/Health endorsement, as it is redundant. The only way to obtain the
endorsement is to hold both the Physical Education and Health endorsements, which makes this combined endorsement unnecessary.

Negotiated rulemaking was conducted on this rule. Very limited comments were received outside of stakeholders involved in the Professional Standards Commission process.

Following are the specific endorsement areas that were reviewed:

08.02.02.015.01, .03, .04, .05, IDAHO EDUCATOR CREDENTIAL Standard Elementary Certificate – All Subjects K through 8 Endorsement, Blended Early Childhood/Early Childhood Special Education Certificate – Birth through Grade 3 Endorsement, Pre-K through Grade 6 Endorsement, Exceptional Child Certificate – Generalist Endorsement (K-12), Generalist Endorsement (K-8), Generalist Endorsement (6-12), Pupil Personnel Services Certificate – School Social Worker

08.02.02.022.03, .05, .07, .08, .11 ENDORSEMENTS A – D – Art (K-12 or 6-12) (Recommended name change to Visual Arts), Biological Science (6-12), Chemistry (6-12), Communication (6-12), Drama (6-12) (Recommended name change to Theater Arts)

08.02.02.023.01, .02, .10, .13, ENDORSEMENTS E – L Earth Science Endorsement (Recommended name change to Earth and Space Science (6-12), Economics (6-12), Health (6-12 or K-12), Journalism (6-12)

08.02.02.024.02, .03, .04, .05, .08, .09 ENDORSEMENTS M – Z Mathematics Basic (6-12), Mathematics (6-12), Music (6-12 or K-12), Natural Science (6-12), Physical Education (PE) (6-12 or K-12), Physical Education/Health

IMPACT
These changes will enable Idaho universities to better prepare teachers according to these updated initial certification standards and endorsements.

ATTACHMENTS
Attachment 1 – Proposed changes to IDAPA 08.02.02.004, .015, .022, .023, and .024
Attachment 2 – Revised Idaho Standards for Initial Certification of Professional School Personnel

STAFF COMMENTS AND RECOMMENDATIONS
Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a
pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

All authorized endorsements are contained within Administrative Code, adding the Birth through Grade 3 and K-8 All Subjects endorsements into administrative code will bring IDAPA 08.02.02 into alignment with current practice. The Birth through Grade 3 endorsement is available to individuals with a Blended Early Childhood/Early Childhood Special Education Certificate.

Board staff recommends approval.

BOARD ACTION

I move to approve the proposed revisions to the Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the proposed rule amendments to IDAPA 08.02.02.004, .015, .022, .023, and .024, Rules Governing Uniformity, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)


(BREAK IN CONTINUITY OF SECTIONS)

015. IDAHO EDUCATOR CREDENTIAL.
The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

01. Standard Elementary Certificate. A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8). Individuals who complete the requirements will be granted an all subjects Kindergarten (K) through eight (8) endorsement with their standard elementary certificate. The All Subjects Kindergarten (K) through eight (8) endorsement allows one to teach in any educational setting grades Kindergarten (K) through (8). The certificate or the endorsement may be issued to any person who has a bachelor’s degree from an accredited college or university and who meets the following requirements: (3-25-16)

a. Completion of the general education requirements at an accredited college or university is required. (3-25-16)

b. Meets the following professional education requirements: (3-25-16)

ib. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area. (3-25-16)

iid. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of either student teaching in grades kindergarten (K) through eight (K-8), or two (2) years of satisfactory experience as a teacher in grades kindergarten (K) through eight (K-8). (3-25-16)

ied. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8). (3-25-16)
All individuals, who begin an Idaho approved preparation program after July 1, 2013, seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. An endorsement allowing teaching of that subject through grade eight (8) or a K-12 endorsement shall be added to the Standard Elementary Certificate; and (3-25-16)

Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on approved elementary or secondary content area and pedagogy assessments. (3-25-16)

02. Standard Secondary Certificate. A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-25-16)

a. Completion of the general education requirements at an accredited college or university is required. (3-25-16)

b. Professional Education Requirements:

i. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area. (3-25-16)

ii. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-25-16)

c. Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. (3-25-16)

d. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-25-16)

e. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-25-16)

03. Blended Early Childhood Education / Early Childhood Special Education Certificate. A Blended Early Childhood Education / Early Childhood Special Education Certificate makes an individual eligible to teach in any early childhood educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. This certificate may be issued to any person with a baccalaureate degree from an accredited college or university and who meets the following minimum requirements in Subsections 015.03.a through 015.03.d.: Requirements in Subsection 015.03.e must be met for an optional Pre-K through Six (6) endorsement. (3-25-16)

a. Completion of the general education requirements at an accredited college or university is required. (3-25-16)

b. Birth through Grade Three (3) Endorsement. The Birth through Grade Three (3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible for a Blended Early Childhood/Early Childhood Special Education certificate with a Birth through Grade Three (3) endorsement,
candidate must have satisfied the following requirements: Meets the following professional education requirements:

(3-25-16)(____)

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

(3-25-16)(____)

ii. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching (K-3) and field experiences birth to age three (3) programs, and age three (3) to age five (5) programs, and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading.

(3-25-16)(____)

c. An institutional recommendation from an accredited college or university and passage of the Idaho Comprehensive Literacy Assessment.

(3-25-16)(____)

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein, one of the following options:

(3-25-16)(____)

i. Option I: Demonstration of competency within the Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments.

(3-25-16)(____)

ii. Option II: Completion of a CAEP accredited program in blended early childhood education/early childhood special education birth through grade three (3). Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments.

(____)

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

(____)

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

(____)

04. Exceptional Child Certificate. Holders of this certificate are authorized to work with children who have been identified as having an educational impairment. This certificate may be issued to any person with a baccalaureate degree from an accredited college or university who completes the general education requirements from an accredited college or university; and six (6) or more semester credit hours, or nine (9) or more quarter credit hours of student teaching in a special education setting.

(3-25-16)(____)

a. Completion of the general education requirements at an accredited college or university is required and six (6) or more semester credit hours, or nine (9) or more quarter credit hours of student teaching in a special education setting.

(3-25-16)

bg. Exceptional Child Generalist Endorsement (K-12). The Exceptional Child Generalist K-12 endorsement is non-categorical and allows one to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that and complete an
approved special education program has been completed, with field work to include student teaching in an elementary or secondary special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (3-25-16)

i. Completion of a baccalaureate degree from an accredited college or university; (3-25-16)

ii. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (3-25-16)

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

iv. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-25-16)

b. Exceptional Child Generalist Endorsement (K-8). The Exceptional Child Generalist K-8 endorsement is non-categorical and allows one to teach grades K-8 in a special education setting. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation and complete an approved special education program, with field work to include student teaching in an elementary special education setting. This endorsement can be added only to an Elementary Certificate or an Exceptional Child Certificate. To be eligible for an endorsement, a candidate must have satisfied the following requirements:

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

ii. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (____)

iii. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (____)

c. Exceptional Child Generalist Endorsement (6-12). The Exceptional Child Generalist 6-12 endorsement is non-categorical and allows one to teach grades six (6) through twelve (12) in a special education setting. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation and complete an approved special education program, with field work to include student teaching in a secondary special education setting. This endorsement can be added only to a Secondary Certificate or an Exceptional Child Certificate. To be eligible for an endorsement, a candidate must have satisfied the following requirements:

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

ii. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (____)

iii. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (____)
Early Childhood Special Education Endorsement (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal or the Exceptional Child Generalist K-8 endorsement. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements:

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

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

1. Completion of a baccalaureate degree from an accredited college or university;
2. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education;
3. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; and
4. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing and must receive an institutional recommendation specific to this endorsement from an accredited college or university.

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

1. Completion of a baccalaureate degree from an accredited college or university;
2. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; and
3. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment and must receive an institutional recommendation specific to this endorsement from an accredited college or university; and
iv. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested.

05. Pupil Personnel Services Certificate. Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify.

a. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement.

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and

ii. An institutional recommendation is required for a Counselor K-12 Endorsement.

b. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options:

i. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist;

ii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist;

iii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; and

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP).

c. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.04.c.i. or 015.04.c.ii. in addition to the requirement of Subsection 015.04.c.iii.
i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution; and (3-25-16)

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (3-25-16)

(1) Health program management; (3-25-16)
(2) Child and adolescent health issues; (3-25-16)
(3) Counseling, psychology, or social work; or (3-25-16)
(4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years’ of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

d. Interim Endorsement - School Nurse. This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate Endorsement - School Nurse - will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-25-16)

e. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

f. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

g. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options. Subsections 015.05.g.i through 015.05.g.iii, or Subsection 015.05g.iv. (3-25-16)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-25-16)

ii. A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. An institutional recommendation from an Idaho State Board of Education approved program; and (3-25-16)

iii. The successful completion of a school social work practicum in a K-12 setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-25-16)
iv. A current and valid master’s level or higher Social Work License from the Idaho Bureau of Occupational Licenses.

h. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a bachelor's degree in speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable.

06. Administrator Certificate. Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership.

a. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements:

i. Hold a master's degree from an accredited college or university.

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting.

iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12.

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership.

v. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement.

b. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements:

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university.

ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting.

iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in
iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership.

v. An institutional recommendation is required for a School Superintendent Endorsement.

c. Director of Special Education and Related Services Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements:

i. Hold a master's degree from an accredited college or university;

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting;

iii. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership;

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping;

v. Have completed an administrative internship/practicum in the area of administration of special education and related services; and

vi. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement.

07. Certification Standards For Professional-Technical Educators. Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a secondary teaching certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional-Technical Education, and application processes are managed by the Division of Professional-Technical Education.

08. Degree Based Professional-Technical Certification.

a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science and Technology; Business Technology Education; Family and Consumer Sciences; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four-thousand (4,000) clock hours of related work experience or shall have
completed an approved practicum in their respective field of specialization. (3-25-16)

b. The Professional-Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional-technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional-Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional-Technical Education. (3-25-16)

i. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on a secondary teaching certificate; (3-25-16)

ii. Provide evidence of a minimum of three (3) years' teaching in an occupational discipline; (3-25-16)

iii. Hold a master's degree; and (3-25-16)

iv. Complete at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional-technical education; administration of personnel; and legal aspects of professional-technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-25-16)

v. To renew the Professional-Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional-technical teachers. (3-25-16)

c. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-25-16)

d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional-Technical Education; and Theories of Occupational Choice. (3-25-16)

09. Occupational Specialist Certificate. The Occupational Specialist Certificate is an industry based professional-technical certifications. Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Professions Education and Technical Sciences; those in specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional-technical educators who teach courses with nine (9) - to twelve (12) students per class. (3-25-16)

a. Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-25-16)

i. Have sixteen-thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed.
as a full-time student in an approved/approvable, postsecondary, professional-technical education program; (3-25-16)

   ii. Have a bachelor's degree in the specific occupation or related area, plus six-thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation; and (3-25-16)

   iii. Meet one (1) of the following: (3-25-16)

       (1) Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; (3-25-16)

       (2) Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or (3-25-16)

       (3) Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-25-16)

   b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching trades and health occupations professions in public schools. The certificate is valid for three (3) years and is non-renewable: (3-25-16)

      i. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional-Technical Education and an approved course in professional technical methods and student assessment; (3-25-16)

      ii. Complete a new-teacher induction workshop at the state or district level; (3-25-16)

      iii. File a professional development plan with the State Division of Professional-Technical Education; and (3-25-16)

      iv. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education. (3-25-16)

   c. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and file of a professional development plan for the next certification period. (3-25-16)

   d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who meet all the requirements outlined below: (3-25-16)

      i. Meet the requirements for the Standard Occupational Specialist Certificate; (3-25-16)

      ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); (3-25-16)
iii. File a new professional development plan for the next certification period; and (3-25-16)

iv. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new professional development plan for the next certification period. (3-25-16)

10. Postsecondary Specialist. A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-25-16)

a. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-25-16)

b. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

c. The candidate must meet the following qualifications:

i. Hold a master's degree or higher in the content area being taught; (3-25-16)

ii. Be currently employed by the post secondary institution in the content area to be taught; and (3-25-16)

iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

11. American Indian Language. Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

a. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

b. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten (10) finger fingerprint card or scan and a fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. (3-25-16)

c. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

12. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (3-25-16)

a. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (3-25-16)
b. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (3-25-16)

c. Authorization Letter. Upon receiving the items identified in Subsections 015.12.a. and b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-25-16)

13. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

a. Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction”, or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the “Mathematical Thinking for Instruction” course in order to recertify:

i. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed by a school district or charter school; (3-25-16)

ii. Each teacher holding a Standard Elementary Certificate (K-8) who is employed by a school district or charter school; (3-25-16)

iii. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; (3-25-16)

iv. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed by a school district or charter school; and (3-25-16)

v. Each school administrator holding an Administrator Certificate (Pre K-12) who is employed by a school district or charter school. (3-25-16)

b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

c. Idaho Comprehensive Literacy Course. In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals must successfully complete an Idaho Comprehensive Literacy course in order to recertify:

i. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed by a school district or charter school; (3-25-16)

ii. Each teacher holding a Standard Elementary Certificate (K-8) who is employed by a school
district or charter school; and

iii. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed by a school district or charter school.

 Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved teacher preparation program and include a laboratory component.

(BREAK IN CONTINUITY OF SECTIONS)

022. ENDORESEMENTS A - D.

01. Agriculture Science and Technology (6-12).

 a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science.

 b. Occupational teacher preparation coursework that relates to the appropriate area(s) as provided in Sections 034 through 038.

02. American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey.

03. Art (K-12 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course.

04. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: at least nine (9) upper division semester credit hours in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines; cultural diversity; ENL/Bilingual Methods; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/identification of Limited English Proficient Students; at least two (2) semester credit hours in Bilingual Practicum; and three (3) semester credit hours in a Bilingual Education related elective (ex: linguistics, critical pedagogy, parent involvement).

05. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation.

06. Business Technology Education (6-12).

 a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; Professional-Technical Student Organization (PTSO) leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidance.
b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

0706. Chemistry (6-12). Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry. (3-16-04)

0807. Communication (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; Journalism/Mass Communications; and Drama/Theater Arts. (3-16-04)

b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, Journalism/Mass Communications, and Methods of Teaching Speech/Communication. (3-16-04)

0908. Computer Science (6-12). Twenty (20) semester credit hours of course work in Computer Science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world. (3-25-16)

1009. Consulting Teacher/Teacher Leader Endorsement. Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (3-25-16)

a. Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements: (3-25-16)

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

      (1) Assessment of learning behaviors; (3-25-16)

      (2) Individualization of instructional programs based on educational diagnosis; (3-25-16)

      (3) Behavioral and/or classroom management techniques; (3-25-16)

      (4) Program implementation and supervision; (3-25-16)

      (5) Knowledge in use of current methods, materials and resources available and management and operation of media centers; (3-25-16)
STATE DEPARTMENT OF EDUCATION  
JUNE 16, 2016

(6) Ability in identifying and utilizing community or agency resources and support services; and (3-25-16)

(7) Counseling skills and guidance of professional staff. (3-25-16)

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

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

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

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

(a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)

(b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)

(c) Promoting Professional Learning for Continuous Improvement; (3-25-16)

(d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)

(e) Using Assessments and Data for School and District Improvement; (3-25-16)

(f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)

(g) Advocating for Student Learning and the Profession. (3-25-16)

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

b. Mathematics Consulting Teacher - Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), a candidate must have satisfied the following requirements: (3-25-16)

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

(1) Structural Components of Mathematics; (3-25-16)

(2) Modeling, Justification, Proof and Generalization; (3-25-16)

(3) Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (3-25-16)

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

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

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

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

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

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

11. Drama (6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Drama Teachers, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. To obtain a Drama (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theatre.

023. ENDORSEMENTS E - L.

01. Earth and Space Science (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Earth Science, Astronomy, and Geology.

02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from business, economics and, or finance course work in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education.

03. Engineering (6-12). Twenty (20) semester credit hours of engineering course work.

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

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

06. Family and Consumer Sciences (6-12). (4-4-13)

a. Thirty (30) semester credit hours to include coursework in each of the following areas: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Apparel and Textiles, Cultural Dress, Fashion Merchandising, or Design; Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; Professional-Technical Student Organization (PTSO) leadership; and Integration of Family Consumer Sciences or Family Consumer Science Methods. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

07. Geography (6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)

08. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (3-16-04)

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

10. Health (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Organization/Administration/Planning of a School Health Program; Health, Wellness, and Behavior Change; Secondary Methods of Teaching Health, to include field experience in a traditional classroom; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (4-4-13)

11. History (6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (4-11-06)

12. Humanities (6-12). An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (4-11-06)

13. Journalism (6-12). Follow one (1) of the following options:

a. Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) six (6) semester credit hours in English and/or Mass Communication. (3-16-04)

b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)
14. Literacy (K-12). Twenty-one (21) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: Foundations of Literacy (including reading, writing, and New Literacies); Development and Diversity of Literacy Learners; Literacy in the Content Area; Literature for Youth; Language Development; Corrective/Diagnostic/Remedial Reading; and Writing Instruction. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment.

(3-12-14)

024. ENDORSEMENTS M - Z.

01. Marketing Technology Education (6-12).

   a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; Methods of Teaching Marketing Education; and Professional-Technical Student Organization (PTSO) Leadership, with remaining credit hours in Entrepreneurship; Hospitality and Tourism; Finance; or Accounting.

   b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038.

   (4-4-13)

02. Mathematics - Basic (6-12). Twenty (20) semester credit hours in Mathematics including course work content coursework in Algebra, Geometry, algebraic thinking, functional reasoning, Euclidean and transformational geometry and Trigonometry, statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics content.

   (3-16-04)( )

03. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, statistical modeling and probabilistic reasoning, and a minimum of three (3) semester credit hours of Calculus the first two courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department.

   (4-11-06)( )

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

   (4-7-11)( )

05. Natural Science (6-12). Follow one (1) of the following options:

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

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

      (4-7-11)( )

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

      (4-7-11)( )

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

      (4-7-11)( )

      iv. Existing Earth Science or Geology Endorsement. Minimum of Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry.
b. Option II: Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty (240) semester credit hours with at least four (4) six (6) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (4-7-11)

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

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

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

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

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

e. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies:

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

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

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

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

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

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

08. Physical Education (PE) (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Personal and Teaching Competence in Sport, Movement, Physical Activity, and Outdoor Skills; Secondary PE Methods; Administration and Curriculum to include field experiences in physical education; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (4-14-13)

09. Physical Education/Health. Must have an endorsement in both physical education and health. (3-30-07)

10. Physical Science (6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

11. Psychology. Twenty (20) semester credit hours in the area of Psychology. (3-16-04)

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

1312. Sociology (6-12). Twenty (20) semester credit hours in the area of Sociology. (3-16-04)

1413. Sociology/Anthropology (6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)

1514. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: Collection Development/Materials Selection, Literature for Children and/or Young Adults; Organization of Information (Cataloging and Classification); School Library Administration/Management; Library Information Technologies; Information Literacy; and Reference and Information Service. (3-12-14)

1615. Technology Education (6-12)

a. Twenty (20) semester credit hours to include coursework in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation and other relevant emerging technologies; and Principles of Engineering Design. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Subsections 015.07 through 015.09. (3-25-16)

16. Theater Arts (6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teachers, including course work in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (____)

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

1718. World Language (6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) upper division credits in a specific world language taken within the last ten (10) years leading to a proficiency level as defined by a state-approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)). Course work must include two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course. (4-4-13)
IDAHO STANDARDS FOR INITIAL CERTIFICATION OF

PROFESSIONAL SCHOOL PERSONNEL

Idaho State Board of Education

Idaho State Department of Education

July 1, 2018

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education Approval - August 13, 2015 June 16, 2016)
# Standards for Initial Certification of Professional School Personnel

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Idaho Standards for Initial Certification of Professional School Personnel
Summary & Background

Overview of the Past Standards
The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example - Past (input-based) Standard Format, Biological Science:
Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program completers gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

In 2012 a committee of education experts was convened to review and revise the Idaho Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised InTASC Model Core Teaching Standards (April 2011) as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Model Core Teaching Standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:
- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.
Revised Idaho Core Teacher Standards (InTASC 2011)

The "Idaho Core Teacher Standards" apply to ALL teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

**Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Foundation and Enhancement Standards

The Core Teacher Standards apply to ALL teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

**Standard 1: Knowledge of Subject Matter** - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

In other words, Core Standard 1 basically states that the teacher must know the subject and how to create meaningful learning experiences.

Examples an Enhancement to Standard 1:

For Language Arts: The teacher integrates reading, writing, speaking, listening, viewing, and language study.

For Math: The teacher applies the process of measurement to two- and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that every teacher needs to know. Therefore, it is Standard # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall standards for any subject area.
Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

The Process of Idaho Standards Development and Maintenance

The move to INTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).
Idaho Core Teaching Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

Core Teaching Standards
The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

2. The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance
1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

2. The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition
1. The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

2. The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

3. The teacher takes responsibility for promoting learners’ growth and development.

4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge
1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

Performance
1. The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

4. The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
Disposition
1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3. The teacher makes learners feel valued and helps them learn to value each other.

4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance
1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.

5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition
1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

2. The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

4. The teacher seeks to foster respectful communication among all members of the learning community.

5. The teacher is a thoughtful and responsive listener and observer.

Content
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4. The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Performance
1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.

2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.


4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.

5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.

9. The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

Disposition
1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

2. The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.

3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4. The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
7. The teacher understands creative thinking processes and how to engage learners in producing original work.

8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

**Performance**

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

3. The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.

4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5. The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

7. The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

8. The teacher develops and implements supports for learner literacy development across content areas.

**Disposition**

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
Instructional Practice
Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6. The teacher knows when and how to evaluate and report learner progress against standards.

7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Performance
1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition
1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.

2. The teacher takes responsibility for aligning instruction and assessment with learning goals.

3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance
1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

Disposition
1. The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
Performance
1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8. The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Disposition
1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
Professional Responsibility
Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

2. The teacher know how to use learner data to analyze practice and differentiate instruction accordingly.

3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

4. The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Performance
1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Disposition
1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

**Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

**Performance**

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

8. The teacher uses and generates meaningful research on education issues and policies.

9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

**Disposition**

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
2. The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

4. The teacher takes responsibility for contributing to and advancing the profession.

5. The teacher embraces the challenge of continuous improvement and change.
Standards for Bilingual Education and ENL (English as a New Language) Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.

3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).
5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

7. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Performance
1. (Bilingual only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students’ linguistic and cultural diversity.

4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students’ educational experiences.

2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Performance
1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.
2. The teacher integrates language and content instruction appropriate to the students’ stages of language acquisition.

3. The teacher facilitates students’ use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge
1. The teacher understands the nuances of culture in structuring academic experiences.

2. The teacher understands how a student’s first language may influence second language production (ex: accent, code-switching, inflectional endings).

3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance
1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

2. The teacher utilizes strategies that advance accuracy in students’ language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.

3. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities/giftedness and second language development.

4. The teacher provides appropriate accommodations that allow students to access academic content.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Knowledge
1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of
language learners.

2. The teacher has a repertoire of effective strategies that promote students’ critical thinking and problem solving at all stages of language development.

**Performance**
1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

2. The teacher employs a repertoire of effective strategies that promote students’ critical thinking and problem solving at all stages of language development.

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Knowledge**
1. The teacher understands the influence of culture on student motivation and classroom management.

**Performance**
1. The teacher demonstrates a culturally responsive approach to classroom management.

**Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.**

**Knowledge**
1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

3. The teacher understands the extent of time and effort required for language acquisition.

**Performance**
1. The teacher demonstrates competence in facilitating students’ acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.

3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. The teacher understands how to incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance
1. The teacher creates and delivers lessons that incorporate students’ diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

2. (Bilingual only) The teacher understands how to measure students’ level of English language proficiency and second target language proficiency.

3. (ENL only) The teacher understands how to measure the level of English language proficiency.

4. The teacher understands the relationship and difference between levels of language proficiency and students’ academic achievement.

5. The teacher is familiar with the state English language proficiency assessment.

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students’ families, and to colleagues.

7. The teacher understands appropriate accommodations for language learners being tested in the content areas.

8. The teacher understands how to use data to make informed decisions about program effectiveness.

Performance
1. The teacher selects and administers assessments suited to the students’ culture, literacy and communication skills.
2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

4. The teacher uses appropriate accommodations for language learners being tested in the content areas.

5. The teacher uses data to make informed decisions about program effectiveness.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Knowledge**
1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

**Performance**
1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Knowledge**
1. The teacher understands the benefits of family and community involvement in students’ linguistic, academic, and social development.

2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

**Performance**
1. The teacher creates family and community partnerships that promote students’ linguistic, academic, and social development.

2. The teacher collaborates with colleagues to promote opportunities for language learners.

3. The teacher assists other educators and students in promoting cultural respect and validation of students’ and families’ diverse backgrounds and experiences.
GLOSSARY OF TERMS

ACTFL Proficiency Guidelines
A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL)
An organization for world language professionals of K-12 and higher education

Articulatory System
The mechanism by which the sounds of a language are produced

Bilingual Education Program
An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy
The ability to read and write in two languages

Code-switching
A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

English as a New Language (ENL)
Refers to the teaching of English to speakers of other languages

Inflectional Endings
Grammatical markers or suffixes used in standard conventional language production

Primary Language
An individual’s most developed language

Register
The usage of language in a particular social context
ADDITIONAL RESOURCES

NationalClearinghouseforEnglishLanguageAcquisition

www.ncela.gwu.edu

CenterforResearchontheEducationalAchievementandTeachingofEnglishLanguageLearners

www.cal.org/create

CREDE

www.crede.org

NABE

www.nabe.org

TESOL

www.tesol.org

CARLA

www.carla.umn.edu

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therecognitionofinitialTESOLprogramsinP-12ESLteachereducation.Alleedria,VA:
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Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands how values and ethics affect communication.

2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

3. The teacher knows the components and processes of communication.
4. The teacher understands the interactive roles of perceptions and meaning.

5. The teacher understands how symbolism and language affect communication.

6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.

7. The teacher knows methods and steps of problem solving in communication arts.

8. The teacher understands the impact of outside social structures and institutions—including historical, political, social, economic, and cultural perspectives—on communication processes and messages.

Performance
1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).

2. The teacher provides instruction and practice in conducting and applying research.

3. The teacher creates lessons that stress the importance of audience analysis and adaptation.

4. The teacher presents communication as a process consisting of integral components.

5. The teacher explains various methods of organization and their effects on the communication process.

6. The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher understands contemporary legal standards relating to communication and media.

Performance
1. The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).

2. The teacher understands the elements of design and layout.

3. The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).
4. The teacher understands the purposes, types, and rules of headline and caption writing.

5. The teacher possesses knowledge of interviewing skills.

6. The teacher knows how to organize and equip a production area.

7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).

8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).

9. The teacher understands advertising and finance.

10. The teacher knows the fundamentals of editing.

11. The teacher understands processes of effective critiquing.

12. The teacher understands journalistic and scholastic press law and ethics.

13. The teacher understands the role of journalism in democracy.

Performance
1. The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.

2. The teacher student application of design and layout techniques.

3. The teacher integrates the purposes and elements of photojournalism into the production process.

4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.

5. The teacher provides opportunities for students to practice and use interviewing skills.

6. The teacher teaches editing skills and provides opportunities for student practice.

7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands the models of interpersonal communication.

2. The teacher knows the processes and types of active listening.

3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).

5. The teacher understands rhetorical theories and practices.

6. The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).

7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

8. The teacher understands the necessity of adapting public speaking styles and skills to various media.

9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

10. The teacher knows the theories and practices of argumentation.

11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).

12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).

13. The teacher knows how to identify and minimize communication anxiety.

Performance
1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).

2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4. The teacher provides instruction integrating digital media and visual displays to enhance presentations.

5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).

6. The teacher provides opportunities for students to participate in debate and speaking events.

7. The teacher explains various methods of organization and their effects on the communication process.
8. The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Computer Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers’ Association (CSTA).

The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Knowledge**
1. The teacher understands digital citizenship.

**Performance**
1. The teacher promotes and models digital citizenship.

2. The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.

**Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

**Knowledge**
1. The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
Performance
1. The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.

2. The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Performance
1. The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.

2. The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands data representation and abstraction.

2. The teacher understands how to effectively design, develop, and test algorithms.

3. The teacher understands the software development process.


5. The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

6. The teacher understands the role computer science plays and its impact in the modern world.

7. The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.
8. The teacher understands the many and varied career and education paths that exist in Computer Science.

**Performance**

1. The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:
   
i. Effectively uses primitive data types.
   
ii. Demonstrates an understanding of static and dynamic data structures.
   
iii. Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
   
iv. Effectively uses modeling and simulation to solve real-world problems

2. The teacher effectively designs, develops, and tests algorithms. The teacher:
   
i. Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.
   
ii. Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
   
iii. Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
   
iv. Effectively uses two or more development environments.
   
v. Demonstrates knowledge of varied software development models and project management strategies.
   
vi. Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation.

3. The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:
   
i. Demonstrates an understanding of data representation at the machine level.
   
ii. Demonstrates an understanding of machine level components and related issues of complexity.
   
iii. Demonstrates an understanding of operating systems and networking in a structured computing system.
iv. Demonstrates an understanding of the operation of computer networks and mobile computing devices.

4. The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:

i. Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.

ii. Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.

5. The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

**Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

**Knowledge**
1. The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

**Performance**
1. The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

2. The teacher develops student understanding of online safety and effectively communicating in online environments.

**Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.**

**Knowledge**
1. The teacher understands the creation and implementation of multiple forms of assessment using data.

**Performance**
1. The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Performance
1. The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
2. The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
3. The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Performance
1. The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
2. The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

Performance
1. The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.
2. The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.

3. The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

*Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Knowledge**
1. The teacher understands the process and value of partnerships with industry and other organizations.

**Performance**
1. The teacher is active in the professional computer science and industrial community.
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Blended Early Childhood/Early Childhood Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The early childhood educator knows that family systems are inextricably tied to child development.

2. The early childhood educator understands the typical and atypical development of infants’ and children’s attachments and relationships with primary caregivers.

3. The early childhood educator understands how learning occurs and that children’s development influences learning and instructional decisions.

4. The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.
5. The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child’s mental health.

6. The early childhood educator understands the importance of supportive relationships on the child’s learning, emotional, and social development.

7. The early childhood educator understands the role of adult-child relationships in learning and development.

Performance
1. The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.

2. The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.

3. The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge
1. The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.

3. The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The early childhood educator knows how to access information regarding specific children’s needs and disability-related issues (e.g. medical, support, service delivery).
5. The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children’s learning differences, and to provide access to an inclusive learning environment.

**Performance**

1. The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

2. The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**

1. The early childhood educator understands the importance and use of routines as a teaching strategy.

2. The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.

3. The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.

4. The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

5. The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

6. The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

7. The early childhood educator understands that the child’s primary teacher is the parent.

8. The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.
Performance
1. The early childhood educator promotes opportunities for all children in natural and inclusive settings.

2. The early childhood educator embeds learning objectives within everyday routines and activities.

3. The early childhood educator creates an accessible learning environment, including the use of assistive technology.

4. The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The early childhood educator creates an environment that encourages self-advocacy and increased independence.

6. The early childhood educator plans and implements intervention consistent with the needs of children.

7. The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.

8. In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).

2. The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards.

3. The early childhood educator understands the process of self-regulation that assists children to identify and cope with emotions.
4. The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The early childhood educator understands the elements of play and how play assists children in learning.

6. The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

8. The early childhood educator understands the acquisition of self-help skills that facilitate the child’s growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).

9. The early childhood educator understands the comprehensive nature of children’s wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

10. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Performance
1. The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.

2. The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.

3. The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.

2. The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.
3. The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.

4. The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g. impulse control, problem solving, exploration).

5. The early childhood educator knows the importance of facilitating emergent literacy and numeracy.

6. The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

Performance
1. The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g. routines, materials and equipment, schedules, building relationships, assistive technology).

2. The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.

3. The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.

4. The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g. impulse control, problem solving, exploration).

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

2. The early childhood educator knows that developmentally appropriate assessment procedures reflect children’s behavior over time and rely on regular and periodic observations and record keeping of children’s everyday activities and performance.

3. The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.
4. The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

**Performance**
1. The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

2. The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

3. The early childhood educator collaborates with families and professionals involved in the assessment process of children.

4. The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

5. The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g. observation, checklists, norm-referenced).

6. The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

**Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Knowledge**
1. The early childhood educator understands theory and research that reflect currently recommended professional practice for engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).

2. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

**Performance**
1. The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.

2. The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children’s development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).
3. The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).

4. The early childhood educator analyzes activities and tasks and uses procedures for monitoring children’s skill levels and progress.

5. The early childhood educator evaluates children’s skill development in relation to developmental norms and state-adopted standards.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Knowledge**
1. The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).

2. The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

**Performance**
1. The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).

2. The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Knowledge**
1. The early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.

2. The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.
3. The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Performance
1. The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

2. The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC.

2. The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The early childhood educator knows community, state, and national resources available for children and their families.

4. The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.

5. The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

6. The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.

7. The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

Performance
1. The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child’s development and learning.
2. The early childhood educator identifies and accesses community, state, and national resources for children and families.


4. The early childhood educator creates a manageable system to maintain all program and legal records for children.

5. The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

6. The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.
Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The teacher understands that how young children’s and early adolescents’ literacy and language development influence learning and instructional decisions across content areas.

2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and their role in learning.

3. The teacher recognizes the role of inquiry and exploration in learning and development.

Performance
1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.
Standard 3: Modifying Instruction for Individual Needs — The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge
1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.

2. The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Performance
1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.

3. The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 5: Classroom Motivation and Management Skills — The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Performance
1. The teacher consistently and effectively models, and teaches, and re-teaches developmentally appropriate classroom expectations and procedures.
2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.

3. The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Standard 1: Knowledge of Subject Matter — The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

32. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test assessment data to improve student reading and writing abilities.

43. The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics) disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.

4. The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.

5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.

5. The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills.
through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.

6. The teacher understands the structure of mathematics and the connections and relationships within learning progressions.

67. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students’ abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

78. The teacher understands the content, functions, aesthetics, and achievements—relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

89. The teacher understands the comprehensive nature of students’ physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

910. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life in learning and cognitive development.

10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real-life issues and future career applications.

11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Performance
1. The teacher models the appropriate and accurate use of written and spoken language arts.

2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.

3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds
understanding, and encourages application of knowledge, skills, and ideas to real-life issues, democratic citizenship, and future career applications.

6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

2. The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students’ mathematical ability.

3. The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

**Standard 6: Communication Skills**—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

**Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Knowledge**

1. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

**Standard 8: Assessment of Student Learning**—The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard 7: Instructional Planning Skills**—The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

**Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Performance**

1. The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

**Standard 4: Multiple Instructional Strategies**—The teacher understands and uses a variety of instructional strategies to develop student learning.
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance
1. The teacher engages all learners in developing higher order thinking skills.

Standard 9: Professional Commitment and Responsibility — The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Principle 10: Partnerships — The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands the significance of engaging in collaborative data-driven decision making.
Idaho Standards for Engineering Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Engineering Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Knowledge**
1. The teacher understands how to design developmentally appropriate engineering activities and assignments.

**Performance**
1. The teacher designs and implements developmentally appropriate engineering activities and assignments.

**Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

**Knowledge**
1. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.

2. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.
Performance
1. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.

2. The teacher provides appropriate accommodations that allow students to access academic content.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).

2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.

3. The teacher knows the components of an effective classroom management plan.

4. The teacher understands how social groups function and influence individuals, and how individuals influence groups.

5. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.

6. The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.

Performance
1. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.

2. The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.

3. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives.

4. The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.
5. The teacher creates 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.

6. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.

7. The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).

8. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Knowledge**
1. The teacher understands the principles and concepts of engineering design.

2. The teacher understands the role of mathematics in engineering design and analysis.

3. The teacher understands the role of natural and physical sciences in engineering design and analysis.

4. The teacher understands the ethical issues and practices of the engineering profession.

5. The teacher understands the importance of team dynamics and project management in engineering projects.

**Performance**
1. The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.

2. The teacher can demonstrate the effects engineering has on the society, the environment and the global community.

3. The teacher is able to work in a learning community/project team.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Knowledge
1. The teacher understands the communication needs of diverse learners.

2. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.

3. The teacher understands strategies for promoting student communication skills.

4. The teacher knows the symbols, terminology, and notations specific to engineering.

5. The teacher recognizes the importance of oral and written communication in the engineering discipline.

Performance
1. The teacher is a thoughtful and responsive listener.

2. The teacher adjusts communication so that it is developmentally and individually appropriate.

3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.

4. The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.

5. The teacher demonstrates the ability to communicate effectively orally and in writing.

6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).

7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

8. The teacher uses the symbols, terminology, and notations specific to engineering.

**Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.**

Knowledge
1. The teacher understands the purposes of formative and summative assessment and evaluation.

2. The teacher knows how to use multiple strategies to assess individual student progress.

3. The teacher understands the characteristics, design, purposes, advantages, and limitations of
different types of assessment strategies.

4. The teacher knows how to use assessments in designing and modifying instruction.

5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.

6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.

7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.

8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Performance
1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The teacher uses multiple assessment strategies to measure students’ current level of performance in relation to curriculum goals and objectives.

3. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.

4. The teacher monitors student assessment data and adjusts instruction accordingly.

5. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.

2. The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.
3. The teacher knows when and how to adjust plans to maximize student learning.

4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

Performance
1. The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula.

2. The teacher designs curriculum to meet community and industry expectations.

3. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.

4. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.

5. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.

6. The teacher develops and utilizes student assessments that align with curriculum goals and objectives.

7. The teacher modifies instructional plans based on student assessment and performance data.

8. The teacher integrates multiple perspectives into instructional planning, with attention to students’ personal, family, and community experiences and cultural norms.

9. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.

2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).

3. The teacher knows how to enhance learning through the use of a wide variety of materials,
human resources, and technology.

4. The teacher knows how to apply integrative STEM pedagogy.

**Performance**

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.

2. The teacher uses multiple teaching and learning strategies to engage students in learning.

3. The teacher uses a variety of instructional tools and resources.

4. The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.

5. The teacher uses practitioners from industry and the public sector as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students’ prior knowledge.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Knowledge**

1. The teacher is knowledgeable about the different career opportunities for engineering.

2. The teacher knows the Code of Ethics for Idaho Professional Educators.

3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.

4. The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

5. The teacher knows where to find and how to access professional resources on teaching and subject matter.

6. The teacher understands the need for professional activity and collaboration beyond the school.

7. The teacher knows about professional organizations within education and his/her discipline.

8. The teacher understands the dynamics of change and recognizes that the field of education is
not static.

9. The teacher knows how to use educational technology to enhance productivity and professionalism.

**Performance**

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

2. The teacher adheres to local, state, and federal laws.

3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).

4. The teacher uses self-reflection as a means of improving instruction.

5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.

8. The teacher uses educational technology to enhance productivity and professionalism.

*Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Knowledge**

1. The teacher is aware of community issues and needs for design opportunities.

2. The teacher is aware of the importance of professional learning communities.

**Performance**

1. The teacher is able to adapt lessons to address community needs using the engineering design process.

2. The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.

3. The teacher collaborates with other teachers across disciplines, as well as community
Glossary

**Engineering:** The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind.

**Engineering Design Process:** A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.

**Engineering Technology:** The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer.

**Integrative STEM:** The application of technological/engineering design based pedagogical approaches to intentionally teach content and practices of science and mathematics education concurrently with content and practices of technology/engineering education. Integrative STEM Education is equally applicable at the natural intersections of learning within the continuum of content areas, educational environments, and academic levels.

**Technology:** Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.
Idaho Standards for English Language Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance
1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).
3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Performance
1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.

2. Candidates design and/or implement instruction that incorporates students’ linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance
1. Candidates use various types of data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance
1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.

3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.
4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

**Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

**Performance**

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

**Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.**

**Performance**

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students’ writing throughout the students’ writing processes in ways that engage students’ ideas and encourage their growth as writers over time.
4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students’ self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

**Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Performance**

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

**Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**Performance**

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students’ linguistic and cultural backgrounds.
Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance
1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance
1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.
Idaho Standards for Gifted and Talented Education Professionals

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Gifted and Talented Education Professional Standards are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts in 2013, and has been adopted verbatim.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.

2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).

3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.

4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.
5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.

6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

**Performance**

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.

2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.

3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.

4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

**Supporting Explanation for Standard 1:**

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

**Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

**Knowledge**

1. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.
Performance
1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students’ needs with respect to an individual’s high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.

2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Supporting Explanation for Standard 2:
Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual’s learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual’s gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.

Performance
1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.
2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.

3. Beginning gifted education professionals match their communication methods to an individual’s language proficiency and cultural and linguistic differences.

Supporting Explanation for Standard 3:
Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students’ gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual’s language, family, culture, and other significant contextual factors and how they interact with an individual’s gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of acquired skills across environments and subjects. They match their communication methods to an individual’s language proficiency and cultural and linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

Performance
1. Beginning gifted education professionals organize content knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.
Supporting Explanation for Standards 4 & 5:
The professional knowledge base in general education has made clear that the educators’ understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject-matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

- Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
- Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.
- Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Performance
1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

**Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.**

**Knowledge**
1. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments.

2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

**Performance**
1. Beginning gifted education professionals use pre-assessment and formative/summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents.

2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents.

3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents.

4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives.

5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

**Supporting Explanation for Standard 6:**
Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.
Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals’ constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long-range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

**Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Knowledge**

1. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.

2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.

4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.
Performance
1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.

3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

Supporting Explanation for Standard 7:
In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual’s abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator’s development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance
1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents
3. Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.

4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.

5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

**Supporting Explanation for Standard 8:**
Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21st Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

**Standard 9: Professional Learning and Ethical Practice -** The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Knowledge**
1. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.

2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

**Performance**
1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.
3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

Supporting Explanation for Standard 9:
Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.

Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.
Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. Beginning gifted education professionals understand the theory and elements of effective collaboration.

2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.

3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

Performance
1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

2. Beginning gifted education professionals serve as a collaborative resource to colleagues.

3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.

4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.

5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.

6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.

7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.

8. Beginning gifted education professionals match student needs with appropriate program options and services.
Supporting Explanation for Standard 10:
One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learning outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.

Glossary

General Curricula:
As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

Specialized Curricula:
As used “specialized curricula,” means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

Special Education Services:
Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

Individuals with Exceptionalities:
Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.
Instructional Strategies:
Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.
Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.

2. The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).

Performance
1. The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Knowledge**
1. The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health: Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.

2. The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.

3. The teacher understands the relationship between health education content areas and youth risk behaviors.

4. The teacher understands how to implement Common Core State Standards for Literacy in Technical Subjects (Health) for grades 6-12.

5. The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

**Performance**
1. The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Knowledge**
1. The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.
Performance
1. The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.

2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

3. The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands how positive evidence based community health values and practices play a role in the planning process.

2. The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.

3. The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.

4. The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance
1. The teacher modifies instruction to reflect current health-related research and local health policies.

2. The teacher accesses valid, appropriate health information and health-promoting products and services.

3. The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance
1. The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Performance
1. The teacher advocates for a positive school culture toward health and health education. (http://www.shapeamerica.org/standards/health/)
Idaho Standards for Literacy Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.
Performance
1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance
1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

2. Modify the arrangements to accommodate students’ changing needs.

3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.

4. Create supportive environments where English learners are encouraged and given many opportunities to use English.

5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.
Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance
1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.
6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.
7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature, Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge
1. Understands how literacy (reading and writing) occurs across all subject disciplines

Performance
1. Plans instruction addressing content area literacy according to local, state, and/or national standards.
2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3. Incorporates all aspects of literacy across content areas for instructional planning.

**Standard 6: Assessment** - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

**Performance**

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

6. Use multiple data sources to analyze individual readers’ performance and to plan instruction and intervention.

7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction.

8. Demonstrate the ability to communicate results of assessments to teachers and parents.

**Standard 7: Planning for Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards*
Performance
1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.

2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.

3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.

5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance
1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.

2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards
Performance
1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

2. Demonstrate effective use of technology for improving student learning.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance
1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.

2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.
Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 2: Knowledge of Human Development and Learning—The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher knows how to make use of recognize students’ mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

2. The teacher knows how to plan of learning activities progressions and learning trajectories that respect and value move students’ ideas, ways of thinking, and toward more sophisticated mathematical dispositions reasoning.

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

2. The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
The teacher plans and delivers facilitates learning activities that respect and value students’ ideas, and guide the development of students’ ways of thinking, and promotes positive mathematical dispositions in line with research-based learning progressions.

**Standard 3: Modifying Instruction for Individual Needs** — The teacher understands how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.

**Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Knowledge**

1. The teacher knows how to create tasks at a variety of design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.

2. The teacher knows how to use assessment data and appropriate interventions for students.

**Performance**

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

**Standard 5: Classroom Motivation and Management Skills** — The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 1: Knowledge of Subject Matter** — The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.

**Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Knowledge**

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

2. The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and inferential) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content
knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.

3. The teacher understands the major concepts of geometry (Euclidean and non-Euclidean) and trigonometry knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4. The teacher understands basic concepts of number theory and number systems.

5. The teacher understands concepts of measurement.

6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.

7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).

8. The teacher knows how to effectively evaluate the legitimacy of use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.

9. The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.

2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

3. The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.

4. The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 6: Communication Skills—The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.
Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher knows and uses appropriate how to apply mathematical vocabulary/terminology content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Performance
1. The teacher encourages students to use appropriate applies mathematical vocabulary/terminology content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

2. The teacher fosters mathematical discourse.

Standard 8: Assessment of Student Learning. The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The teacher knows how to assess students’ mathematical reasoning.

Performance
1. The teacher assesses students’ mathematical reasoning.

Standard 7: Instructional Planning Skills. The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.

2. The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Performance
1. The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.
Standard 4: Multiple Instructional Strategies—The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem-solving, and performance skills.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher knows how to formulate or access questions and tasks that elicit students’ use of mathematical reasoning and problem-solving strategies.

2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.

3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.

4. The teacher knows how to frame mathematical questions and conjectures.

5. The teacher knows how to make mathematical language meaningful to students.

6. The teacher understands inquiry-based learning in mathematics.

7. The teacher knows how to communicate and facilitate expression of concepts through the use of various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, and concrete models) and precise language.

8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software).

9. The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Performance
1. The teacher formulates or accesses poses questions and tasks that elicit students’ use of mathematical reasoning and problem-solving strategies.

2. The teacher uses a variety of instructional strategies to support students in for investigating and understanding mathematics, including inquiry and problem-solving approaches.

3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.

4. The teacher uses a variety of instructional strategies to develop students’ use of standard mathematical terms, notations, and symbols.
53. The teacher uses and encourages the students to facilitate exploration of concepts using a variety of representations to communicate mathematically representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.

74. The teacher uses and involves students in the appropriate use of technology to develop students’ understanding appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, and statistical software).

5. The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 9: Professional Commitment and Responsibility. The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Partnerships. The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Connections among Mathematical Ideas. The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge
1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.

2. The teacher understands the interconnectedness between strands of mathematics.

3. The teacher understands a variety of real-world applications of mathematics.

Performance
1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g., natural science, social science, etc.).
2. The teacher encourages students to identify connections between mathematical strands.

3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.
Idaho Standards for Online Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”.)

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge
1. The online teacher understands the current standards for best practices in online teaching and learning.

2. The online teacher understands the role of online teaching in preparing students for the global community of the future.

3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
4. The online teacher understands the relationship between online education and other subject areas and real life situations.

5. The online teacher understands the relationship between online teaching and advancing technologies.

6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Performance
1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).

3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).

4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).

5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance
1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy).

3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
4. The online teacher constructs learning experiences that take into account students’ physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

**Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.**

**Knowledge**
1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

**Performance**
1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).

3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

**Standard 4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.**

**Knowledge**
1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

**Performance**
1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).
2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

**Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Performance**
1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).

2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).

3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

**Standard 6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.**

**Knowledge**
1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

**Performance**
1. The online teacher is a thoughtful and responsive communicator.

2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).
Standard 7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance
1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
3. The online teacher designs and develops subject-specific online content.
4. The online teacher uses multiple forms of media to design course content.
5. The online teacher designs course content to facilitate interaction and discussion.
6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance
1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard 9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

Knowledge
1. The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).
2. The online teacher knows how educational standards and curriculum align with 21st century skills.
Performance
1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP’s).

2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

Standard 10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and wellbeing.
Idaho Standards for Physical Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance
1. The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance
1. The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Knowledge
1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.

2. The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).

3. The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Performance
1. The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).

2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3. The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.

2. The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

3. The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, bio-mechanics, psychosocial aspects of physical activity).

4. The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

**Performance**
1. The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.

2. The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

3. The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).

4. The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.

5. The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.

6. The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (weight training programs, exercise logs).

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Knowledge**
1. The teacher understands appropriate assessment protocols sensitive to student needs.

**Performance**
1. The teacher demonstrates appropriate assessment protocols sensitive to student needs.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Knowledge
1. The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.

2. The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Performance
1. The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/instructional strategies to maximize physical education activity and student success.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Performance
1. The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher knows how one’s own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

Performance
1. The teacher reflects on one’s own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Knowledge
1. The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.

2. The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Performance
1. The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard #11: Safety - The teacher provides a safe physical education learning environment.

Knowledge
1. The teacher understands the inherent risks involved in physical activity.

2. The teacher recognizes safety considerations when planning and providing instruction.

3. The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

4. The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).

5. The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.

6. The teacher understands the appropriate steps when responding to safety situations.

7. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance
1. The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.

2. The teacher informs students of the risks associated with physical activity.

3. The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.

4. The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.

5. The teacher maintains CPR and first aid certification.
Glossary

**Exercise** – A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one or more components of physical fitness is the objective. “Exercise” and “exercise training” frequently are used interchangeably and generally refer to physical activity performed during leisure time with the primary purpose of improving or maintaining physical fitness, physical performance, or health.*

**Health** – A human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges; it is not merely the absence of disease. Negative health is associated with illness, and in the extreme, with premature death.*

**Health-Enhancing Physical Activity** – Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights, climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity. *

**Health-Related Fitness** – A type of physical fitness that includes cardiorespiratory fitness, muscular strength and endurance, body composition, flexibility, and balance.*

**Moderate-Intensity Physical Activity** – On an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual’s personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.*

**Performance-Related Fitness** – Those attributes that significantly contribute to athletic performance, including aerobic endurance or power, muscle strength and power, speed of movement, and reaction time.*

**Physical Activity** – Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. In these Guidelines, physical activity generally refers to the subset of physical activity that enhances health.*

**Physical Fitness** – The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition.*

**Skillful Movement** – An efficient, coordinated, fluent and aesthetic goal-directed voluntary performance that consists of specific body and/or limb behaviors that have physiological and biomechanical components.
Vigorous-Intensity Physical Activity – On an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual’s personal capacity, vigorous-intensity physical activity is usually a 7 or 8 on a scale of 0 to 10.*

Pre-Service Technology Standards

The 2016 Pre-Service Standards Review was conducted by a team of content area experts from across the state of Idaho. The Idaho Pre-Service Technology Standards were revised in January 2016 to align with the Idaho Core Teacher Standards (2013). All teacher candidates are expected to meet the Idaho Core Teacher Standards, as well as including the Idaho Pre-Service Technology Standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The standards review team endeavored to arrive at standards that were comprehensive, research-based, support reciprocity, and promote unique local, regional, and statewide implementations within sound and responsible attention to its fundamental outcomes. Special attention was paid to the recognition that technology-enriched teaching and learning is a continually and rapidly changing process. It was, therefore, important to determine standards that promote the best preparation of teachers to integrate technologies into instruction that continue to be relevant over time and will best suit any school district in Idaho, regardless of its size, location, or resources. In consideration of these variables as well as careful attention to its correlation to the Idaho Core Teaching Standards, the standards review team recommended that the ISTE (International Society for Technology in Education) Standards for Teachers (2008) be adopted to serve as the Pre-Service Technology Standards.

The following knowledge and performance statements for the pre-service technology standards are widely recognized, but not all-encompassing or absolute. Pre-Service Technology Standards indicators that teacher candidates have met the standards and competencies. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies identified in the ISTE Standards for Teachers. These competencies reflect the principles of Universal Design related to technology, while emphasizing flexibility and accessibility. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate knowledge, skills, and dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS) for Teachers. In addition, teacher candidates must become fully aware of Idaho’s technology standards for K-12 students.

The alignment matrix found at the end of this standards document shows the connections
between the Idaho Core Teacher Standards and the Pre-Service Technology Standards.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter — The teacher understands the central concepts, types of and uses of technology and creates learning experiences that make technology meaningful for learners.

Knowledge
1. Awareness of use types and usage of technology tools (i.e., 21st Century Skills; hardware; software; web-based; mobile technology).

2. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.

3. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.

4. Promoting designs that engage all students of all abilities is sometimes referred to as promoting “Universal Design”.

5. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.

6. Pre-service teachers understand how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.

7. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.

8. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

9. Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.

10. Pre-service teachers understand the importance of reflective practice.

11. Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

12. Pre-service teachers understand how technology supports cultural diversity and collaboration.
Target: Knowledge competency test through a basic skills test (i.e., Cbest or PPST I for Technology Basic Competency Skills)

Performance
1. All performance indicators included with individual standards.

Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre-service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.

1. https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home
3. https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home
4. https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/

Standard 2: Knowledge of Human Development and Learning—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance
1. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

Suggested Artifact(s)
- Lesson plan or unit development
- Target: Practicum where lesson/unit is implemented and evaluated.

Standard 3: Adapting Instruction for Individual Needs—The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social, and personal development.

Performance
1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.

2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.

Suggested Artifact(s)
- Development of digital materials using principles of Universal Design for Learning
- Demonstration of knowledge through product development
- “Accessibility Features on My Computer” discussion forum
- Virtual practicum demonstrating learner-centered strategies (i.e., Second Life)
- Assistive Technology blog post
Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Performance
1. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.

2. Pre-service teachers promote student learning and creativity by creating learning experiences that include students’ use of technology tools to research and collect information online and to create a report, presentation, or other products.

3. Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.

4. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students’ critical thinking, problem solving, and performance skills.

Suggested Artifact(s)
- Web site or Internet WebQuest.
- Target: Practicum where lesson/unit is implemented and evaluated.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in a digital age.

Performance
1. Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.

2. Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.

3. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

Suggested Artifact(s)
- Create a WebQuest
- Target: Pre-service collects and shares student created artifacts that demonstrate
learning with technology using individual initiative and interest.

Standard 6: Communication Skills—The teacher uses a variety of digital communication tools and strategies to foster inquiry, collaboration and supportive interaction in and beyond the classroom.

Performance
1. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).
2. Pre-service teachers promote and model digital etiquette and responsible social interactions.

Suggested Artifact(s)
- Web site or web page communicating information about their lesson or course.
- Email communications.
- Online communications using digital tools like Web conferencing, chat or Skype.
- Letter to parents created using word processing technology.
- Set of rules developed through consensus using digital collaboration tools.
- Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).
- Target: Evidence of asynchronous and synchronous communications with peers, parents, and students.

Standard 7: Instructional Planning Skills—The teacher plans, prepares instruction, and integrates technology into instructional planning based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance
1. Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.
2. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

Suggested Artifact(s)
- Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators, 2008 – Chapter 11, Guiding Pre-service Teachers in TPCK).
- Demonstrated use of emerging or innovative technology for learning.
- Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.
- Target: Practicum—where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.

Standard 8: Assessment of Student Learning—The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and
Performance
1. Pre-service teachers assess student’s use of technology.
2. Pre-service teachers use technology to formally and informally assess student learning (i.e., polling, proctored test, ISAT).
3. Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.

Suggested Artifact(s)
- Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).
- Electronic quiz.
- Poll created in Web Conferencing tool.
- Poll conducted using clickers.
- Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.
- Target: Pretest, lesson, post-test, analysis, interpretation, and lesson revision based on data.

Standard 9: Professional Commitment and Responsibility — The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching, including the ethical, legal and responsible use of technology.

Performance
1. Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.
2. Pre-service teachers promote the effective use of digital tools and resources.
3. Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)
4. Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.
5. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

Suggested Artifact(s)
- Join a network devoted to technology using teachers like classroom 2.0
Be an active member of a professional learning network
- Offer an Internet Ethics Resource for community members
- Write a letter convincing the school board to remove blocks from Internet usage at your school
- Role-play scenario for social networking arguing for and against advantages/disadvantages
- View a school’s acceptable use policy - demonstrate understanding
- Target: Practicum where lesson/unit is implemented and evaluated

Standard 10: Community and Partnerships — The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.

Performance
1. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.

2. Pre-service teachers promote opportunities for students of all capabilities to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).

3. Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.

4. Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.

Suggested Artifact(s)
- Be an active member of a professional learning network
- Create own network for learning or join with other classrooms (i.e., epal; iearn; globalschool.net; jason project; go north; NASA)
- Develop lesson that uses one of the social networks
- Use web conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching
- Offer an Internet Ethics Resource for community members
- Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated
## Matrix of Idaho Core Teacher Standards (2013) and ISTE Standards for Teachers (2008)

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### ISTE Standards for Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. **Facilitate and inspire student learning and creativity** - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
   c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes
   d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.

   a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
   b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
   c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources
   d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

   a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
   b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
   c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
   d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

   a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
   b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

ISTE Standards • Teachers

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Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

4. The teacher understands industry trends and labor market needs.

5. The teacher understands workplace leadership models.

6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher understands the importance of student leadership qualities in technical program areas.

**Performance**

1. The teacher maintains current technical skills and seeks continual improvement.

2. The teacher demonstrates specific occupational skills necessary for employment.

3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.

4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).

5. The teacher writes and evaluates occupational objectives and competencies.

6. The teacher uses a variety of technical instructional resources.

7. The teacher assesses the occupational needs of the community.

8. The teacher facilitates experiences designed to develop skills for successful employment.

9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to develop student learning.

**Knowledge**

1. The teacher understands the entry-level skills in the occupation.

2. The teacher understands workplace culture and ethics.

3. The teacher understands how to provide students with realistic occupational and/or work experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.

5. The teacher understands how occupational trends and issues affect the workplace.

6. The teacher understands how to integrate academic skills into technical content areas.

7. The teacher understands the role of innovation and entrepreneurship in the workplace.

8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Performance
1. The teacher models appropriate workplace practices and ethics.

2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

3. The teacher integrates academic skills appropriate for each occupational area.

4. The teacher uses simulated and/or authentic occupational applications of course content.

5. The teacher uses experts from business, industry, and government as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students’ prior knowledge and that aligns with articulation requirements and course competencies.

7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

2. The teacher knows how to identify community and industry expectations and access resources.

Performance
1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

2. The teacher designs instruction to meet community and industry expectations.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher knows how to use information about a student’s progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

3. The teacher understands how evaluation connects to instruction.

Performance
1. The teacher writes and evaluates occupational goals, objectives, and competencies.

2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge
1. The teacher understands the value and impact of having a professional development plan.
2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

**Performance**
1. The teacher collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

**Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.**

**Knowledge**
1. The teacher knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.
6. The teacher understands the structure of state-approved PTSOs.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

**Performance**
1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher cooperatively constructs articulation agreements.
6. The teacher incorporates an active state-approved PTSO in his or her program.
7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

**Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.**

**Knowledge**
1. The teacher understands how to dispose of waste materials.
2. The teacher understands how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.
8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

**Performance**
1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intra-curricular learning experiences.

**Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.**

**Knowledge**
1. The teacher understands workplace employability skills and related issues.
2. The teacher understands the issues of balancing work and personal responsibilities.
3. The teacher understands how to promote career awareness.

**Performance**

1. The teacher designs instruction that addresses employability skills and related workplace issues.

2. The teacher discusses how to balance demands between work and personal responsibilities.

3. The teacher provides opportunities for career awareness and exploration.
Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

2. The teacher knows about production agriculture.

3. The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

4. The teacher understands and has experience in one or more of the following specialized occupational areas:
   a. Agricultural production and marketing
   b. Agricultural equipment and supplies c. Agriculture product processing
   d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
   e. Agricultural business planning and analysis
   f. Natural resource management
   g. Environmental science
   h. Forestry
   i. Small animal production and care
5. The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

6. The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Performance
1. The teacher applies natural and physical science principles to practical solutions.

2. The teacher discusses production agriculture.

3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.

2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee, and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Performance
1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology, and office procedures.

2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.
3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher integrates BPA through intracurricular approaches in the business program of study.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills** - The teacher uses a variety of communication techniques to foster learning and communication skills.

**Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment of Student Learning** - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

2. Teacher understands the impact of families’ multiple roles within the home, workplace and community.

3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

7. The teacher understands the design, selection, and care of textiles and apparel products.

8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

10. The teacher understands resource conservation and environmental issues in relation to family and community health.

11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

**Performance**

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

4. The teacher selects and creates learning experiences that include the impact of families’ multiple roles within the home, workplace and community.

5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

9. The teacher demonstrates the design, selection, and care of textiles and apparel products.

10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

12. The teacher integrates resource conservation and environmental issues in relation to family and community health.

13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Performance
1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.
Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher understands individual and group motivation and behavior and creates a student-centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Performance
1. The teacher promotes individual and group motivation and behavior and creates a student-centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge
1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Performance
1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.
Performance
1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

*Standard 9: Professional Commitment and Responsibility* - *The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*

Knowledge
1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Performance
1. The teacher participates in continual relevant professional development in order to stay current in content areas.

*Standard 10: Partnerships* - *The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.*
Idaho Standards for Marketing Technology Teachers

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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**Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.**

**Knowledge**
1. The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

2. The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intra-curricular role in marketing education.

**Performance**
1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.

2. The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.
3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

**Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 4: Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills** - The teacher uses a variety of communication techniques to foster learning and communication skills.

**Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment of Student Learning** - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Standard 11: Learning Environment** - The teacher creates and manages a safe and productive learning environment.

**Standard 12: Workplace Preparation** - The teacher prepares students to meet the competing demands and responsibilities of the workplace.
Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

6. The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.
Performance
1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

4. The teacher demonstrates the various phases of the engineering design process.

5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind, use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.

2. The teacher knows commonly held conceptions and misconceptions about and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Performance
1. The teacher identifies students’ conceptions and addresses common misconceptions about the
natural world and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.


Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.

2. The teacher understands the science content within the context of the Idaho State Science Content Standards within their appropriate certification, including all components.

21. The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.

3. The teacher understands the concepts of form and function core ideas of their respective discipline (i.e. Disciplinary Core Ideas).

4. The teacher understands the interconnectedness among the science disciplines (i.e. Crosscutting Concepts).

5. The teacher understands the processes of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results (i.e. Science and Engineering Practices).
Practices).

6. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.

7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups designs and implements lessons (e.g. activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

2. The teacher continually adjusts curriculum and activities to align them with new uses diverse examples from history to teach how our current understanding of the nature of science and scientific data processes has changed.

3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences uses the core ideas of their respective discipline (i.e. Disciplinary Core Ideas) to design and implement lessons.

4. The teacher helps students build scientific knowledge and develop scientific habits of mind designs and implements lessons (e.g. activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results models and guides students in the use of the processes of science (i.e. Science and Engineering Practices).

6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.

7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.

8. The teacher engages in scientific inquiry in science coursework.

Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data and apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.

3. The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media, designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.

3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.

4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 8: Assessment of Student Learning—Assessment of Student Learning—The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Instructional Planning Skills—The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 4: Multiple Instructional Strategies—The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Knowledge

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.


3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

4. The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g. project-based learning, 5E Instruction, place-based).

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data implements Science and Engineering Practices in instructional planning.

2. The teacher uses instructional strategies that research based practices to engage a diverse group of students in scientific inquiry and that develop scientific habits of mind learning science (e.g. project-based learning, 5E Instruction, place-based).

3. The teacher engages designs lessons which allow students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 9: Professional Commitment and Responsibility — The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

**Performance**

1. The teacher incorporates current research related to student learning of science into science curriculum and instructional design.

2. The teacher incorporates current scientific research findings into science curriculum and instructional design.

**Standard 10: Partnerships** — The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Standard 11: Safety Learning Environment** — The science teacher demonstrates and maintains a safe, learning environment safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

**Knowledge**

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment. Design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

2. The teacher is aware of available resources and standard protocol for proper disposal of waste materials. Understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3. The teacher knows how to properly care for, inventory, and maintain materials and equipment. Understands how to ensure safe science activities appropriate for the abilities of all students.

4. The teacher is aware of legal responsibilities associated with safety. Understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

5. The teacher knows how to evaluate a facility for compliance with safety requirements necessary to conduct laboratory and field activities and demonstrations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

**Performance**

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment by designing activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities designed activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability ensures safe science activities appropriate for the abilities of all students.

4. The teacher models safety at all times by designing activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

5. The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.

6. The teacher demonstrates the ability to procure and use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.

7. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.

8. The teacher evaluates lab and field activities for safety.

9. The teacher evaluates a facility for compliance to safety regulations.

10. The teacher uses safety procedures and documents safety instruction.

11. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.

12. The teacher implements laboratory, field, and demonstration safety techniques.

**Standard 12: Laboratory and Field Activities** - The science teacher demonstrates competence in conducting laboratory, and field activities.

**Knowledge**
1. The teacher knows a broad range variety of laboratory and field techniques appropriate to their content area.

2. The teacher knows a variety of strategies to develop students’ laboratory and field skills.

**Performance**

1. The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.

2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.
Idaho Standards for Biology Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.  

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.  

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 5: Classroom Motivation and Management Skills — The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.  

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social
interaction, active engagement in learning, and self-motivation.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands that there are unifying themes in the major underlying theories and principles of molecular and organismal biology, including levels from molecular to whole organism; structure and function, growth and development, and organization for matter and energy flow.

2. The teacher knows the currently accepted taxonomy systems used to classify living things understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

3. The teacher understands scientifically accepted the major underlying theories of how living systems evolve through time and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.

4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

5. The teacher knows biochemical processes that are involved in life functions.

6. The teacher knows that living systems interact with their environment and are interdependent with other systems.

7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.

8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.

9. The teacher understands how matter and energy flow through living and non-living systems.

10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.
Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.

2. The teacher assists students in gaining an understanding of the ways living things are interdependent develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.

4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.

6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.

7. The teacher helps students understand the ways living organisms are adapted to their environments.

8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.

9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.

10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.

11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

**Standard 6: Communication Skills**—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

**Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard 8: Assessment of Student Learning**—The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard 7: Instructional Planning Skills**—The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

**Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 4: Multiple Instructional Strategies**—The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard 9: Professional Commitment and Responsibility**—The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10: Partnerships**—The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 3: Modifying Instruction for Individual Needs — Modifying Instruction for Individual Needs — The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 5: Classroom Motivation and Management Skills — The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 1: Knowledge of Subject Matter—The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.

2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy fundamental structures of atoms and molecules.

3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process basic principles of ionic, covalent, and metallic bonding.

4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way periodicity of physical and chemical properties of elements.

5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS laws of conservation of matter and energy.

6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular) understands fundamentals of chemical kinetics, equilibrium and thermodynamics.

7. The teacher can identify and quantify changes in energy and structure understands kinetic molecular theory and gas laws.

8. The teacher understands the historical development of atomic and molecular theory mole concept, stoichiometry, and laws of composition.

9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules understands solutions and colligative properties.

10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties acids/base chemistry.

11. The teacher knows the importance of carbon understands fundamental oxidation-reduction chemistry and understands the nature of chemical bonding and reactivity of
organic molecules.

12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level, fundamental organic chemistry and biochemistry.

13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box) and understands applications of chemistry in personal and community health and environmental quality.

14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium, fundamentals of nuclear chemistry.

15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties. He understands the importance of accuracy and precision in measurements.

16. The teacher understands the importance of research in extending and refining the field language and symbols of chemistry and strives to remain current on new and novel results and applications, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

17. The teacher understands the different types of chemical reactions.

18. The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding. He models the application of mathematical principles and the connections that exist between mathematics and chemistry.

2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills). He demonstrates their knowledge of fundamental structures of atoms and molecules.

3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy. He applies the basic principles of ionic, covalent, and metallic bonding.

4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods. He utilizes the periodic table to predict the physical and chemical properties of elements (e.g., ionization energy, atomic radius, types of bonding).
5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions. Illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g., balancing chemical equations, enthalpy calculations).

6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules. Applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.

7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states. Is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.

8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements. Can apply the mole concept, stoichiometry, and laws of composition (e.g., converting moles to mass).

9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types. Applies the concepts of solution chemistry (e.g., calculate and prepare solutions at precise concentrations, colligative properties).

10. The teacher helps the student understand stoichiometry and develop quantitative relationships in. Applies the concepts of acids/base chemistry to predict properties and reactions.

11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories. Is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.

12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules. Demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.

13. The teacher helps the student understand the quantitative behavior of gases. Relates the fundamental principles of chemistry to personal and community health and environmental quality.

14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules. Can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

15. The teacher helps the student understand molecular kinetic theory and its importance in
chemical reactions, solubility, and phase behavior applies accuracy and precision to their measurements and calculations.

16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

17. The teacher helps the student understand and predict the properties and reactions of acids and bases categorizes and identifies a variety of chemical reaction types.

18. The teacher helps the student understand chemical equilibrium in solutions can utilize symbolic and particulate models to interpret and explain macroscopic observations.

19. The teacher helps the student understand and use chemical kinetics.

20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.

21. The teacher helps the student learn the basic organizing principles of organic chemistry.

22. The teacher can do chemical calculations in all phases using a variety of concentration units, including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.

23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.

24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.

25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.

26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.

27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

*Standard 6: Communication Skills*—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

*Standard 5: Application of Content.* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 4: Multiple Instructional Strategies – Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Earth and Space Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 3: Modifying Instruction for Individual Needs – Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 5: Classroom Motivation and Management Skills — The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher knows how local events can potentially impact local, regional, and global conditions. Understands the major underlying theories and principles of Earth's place in the universe including: the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

2. The teacher understands the rock cycle and the classification systems for rocks and minerals. Major underlying theories and principles of Earth's systems including: plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift. Major underlying theories and principles of Earth and human activity including: natural resources, natural hazards, human impacts on Earth systems, and global climate change.

4. The teacher understands the sun, moon and earth system and the resulting phenomena.

5. The teacher knows earth history as interpreted using scientific evidence.

6. The teacher understands the composition of the earth and its atmosphere.

7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).

8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.

9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.

10. The teacher understands the flow of energy and matter through earth and astronomical systems.

11. The teacher knows the concepts of weather and climate.
12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Performance

1. The teacher helps students understand the flow of energy and matter through earth and space systems develops lessons based on the major underlying theories and principles of Earth’s place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun develops lessons based on the major underlying theories and principles of Earth’s systems including; plate tectonics, Earth materials and systems, the roles of water in Earth’s surface processes, weather and climate, and biogeology.

3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.

5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.

6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.

7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.

8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.

9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 8: Assessment of Student Learning. The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Instructional Planning Skills. The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 4: Multiple Instructional Strategies. The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Commitment and Responsibility. The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Partnerships. The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

1. Idaho Core Teacher Standards
2. Idaho Foundation Standards for Science Teachers AND
3. Idaho Standards for Biology Teachers OR
4. Idaho Standards for Earth and Space Science Teachers OR
5. Idaho Standards for Chemistry Teachers OR
6. Idaho Standards for Physics Teachers
Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

1. *Idaho Core Teacher Standards*

2. *Idaho Foundation Standards for Science Teachers AND*

3. *Idaho Standards for Chemistry Teachers OR*

4. *Idaho Standards for Physics Teachers*
Idaho Standards for Physics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

- **Standard 2: Knowledge of Human Development and Learning** – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

- **Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard 3: Modifying Instruction for Individual Needs** – The teacher understands and uses a variety of instructional strategies to develop student learning.

- **Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Standard 5: Classroom Motivation and Management Skills** – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

4. The teacher understands contemporary physics events, research, and applications.

5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.

6. The teacher knows the historical development of models used to explain physical phenomena.

Performance
1. The teacher engages students in developing conceptual models to describe the natural world.

2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

3. The teacher engages students in utilizing the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.

4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.
Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 8: Assessment of Student Learning — The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Instructional Planning Skills — The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 4: Multiple Instructional Strategies — The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Commitment and Responsibility — The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Partnerships — The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Foundation Standards for Social Studies Teachers

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Knowledge**
1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of learner environment on student learning.

**Performance**
1. The teacher provides opportunities for learners to engage in civic life, politics, and government.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Knowledge**

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

2. The teacher understands how and why various governments and societies have changed over time.

3. The teacher understands how and why independent and interdependent systems of trade and production develop.

4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.

5. The teacher understands the responsibilities and rights of citizens in the United States of America’s political system, and how citizens exercise those rights and participate in the system.

6. The teacher understands how geography affects relationships between people, and environments over time.

7. The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

**Performance**

1. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.

2. The teacher incorporates methods of inquiry and scholarly research into the curriculum.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Knowledge**

1. The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

2. The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.
Performance

1. The teacher demonstrates and applies chronological historical thinking.

2. The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.

3. The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Performance

1. The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Economics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).
2. The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.

3. The teacher understands the functions and characteristics of money.

4. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

5. The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).

6. The teacher understands how economic institutions shaped history and influence current economic practices.

7. The teacher understands the principles of sound personal finance and personal investment.

8. The teacher understands fiscal and monetary policy.

**Performance**

1. The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.

2. The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.

3. The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.

4. The teacher illustrates how economic indicators influence historic and current policy.

5. The teacher provides examples of the principles of business organizations and entrepreneurship.

6. The teacher fosters understanding of the important role of economic systems on economic growth.

7. The teacher develops learner understanding of economic issues through application of cost/benefit analyses.

8. The teacher conveys the importance and implications of the global marketplace.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Geography Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

2. The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS),
geographic information systems (GIS), newspapers, journals, and databases.

**Performance**

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.

2. The teacher connects the earth’s dynamic physical systems to its impact on humans.

3. The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4. The teacher connects the earth’s physical systems and varied patterns of human activity to world environmental issues.

5. The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

*Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

*Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

*Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

*Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

*Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

*Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*
Idaho Standards for American Government/Political Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the American Government/Political Science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the political spectrum and factors that affect individual political views and behavior.

3. The teacher understands the purpose and foundations of government and constitutional principles of the United States of America’s political system.

4. The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.

5. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).

6. The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America’s political system.

7. The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).

8. The teacher understands different forms of government found throughout the world.

**Performance**

1. The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.

2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.

3. The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.

4. The teacher integrates global perspectives and current events into the study of civics and government.

5. The teacher engages learners in civil discourse and promotes its use in a democratic society.

*Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for History Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the History teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international and domestic relations impacted the development of the United States of America.

4. The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.

5. The teacher understands the political, social, cultural, and economic development of the United States of America.

6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.

7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

**Performance**

1. The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.

2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

3. The teacher facilitates student inquiry regarding international relationships.

4. The teacher relates the role of compromises and conflicts to continuity and change across time.

5. The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.

6. The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

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Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

1. Idaho Core Teacher Standards AND
2. Foundation Social Studies Standards AND
3. History Standards OR
4. Government and Civics Standards OR
5. Economics Standards OR
6. Geography Standards
Idaho Standards for Exceptional Child Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge
1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
3. The teacher understands how exceptionalities can interact with development and learning.

Performance
1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual’s academic and social abilities, attitudes, values, interests, and career and post-secondary options.

**Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.**

**Knowledge**

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).

**Performance**

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

2. The teacher modifies learning environments for individual needs and regards an individual’s language, family, culture, and other significant contextual factors and how they interact with an individual’s exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.

3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.
Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge
1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Performance
1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge
1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.

2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).

7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Performance

1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

2. The teacher gathers background information regarding academic, medical, and social history.

3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

1. The teacher knows how to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.

3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.

5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Performance
1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

3. The teacher matches their communication methods to an individual’s language proficiency and cultural and linguistic differences.

4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.
Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge
1. The teacher understands how foundational knowledge and current issues influence professional practice.

2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.

4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Performance
1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.

2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.

4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge
1. The teacher understands the theory and elements of effective collaboration.

2. The teacher understands how to serve as a collaborative resource to colleagues.

3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.

5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance
1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.
Idaho Standards for Teachers of the Blind and Visually Impaired

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

*Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Knowledge**

1. The teacher understands the need for students to establish body awareness, communication, self-esteem, and social skills, as described in the American Foundation for the Blind Expanded Core Curriculum (Expanded Core Curriculum).

2. The teacher knows the effects of a visual impairment on the student’s family or guardians, and the reciprocal impact on the student’s self-esteem.

3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.
Performance
1. The teacher provides students with a means to independently access materials readily available to the sighted world.

2. The teacher prepares students who have visual impairments, including those with additional disabilities, to respond to societal attitudes and actions with appropriate behavior and self-advocacy.

3. The teacher designs instructional experiences depending on individual student and familial stages of acceptance of the visual impairment.

4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student’s visual strengths are used.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge
1. The teacher knows the impact of visual disorders on learning, experience, and concept development.

2. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including those with additional disabilities (e.g., For example: assistive technology specific for the auditory and tactual learner, such as screen readers, refreshable braille display; pre-braille skills; braille reading and writing; magnification options; tactile graphics).

3. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, communication, cognitive, spatial concept, and psychosocial development.

4. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.

5. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments, including those with additional disabilities, in a variety of environments.

6. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, including those with additional disabilities, and for assisting classroom teachers in implementing these modifications.
Performance
1. The teacher teaches, writes, and reads literary braille and Nemeth (math and science), as well as music and computer braille codes.

2. The teacher secures specialized materials and equipment and provides training, as needed.

3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.

4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation/learning media assessments information to comprehensively design strategies as part of an IEP or 504.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behavior and expectations) that affect the learning behavior of students with visual impairments.

2. The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement.

3. The teacher knows and understands instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (e.g., itinerant, residential, transdisciplinary teaming).

Performance
1. The teacher develops management strategies for meeting students’ needs effectively and efficiently in the context of various service delivery models and systems.

2. The teacher organizes learning environments to facilitate students’ acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

3. The teacher applies organizational strategies that maximize students’ ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers).

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Knowledge
1. The teacher knows the historical foundations for the education of children with visual impairments, including a continuum of service options.

2. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.

3. The teacher knows and understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., The Americans with Disabilities Act, The Individuals with Disabilities Education Act, Section 504) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials, such as the American Printing House for the Blind Quota Funds).

4. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.

5. The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.

6. The teacher knows the effects of medications on the visual system.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher knows and understands factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel.

2. The teacher knows and understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students’ IEPs, 504s and IFSPs.

3. The teacher knows and understands the roles of related service personnel (e.g., certified orientation & mobility specialists, physical therapists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., transcribers) in the education of students with visual impairments, including those with additional disabilities.
Performance
1. The teacher applies skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments, and ensures that students receive the services they need.

2. The teacher uses effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training and the use of equipment, braille materials for lessons, interlined transcriptions of students’ written work in braille), and for ensuring that students have full access to needed adaptations and resources.

3. The teacher works collaboratively with professionals, family members and other personnel to help provide child-centered intervention for infants, toddlers, preschoolers and school-age students with visual impairments.

4. The teacher serves as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment, including those with additional disabilities.

Performance
1. The teacher conducts alternative as well as functional evaluations of visual, literacy, basic orientation and mobility, and educational performance.

2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP or 504 development.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Knowledge
1. The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of students with visual impairments.

2. The teacher knows and understands resources available for individuals with visual impairments, including deaf blindness and those with additional disabilities (e.g., APH materials, textbooks, agencies).

3. The teacher knows and understands techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.

Performance
1. The teacher organizes learning environments to facilitate students’ acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

2. The teacher uses visual, tactile, auditory and other adaptations to design multisensory learning environments that promote students’ full participation and independent learning in a variety of group and individual contexts.

3. The teacher works collaboratively with the educational team to implement adaptations designed to compensate for visual impairments.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of cognitive, auditory, tactual, and communication skills for the blind and visually impaired, including those with additional disabilities.

2. The teacher knows how to assist the student in related Expanded Core Curriculum skills, including developing visual, auditory, and tactile efficiency as well as basic orientation and mobility skills.

3. The teacher knows how to assist the student in developing alternative organizational and study skills.

4. The teacher knows methods for providing adapted physical and recreation skills for students who have visual impairments, including those with additional disabilities.
5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with blindness, visual impairments, and co-occurring impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).

6. The teacher knows strategies and resources for developing transition plans and career awareness.

Performance
1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, to increase independence.

2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

3. The teacher integrates knowledge of the visual impairment and co-occurring disabilities with child development when designing and implementing cognitive, communication, and social skills instruction.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher knows and understands ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students’ educational services, pursuing ongoing professional development).

2. The teacher knows and understands the functions of agencies, consumer organizations and initiatives that promote nation-wide standards of excellence for the provision of services to students with visual impairments.

3. The teacher knows and understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.

Performance
1. The teacher applies knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with educational programming, materials, and services they need to achieve to their full potential.
2. The teacher applies knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.

3. The teacher applies knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options).

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Knowledge**
1. The teacher knows strategies for assisting family, guardians, professionals, and other members of the community in planning appropriate transitions for students who have visual impairments, including those with additional disabilities.

2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, (e.g., sighted readers, transcribers, aides) or who provide special materials to them.

3. The teacher knows that the attitudes, expectations, and behaviors of professionals and peers will affect the behaviors of students with visual impairments, including those with additional disabilities.

4. The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).

**Performance**
1. The teacher collaborates with parents, guardians, and other members of the community integral to the student’s learning and development.

2. The teacher clarifies the roles of paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, (e.g., readers, transcribers, aides) or who provide special materials to those students.

3. The teacher complies with FERPA.

**Standard 11: The teacher knows how to read and produce contracted and uncontracted Literary Braille and Nemeth Codes.**

**Knowledge**
1. The teacher knows and understands skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes.
2. The teacher knows and understands the rules of the Literary Braille and Nemeth Codes, including formatting.

Performance
1. The teacher applies skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes with a braille writer and slate and stylus.

2. The teacher applies the rules of the Literary Braille and Nemeth Codes when producing and adapting student work.

3. The teacher uses resources to obtain age-appropriate braille materials (e.g., APH materials, parent resources, braille production centers).
Idaho Standards for Special Education Teachers of Students Who Are Deaf/Hard of Hearing

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Knowledge**
1. The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student’s language development and learning.
2. The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.

**Performance**
1. The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.
2. The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.

3. The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Knowledge**
1. The teacher understands how hearing status may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.

2. The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.

3. The teacher understands the need for English language learning for students whose native language is American Sign Language (ASL).

4. The teacher understands the need for differentiated instruction for language learning for emergent language users.

5. The teacher understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following: communication needs; the student and family’s preferred mode of communication; linguistic needs; hearing status and potential for using auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.

**Performance**
1. The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and implanting differentiated instruction and peer interactions and communication.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**
1. The teacher understands the unique social and emotional needs of students who are deaf/hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.
2. The teacher understands that Deaf cultural factors, communication, and family influences impact classroom management of students.

3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Performance
1. The teacher designs a classroom environment to maximize opportunities for students’ visual and/or auditory access.

2. The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.

3. The teacher prepares students for the appropriate use of interpreters and support personnel.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.

2. The teacher knows the various educational placement options and how they influence a deaf/hard of hearing student’s cultural identity and linguistic, academic, social, and emotional development.

3. The teacher understands the complex facets regarding issues related to deaf/hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Performance
1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/hard of hearing.

2. The teacher educates others regarding the potential benefits, and constraints of the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher understands the role of the interpreter and the use and maintenance of assistive technology.
2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Performance
1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g., total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).

2. The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For teachers to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain the National Registry of Interpreters for the Deaf Certification (RID).

3. The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations.

3. The teacher provides instruction to students on the effective use of appropriate assistive technology.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The teacher knows specialized terminology used in the assessment of students who are deaf/hard of hearing.

2. The teacher knows the appropriate assessment accommodations.

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.

Performance
1. The teacher uses appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.

2. The teacher designs and uses appropriate formative assessment tools.
3. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.

4. The teacher uses data from assessments to inform instructional decision making to develop present levels of performance (PLOP) and IEP goals.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Knowledge**
1. The teacher knows Federal and State special education laws (IDEA).

2. The teacher knows how to develop a meaningful and compliant IEP.

**Performance**
1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students’ IEP goals, based on principles of effective instruction and performance modes.

2. The teacher implements the IEP.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Knowledge**
1. The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.

2. The teacher knows how to develop instruction that incorporates critical thinking, problem solving, and performance skills.

**Performance**
1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and the unique needs of students who are deaf/hard of hearing.

2. The teacher maintains a learning environment that facilitates the services of the educational interpreter, note taker, and other support personnel, as well as other accommodations.

3. The teacher enables students who are deaf/hard of hearing to use support personnel and assistive technology.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher knows The Code of Ethics for Idaho Professional Educators.
2. The teacher knows about laws affecting deaf/hard of hearing citizens and students.
3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.
4. The teacher is aware of the personal biases related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.
5. The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.
6. The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

Performance
1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
2. The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.
3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).
4. The teacher uses self-reflection as a means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

7. The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.

8. The teacher uses technology to enhance productivity and professionalism.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students (e.g., educational interpreters, class teachers, transliteraters, tutors, note takers, and audiologist).

2. The teacher knows of available resources.

3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.

4. The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.

Performance
1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliteraters) and agencies to meet the communication needs of students who are deaf/hard of hearing.

2. The teacher accesses and shares information about available resources with family and community.
Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of:
1. The differences in knowledge acquisition and transfer for children and adults.
2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.
3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.
4. Effective listening, oral communication, presentation skills, and expression in written communication.
5. Research and exemplary practice on “organizational change and innovation”.
6. The process of development of group goals and objectives.

Performance: The teacher leader:
1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers’ content knowledge and skills throughout professional learning.
2. Improves colleagues’ acquisition and application of knowledge and skills.
3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members’ ideas and perspectives.

4. Uses effective communication skills and processes.

5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.

6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.

**Standard 2: Accessing and Using Research to Improve Practice and Student Achievement**

*The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues’ use of appropriate research-based strategies and data-driven action plans.*

**Knowledge: The teacher leader demonstrates knowledge of:**

1. Action research methodology.

2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.

3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes.

**Performance: The teacher leader:**

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.

2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.

3. Assists with application and supports dissemination of action research findings to improve educational outcomes.
Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of:
1. The standards of high quality professional development and their relevance to improved learning.
2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
3. The role of 21st century skills and technologies in educational practice.
4. The role of shifting cultural demographics in educational practice.

Performance: The teacher leader:
1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.
3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.
4. Continually assesses the effectiveness of professional development activities and adjusts appropriately.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:
1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.
2. The Framework for Teaching, effective observation and strategies for providing instructional feedback.
3. Role and use of critical reflection in improving professional practice.

**Performance: The teacher leader:**
1. Recognizes, analyzes, and works toward improving the quality of colleagues’ professional and instructional practices.

2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.

3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.

4. Develops, leads and promotes a culture of self-reflection and reflective dialogue.

**Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.**

**Knowledge: The teacher leader demonstrates knowledge of:**
1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.

2. Use of formative and summative data to inform the continuous improvement process.

3. Analysis and interpretation of data from multiple sources.

**Performance: The teacher leader:**
1. Informs and facilitates colleagues’ selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.

2. Models use of formative and summative data to inform the continuous improvement process.

3. Informs and facilitates colleagues’ interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other).

**Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.**
Knowledge: The teacher leader demonstrates knowledge of:
1. Child development and conditions in the home, culture and community and their influence on educational processes.
2. Contextual considerations of the family, school, and community and their interaction with educational processes.
3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Performance: The teacher leader:
1. Develops colleagues’ abilities to form effective relationships with families and other stakeholders.
2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.
3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of:
1. Effective identification and interpretation of data, research findings, and exemplary practices.
2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.
3. Local, state and national policy decisions and their influence on instruction.
4. The process to impact policy and to advocate on behalf of students and the community.

Performance: The teacher leader:
1. Identifies and evaluates needs and opportunities.
2. Generates ideas to effectively address solutions/needs.
3. Analyzes feasibility of potential solutions and relevant policy context.
4. Advocates effectively and responsibly to relevant audiences for realization of opportunities.
Idaho Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the Idaho Standards for Library Science Teachers (2007) and the ALA/AASL Standards for Initial Preparation of School Librarians (2010).

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge
1. The teacher librarian is an effective teacher with knowledge of learners and learning.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.
Performance
1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.

3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.

4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge
1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of culturally significant learning experiences.

Performance
1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.

2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.
2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance
1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.

2. The teacher librarian supports flexible, open access for library services.

3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

4. The teacher librarian facilitates access to information in a variety of formats.

5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

6. The teacher librarian provides a respectful, positive, and safe climate.

7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.

8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian is familiar with a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.
5. The teacher librarian understands the process of information retrieval and resource sharing.

6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Performance
1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children’s and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian catalogs and classifies library materials using professional library standards.

5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

7. The teacher librarian administers and trains staff to ensure an effective school library program.

8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.

10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.
Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge
1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Performance
1. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

2. The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children’s and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.

5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Knowledge
1. The teacher librarian understands many methods of assessing the library program.

2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Performance
1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.

2. The teacher librarian makes effective use of data and information to assess how the library
program addresses the needs of diverse communities.

3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

**Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Knowledge**

1. The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.

2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.

3. The teacher librarian acknowledges the importance of participating in curriculum development.

**Performance**

1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.

2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.

4. The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.

6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.
Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge
1. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.

2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Performance
1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.

3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.

4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.

5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.

6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.

7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.

8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.

9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.
Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.

3. The teacher librarian understands confidentiality issues related to library records.

4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Performance
1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.

2. The teacher librarian educates the school community on the ethical use of information and ideas.

3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.

4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher librarian understands various communication and public relations strategies.
2. The teacher librarian understands the role and relationship of the school library program’s impact on student academic achievement within the context of current educational initiatives.

3. The teacher librarian recognizes the value of sharing expertise with others in the field.

Performance
1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.

2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.

3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.

4. The teacher librarian advocates for the school library program and the library profession.

5. The teacher librarian participates in decision-making groups to continually improve library services.

6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

8. The teacher librarian articulates the role and relationship of the school library program’s impact on student academic achievement within the context of current educational initiatives.

9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

10. The teacher librarian advocates for school library and information programs, resources, and services.

11. The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.
Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands the history and foundation of arts education.
2. The teacher understands the processes and content of the arts discipline being taught.
3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.
4. The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.
5. The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.
6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
8. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students’ personal and/or career interests.

Performance
1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students’ interests and experiences.
3. The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.

5. The teacher provides instruction to make a broad range of art genres and relevant to students.

6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

**Standard 6: Communication Skills**—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

**Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Knowledge**

1. The teacher understands the relationships between the arts and how the arts are vital to all content areas.

**Performance**

1. The teacher engages students in identifying relationships between the arts and other content areas.

2. The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

**Standard 8: Assessment of Student Learning**—The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

**Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Knowledge**

1. The teacher understands assessment strategies specific to the creative, process performing, and responding.

2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.

3. The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, and as well as student knowledge and performance across a comprehensive curriculum (e.g., portfolio, critique,
Performance

1. The teacher assesses students’ learning and creative processes as well as finished products work specific to creating, performing, and responding.

2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.

3. The teacher provides a variety of arts assessments to evaluate student performance.

Standard 7: Instructional Planning Skills—The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning. For the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.

2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Commitment and Responsibility — The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly...
the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher understands the importance of continued professional growth in his or her discipline regulations regarding copyright laws.

Performance
1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Standard 10: Partnerships—The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge
1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

Performance
1. The teacher promotes the arts for the enhancement of the school, and the community, and society.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment Safety and Management - The teacher creates and manages a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge
1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.
2. The teacher understands the use and management of necessary performance and exhibit technologies tools and equipment specific to his or her discipline.

Performance
1. The teacher established procedures that ensure that students have the skills and knowledge necessary to accomplish art tasks safely.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.
Idaho Standards for Drama Theatre Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Drama Theatre Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts,
tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher knows the history of theater as a form of entertainment and as a reflection of culture and society influence.

2. The teacher knows the basic history, theories, and processes of play writing, acting, and directing.

3. The teacher understands the history and process of acting and its various styles. Technical theatre/stagecraft is an essential component of theatre arts.

4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).

5. The teacher understands the theory and process of directing theater.

Performance
1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright’s intent.

2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.

3. The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.

4. The teacher is able to direct shows for public performance.

Standard 6: Communication Skills. The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance
1. The teacher demonstrates the ability to direct shows for public performance.

2. The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.
Standard 8: Assessment of Student Learning — The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Instructional Planning Skills — The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 4: Multiple Instructional Strategies — The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Commitment and Responsibility — The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of art and science of teaching.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

1. Teacher demonstrates the ability to secure performance rights for various forms of productions.

Standard 10: Partnerships — The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Learning Environment Safety and Management — The teacher creates and manages a safe, productive learning physical environment, including management of tools, supplies, equipment, and space.
Knowledge
1. The teacher understands how to safely operate safely and maintain the theatre facility.
2. The teacher understands how to safely operate safely and maintain technical theatre equipment.
3. The teacher understands OSHA and State safety standards specific to theatre discipline arts.
4. The teacher understands how to safely manage safely the requirements unique to theatre drama classroom (e.g., stage combat, choreography, blocking, rigging, etc.) arts.

Performance
1. The teacher can safely operate safely and maintain the theatre facility.
2. The teacher can safely operate safely and maintain technical theatre equipment.
3. The teacher employs OSHA and safety standards specific to the discipline arts.
4. The teacher can safely manage safely the requirements unique to theatre-drama classroom (e.g., stage combat, choreography, blocking, rigging, etc.) arts.
Idaho Standards for Music Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language has been written by a committee of content experts and adopted verbatim.

**Standard 2: Knowledge of Human Development and Learning** — The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 3: Modifying Instruction for Individual Needs** — The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 5: Classroom Motivation and Management Skills** — The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 1: Knowledge of Subject Matter** — The teacher understands the central concepts,
tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge: The teacher understands and knows how to teach:
1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Performance: The teacher is able to demonstrate and teaches:
1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

1. The teacher is able to prepare students for musical performance, including:
• Singing, alone and with others, a varied repertoire of music.
• Performing on instruments, alone and with others, a varied repertoire of music.
• Reading and notating music

2. The teacher is able to teach students how to create music, including:
• Improvising melodies, variations, and accompaniments.
• Composing and arranging music within specified guidelines.

3. The teacher is able to prepare students to respond to musical works, including the following:
• Listening to, analyzing, and describing music.
• Evaluating music and music performances.

4. The teacher is able to prepare students to make musical connections, including:
• Understanding relationships between music, the other arts, and disciplines outside the arts.
• Understanding music in relation to history and culture.

Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance
1. The teacher is able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.

Standard 8: Assessment of Student Learning—The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Instructional Planning Skills—The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1. The teacher understands and knows how to design a variety of musical learning.
opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.

**Performance**

1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education.

**Standard 4: Multiple Instructional Strategies** The teacher understands and uses a variety of instructional strategies to develop student learning.

**Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard 9: Professional Commitment and Responsibility** The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10: Partnerships** The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for Visual Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*This language was written by a committee of content experts and has been adopted verbatim.

**Standard 2: Knowledge of Human Development and Learning**—The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

**Standard 1: Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 3: Modifying Instruction for Individual Needs**—The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

**Standard 2: Learning Differences**. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 5: Classroom Motivation and Management Skills**—The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 3: Learning Environments**. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 1: Knowledge of Subject Matter**—The teacher understands the central concepts,
tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge
1. The teacher understands a variety of media, styles, and techniques in multiple art forms.

2. The teacher has knowledge of individual artists’ styles and understands the historical and contemporary movements and cultural contexts of those works.

3. The teacher understands the elements and principles of art and how they relate to quality in works of art making and art criticism.

4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.

5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist’s statement.

6. The teacher understands the value of visual arts as an expression of our culture and possible career choices they relate to everyday experiences.

Performance
1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

2. The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.

3. The teacher applies the elements and principles of art and how they relate to quality in works of art making and art criticism.

4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum.

5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.

6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.

7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.
85. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 8: Assessment of Student Learning—The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Instructional Planning Skills—The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 4: Multiple Instructional Strategies—The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Commitment and Responsibility—The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Partnerships—The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Idaho Standards for World Languages Teachers

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher knows the target culture(s) in which the language is used.
3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.
4. The teacher knows the history, arts, and literature of the target culture(s).
5. The teacher knows the current social, political, and economic realities of the countries related to the target language.
6. The teacher understands how the U.S. culture perceives the target language and culture(s).
7. The teacher understands how the U.S. is perceived by the target language culture(s).
8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.
Performance
1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

6. The teacher systematically incorporates culture into instruction.

7. The teacher incorporates discussions of the target culture’s contributions to the students’ culture and vice-versa.

8. The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge
1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.

3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

4. The teacher knows the methodologies and theories specific to second language acquisition.

5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.
Performance
1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.

3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students’ understanding and fluency.

5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge
1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

2. The teacher understands that students’ diverse learning styles affect the process of second-language acquisition.

Performance
1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

2. The teacher differentiates instruction to incorporate the diverse needs of the students’ cognitive, emotional and psychological learning styles.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Knowledge
1. The teacher understands that world languages methodologies continue to change in response to emerging research.

2. The teacher understands instructional practices that balance content-focused and form-focused learning.
3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

**Performance**
1. The teacher uses a variety of instructional strategies based on current research to enhance students’ understanding of the target language and culture.

2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

**Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills -**
The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

**Knowledge**
1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

**Performance**
1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

**Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom**

**Knowledge**
1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

**Performance**
1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.
Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Performance
1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge
1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing, and culture, which is based on a continuum.

3. The teacher understands the importance of assessing the content and the form of communication.

Performance
1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

4. The teacher appropriately assesses for both the content and form of communication.

**Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

**Knowledge**

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

4. The teacher understands the effects of second language study on first language.

**Performance**

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

3. The teacher encourages students to participate in community experiences related to the target culture.

4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
Glossary of Terms

**ACTFL Proficiency Guidelines** - a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired.


**American Council of Teachers of Foreign Languages (ACTFL)** - an organization for world language professionals of K-12 and higher education

**Content-Based Instruction (CBI)** - a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

**Critical thinking** - an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

**Form-Focused Instruction (FFI)** - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalyzed and stored as a whole in our memories.

**Scaffolding** - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

**Zone of Proximal Development (ZPD)** - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding
Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas
- Humanities *
- Psychology
- Sociology

* The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).
Idaho Foundation Standards for the Preparation of School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the “acceptable” level or above.

The following knowledge and performance statements for the Foundation Standards for School Administrators are widely recognized, but not all-encompassing or absolute, indicators that School Administrator candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Administrator’s profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

* This language was written by a committee of content experts and has been adopted verbatim. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.

Knowledge: The School Administrator:
1. Understands the importance of eliciting feedback that measures the school and community perceptions.
2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
3. Understands disciplinary policies and multiple strategies for intervention that occur prior to
removal of students.


**Performance: The School Administrator:**
1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

2. Demonstrates ability to proactively engage staff in conflict resolution.

3. Demonstrates ability to establish rules and related consequences designed to keep students safe.

4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.

6. Demonstrates ability to use data to monitor and improve school climate.

7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

**Standard 2: Communication** - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

**Knowledge: The School Administrator:**
1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2. Understands effective communication strategies.

3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

**Performance: The School Administrator:**
1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school’s vision and mission.

2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school’s departments to support effective and efficient school operations.

3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.
4. Demonstrates ability to ensure that stakeholders have meaningful input in the school’s
vision and mission, aligning with academic and social learning goals for students.

**Standard 3: Advocacy - The School Administrator advocates for education, the district and
school, teachers, parents, and students that engenders school support and involvement.**

**Knowledge: The School Administrator:**
1. Understands the importance of inviting community input and using the input to inform
decisions

2. Understands cultural diversity and its importance in the school’s learning community.

**Performance: The School Administrator:**
1. Demonstrates the ability to develop and implement opportunities for involving community
in school activities that support teaching and learning.

2. Demonstrates the ability to promote appreciation and understanding of diverse cultural
opportunities and integrate them in the school’s learning community.

**Collaborative Leadership**
An educational leader promotes the success of all students by ensuring management of the
organization, operations and resources for a safe, efficient and effective learning environment.
In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the
context of student achievement and instructional programs. He or she uses research and/or best
practices in improving the education program.

**Standard 4: Shared Leadership - The School Administrator fostering shared leadership that
takes advantage of individual expertise, strengths, and talents, and cultivates professional
growth.**

**Knowledge: The School Administrator:**
1. Understands the importance of providing staff equal access to opportunities for learning,
leadership, and advancement.

2. Understands the importance of developing and implementing distributed leadership as
part of the process of shared governance.

3. Understands the importance of developing and using Professional Learning Plans to
encourage professional growth and expand competencies.

**Performance: The School Administrator:**
1. Demonstrates the ability to use Professional Learning Plans to provide feedback on
professional behavior to teachers and other staff and remediates behavior as needed.
2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

**Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.**

**Knowledge: The School Administrator:**
1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

4. Understands the importance of clear and consistent processes and systems to manage change.

5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

**Performance: The School Administrator:**
1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

**Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.**

**Knowledge: The School Administrator:**
1. Understands emerging issues and trends impacting families, school, and community.

2. Understands available resources in the community.

3. Understands the value of transparency regarding decision making and the allocation of resources.

4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.
Performance
1. Provides rationale for decisions regarding the allocation of resources.

2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: The School Administrator:
1. Understands the roles of leadership.

2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

3. Understands the political, social, cultural, and economic systems and processes that support and impact education.

4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Performance: The School Administrator:
1. Creates and implements an individual professional learning plan.

2. Enhances leadership skills through collaboration with colleagues and professional development.

3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.


5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:
1. Understands operational policies and procedures.

2. Understands human resources management.
3. Understands sound fiscal operations principles and issues.

4. Understands facilities maintenance and principles regarding use of space and educational suitability.

5. Understands legal issues impacting personnel, management, and operations.

6. Understands ethical frameworks and perspectives.


8. Understands policies and laws related to school and district.

**Performance: The School Administrator:**
1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

**Instructional Leadership**
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

*Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.*

**Knowledge: The School Administrator:**
1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

3. Understands student growth and development.

4. Understands adult learning and professional development.

5. Understands the change process for systems, organizations, and individuals.

6. Understands the essential role of technology in education.
Performance: The School Administrator:
1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.
2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.
3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:
1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.
3. Understands the effective use of assessment and evaluation.
4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Performance: The School Administrator:
1. Provides time, space, and opportunities for instruction.
2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.
3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.
4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:
1. Understands the difference between, and the appropriate use of formative and summative assessments.
1. Understands the process for developing common formative benchmark assessments or rubrics.

2. Understands how to use data to guide student instruction and tiered intervention.

3. Understands how to identify at risk students.

4. Understands the laws and regulations associated with special student populations.

5. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

6. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

7. Understands various intervention strategies to be implemented to close achievement gaps.

8. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.

9. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

10. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance: The School Administrator:
1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

2. Has used observation and evaluation methods to supervise instructional personnel.

3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:
1. Understands that the evaluation process is used to improve instructional practice.
2. Understands the use of multiple measures of student performance data to improve classroom instruction.

3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

**Performance: The School Administrator:**
1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.

2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

3. Uses data to inform school wide professional development.

**Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.**

**Knowledge: The School Administrator:**
1. Understands laws and policies governing staff evaluation.

2. Understands the Idaho adopted framework for teaching.

3. Understands differentiated tools for evaluation of all staff.

4. Understands effective instructional supervision, evaluation, and due process.

**Performance: The School Administrator:**
1. Assesses all staff performance with accuracy and consistency.

2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

**Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.**

**Knowledge: The School Administrator:**
1. Understands laws regarding highly qualified requirements for teachers.

2. Understands laws and policies governing hiring and retaining personnel.

3. Understands multiple interview strategies and techniques for hiring teachers.
4. Understands the process and research based practices of mentoring.

**Performance: The School Administrator:**

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.

3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.
Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.

*This language was written by a committee of content experts and has been adopted verbatim.

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge
1. The superintendent understands the dynamics of systemic change within school districts.

2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

3. The superintendent knows the breadth of P-12 curriculum and instructional programs.

4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.

7. The superintendent understands the district’s role in and responsibility for employee induction, career development, and enhancement.

8. The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

10. The superintendent knows the importance of district-wide policy development and effective implementation.

11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

13. The superintendent understands the importance of developing and fostering a productive relationship with the board.

14. The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Performance
1. The superintendent promotes district-wide innovation and change through the application of systems approach.

2. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.

3. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

4. The superintendent creates a system by which all employees have opportunities to seek
career development and enhancement.

7. The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

8. The superintendent works effectively within the organizational complexity of school districts.

9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

10. The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11: High Expectations - The administrator sets high expectation for all students
academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.


Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.
Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators as they apply to special education directors.

* This language was written by a committee of content experts and has been adopted verbatim.

School Climate
An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership
An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership
An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.
Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge
1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

3. The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

4. The special education director understands the use of technology in referral processes, Individual Education Plan development, and records management.

Performance
1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

2. The special education director implements the special education processes and procedures required by federal, state and school district policies.

3. The special education director advocate for, seeks, and directs resources to meet staff, student and parent needs.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.
Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge
1. The special education director understands the concept and best practices of least restrictive environment.

2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

3. The special education director understands the importance of collaboration to provide general education targeted interventions.

Performance
1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.

2. The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge
1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

2. The special education director knows how to plan, write, implement, and access Individual Education Programs.

3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

5. The special education director understands how to use data to determine instructional
needs and to develop professional training to meet those needs.

6. The special education director understands statewide assessment policies.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.


Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.
Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and Personal/Social Development. The domains follow the 2012 American School Counselor Association (ASCA) model and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, though not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

**Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.**

**Knowledge** - School counselors should articulate and demonstrate an understanding of:
1. The organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.
2. The organizational structure and components of an effective school counseling program.
3. Barriers to student learning and use of advocacy and data-driven school counseling practices.
4. Leadership principles and theories.
5. Individual counseling, group counseling and classroom instruction.
6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.
7. Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, and advocacy.
8. Assessments relevant to K-12 education.
Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Planning, organizing, implementing and evaluating a school counseling program.
2. Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.
3. Using technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.
4. Multicultural, ethical and professional competencies.
5. Identification and expression of professional and personal qualities and skills of effective leaders.
6. Advocacy for student success.
7. Collaboration with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.
2. Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.
3. Learning theories.
4. History and purpose of school counseling, including traditional and transformed roles of school counselors.
5. Human development theories and developmental issues affecting student success.
6. District, state, and national student standards and competencies.
7. Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.
8. The three domains of academic achievement, career planning and personal/social development.
Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.

3. Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.

4. Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students’ best interests.

5. Practices within the ethical and statutory limits of confidentiality.

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Leadership principles, including sources of power and authority, and formal and informal leadership.

2. Organization theory to facilitate advocacy, collaboration and systemic change.

3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.

4. Time management, including long- and short-term management, using tools such as schedules and calendars.

5. Data-driven decision making.

6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Self-evaluation of his/her own competencies in order to formulate an appropriate professional development plan.

2. The ability to access or collect relevant data to monitor and improve student behavior and achievement.
3. The capability to create calendars to ensure the effective implementation of the school counseling program.

4. Coordination of activities that establish, maintain and enhance the school counseling program.

**Standard 4: Delivery - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.**

**Knowledge** - School counselors should articulate and demonstrate an understanding of:
1. The distinction between direct and indirect student services.
2. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.
3. Classroom management.
5. Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs (IEP and 504 Plans), religion, gender and income.
6. Responsive services (counseling and crisis response) including grief and bereavement.
7. How diagnoses and/or medication affects the personal, social, and academic functioning of students.

**Performance** - An effective school counselor is able to accomplish measurable objectives demonstrating the following:
1. Creation and presentation of a developmental school counseling curriculum addressing all students’ needs based on student data.
2. Classroom management and instructional skills.
3. Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.
4. The ability to build effective, high-quality student support programs.
5. Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.
6. The capability to provide responsive services, such as individual/small-group counseling and crisis response.
7. Participation as member of the crisis team providing assistance to the school and community in a crisis.

8. Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.

9. Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.

10. The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.

11. Understanding and knowledge regarding how to provide supervision for school counseling interns consistent with the principles.

12. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement.
Idaho Standards for School Nurses

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the school nursing profession is a candidate’s disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

**Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.**

**Knowledge**
1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.

2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.

3. The school nurse understands how to access research and interpret data applicable to the school setting.

**Performance**
1. The school nurse conducts ongoing evaluations of school nursing practice.

2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.

3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

**Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.**
Knowledge
1. The school nurse understands how to improve knowledge and competency in school nursing practice.

2. The school nurse knows how to self-assess professional nursing practice.

3. The school nurse knows how to access professional resources that support school nursing practice.

4. The school nurse knows about the professional organizations that support the nursing practice.

Performance
1. The school nurse participates in professional development related to current clinical knowledge and professional issues.

2. The school nurse seeks and acts on constructive feedback regarding professional development.

3. The school nurse pursues professional development as related to professional and program goals.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge
1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.

2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.

3. The school nurse knows how to document appropriately.

Performance
1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge
1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.
Performance
1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Knowledge
1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.

2. The school nurse knows how to advocate for students and families.

Performance
1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.

2. The school nurse acts as an advocate for students and families.

3. The school nurse delivers care in a manner that is sensitive to student diversity.

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education.

Knowledge
1. The school nurse understands developmentally appropriate health education.

2. The school nurse understands the influence of family dynamics on student achievement and wellness.

3. The school nurse understands that health instruction within the classroom is based on learning theory.

4. The school nurse understands child, adolescent, family, and community health issues.

5. The school nurse understands how health issues impact student learning.

Performance
1. The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.

2. The school nurse participates in the assessment of health education and health instructional needs of the school community.
3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.

4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.

5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.

6. The school nurse assists students in changing high-risk behaviors through education and referral.

**Standard 7: Program Management - The school nurse is a manager of school health services.**

**Knowledge**
1. The school nurse understands the principles of school nursing management.

2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).

3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.

4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

**Performance**
1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.

2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.

3. The school nurse demonstrates leadership skills to utilize human resources efficiently.

4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.

5. The school nurse uses appropriate technology in managing school health services.
Idaho Standards for School Psychologists

The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Psychology profession is a candidate’s disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress as it relates to educational and social emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.

Knowledge
1. The school psychologist understands traditional standardized norm-referenced assessment instruments.
2. The school psychologist understands alternative assessment approaches (e.g., curriculum-based, portfolio, ecological).
3. The school psychologist knows understands non-test assessment procedures (e.g., observation, diagnostic interviewing, reviewing records).
4. The school psychologist understands the application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.
5. The school psychologist understands correct interpretation and application of assessment data.
6. The school psychologist understands the use of assessment data as it applies to the process of transitions at Pre-K through age 21 development levels.

Performance
1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.
2. The school psychologist translates assessment results into the design, implementation, and accountability of empirically supported instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics.

3. The school psychologist uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.

4. The school psychologist interprets and synthesizes assessment information from a variety of sources.

**Standard 2: Consultation and Collaboration - the school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.**

**Knowledge**
1. The school psychologist understands varied methods of consultation in psychology and education (e.g. behavioral, problem-solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.

2. The school psychologist understands methods for effective consultation and collaboration that link home, school, and community settings.

3. The school psychologist understands factors necessary for effective interpersonal communication.

4. The school psychologist understands how to communicate effectively in oral and written form.

**Performance**
1. The school psychologist uses effective consultation and collaboration methods to develop a climate in which consensus can be achieved to promote positive student outcomes.

2. The school psychologist consults and collaborates effectively in the planning, problem solving, and decision-making processes to design, implement, and evaluate educational and mental health services with respect for cultural and linguistic diversity.

3. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.

4. The school psychologist effectively communicates information in oral and written form for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.
Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction, while considering biological, cultural, linguistic, and social influences on educational progress.

Knowledge
1. The school psychologist understands human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.

2. The school psychologist understands empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of students with diverse backgrounds and characteristics.

3. The school psychologist understands evidence-based curriculum and instructional strategies that facilitate students’ academic achievement.

4. The school psychologist understands how to develop appropriate educational goals for students with different ability levels and cultural/social backgrounds.

5. The school psychologist understands techniques assess learning and instruction for using data in decision making, planning, and progress monitoring.

Performance
1. The school psychologist assists in achieving academic outcomes, such as classroom instructional support, literacy strategies, home and school collaboration, instructional consultation, and other evidenced-based practices.

2. The school psychologist uses assessment and data-collection methods to assist in developing appropriate educational goals for students with diverse abilities and backgrounds.

3. The school psychologist assists in promoting the use of evidence-based interventions with fidelity.

Standard 4: Student Diversity in Development and Learning - The school psychologist understands that an individual’s development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.

Knowledge
1. The school psychologist understands individual differences, abilities, and other diverse characteristics.

2. The school psychologist understands principles and research related to diversity factors for students, families, and schools, including factors related to culture, context, individual, and role differences.
3. The school psychologist understands empirically supported strategies to enhance educational services for students and families and effectively address potential influences on learning related to diversity.

4. The school psychologist understands the diversity of the continuum of educational development for students ages three through 21, including all educational service transitions.

**Performance**

1. The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.

2. The school psychologist collaborates to address individual differences, strengths, backgrounds, and needs in providing services to improve educational and mental health outcomes for students.

3. The school psychologist provides culturally competent and effective practices in all areas of school psychology service delivery.

*Standard 5: Legal, Ethical, and Professional Practice – The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.*

**Knowledge**

1. The school psychologist understands the history and foundations of school psychology.

2. The school psychologist understands multiple service models and methods.

3. The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.

4. The school psychologist understands current federal and state statutes and regulations pertaining to educational services.

5. The school psychologist understands self-evaluation methods to determine areas for continuing professional development.

**Performance**

1. The school psychologist provides services consistent with ethical, legal, and professional standards.

2. The school psychologist engages in ethical and professional decision-making.

3. The school psychologist collaborates with and consults other professionals regarding legal and ethical educational practices.
4. The school psychologist applies professional work characteristics for effective practice, including respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability.

5. The school psychologist demonstrates legal and ethical practices in communication and the use of technology.

6. The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.

**Standard 6: School-Wide Practices to Promote Learning - The school psychologist understands the unique organization and culture of schools and related systems.**

**Knowledge**
1. The school psychologist understands school and multi-tiered systems’ structure, organization, and theory.

2. The school psychologist understands general and special education.

3. The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

**Performance**
1. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for students and others.

2. The school psychologist utilizes data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.

**Standard 7: Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands human development and psychopathology, including biological, cultural, and social influences.**

**Knowledge**
1. The school psychologist understands biological, cultural, developmental, and social influences on learning, behavior, mental health, and life skills.

2. The school psychologist understands techniques to assess socialization, mental health, and life skills and methods for using data in decision making, planning, and progress monitoring.

3. The school psychologist understands evidence-based supported strategies to promote social-emotional functioning and mental health.
Performance
1. The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.

2. The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.

3. The school psychologist uses empirically supported strategies to collaboratively develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to student’s mental health, socialization, and learning.

Standard 8: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.

Knowledge
1. The school psychologist understands principles and research related to resilience and risk factors in learning and mental health.

2. The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.

Performance
1. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental health, safety, physical well-being, and resilience through protective and adaptive factors.

2. The school psychologist, in collaboration with others, demonstrates skills to implement and/or evaluate effective crisis preparation, response, and recovery.

3. The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.

Standard 9: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge
1. The school psychologist understands the characteristics of families, family strengths and needs, family culture, and family–school interactions that impact student development.
2. The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students’ academic, motivational, behavioral, mental health, and social characteristics.

3. The school psychologist understands empirically supported strategies to support family influences on student learning, socialization, and mental health.

4. The school psychologist understands methods to develop collaboration between families, schools, and community agencies.

Performance
1. The school psychologist demonstrates skills, in collaboration with others, to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.

2. The school psychologist uses empirically supported strategies to promote effective collaboration and partnerships among parents, schools, and community agencies regarding student learning, socialization, and mental health.

Standard 10: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge
1. The school psychologist understands research design, statistics, measurement, varied data-collection and analysis techniques.

2. The school psychologist understands statistical and other data analysis techniques sufficient for interpretation of research and data in applied settings.

3. The school psychologist understands program evaluation methods at the individual, group, and systems levels.

Performance
1. The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.

2. The school psychologist provides assistance in educational settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.

3. The school psychologist demonstrates skills in using various techniques and technology resources, in collaboration with others, for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
Idaho Standards for School Social Workers

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. These standards were adapted from the 2008 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, the National Association of Social Workers (NASW) School Social Work Standards, and the School Social Work Association of America’s National School Social Work Model: Improving Academic and Behavioral Outcomes. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Social Work profession is a candidate’s disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

**Standard 1: Foundations of the professional school social worker** - The competent school social worker is an advanced practitioner trained in mental health with a masters degree in social work, who provides services related to a person’s social emotional and life adjustment to school and/or society. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students’ academic and social success.

**Knowledge** - The competent school social worker:
1. Understands that school social work is an area of concentration built on the knowledge and competencies of graduate level social work education.
2. Understands how to improve academic and behavioral outcomes of students.
3. Possesses skills and knowledge to ensure the delivery of scientifically supported services.
4. Knows how to promote a positive school climate and culture.
5. Knows how to maximize school-based and community resources.
6. Understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.

**Performance** - The competent school social worker:
1. Uses knowledge to improve academic and behavioral outcomes of students.
2. Utilizes skills and knowledge to ensure the delivery of scientifically supported services.
3. Promotes a positive school climate and culture.
4. Maximizes school-based and community resources.

5. Synthesizes and applies a broad range of interdisciplinary and multidisciplinary knowledge and skills.

**Standard 2: Engagement, Assessment, Intervention, and Evaluation - The competent school social worker engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations and communities for the enhancement of student learning and the educational system.**

**Knowledge** - The competent school social worker:

1. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.

2. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.

3. Understands how to help students work cooperatively and productively.

4. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

5. Understands dispute resolution strategies.

6. Is familiar with the diagnostic tools used by other professionals in the school.

7. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:
   a. The child’s physical, cognitive, and social-emotional development.
   b. Family history and factors that influence the child’s overall functioning.
   c. The child’s behavior and attitude in different settings.
   d. Patterns of interpersonal relationships in all spheres of the child’s environment.
   e. Patterns of achievement and adjustment at critical points in the child’s growth and development.
   f. Adaptive behavior and cultural factors that may influence learning; understands the relationship between assessment, eligibility, and placement decisions, including the development of Accommodation, Behavior, Response to Intervention (RTI) and Individualized Education Plans (IEP).
Performance - The competent school social worker:
1. Substantively and effectively builds relationships with individuals, families, groups, organizations, and communities.
2. Uses empathy and other interpersonal skills.
3. Develops a mutually agreed-on intervention goals and objectives.
4. Collects, organizes, and interprets student data.
5. Assesses student and family strengths and limitations with the goal of improving student social, emotional, behavioral, and academic outcomes.
6. Selects and utilizes appropriate intervention strategies.
7. Initiates actions to achieve student learning outcomes.
8. Implements prevention interventions that enhance student and family capacities.
9. Helps students and families resolve problems.
10. Negotiates, mediates, and advocates for students, families and the school system.
11. Plans for and facilitates transitions and termination of services.
13. Uses diverse interview techniques and written communication with all persons within the student's environment.
14. Mobilizes the resources of the school and community to meet the needs of students and their families.
15. Assists in establishing expectations for student learning consistent with students’ strengths and educational goals.

Standard 3: Knowledge of human behavior and the social environment - The competent school social worker is knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. School social workers apply pertinent theories and knowledge to understand biological, social, cultural, psychological, and spiritual development.

Knowledge - The competent school social worker:
1. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
2. Understands the effects of mental illness on students’ ability to participate in learning.

3. Understands the person-in-environment context of social work.

4. Understands the effects of biological, spiritual, legal, social, and cultural factors on human development and social functioning.

5. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.

6. Understands strength-based assessments and practices that support growth and development.

7. Understands the social-developmental history with its focus on the student's functioning within the educational environment.

8. Understands principles of and strategies for effective behavior, emotional and social management within the school environment.

9. Understands how people’s attitudes within the educational environment influence behavior of individuals.

10. Understands the importance of parents'/guardians’ participation in fostering students’ positive development.

11. Understands the goals and objectives of educational organizations.

12. Understands how service learning and volunteerism promote the development of personal and social responsibility.

**Performance - The competent school social worker:**

1. Utilizes the human behavior in the social environment framework to guide processes of assessment, intervention, and evaluation with individuals, groups, families, and school system.

2. Critiques and applies knowledge to understand students in their educational, family and community environments.

3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, psychosocial, and legal factors that affect children's learning.

4. Develops and implements empirically-based prevention and intervention plans that enable the child to “respond to intervention” (RTI).
5. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.

6. Provides crisis intervention counseling and other services to the school community.

7. Provides consultation to teachers, administrators, parents, and community agencies.

8. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students’ educational planning conferences, and conferences with parents.

9. Implements appropriate areas of student IEP, accommodation, and behavior plans.

10. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

Standard 4: Policy practice - The competent school social worker advances social and economic well-being and delivers effective social work services in the educational setting. School social workers, as systems’ change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students.

Knowledge - The competent school social worker:
1. Understands the interdisciplinary approach to service delivery within the educational environment.

2. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.

3. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student’s educational functioning.

4. Understands the school’s role within the context of the larger community.

5. Understands the importance of audience and purpose when selecting ways to communicate ideas.

6. Understands how to work with administrators and other school personnel to make changes within the school.

7. Understands the organization and operation of safe school systems.

8. Understands school policies and procedures as they relate to student learning, safety and well-being.
Performance - The competent school social worker:
1. Analyzes, formulates, and advocates for policies that advance social well-being for students, families, and school system.
2. Collaborates with colleagues and clients for effective policy action.
3. Educates students and parents about school, State, and Federal policies and statutes and accompanying rights and responsibilities.
4. Identifies and addresses gaps in services for students and families.
5. Engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Standard 5: Environmental contexts that shape practice - Competent school social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. They recognize that the educational settings are dynamic, and use knowledge and skills to respond proactively.

Knowledge - The competent school social worker:
1. Understands systems theories as they relate to classrooms, schools, families, and community.
2. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.
3. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.
4. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
5. Understands how to integrate and use technology for assessments, interventions, and information management.
6. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.
7. Understands how to facilitate a collaborative relationship between general and special education systems to promote a unified system of education.
Performance - The competent school social worker:
1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service.

2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

3. Facilitates collaborative relationships between general and special education systems to promote a unified system of education.


5. Integrates and uses technology for assessments, interventions, and information management.

Standard 6: Empirically based practice - The competent school social worker engages in research-informed practice and practice-informed research. School social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery in the educational setting.

Knowledge - The competent school social worker:
1. Understands empirically-based methods of individual, group, family, and crisis counseling.

2. Understands empirically-based methods of social work service delivery.

3. Understands the process of needs assessment, referral, and resource development.

4. Understands quantitative and qualitative research.

5. Understands scientific and ethical approaches to building knowledge.

6. Understands the use of empirically based assessment and evaluation results to develop student interventions.

Performance - The competent school social worker:
1. Uses practice in the educational setting to inform future research activities.

2. Uses research evidence to inform practice in assessment, prevention, intervention and evaluation with individuals, groups, families, and the school system.

3. Uses evidence based knowledge in the development and implementation of accommodation, behavioral, RTI, and IEP plans.
4. Collects, interprets and uses data in interdisciplinary collaboration to develop and foster academic achievement.

5. Involves students in self-assessment activities to help them become aware of their strengths and needs to establish and attain their goals.

**Standard 7: Advocacy - The competent school social worker advances student, family and human rights for social and economic justice within educational settings. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.**

**Knowledge - The competent school social worker:**

1. Understands methods of advocacy on behalf of individuals, families, and school systems.

2. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.

3. Understands the need to improve access to services and resources.

4. Understands the forms and mechanisms of oppression and discrimination and how these factors impact student learning.

5. Recognizes the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights within the academic setting.

**Performance - The competent school social worker:**

1. Advocates for student, family and human rights and social and economic justice.

2. Engages in practices that advance social and economic justice.

3. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.

4. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.

5. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

6. Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.
Standard 8: Diversity and cultural competence - The competent school social worker understands how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Knowledge - The competent school social worker:
1. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
2. Understands the broad range of backgrounds and experiences that shape students’ approaches to learning.
3. Understands how students' success is influenced by prior learning and the diversity factors listed above.
4. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
5. Understands the issues of second language acquisition and the immigrant experience.
6. Understands ways in which similar behaviors may have different meanings to people in different cultures.
7. Understands that, as a consequence of difference and diversity, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Performance - The competent school social worker:
1. Considers the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power.
2. Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Communicates their understanding of the importance of difference in shaping life, learning and educational experiences.
4. Actively learns from and engages those with whom they work.
5. Considers how these factors impact student learning, academic success and achievement.

Standard 9: Critical Thinking - The competent school social worker is knowledgeable about the principles of logic, scientific inquiry, and professional judgment and their implications to student learning.
Knowledge - The competent school social worker:
1. Understands how to analyze the usefulness of knowledge in specific situations.
2. Understands how synthesis and communication of relevant information is pertinent to the educational setting.
3. Understands how to integrate content knowledge for service delivery.
4. Understands theories and methods of communication.

Performance - The competent school social worker:
1. Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.
2. Uses critical thinking and professional judgment augmented by creativity and curiosity in decision making.
3. Analyzes models of assessment, prevention, intervention, and evaluation.
4. Synthesizes and communicates relevant information as it pertains to the learning environment.
5. Uses supervision and consultation to determine best practice service delivery.
6. Utilizes theories and appropriate methods of communication when engaging a variety of audiences.

Standard 10: Ethical Practice - The competent school social worker conducts themselves ethically by applying ethical principles to guide professional practice and decision making within the educational setting.

Knowledge - The competent school social worker:
1. Understands federal and state laws and regulations as they pertain to ethical school social work practice.
3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).
4. Understands the value base of the profession, its ethical standards, and relevant law.
Performance - The competent school social worker:
1. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on confidentiality, and students’ and families’ rights.

2. Models and promotes ethical practices for confidential communication.

3. Manages personal values in a way that allows professional values to guide practice.


5. Tolerates ambiguity in resolving ethical conflicts.

6. Applies strategies of ethical reasoning to arrive at principled decisions.

7. Collaborates with other educational professionals in an interdisciplinary and ethical manner.

Standard 11: Identifies as a professional school social worker and conducts oneself accordingly - School social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

Knowledge - The competent school social worker:
1. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.

2. Understands and develops skills in advocacy, case management, classroom groups, community organization, consultation and in-service training.

3. Understands the role of mandated reporters and the function of the State’s child welfare agency and law enforcement interaction.

4. Understands the importance of active participation and leadership in professional education and social work organizations.

5. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.

6. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.

7. Understands the significance of social work history.

Performance - The competent school social worker:
1. Advocates for student and family access to social work services in the educational setting.

3. Attends to professional roles and boundaries within the context of the educational setting.

4. Demonstrates professional demeanor in behavior, appearance, and communication.

5. Engages in career-long learning.

6. Uses supervision and consultation.

7. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.

8. Participates in professional activities and organizations that promote and enhance school social work practice.
SUBJECT
Proposed Rule - IDAPA 08.02.02.111, Rules Governing Uniformity, Bullying, Harassment and Intimidation Prevention and Response.

REFERENCE
August 2015  Board approved a proposed rule regarding bullying, intimidation, and harassment. The proposed rule was not submitted for publication by the Department and the rulemaking was vacated.
February 18, 2016  Board approved a temporary rule regarding bullying, intimidation, and harassment.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1631, Idaho Code

BACKGROUND/DISCUSSION
Section 33-1631, Idaho Code, requires school districts and public charter schools to implement measures intended to prevent, identify and respond to bullying, harassment and intimidation. The requirements include:
- School districts and charter schools annually disseminate information to school personnel, parents and students information on harassment, intimidation and bullying;
- Ongoing professional development to school staff to prevent, identify and respond to bullying, harassment and intimidation;
- Graduated consequences in district policy for these types of incidences; and,
- School districts and charter schools annually report to the State Department of Education on these incidences.

Additionally, the statute requires the Board establish the provision of ongoing professional development, district policy guidelines, and the manner in which bullying incidents are to be reported to the State Department of Education through the promulgation of administrative rules. This proposed rule will make permanent the temporary rule which was passed in February 2016. The language has not been changed.

This proposed rule was vetted through the negotiated rulemaking process in which we conducted six meetings throughout the state in April 2016. The limited feedback we received was either for clarification or in favor of the rule.

IMPACT
It is expected this rule will result in a minimal fiscal impact.
ATTACHMENTS
Attachment 1- Proposed rule changes to IDAPA 08.02.02.111, Rules Governing Uniformity-Bullying, Harassment, and Intimidation Prevention and Response

STAFF COMMENTS AND RECOMMENDATIONS
Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

No changes have been made to the rule from the version approved by the Board at the February 2016 Board meeting as a temporary rule. Staff recommends approval.

BOARD ACTION
I move to approve the Proposed Rule amendment to IDAPA 08.02.02, creating a new section 111, Rules Governing Uniformity, Bullying, Harassment and Intimidation Prevention, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
111. **BULLYING, HARASSMENT AND INTIMIDATION PREVENTION AND RESPONSE.**

01. **Dissemination of Information.** School districts and charter schools shall make reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students.

02. **Professional Development.** The content of ongoing professional development for school staff related to bullying, harassment and intimidation shall include:

   a. School philosophy regarding school climate and student behavior expectations;

   b. Definitions of bullying, harassment, and intimidation;

   c. School prevention strategies or programs including the identification of materials to be distributed annually to students and parents;

   d. Expectations of staff intervention for bullying, harassment, and intimidation;

   e. School process for responding to bullying, harassment, and intimidation including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services and parental involvement; and

   f. Other topics as determined appropriate by the school district or charter school.

03. **Graduated Consequences.** Graduated consequences for a student who commits acts of bullying, harassment, and intimidation shall include a series of measures proportional to the act(s) committed and appropriate to the severity of the violation as determined by the school board of trustees, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences should be in accordance with the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance.

   a. Graduated consequences may include, but are not limited to:

   i. Meeting with the school counselor;

   ii. Meeting with the school principal and student’s parents or guardian;

   iii. Detention, suspension or special programs; and

   iv. Expulsion.

   b. The graduated consequences are not intended to prevent or prohibit the referral of a student who commits acts of harassment, intimidation or bullying to available outside counseling services, and/or to law enforcement pursuant to Section 18-917A, Idaho Code.

   c. Students with disabilities may be afforded additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act; school districts and charter schools shall comply with applicable state and federal law when disciplining students with individualized education plans.
programs (IEPs) or 504 plans for committing acts of bullying, harassment, and intimidation.

04. **Intervention.** School district and charter school employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying. Intervention shall be reasonably calculated to:

a. Correct the problem behavior;

b. Prevent another occurrence of the problem;

c. Protect and provide support for the victim of the act; and

d. Take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

05. **Reporting.** Annual reporting will occur at the end of the school year through an aggregate report identifying the total number of bullying incidents by school districts and charter schools, grade level, gender, and repeat offenders. The State Department of Education shall provide school districts and charter schools with the guidelines and forms for reporting.
SUBJECT
Proposed Rule- IDAPA 08.02.03.004.01 and 08.02.03.109, Rules Governing Thoroughness, incorporating by reference the Idaho Special Education Manual and updating other special education language in rule

REFERENCE
August 2010 Board approved a temporary and proposed rule amending IDAPA 08.02.03.109 regarding the Special Education Individualized Education Programs.

December 18, 2014 Board approved changes to the Idaho Special Education Manual.

January 22, 2015 Board approved a temporary rule amending IDAPA 08.02.03.109 amending the timelines required for initial evaluations and determination of eligibility requirements.


November 30, 2015 Board approved a pending rule docket 08-0203-1508 amending subsection 109 to bring the rule in compliance with IDEA/IEP timelines. The Board approved a pending rule incorporating the Special Education Manual into Administrative Code. Due to an error in the rulemaking process the pending rule was invalid and rejected by the 2016 Idaho Legislature.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-2002, Idaho Code
IDAPA 08.02.03.109 Rules Governing Thoroughness, Special Education Individuals with Disabilities Education Act, 34 CFR 300

BACKGROUND/DISCUSSION
This proposed rule would incorporate into Administrative Code the Idaho Special Education Manual. While the manual is mentioned in Idaho Administrative Rule, it had not been formally Incorporated by Reference. The manual meets the Individuals with Disabilities Education Act requirement of 20 US Code Section 1412 and is consistent with other state and federal regulations regarding the education of individuals with disabilities.

Amendments to the manual since the December 2014 approval include:
• Changing the manual to reflect federal guidance about confidentiality agreements;
• Removing reference to No Child Left Behind due to the passage of the Every Student Succeeds Act (ESSA);
• Removing outdated reference to psychosocial rehabilitation;
• Changing references to highly qualified teacher to align with ESSA;
• Clarifying language regarding Idaho’s 10-day rule for parents objections to a district’s proposal for an Individual Educational Program;
• Adding additional resources to the Procedural Safeguards Notice and making introduction more parent friendly;
• Removed references to the Appendices that are no longer attached to the manual; and
• Fixing typos throughout document.

Additionally, several revisions within IDAPA 08.02.03.109 regarding Special Education are needed to comply with federal regulations as well as to clarify language and update the rule to reflect current practice. Changes would clarify the scope of the 10-day rule for objection to a change in an individualized education program or placement and would align mediation procedures with federal regulations.

This proposed rule was vetted through the negotiated rulemaking process in which the State Department of Education (SDE) conducted six meetings throughout the state in April 2016. Two comments were received, both of which were considered and resulted in the modification of the manual.

IMPACT

Updates to the manual will bring it into compliance with federal regulations and into alignment with current national practices regarding the education of students with disabilities.

ATTACHMENTS

Attachment 1- Proposed changes to IDAPA 08.02.03.004.01 and 08.02.03.109
Attachment 2- Revised Idaho Special Education Manual

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

Staff recommends approval.
BOARD ACTION

I move to approve the revised Idaho Special Education Manual as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the Proposed Rule amendment to IDAPA 08.02.03.004 and 08.02.03.109, Rules Governing Thoroughness, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule:

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.

   a. Driver Education, as revised and adopted on August 21, 2008.
   b. Health, as revised and adopted on April 17, 2009.
   c. Humanities Categories:
      i. Art, as revised and adopted on April 17, 2009;
      ii. Dance, as revised and adopted on April 17, 2009;
      iii. Drama, as revised and adopted on April 17, 2009;
      iv. Interdisciplinary, as revised and adopted on April 17, 2009;
      v. Music, as revised and adopted on April 17, 2009;
      vi. World languages, as revised and adopted on April 17, 2009;
   d. English Language Arts, as revised and adopted on August 11, 2010.
   e. Limited English Proficiency, as revised and adopted on August 21, 2008.
   f. Mathematics, as revised and adopted on August 11, 2010.
   g. Physical Education, as revised and adopted on April 17, 2009.
   h. Science, as revised and adopted on April 17, 2009.
   i. Social Studies, as revised and adopted on April 17, 2009.
   j. Information and Communication Technology, as revised and adopted on April 22, 2010.


03. The Limited English Proficiency Program Annual Measurable Achievement Objectives
(AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)


06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-12)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)


(BREAK IN CONTINUITY OF SECTIONS)

109. SPECIAL EDUCATION.

01. Definitions. The following definitions apply only to Section 109 of these rules. (4-5-00)

a. Adult Student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (4-5-00)

b. Department. State Department of Education. (4-5-00)

c. Due Process Hearing. An administrative hearing that is conducted to resolve disputes. (3-29-10)

i. Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (3-29-10)

ii. For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (3-29-10)

d. Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (4-5-00)
e. Governing Special Education Requirements. Sections 33-201, 33-2001 through 2002, 33-2004 through 2005, and 33-2010, Idaho Code; Section 109 of these rules; the Individuals with Disabilities Education Act (IDEA), Parts A and B, (20 U.S.C., Sections 1400-1419); IDEA Regulations (34 C.F.R. Part 300); Idaho Special Education Manual; and special education case law that sets precedence in Idaho. (3-29-10)

f. Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements. (3-29-10)

g. Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student. (4-5-00)

02. Legal Compliance. The State Department of Education and education agencies shall comply with all governing special education requirements. (4-5-00)

a. The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (4-5-00)

b. The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (4-5-00)

c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (4-5-00)

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it:

i. Is an accredited school or a licensed rehabilitation center; and (4-5-00)

ii. Meets minimum health, fire and safety standards; and (4-5-00)

iii. Is nonsectarian; and (4-5-00)

iv. Provides special education services consistent with governing special education requirements. (4-5-00)

v. Any private school or facility aggrieved by the Department’s final decision may appeal that decision to the State Board of Education. (4-5-00)

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the Bureau of Occupational Licensing. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual
available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years.

(4-5-00)

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education.

(4-5-00)

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act.

(4-5-00)

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate.

(4-5-00)

03. Eligibility for Special Education. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension.

(4-7-11)

04. Individualized Education Programs. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed.

(3-25-16)

a. IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal.

(4-5-00)

b. Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student’s educational program may place a minority report in that student’s file. A minority report shall not prevent implementation of an IEP team decision.

(4-5-00)

c. The IEP team shall determine the student’s placement in the least restrictive environment.

(5-3-03)

d. At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if:

(4-5-00)

i. The child is ages three (3) through five (5), and

(4-5-00)

ii. The child’s parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and

(4-5-00)

iii. The child’s parents provide written consent to use the IFSP, and

(4-5-00)

iv. The IFSP is developed in accordance with IDEA Part B policies and procedures.

(3-29-10)
v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (4-5-00)

e. When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (4-5-00)

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

05. Procedural Safeguards. Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act. (8-4-99)

a. If a parent or adult student disagrees with an individualized education program change or placement change proposed by the district (IEP) team’s proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed change IEP. If the written objection is emailed, postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed change IEP, the proposed change cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student while the parties work to resolve the dispute. Informal methods such as additional dispute Parties may choose to hold additional IEP team meetings which may be facilitated by the State Department of Education (SDE) or request voluntary mediation may be used to resolve the disagreement through the SDE. If these methods fail or are refused, the education agency may request the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed by the parents or adult student, during which time the student shall remain in the current educational placement during the pendency of any administrative or judicial proceeding, unless the district/adult student agree otherwise to obtain a hearing officer’s decision regarding the proposed change. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures, or to challenge an eligibility/identification determination. (4-5-00)(____)

b. Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department shall be responsible for compensating the mediator. All mediation participants shall be required to sign a confidentiality pledge. All mediation participants will receive a copy of the Notification of Mediation Confidentiality form. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (3-29-10)(____)

c. The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency’s board of trustees or other governing body of the request. The education agency shall immediately notify the Department’s Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (3-29-10)
d. The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (4-5-00)

e. Due process hearings shall be conducted pursuant to IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General,” Individuals with Disabilities Education Act (IDEA) requirements, and the Idaho Special Education Manual, incorporated by reference in Section 004 of this rule. In case of any conflict between the IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General” and the IDEA, the IDEA shall supersede the IDAPA 04.11.01, and IDAPA 04.11.01 shall supersede the Idaho Special Education Manual.

f. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested, unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing, unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education. (4-5-00)

g. The hearing officer’s decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer’s decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty-two (42) calendar days from the date of issuance of the hearing officer’s decision. (4-5-00)

h. During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the U.S. Department of Education’s Americans with Disabilities Act (ADA) Committee for resolution. (4-5-00)

i. During the pendency of any due process hearing or civil appeal the child’s educational placement shall be determined by the Individuals with Disabilities Education Act “stay put” requirements. (4-5-00)

j. A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an independent educational evaluation (IEE) is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student’s right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency’s cost criteria, and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer’s decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency’s expense. (4-5-00)

k. Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (4-5-00)
SPECIAL EDUCATION MANUAL 20156

Division Department of Special Education

Approved by the State Board of Education
December 18, 2014 June 16, 2016

IDAPA 08.02.03.004.10
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 developed by the State Department of Education (SDE) and offered to local education agencies (LEA) for adoption. This Manual has been approved by the State Board of Education, meets the IDEA eligibility requirement of 20 U.S.C. Section 1412, and is consistent with state and federal laws, rules, regulations, and legal requirements.

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 this Manual.

This document was developed and printed by the Idaho State Department of Education using grant funds from the Individuals with Disabilities Education Act, PR/Award #H027A080088A.
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January June 2015
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2015 Idaho Special Education Manual

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Melanie Reese  Committee Chair and Editor
Lily Robb  Administrative Assistant, Program Specialist, SDE
### Acronyms and Abbreviations

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<tr>
<th>Acronym</th>
<th>Definition</th>
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<tr>
<td>Section 504</td>
<td>Section 504 of the Rehabilitation Act of 1973</td>
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<tr>
<td>ABS</td>
<td>American Association on Mental Retardation Adaptive Behavior Scale</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<tr>
<td>A.D.A.</td>
<td>Average Daily Attendance</td>
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<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
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<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
</tr>
<tr>
<td>ADR</td>
<td>Alternative Dispute Resolution</td>
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<tr>
<td>APR</td>
<td>Annual Performance Report</td>
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<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
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<td>ASHA</td>
<td>American Speech/Language Hearing Association</td>
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<tr>
<td>AT</td>
<td>Assistive Technology</td>
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<tr>
<td>ATRC</td>
<td>Assistive Technology Resource Center</td>
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<tr>
<td>AU</td>
<td>Autism</td>
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<tr>
<td>AYP</td>
<td>Adequate Yearly Progress</td>
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<tr>
<td>BIP</td>
<td>Behavioral Intervention Plan</td>
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<tr>
<td>CADRE</td>
<td>[National] Center on Dispute Resolution in Special Education</td>
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<tr>
<td>CALP</td>
<td>Cognitive Academic Language Proficiency</td>
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<tr>
<td>CAP</td>
<td>Corrective Action Plan</td>
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<tr>
<td>CBM</td>
<td>Curriculum-Based Measurement</td>
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<tr>
<td>CDC</td>
<td>Child Development Center</td>
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<tr>
<td>CEC</td>
<td>Council for Exceptional Children</td>
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<tr>
<td>CEIS</td>
<td>Comprehensive Early Intervening Services</td>
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<tr>
<td>C.F.R.</td>
<td>Code of Federal Regulations</td>
</tr>
<tr>
<td>CI</td>
<td>Cognitive Impairment (see Intellectual Disability)</td>
</tr>
<tr>
<td>CIP</td>
<td>Continuous Improvement Plan</td>
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<td>Acronyms and Abbreviations</td>
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<tr>
<td>CLD</td>
<td>Culturally or Linguistically Diverse</td>
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<tr>
<td>DB</td>
<td>Deaf-Blindness</td>
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<tr>
<td>DD</td>
<td>Developmental Delay</td>
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<tr>
<td>DDA</td>
<td>Developmental Disabilities Agency</td>
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<td>DHW</td>
<td>Department of Health and Welfare</td>
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<td>DJC</td>
<td>Department of Juvenile Corrections</td>
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<tr>
<td>DMA</td>
<td>Direct Math Assessment</td>
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<td>DOC</td>
<td>Department of Correction</td>
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<td>DP</td>
<td>Due Process</td>
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<td>DR</td>
<td>Dispute Resolution</td>
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<td>DRI</td>
<td>Disability Rights Idaho</td>
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<td>DSM</td>
<td>Diagnostic Services Manual</td>
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<td>DWA</td>
<td>Direct Writing Assessment</td>
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<td>ECR</td>
<td>Early Complaint Resolution</td>
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<td>ECSE</td>
<td>Early Childhood Special Education</td>
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<tr>
<td>ED</td>
<td>Emotional Disturbance</td>
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<tr>
<td>ENT</td>
<td>Ear, Nose and Throat</td>
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<tr>
<td>ESEA</td>
<td>Elementary and Secondary Education Act</td>
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<tr>
<td>ESSA</td>
<td>Every Student Succeeds Act</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>ESY</td>
<td>Extended School Year</td>
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<tr>
<td>FAE</td>
<td>Fetal Alcohol Effect</td>
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<td>FAPE</td>
<td>Free and Appropriate Public Education</td>
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<td>FAS</td>
<td>Fetal Alcohol Syndrome</td>
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<tr>
<td>FBA</td>
<td>Functional Behavioral Assessment</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
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<td>Acronyms and Abbreviations</td>
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<tr>
<td>GED  General Education Development</td>
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<td>GEPA General Education Provisions Act</td>
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<td>GPA Grade Point Average</td>
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<td>GRPA Government Performance Review Act</td>
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<td>G/T Gifted/Talented</td>
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<td>HH Hard of Hearing</td>
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<td>HOUSSE Highly Objective Uniform State Standard of Evaluation</td>
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<tr>
<td>IAA Idaho Alternate Assessment</td>
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<tr>
<td>IAES Interim Alternative Educational Setting</td>
<td></td>
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<tr>
<td>IASA Improving America’s School Act</td>
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<tr>
<td>IATP Idaho Assistive Technology Project</td>
<td></td>
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<tr>
<td>IBEDS Idaho Board of Education Data System</td>
<td></td>
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<tr>
<td>IBI Intensive Behavioral Interventions</td>
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<tr>
<td>IC Idaho Code</td>
<td></td>
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<tr>
<td>IDAPA Idaho Administrative Procedures Act</td>
<td></td>
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<tr>
<td>IDEA Individuals with Disabilities Education Act</td>
<td></td>
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<tr>
<td>IDELR Individuals with Disabilities Education Law Report</td>
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<tr>
<td>IDVR Idaho Division of Vocational Rehabilitation</td>
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<tr>
<td>IEE Independent Educational Evaluation</td>
<td></td>
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<tr>
<td>IELG Idaho Early Learning Guidelines (eGuidelines)</td>
<td></td>
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<td>IEP Individual Education Program</td>
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<tr>
<td>IFSP Individual Family Services Plan</td>
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<tr>
<td>IN Individual (Medicaid Service Code)</td>
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<tr>
<td>IPUL Idaho Parents Unlimited, Inc.</td>
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<tr>
<td>IQ Intelligence Quotient</td>
<td></td>
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<tr>
<td>IRI Idaho Reading Indicator</td>
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<td>Acronyms and Abbreviations</td>
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<tr>
<td>IDAHO Special Education Manual</td>
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<tr>
<td><strong>ISAT</strong></td>
<td>Idaho Standards Achievement Test</td>
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<tr>
<td><strong>ISBOE</strong></td>
<td>Idaho State Board of Education</td>
</tr>
<tr>
<td><strong>ISDB</strong></td>
<td>Idaho School for the Deaf and Blind</td>
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<tr>
<td><strong>ISEAP</strong></td>
<td>Idaho Special Education Advisory Panel</td>
</tr>
<tr>
<td><strong>ITC</strong></td>
<td>Idaho Training Clearinghouse</td>
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<tr>
<td><strong>ITP</strong></td>
<td>Infant/Toddler Program</td>
</tr>
<tr>
<td><strong>JDC</strong></td>
<td>Juvenile Detention Center</td>
</tr>
<tr>
<td><strong>LEA</strong></td>
<td>Local Education Agency</td>
</tr>
<tr>
<td><strong>LEP</strong></td>
<td>Limited English Proficiency</td>
</tr>
<tr>
<td><strong>LI</strong></td>
<td>Language Impairment</td>
</tr>
<tr>
<td><strong>LD</strong></td>
<td>Learning Disability</td>
</tr>
<tr>
<td><strong>LG</strong></td>
<td>Large Group, three (3) or more (Medicaid Service Code)</td>
</tr>
<tr>
<td><strong>LOA</strong></td>
<td>Letter of Authorization (ends June 30, 2006)</td>
</tr>
<tr>
<td><strong>LRE</strong></td>
<td>Least Restrictive Environment</td>
</tr>
<tr>
<td><strong>MD</strong></td>
<td>Multiple Disabilities</td>
</tr>
<tr>
<td><strong>MDT</strong></td>
<td>Multidisciplinary Team</td>
</tr>
<tr>
<td><strong>MTSS</strong></td>
<td>Multi-Tiered System of Support</td>
</tr>
<tr>
<td><strong>NAEP</strong></td>
<td>National Assessment of Educational Progress</td>
</tr>
<tr>
<td><strong>NCLB</strong></td>
<td>No Child Left Behind Act</td>
</tr>
<tr>
<td><strong>O&amp;M</strong></td>
<td>Orientation and Mobility</td>
</tr>
<tr>
<td><strong>OCR</strong></td>
<td>Office of Civil Rights</td>
</tr>
<tr>
<td><strong>OHI</strong></td>
<td>Other Health Impaired</td>
</tr>
<tr>
<td><strong>OI</strong></td>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td><strong>OMB</strong></td>
<td>Federal Office of Management and Budget</td>
</tr>
<tr>
<td><strong>OSEP</strong></td>
<td>Office of Special Education Programs</td>
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<tr>
<td><strong>OSERS</strong></td>
<td>Office of Special Education and Rehabilitation Services</td>
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<td>Acronyms and Abbreviations</td>
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<tr>
<td>OT</td>
<td>Occupational Therapy</td>
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<tr>
<td>PBIS</td>
<td>Positive Behavioral Interventions and Supports</td>
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<tr>
<td>PBS</td>
<td>Positive Behavioral Supports</td>
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<tr>
<td>PERC</td>
<td>Parent Education Resource Center</td>
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<tr>
<td>PGI</td>
<td>Performance Goals and Indicators</td>
</tr>
<tr>
<td>PIR</td>
<td>Plan for Improving Results</td>
</tr>
<tr>
<td>PLAAFP</td>
<td>Present Levels of Academic Achievement and Functional Performance (Also known as PLOP for Present Levels of Performance)</td>
</tr>
<tr>
<td>PLOP</td>
<td>Present Levels of Performance (Also known as PLAAFP for Present Levels of Academic Achievement and Functional Performance)</td>
</tr>
<tr>
<td>PSR</td>
<td>Psycho-Social Rehabilitation</td>
</tr>
<tr>
<td>PT</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>PTI</td>
<td>Parent Training and Information Center</td>
</tr>
<tr>
<td>PWN</td>
<td>Prior Written Notice</td>
</tr>
<tr>
<td>RTI</td>
<td>Response to Intervention</td>
</tr>
<tr>
<td>SBI</td>
<td>Serious Bodily Injury</td>
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<tr>
<td>SBE</td>
<td>State Board of Education</td>
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<tr>
<td>SBR</td>
<td>Scientifically-Based Research</td>
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<tr>
<td>SD</td>
<td>Standard Deviation</td>
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<td>SDE</td>
<td>State Department of Education</td>
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<tr>
<td>SEA</td>
<td>State Education Agency</td>
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<td>SEAP</td>
<td>Special Education Advisory Panel</td>
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<td>SG</td>
<td>Small Group, 2 (Medicaid Service Code)</td>
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<td>SI</td>
<td>Speech Impairment</td>
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<td>SIG</td>
<td>State Improvement Grant</td>
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<tr>
<td>SLD</td>
<td>Specific Learning Disability</td>
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<tr>
<td>SLP</td>
<td>Speech-Language Pathologist</td>
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<td>Acronyms</td>
<td>Abbreviations</td>
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<tr>
<td>SOP</td>
<td>Summary of Performance (secondary)</td>
</tr>
<tr>
<td>SP</td>
<td>Services Plan</td>
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<td>SPP</td>
<td>State Performance Plan</td>
</tr>
<tr>
<td>SS</td>
<td>Standard Score</td>
</tr>
<tr>
<td>TBI</td>
<td>Traumatic Brain Injury</td>
</tr>
<tr>
<td>VI</td>
<td>Visual Impairment</td>
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</tbody>
</table>
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 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. 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 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.

**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.** A disability category in which a developmental disability, generally evident before age three (3), significantly affects verbal 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) includes the responsibility of coordinating and overseeing the implementation of the IEP.

**Change of placement.** A change in educational placement relates to whether the student is moved from one type of educational 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 educational 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, 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, 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, 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, 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 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).

Cognitive academic language proficiency (CALP). A test to determine a student’s appropriate language dominance/usage.

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.

Complaint. (State 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 IDEA within the last year (365 days).

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 has 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. Consensus is both the general agreement to support the decision, and the process of reaching such agreement to support the decision.

Consent. Voluntary, written approval of a proposed activity, as indicated by a parent/adult student signature. The 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.
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 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 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 disability category in which hearing 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 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.

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.

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 are: (1) identification as a student with a disability; (2) identification of 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 Statute 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, [Section 33-116, Idaho Code-33-119](#).

**Eligibility/evaluation team.** A group of people, including the parent/adult student, charged with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the IEP team (although not necessarily the same individuals) and other qualified professionals as appropriate.

**Emotional disturbance.** An IDEA 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 (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, including oral reading skills, and (5) 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.

**Expeditied 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.
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 “Free appropriate public education.”)

FERPA. (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 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 the students using the core and supplemental interventions. Such interventions 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. 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.

Health services. See “School health services.”

Hearing impairment. An IDEA 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. 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 in math and English language arts 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.

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 and comprised but not limited to 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.

**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.

**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.** An IDEA 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.

**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 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.

**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 parent significant periods of time in which a child resides with or is under the care and supervision of each parent. The actual amount of time is determined by the court.

**Language impairment.** An IDEA 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.”

**Least restrictive environment (LRE).** The IDEA 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).** An individual aged three (3) to twenty-one (21), who is enrolled or preparing to enroll in elementary or secondary school, 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 individual’s 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 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.

**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, 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, confidential, and structured process during which an SDE-contracted individual is appointed to serve as an impartial and neutral third party to help 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 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 mean 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.

**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).

**Migrant student.** A student 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 disability category in which two or more impairments co-exist (excluding deaf-blindness), whose combination causes such severe educational needs that the student cannot be accommodated in special education services designed solely for one of the impairments.

**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.

**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 student.** Any student who receives educational instruction outside of a public school, 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.

**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 disability category that includes severe orthopedic 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 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.** As defined by IDEA, a parent is: (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 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 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 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 reinforcement, 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 requirements of Part B of the IDEA 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.

Psycosocial 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 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. 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 Specific Learning Disability.

**Resolution session.** A 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 twenty-one (21) years who reside in Idaho. For students with disabilities who qualify for special education and related services under the IDEA, 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, 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). 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 (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) 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; (4) 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; (5) 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 (6) 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 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. 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 (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) 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.

**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.

**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.

Speech impairment. 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 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. 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 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 service 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 as per Idaho Statute, Chapter 33-5202A(7).

Transition age student. A student whose upcoming IEP will be in effect when the student is sixteen (16) to twenty-one (21) years of age.

Transition services. A coordinated set of activities for a student with a disability designed within a results 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 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 services that are made usable with assistive technologies.

Visual impairment including blindness. An IDEA 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.

Voice disorder. (See “speech impairment”) 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 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.
LEGAL CITATIONS

INTRODUCTION

The legal citations and topical reference for this Manual follow the chapter outlines and present references to federal and state statutes, regulations and rules for the enforcement of IDEA. The citations listed are the primary references for each chapter and section, not an all-inclusive reference list.

The entire IDEA and regulations are posted on the U.S. Department of Education website under the title of “Building the Legacy: IDEA 2004” at http://idea.ed.gov/explore/home. This site provides a topical search.

Idaho statutes and rules can be found at http://legislature.idaho.gov/statutesrules.htm.

Some of the policies/procedures stated in this Manual are based upon case law and letters of clarification from the U.S. Office of Special Education Programs (OSEP).
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Chapter 1
Overview

Three (3) federal laws have been passed to ensure educational opportunities for individuals with disabilities:

- the Individuals with Disabilities Education Act (IDEA)
- 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 with the Elementary and Secondary Education Act of 2001—also known as the No Child Left Behind (NCLB) Act. In 2015, the Every Student Succeeds Act (ESSA) was passed. Revisions to the IDEA regulations were issued in 2007, 2008, 2013, and 2014 with additional regulatory changes to the IDEA currently pending. The IDEA 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 information regarding district responsibilities under the IDEA 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 to create public awareness of special education programs; to advise the public of the rights of students; and, 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/adult student has specific procedural safeguards assured by the IDEA and state law. The district provides a document titled *Procedural Safeguards Notice* to 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

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

1. meets the Idaho state disability criteria as established in this manual;
2. adversely affects educational performance; and
3. results in the need for 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/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 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, 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 states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. The IEP team determines 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, 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 for a special education evaluation marks the point at which procedural safeguards are provided to the parent. The 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, which may include progress monitoring data from the student’s IEP, assessments and information provided by 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/adult student along with the procedural safeguards and written consent shall be requested from the 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/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/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/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 InfantToddler 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/adult student that the evaluation data does not indicate eligibility under the IDEA even though the parent is a member of the team that determines eligibility. The district shall maintain documentation in permanent records.

If the 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 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/adult student for initial provision of special education services.

5. Provide copies of the IEP to the parent/adult student and other participants, as appropriate.
6. Provide written notice to the 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 within thirty (30) days of eligibility. (See Chapter 4 for guidance on timeline exceptions.)

9. Provide the 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/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 develop a new IEP.

3. Provide a copy of the revised IEP to the parent and the adult student when an IEP is amended or rewritten. In addition, written notice is required if the district is proposing to change or refusing to change the educational placement or the provision of FAPE.

4. Under Idaho regulations, the parent/adult student has the right to file a written objection to an IEP program change or placement change. If, within ten (10) calendar days of receiving written notice from the district, the parent/adult student files a written objection, the district shall not implement the change(s) to which the 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 shall be completed as follows: (a) at least every three years, (b) when requested by the student’s teacher or the parent/adult student, and (c) whenever conditions warrant. Approximately one month before conducting the reevaluation, the district shall inform the parent/adult student that a reevaluation is due. The 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/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/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/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/adult student of this decision and of the 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/adult student with a copy of the Eligibility Report.

6. Determine whether revisions to the IEP are necessary 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/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.
## 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/adult student with a *Procedural Safeguards Notice*. (required)
- Seek 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/adult student.
- Seek consent from the parent/adult student for assessments.
- Receive written consent for assessment from the parent/adult student.

#### D. Evaluation and Eligibility Determination (completed by evaluation team)
- Schedule and conduct assessments.
- Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.)
- Provide the parent/adult student with a copy of the *Eligibility Report*.

#### E. IEP Development and Implementation (completed by IEP team)
- Invite the parent/adult student to the IEP team meeting.
- Provide a *Procedural Safeguards Notice* to the 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/adult student.
- Receive consent for initial provision of special education services from the 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/adult student if applicable.
- Invite the parent/adult student to the IEP team meeting.
- Review the IEP, and determine placement annually.
- Provide a copy of IEP with written notice to the parent/adult student.

#### G. Reevaluation (completed by evaluation team)
- Inform the parent/adult student that reevaluation is due.
- Provide a *Procedural Safeguards Notice* to the parent/adult student if applicable.
- Seek parent/adult student input on reevaluation and afford opportunity to request a meeting.

### 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.
Receive consent from the parent/adult student for assessments if planning to assess OR Provide the 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/adult student of his or her right to request additional assessments.

Schedule and conduct assessments.

Review assessment information with parent/adult student. Determine eligibility and complete the Eligibility Report. (Meeting with the entire team is a parent/adult student option.)

Provide the 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/adult student before discontinuing special education services.

Upon graduation provide a summary of performance to the parent/adult student.
Chapter 2
FREE APPROPRIATE PUBLIC EDUCATION

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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) 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 IDEA 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/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 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. 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 would have Child Find responsibilities. See Chapter 9 for more information.

2. 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 Core Standards, such as a certificate or a general educational development credential (GED);

3. when the student no longer meets the eligibility criteria for special education services, as determined by the team after a reevaluation; 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 also 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 Board of Education of the Hendrick Hudson Central School District, et al. v. Rowley, et al. 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 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.

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).

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

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Chapter 3
Child Find

The Child Find system involves three basic steps leading to the determination of whether or not a student has a disability and requires special education. The steps are location, identification, and evaluation. This chapter describes location and identification activities. The evaluation process is covered in Chapter 4.

Section 1. District Responsibility

The district is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having disabilities, ages three (3) through the semester they turn twenty-one (21), who may need special education, regardless of the severity of the disabilities. 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, 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;

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.
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 IDEA are afforded when the student is referred for a special education evaluation by the 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 Core Standards, or Idaho Early Learning 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 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 a free appropriate public education. Therefore, the IDEA 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 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/adult student involvement is valuable and encouraged, the district is not required to include the parent/adult student on the team.

When problem solving involves a child 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 the student’s performance indicates an evaluation is warranted or a parent makes a request for 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 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/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/adult student (see Glossary) the parent/adult student shall be notified. In either case, the parent/adult student shall be provided with a copy of the Procedural Safeguards Notice. At the same time, the 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/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/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/adult student describing the proposed evaluation and written consent shall be obtained from the 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/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/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.

See Chapter 4 for more information on evaluation and eligibility.
Chapter 4
EVALUATION AND ELIGIBILITY

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Chapter 4
Evaluation and Eligibility

Chapter 3 discusses Child Find procedures used to locate and identify students with suspected disabilities. This chapter contains the requirements for the special education evaluation and eligibility process, from referral to consider special education through to the determination of eligibility. The Idaho State Department of Education has provided State Eligibility Criteria for special education services for eligibility consistent with the IDEA for districts to use while determining eligibility.

Section 1. Evaluation Team

The evaluation team is a group of people outlined by IDEA 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/adult student is a member of the evaluation team and shall be provided an opportunity to provide input and participate in making team decisions. The evaluation team may conduct its review without a meeting unless the parent/adult student requests that a meeting be held.

Additional Membership Requirements:

The determination of whether a student suspected of having a 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. 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 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 meanings 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 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, 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 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 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/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/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/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/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/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/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 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
   a. Informed written consent shall be obtained from the 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;
   b. Parental consent for initial evaluation should not be construed as consent for initial provision of special education and related services;
   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.

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:

1) despite reasonable efforts to do so, the district cannot locate the parent;

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.

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 for Reevaluation

1. Written consent shall be sought for reevaluation that requires new assessments. Reevaluation consisting solely of review of existing data does not require 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.

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

1. The parent/adult student can refuse consent for assessment(s).

2. For an initial evaluation, if consent is refused or the 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. 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.

F. Timeline

The time between receiving written consent for initial assessment and 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 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 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 suspected to be a 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), 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 review existing evaluation data regarding the student including:

1. assessments and information provided by the 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/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; 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 (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/adult student of the decision.
and the reasons for that decision. The 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 will provide written notice if a parental request for additional assessment is denied.

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. 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/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/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 norm-referenced, standardized tests, 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:

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;

b. lack of appropriate instruction in math; or

c. Limited English Proficiency.

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/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 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 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/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/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/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 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 twenty-one (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/Adult Student

Approximately one month before the reevaluation is due, contact shall be made with the parent/adult student informing him or her that:
   1. the reevaluation will be scheduled within the month, unless the district and parent/adult student agree it is unnecessary; and
   2. input will be sought from the parent/adult student.

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, the district shall provide written notice to the parent/adult student of his or her right to request further assessment.
   b. If the parent/adult student requests an additional assessment to determine whether the student continues to meet criteria for special education services under the IDEA, then the district shall conduct the assessment.
c. If the 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/adult student with written notice regarding proposed assessments. If the 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/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/adult student.

E. Eligibility Report for Reevaluations

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

The evaluation team is required to prepare an Eligibility Report detailing how review of existing data demonstrates that the student continues to meet eligibility requirements even if no new assessments were conducted. The report shall address each required eligibility component and include results of previous assessments if they are being used to determine eligibility. Refer to Section 5 of this chapter for eligibility 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 three (3) up until their tenth (10th) birthday, 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 student has a disability according to the established Idaho criteria;
2. the student’s condition adversely affects educational performance; and
3. the student needs specially designed instruction.

Meets State Eligibility Requirements: The state eligibility requirements for specific disabilities are listed in this chapter.

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 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 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 in the early developmental period, significantly affecting verbal or nonverbal
communication and social interaction, and adversely affecting educational performance.

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

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.

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 hyper- or hypo-reactivity to sensory input.

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.

**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:

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

b. The student has a developmental disability, generally evident in the early developmental period that significantly affects social communication and social interaction;

c. The student 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 (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);

d. The student’s condition adversely affects educational performance;

e. The student needs specially designed instruction.

2. **Intellectual Disability**

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

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

b. The student has a 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, based on an assessment by a licensed psychologist or certified school psychologist using an individually administered intelligence test.

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.

d. The student’s condition adversely affects educational performance.

e. The student needs specially designed instruction.

Caution is advised when assessing students with cultural and language issues to prevent inappropriate identification of these students as having an 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.

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

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.

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.

d. The student’s condition adversely affects educational performance.

e. The student needs specially designed instruction.

4. Deafness

**Definition**: Deafness is a type of hearing 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:

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

b. The student exhibits a severe hearing loss that hinders his or her ability to process linguistic information through hearing, with or without amplification.

c. The student has been diagnosed by an audiologist as deaf.

d. The student’s condition adversely affects educational performance.

e. The student needs specially designed instruction.

5. Developmental Delay

**Definition**: The term developmental delay may be used only for students ages three (3) 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:
a. cognitive development – includes skills involving perceptual discrimination, memory, reasoning, academic skills, and conceptual development;

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);

c. communication development – includes skills involving expressive and receptive communication abilities, both verbal and nonverbal;

d. social or emotional development – includes skills involving meaningful social interactions with adults and other children including self-expression and coping skills; or

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:

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

b. The student is at least three (3) years of age but less than ten (10) years of age.

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.

d. The student meets either of the following two criteria, in one or more of the broad developmental areas listed below.

Criteria:
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).

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:

1) Cognitive skills (e.g., perceptual discrimination, memory, reasoning, pre-academic, and conceptual development);

2) Physical skills (i.e., fine, gross, and perceptual motor skills);

3) Communication skills (i.e., including verbal and nonverbal, and receptive and expressive);

4) Social or emotional skills; or

5) Adaptive skills, including self-help skills.

e. The student’s condition adversely affects educational performance.

f. The student needs specially designed instruction.

6. Emotional Disturbance

Definition: A student with an emotional disturbance 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:

a. an inability to learn that is not primarily the result of intellectual disability; hearing, vision, or motor impairment, or other health impairment;

b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

c. inappropriate types of behavior or feelings under normal circumstances;

d. a general pervasive mood of unhappiness or depression;

e. a tendency to develop physical symptoms or fears associated with personal or school problems; or
f. Schizophrenia.

The term *does not* include students who are socially maladjusted unless it is determined they have an emotional disturbance.

**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:

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

b. The student has been documented exhibiting characteristics consistent with the criteria (a-f in this section) by one or more of the following: school psychologist, licensed psychologist, psychiatrist, physician, or certified social worker.

c. The student has been observed exhibiting one or more of the six (6) behavioral or emotional characteristics listed in the definition of emotional – behavioral disability.

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.

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.

f. The student needs specially designed instruction.

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

7. Other Health Impairment (OHI)

**Definition:** A student classified as having Other 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, 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 specially designed instruction.

**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 an Other Health Impairment when all of the following criteria are met:

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

b. The student 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.

c. The student has been diagnosed by a physician with a condition consistent with an Other Health Impairment described above. In the case of ADD/ADHD, an educational determination may be provided by a school psychologist. Diagnosis from a licensed psychologist or other diagnostician must be considered by the evaluation team.

d. The student’s condition adversely affects educational performance.

e. The student needs specially designed instruction.

**8. Hearing Impairment**

**Definition:** The IDEA disability category of hearing impairment 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:

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

b. The student does not qualify as deaf.

c. The student is diagnosed by an otologist, audiologist or physician as having a substantial hearing loss.

d. The student’s condition adversely affects educational performance.

e. The student needs specially designed instruction.

9. Specific Learning Disability

**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 intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Only a school age child may be identified as a student with a specific learning disability.

**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
   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 Chapter 4, Section 3, of this Manual.
2) The evaluation must address the eligibility criteria as listed in the *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 two (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
c) an emotional disturbance
d) environmental or economic disadvantage
e) cultural factors
f) Limited English Proficiency (LEP)

10. Multiple Disabilities

**Definition:** Multiple disabilities are two or more co-existing severe impairments, one of which usually includes an intellectual disability, such as intellectual disability/blindness, 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:
a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

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.

c. The student meets State Eligibility Criteria as outlined for each disability category.

d. The student’s condition adversely affects educational performance.

e. The student needs specially designed.

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:

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

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.

c. The student has documentation of the condition by a physician or other qualified professional.

d. The student’s condition adversely affects educational performance.

e. The student needs specially designed instruction.

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:

a. the form of language (morphological and syntactic systems);

b. the content of language (semantic systems); and/or

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:

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

b. At least two procedures, at least one of which yields a standard score, are used to assess receptive language and/or expressive language.

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.

d. The student’s disability adversely affects educational performance.

e. The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction 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.

**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.

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.

1) An articulation/phonology disorder exists when:
   i. the disorder is exhibited by omissions, distortions, substitutions, or additions;
   ii. the articulation interferes with communication and calls attention to itself; and
   iii. the disorder adversely affects educational or developmental performance.

2) An articulation/phonology disorder does not exist when:
   i. errors are temporary in nature or are due to temporary conditions such as dental changes;
   ii. differences are due to culture, bilingualism or dialect, or from being non-English speaking; or
   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:

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

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

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.

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

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

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.

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.

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:

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

2) The student has a fluency rating of moderate or severe on the Fluency Communication Rating Scale for student’s age three (3) through twenty-one (21) years. See the documents section of this chapter for the Fluency Communication Rating Scale.

3) The student’s disability adversely affects educational performance.

4) The student needs specially designed instruction. (Speech/language therapy can be a primary or a related service.)

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

1) A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:
   i. interfere with communication;
   ii. draw unfavorable attention to the speaker;
   iii. adversely affect the speaker or listener; or
   iv. are inappropriate to the age and gender of the speaker.

2) A voice disorder does not exist when the vocal characteristics of quality, pitch, intensity, or resonance:
   i. are the result of temporary physical factors such as allergies, colds, or abnormal tonsils or adenoids;
   ii. are the result of regional dialectic or cultural differences or economic disadvantage; or
   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:

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

2) The student has a voice production rating of moderate or severe on the Voice Rating Scale for students aged three (3) through twenty-one (21) years. See the documents section of this chapter for the Voice Rating Scale.
3) An ear, nose, and throat (ENT) physician’s (otorhinolaryngologist) statement documents that voice therapy is not contraindicated.

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

5) The student needs specially designed instruction. (Speech/language therapy can be a primary 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 is eligible for special education under another disability category 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.

14. Traumatic Brain Injury (TBI)

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:

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

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.

c. The student has documentation of a traumatic brain injury.

d. The student’s condition adversely affects educational performance.
e. The student needs specially designed instruction.

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:

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

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.

c. The student’s physical eye condition, even with correction, adversely affects educational performance.

d. The student needs specially designed instruction.
# Fluency Communication Rating Scale

**Student:**

**School:**

**Date:**

<table>
<thead>
<tr>
<th>Nondisabling Condition</th>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>Transitory dysfluencies are observed in specific speaking situation(s) and/or 1-2 stuttered words per minute.</td>
<td>Frequent dysfluent behaviors are observed in specific speaking situations(s) and/or 4-10 stuttered words per minute.</td>
<td>Habitual dysfluent behaviors are observed in a majority of speaking situations and/or more than 10 stuttered words per minute.</td>
</tr>
<tr>
<td><strong>Descriptive Assessment</strong></td>
<td>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.</td>
<td>Rate of speech interferes with intelligibility. Sound, syllable, and/or prolongations are present. Secondary symptoms including blocking, avoidance, and physical concomitants may be observed.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Comments:**
### Voice Rating Scale

<table>
<thead>
<tr>
<th>Nondisabling Condition</th>
<th>Mild Descriptive</th>
<th>Moderate Descriptive</th>
<th>Severe Wilson Voice Profile Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pitch</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pitch is within normal limits.</td>
<td>There is a noticeable difference in pitch that may be intermittent.</td>
<td>There is a persistent, noticeable inappropriate raising or lowering of pitch for age and gender, or evidence of dysphonia.</td>
<td>+3 Pitch -3 Pitch -2 Pitch +2 Pitch</td>
</tr>
<tr>
<td><strong>Intensity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensity is within normal limits.</td>
<td>There is a noticeable difference in intensity that may be intermittent.</td>
<td>There is a persistent, noticeable inappropriate increase or decrease in the intensity of speech, or the presence of aphonia.</td>
<td>-3 Intensity +2 Intensity -2 Intensity</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality is within normal limits.</td>
<td>There is a noticeable difference in quality that may be intermittent.</td>
<td>There is a persistent, noticeable breathiness, glottal fry, harshness, hoarseness, tenseness, strident, or other abnormal vocal quality.</td>
<td>-2 Laryngeal +3 Laryngeal +2 Laryngeal - 3 Laryngeal</td>
</tr>
<tr>
<td><strong>Resonance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasality is within normal limits.</td>
<td>There is a noticeable difference in nasality that may be intermittent.</td>
<td>There is a persistent noticeable cul-de-sac, hyper- or hypo-nasality, or mixed nasality.</td>
<td>-2 Resonance +3 Resonance +4 Resonance</td>
</tr>
<tr>
<td><strong>Description of Current Physical Condition</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No consistent laryngeal pathology; physical factors influencing</td>
<td>Laryngeal pathology may be present. Physical factors indicated in moderate</td>
<td>Probable presence of laryngeal pathology. Physical factors may include nodules, polyps, ulcers, edema,</td>
<td>Physical factors may include: - unilateral or bilateral</td>
</tr>
</tbody>
</table>
quality, resonance, or pitch, if present at all, are temporary and may include allergies, colds, or abnormal tonsils and adenoids.

and/or severe levels may be present.

partial paralysis of vocal folds, palatal insufficiency, enlarged/insufficient tonsils and/or adenoids, neuromotor involvement, or hearing impairment.

paralysis of vocal folds - larynx-gectomy - psychosomatic disorders - neuromotor involvement of larynx muscles, i.e., cerebral palsy

Comments:
DOCUMENTATION OF ADVERSE EFFECTS ON EDUCATIONAL PERFORMANCE FOR STUDENTS WITH SPEECH/LANGUAGE DISORDERS (SLD)

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

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Chapter 5
Individualized Education Programs

If a student is eligible for special education services, they have met the requirements of eligibility under the IDEA. Eligibility requires a student to meet the following three prongs: 1) the student has 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 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 team collaboration among a 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.

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 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 participate meaningfully. (Note: transition age students shall be invited to the IEP meeting). The 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 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 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/adult student proposal that will be discussed at a later meeting.

B. Team Decision Making

The IEP meeting serves as a communication vehicle between IEP team members 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 to ensure that the student receives a free appropriate public education (FAPE). 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/adult student, district personnel, and other IEP team members regarding an IEP decision, then school personnel on the IEP team should seek consensus within the school team and make the decision providing written notice to the 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 the procedures in Section 2J of this chapter, “Parent/Adult Student Objection to the IEP” 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 develop an IEP within thirty (30) calendar days of determination that the student needs special education and related services;

2. to review the IEP periodically, but no longer than one year (365 days) from the date of development of the current IEP, with the IEP in effect at the beginning of each school year;

3. when another agency fails to deliver transition or other services outlined in the IEP;

4. to consider revisions to the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;
5. at a reasonable request (as determined by the district) 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 review behavioral intervention strategies and/or develop a behavioral plan as part of the IEP;

7. to address the IDEA discipline requirements (see Chapter 12); or

8. to review the results of any reevaluation or independent educational evaluation (IEE).

NOTE: Under the IDEA, an IEP team meeting may not be required to amend the IEP (see IEP Amendments).

D. IEP Team Members and Roles

The IEP team is a group of individuals responsible for developing, reviewing, or revising an IEP for a student with a disability.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent of the student or Adult Student if rights have transferred</td>
<td>The term “parent” refers to a biological or adoptive parent, foster parent, a judicially decreed guardian (does not include State agency personnel if the student is a ward of the state), a person acting in place of a parent, or a surrogate parent who has been appointed by the district. The term “acting in place of a biological or adoptive parent” includes persons such as a grandparent, stepparent, or other relative with whom the student lives as well as persons who are legally responsible for a student’s welfare. A foster parent may act as a parent if the natural parent’s authority to make educational decisions on behalf of his or her child has been terminated by law. A foster parent shall be an individual who is willing to make educational decisions required of a parent, and has no interest that would conflict with the interests of the student. If more than the biological or adoptive parents meet the definition of parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree or order identifies a specific person or persons to make educational decisions for the student. An “adult student” is a student with a disability who is eighteen (18) years of age or older to whom special education rights have transferred under the IDEA 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</td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
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<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>student or the district.</td>
<td></td>
</tr>
<tr>
<td>District Representative</td>
<td>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 shall have the authority to allocate resources and to ensure that the IEP will be implemented. 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.</td>
</tr>
<tr>
<td>Special Education Teacher/Provider—not less than one</td>
<td>This individual generally will be the student’s special education teacher or service provider who is responsible for implementing the student’s IEP. For example, in the case of a student receiving services from a speech-language pathologist, but not a special education teacher, it is more appropriate for the speech-language pathologist to fill this role on the IEP team.</td>
</tr>
<tr>
<td>General Education Teacher—not less than one</td>
<td>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 at the student’s grade level 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.</td>
</tr>
<tr>
<td>Individual who can interpret evaluation results and implications</td>
<td>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.</td>
</tr>
<tr>
<td>Student</td>
<td>Whenever appropriate, the IEP team includes the student with a disability. A student shall be invited by the district to attend any IEP meeting at which post-secondary goals and transition services needed to assist the student in reaching those goals will be discussed. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student’s preferences and interests are considered.</td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
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<tr>
<td>Representative of a</td>
<td>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</td>
</tr>
<tr>
<td>Private School (if applicable)</td>
<td>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.</td>
</tr>
<tr>
<td>Representative of Transition Agency(s)</td>
<td>If transition services are being discussed, a representative of any participating agency that is likely to be responsible for providing or paying for transition services shall be invited (with the prior consent of a parent/adult student). If a representative does not attend, steps should be taken to obtain participation from the agency in transition planning.</td>
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<tr>
<td>Transition Agency(s) (Parent/Adult student</td>
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<tr>
<td>consent shall be obtained prior to inviting</td>
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<tr>
<td>the Transition Agency Representative to</td>
<td></td>
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<tr>
<td>participate in the IEP team meeting).</td>
<td></td>
</tr>
<tr>
<td>Part C Coordinator or</td>
<td>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.</td>
</tr>
<tr>
<td>Representative</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>At the discretion of the parent/adult student or the district, other individuals who have knowledge or special expertise regarding the student, including related service personnel, may be included as IEP team members. The determination of having knowledge and special expertise regarding the student shall be made by the parent/adult student or district person who invited the individual to be a member of the IEP team.</td>
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</tbody>
</table>

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 shall participate to the extent appropriate in developing the IEP. The general education teacher’s role in the development, review, and revision of the IEP includes:
1. discussion of the student’s involvement and progress in the general education curriculum, if known;

2. determination of appropriate positive behavioral interventions and other strategies for the student; and

3. determination of supplementary aids and services, program accommodations/adaptations, and supports for school personnel.

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 the following requirements.

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

2. Invite the 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;

   c. information regarding the parent’s/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/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 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/adult student shall be 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:
   
   a. indicate this purpose;
   
   b. invite the student; and
   
   c. identify any other agency that will be invited, with parent’s/adult student’s consent, to send a representative.

6. The district shall take appropriate action to ensure that a parent/adult student understands the proceedings at an IEP team meeting, including arranging for an interpreter for a parent/adult student who has hearing loss or whose native language is other than English.

7. The IEP team may meet without the 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/adult student and any responses received, and detailed records of any visits made to the parent/adult student. If a meeting is held without the 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/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 or requires the IEP team to include information under one component of a student’s IEP that is already contained under another component of the student’s IEP.

NOTE: IEP team meeting minutes are not part of the official IEP document.

**A. General Demographic Components for All IEPs**

All IEPs shall include the date of the IEP meeting and the following general demographic components: the student’s name as it appears in school records, native language, birth date, and
identification number (for State reporting or Medicaid purposes only), names of parents, address, phone number, school, and grade.

**B. Documentation of Participants**

The district shall ensure the attendance and participation of the IEP team members at the IEP meeting. Documentation of attendance can be accomplished by listing team member 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, the parent’s/adult student’s inclusion on the list does not indicate agreement or disagreement with the IEP contents. If the parent/adult student disagrees with all or part of the IEP, the district should remind the 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/adult student objections.

**C. 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 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 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 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. 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 shall
show a direct relationship with the content of present levels of academic and
functional performance;

c. the statement shall provide baseline data for goal development;

d. the statement shall reference general education Idaho Content Standards or
Idaho Core Standards or 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 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 reflect 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,
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 a description of benchmarks or short-term objectives. The district has the
discretion which benchmarks/objectives as described in this paragraph for all students
eligible for IEP services to use.

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/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.

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 educational interpreters in Idaho. The complete statute can be found at: http://www3.state.id.us/idstat/TOC/33013KTOC.html

The above 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/adult student does not consent to initial provision of special education services.

EXCEPTION: “Related Services” 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/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 aloud 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/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/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/Adult student input: Consider parent observations of the student as well as 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 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/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. 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 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 Alternative Assessments based on Alternate Achievement Standards

Students are not to be included in 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 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/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/adult
student before the initial provision of special education and related services to the student.

If the 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/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/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/adult student
understands and agrees in writing to the carrying out of the activity for which consent is sought.

J. Parent/Adult Student Objection to the IEP

If the 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 in the IEP. If the parent/adult student files a
written objection that is emailed, postmarked or hand delivered within ten (10) days of the date he or she receives written notice from the district of the proposed change IEP, the changes to which the parent/adult student objects cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student, while parties work to resolve the dispute. If the changes have already been implemented, implementation of those changes shall cease. The district and 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 or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed to obtain a hearing officer’s decision regarding the proposed change IEP, 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 procedures for discipline of a student, or to challenge an eligibility/identification determination.

If the 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 remain in the placement described in the disputed IEP, and that IEP is implemented as written until the disagreement is resolved unless the parent/adult student and the district agree otherwise.

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 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 the student in reaching postsecondary goals identified on the IEP;

d. 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, evidence 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; and

f. the 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:

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/adult student. IEPs and written notice should also be given to the 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/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/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/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/adult student will be provided with a revised copy of the IEP with the amendments incorporated. The annual review date remains the date of the original IEP.

If the parent/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/adult student, the district shall provide written notice to the 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

Idaho Administrative Procedures Act [IDAPA 08.02.03.109.04(f)] requires the new (receiving) 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, if the parent agrees, an interim IEP may be developed and implemented, or the existing IEP implemented. 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.

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/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 request, as soon as possible, but no more than two (2) school days, the eligibility documents and the most current IEP from the sending district. 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 as soon as possible, but no more than five (5) 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: The current IEP shall be implemented if a new IEP cannot be developed within five (5) school days of the student’s enrollment 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/adult student, until such time as the district conducts an evaluation, if determined necessary, and develops, adopts, and implements a new IEP.
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. 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 (3rd) birthday to discuss eligibility requirements under Part B of the IDEA, 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 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 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, daycare 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.

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

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Chapter 6
Least Restrictive Environment

The IDEA states that, to the maximum extent appropriate, all students with disabilities, three (3) to twenty-one (21) years of age, are to be educated with age appropriate peers who are nondisabled. 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/adult student and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options available.

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, at least annually, 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 goals and services are developed prior to the determination of the services and settings. The services and settings needed by each
student with a disability must be based on the student’s 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 he or she should attend if not disabled 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. In such case, the child’s placement shall be based on the child’s IEP and as close to possible to the child’s home.

4. Harmful Effects: Consideration shall be given to any potential harmful effect on the student or on the quality of services the student needs.

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 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

The IEP includes a section for reporting the educational environments required for the Federal 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.
Chapter 7
DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

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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 IDEA, 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/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/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/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, 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/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/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 the district, the district will forward the student’s special education records electronically or by mail within five (5) 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 five (5) 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. Note: Districts are required to maintain Medicaid-related records for six (6) years. See Chapter 11 for more information.

2. Enrollment in Private School or Receives Homeschooling

   When a 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/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/Adult Student Revokes Consent for Special Education Services

When a 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. 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. Determine whether the student will meet all state and local requirements to be eligible to graduate from high school and anticipated graduation date.

2. Develop the course of study in collaboration with the Parent Approved Student Learning Plan required for every student prior to the end of eighth (8th) grade. The Student Learning Plan will be reviewed annually and may be revised at any time.

3. Beginning no later than the end of the student’s ninth (9th) grade, review annually the student’s course of study, 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. Document any accommodations and adaptations made to the district’s and State’s regular graduation requirements on the student’s behalf.

   a. Graduation Requirements with Accommodations

      Accommodations to graduation requirements are determined by the IEP team and are deemed necessary for the student to complete graduation requirements. Further:

      1) Accommodations to graduation requirements must specifically address completion of the student’s secondary program.
2) Accommodations will maintain the same level of rigor to the district and State graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student’s acquisition of skills that are equally rigorous.

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 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 08.02.03.105.06) requires 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 will include a statement of how the student will demonstrate proficiency on the 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. demonstrating proficiency on the content standards through some other locally established plan; or

c. having an IEP that outlines alternate requirements for graduation or documents assessment adaptations (adaptations that will invalidate the assessment score).
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/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 use a regular 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.
Chapter 8
CHARTER SCHOOLS

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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 or a charter school LEA (Local Education Agency), shares in the obligation to accept and appropriately serve students with disabilities under the IDEA in the same manner as any other public school.

The LEA charter school board of directors/trustees is required to adopt and ensure that the LEA implements this 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 Section 33-5205, Idaho Code. A charter school operates as a nonprofit, publicly funded, nonsectarian school in one of three ways:

1. as a school within a district, if authorized by the local board of trustees of a school district (LEA);

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 applicable state and federal law.

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: the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB); the Every Student Succeeds Act (ESSA); 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 are met with respect to students attending charter schools authorized by the district. A charter school’s compliance with the IDEA, 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 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)

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 are met with respect to students enrolled. Compliance with the IDEA, 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 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 shall ensure the petition includes:

1. provisions for nondiscriminatory enrollment procedures to be publicly 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. The petition should describe how the charter school 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 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; and

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

Under Section 33-204, Idaho Code, section 33-204, 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 Directors/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 Section 33-203, Idaho Code, section 33-203.

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 Section 33-1002B, Idaho Code 33-1002B;
2. district-to-agency contract funds under a provision of Section 33-2004, Idaho Code 33-2004;
3. funds to serve high numbers of students with emotional disturbance under Section 33-2005, 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 (LEAs).

1. Charter School 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 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 five (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 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 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.

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 Child Count as required by IDEA.

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

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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 homeschool student 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 IDEA 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 by Parents when FAPE is an Issue

A parent may enroll a student in a private school or provide services from a private provider at parental expense. The parent may 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.

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.

   b. The district will forward the appropriate documentation to the SDE.

   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 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 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 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

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 in private school 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.
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) 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 state complaint with the SDE. (See Chapter 13 for more information on dispute resolution options.)

G. Determining the Proportionate Funding for Private School Students

IDEA 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 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, 2015: 10

b. The number of public school children with disabilities on December 1, 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 2016-2017: **$150,000**

e. Amount the district shall spend on providing special education and related services to parentally placed private school students in 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.

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 enrolls the student in a private elementary or secondary school, without the consent of the district, a court or hearing officer may order the district to reimburse the parent for the costs of unilaterally placing the student in a private school if the court or a hearing officer determines that:

   a. the district had not made FAPE available to the eligible student in a timely manner prior to the time the parent enrolled the student in the private school; and

   b. the parent’s placement is appropriate.

4. A hearing officer may find a student’s placement in a private school or facility by a parent appropriate even if the private school or facility does not meet state standards. 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 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 driver’s license, payment of Idaho state income taxes, or other documentation evidencing residency within the state of Idaho.
Affirmation of Consultation with Private School Officials 
and Representatives of Parents

P.L. 108-448 Individuals with Disabilities Education Improvement Act (IDEA) requires that 
timely and meaningful consultation occur between the district and private school representatives.

The following topics are to be discussed during the consultation:

- The Child Find process and how parentally placed private school students suspected of 
having a disability can participate equitably, including how parents, teachers, and private 
school officials will be informed of the process;

- The determination of the proportionate amount of Federal funds available to serve such 
students, including the determination of how the amount was calculated;

- The consultation process among the district, private school officials, and representatives 
of such students, including how such process will operate throughout the school year to 
ensure that such students identified through the Child Find process can meaningfully 
participate in special education and related services;

- How, where, and by whom special education and related services will be provided for 
such students, including a discussion of types of services, including direct services and 
alternate service delivery mechanism, how such services will be apportioned if funds are 
insufficient to serve all [such students], and how and when these decisions will be made; and

- If the district and a private school official disagree on the provision of services or types of 
services, the district will provide a written explanation of its decision to the private 
school official.

The district shall obtain a written affirmation signed by the representatives of participating 
private schools. If such representatives do not provide such affirmation within a reasonable 
period of time, the district shall forward documentation of the consultation process to the State 
Department of Education (SDE).

A private school official shall have the right to submit a complaint to the SDE that the district did 
not engage in consultation that was meaningful and timely or did not give due consideration to 
the views of the private school official. The district shall forward the appropriate documentation 
to the SDE. If the private school official is dissatisfied with the decision of the SDE, such official 
may submit a complaint to the Secretary of Education by providing the basis for the 
noncompliance.

Provision of equitable services shall be provided by employees of the district or through contract 
by the district with an individual, association, agency, organization, or other entity. Special 
education and related services provided to such students, including materials and equipment, 
shall be secular, neutral, and 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

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Chapter 10
Improving Results

This chapter reflects the changes in the IDEA 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 requires increased accountability for programs serving students with disabilities. Monitoring priorities include both performance and compliance goals. Accountability areas established by IDEA 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 based on the indicators in the Idaho’s State Performance Plan, posted online annually on the SDE website.

A. SDE Responsibility

As part of the SDE general supervision responsibilities, 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 accountability process includes:

1. measuring performance on goals both for the state and the districts;

2. monitoring based on district performance and compliance data with the IDEA, and progress made toward meeting state goals;

3. identifying districts in one of the following categories: Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention;

4. providing professional development and technical assistance statewide and targeted technical assistance to districts demonstrating the highest needs;

5. reporting to the public on the state and districts’ performance on state goals; and

6. developing and submitting an Annual Performance Report/State Performance Plan, as needed, to address state performance on required goals.
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, 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; and

3. adjust strategies, as needed, to meet goals and improve student outcomes.

Section 2. Comprehensive Early Intervening Services (CEIS)

Under the IDEA, 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 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. This handbook is available from the SDE Division of Certification.

The lists that follow are examples only. They do not include every possible position or licensing situation. For more information call the SDE Division of 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 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 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.

**CB. 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 creates a right of action for due process on behalf of a student or class of students for failure to employ highly-qualified staff.

**DC. 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
Appropriate duties to be performed by paraprofessionals are:

1. provide one-on-one services for students as specified in the students’ IEP;
2. assist with classroom management and organizing materials;
3. provide assistance in a computer lab or media center;
4. conduct parental involvement activities;
5. act as a translator;
6. assist in provision of services only under the direct supervision of a certified teacher or related service provider, specifically:
   a. a teacher/related service provider plans instruction and evaluates student achievement; and
   b. the paraprofessional works in conjunction with 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.

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 thirty-two (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).

The district may encourage qualified 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 Section 33-1304, Idaho Code. 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 (5) 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 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).
Chapter 11

PROCEDURAL SAFEGUARDS

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Chapter 11
Procedural Safeguards

This chapter reflects changes in procedural safeguards as a result of the IDEA.

Section 1. Procedural Safeguards Notice

A parent/adult student has specific procedural safeguards given to him or her by the IDEA and state law. Each district has a document titled Procedural Safeguards Notice that is provided to parents/adult students which contains a full explanation of the special education rights. The Procedural Safeguards Notice shall include a full explanation of the procedural safeguards, written in the native language of the parents (unless it clearly is not feasible to do so) and written in an easily understandable manner.

A. Procedural Safeguards Notice Contents

The following table lists various topics contained in the Procedural Safeguards Notice and identifies what chapter in this Manual provides more information about each topic.

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B. When the Procedural Safeguards Notice Is Provided

The district will provide a *Procedural Safeguards Notice* that includes a full explanation of the special education rights afforded the parent/adult student only once per year, except that a copy will be given to the parent/adult student:

1. upon an initial referral or parent/adult student request for evaluation;
2. upon the first occurrence of a filing of a due process hearing or a state 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, stepparent, 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; 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 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; and

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 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:
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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.

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 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 requirements. Both the district and either parent have options under the IDEA to resolve disagreements, including SDE Dispute Resolution processes such as 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/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/adult student, unless not feasible. The 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/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 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. The district requests to bill Medicaid (with some exceptions). The parent/adult student shall be informed of the frequency, amount, and type of services that the district will be submitting to Medicaid for reimbursement as identified on the student’s IEP.

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 or the Idaho Student Data Privacy Act, Section 33-133, Idaho Code 33-133; or

6. an IEP team reviews and revises a student’s IEP. However, the 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

A 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/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/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/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 requesting a due process hearing. 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/adult student. Consent must be revoked in writing.
Section 4. Written Notice

A. Definition

Written notice is the act of informing a parent/adult student in writing within a reasonable amount of time, before the district proposes to initiate or change, or refuses to initiate or change, the student’s special education 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/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/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/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. In addition, the 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/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/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/adult student of the decision and the reasons for that decision. The 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 reviewing existing data as part of an evaluation or a reevaluation (however, the parent/adult student shall be afforded the opportunity to participate in the review of existing data);

2. when tests are administered to both general and special education students in a grade or class;

3. when teacher or related service provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student’s progress toward goals and benchmarks/objectives on the IEP; or

4. 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/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/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/adult student disagrees with an IEP program change or placement change that is proposed by the IEP team, 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/adult student received the written notice, the changes to which the 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/adult student retains the right to exercise other procedures under the IDEA.

The parties may resolve a disagreement using methods such as holding additional IEP team meetings, or utilizing SDE Dispute Resolution processes, such as facilitation or mediation.
these attempts fail, the district may request a due process hearing regarding the proposed change. A 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 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 requirements.

The IDEA 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);

   b. academic work completed (courses taken, transcript);

   c. level of achievement (grades, portfolios, performance assessments, scores on standardized achievement tests, etc.);

   d. attendance data;

   e. scores and protocols of standardized intelligence, aptitude, and psychological tests;

   f. records of teachers, counselors, medical personnel, and psychologists working directly with a student if disclosed to others;

   g. interest inventory results;

   h. observations and verified reports of serious or recurring behavior patterns;
i. videotapes or audiotapes;

j. health data including medical assessments;

k. family background information;

l. transportation records;

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;
      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 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/adult student before disclosing personally identifiable information:
   a. to unauthorized individuals; or
   b. for any purpose except as authorized by law.

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 request is not from:
   a. a 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/adult student will only be allowed to inspect, review, or be informed about the record of the student at issue.
7. Ensure that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality. All staff members, even those who do not have access to special education records, should be informed about what is considered appropriate and inappropriate access to and use of information within the records. The district may maintain a record of the training provided—including the name of the person or persons providing the training, dates of the training, those attending, and the subjects covered—for the purpose of documenting that new staff members have been trained as soon as possible after they have been hired.

C. Access to Records

The district shall:

1. Annually notify the parents of all students, including students with disabilities currently in attendance, of their rights under FERPA. The notice shall include all of the following:
   a. procedures for exercising the right to inspect and review education records;
   b. procedures for requesting amendment of records; and
   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/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/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/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/adult student for an explanation and interpretation of a record.

5. Provide a copy of education records if a 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. A fee may be charged for the copies, but not to search for or retrieve information. The district shall publish a schedule of fees it intends to charge.

6. Always provide a 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/adult student should be notified of the request for records at the last known address of the 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 requirements. The district shall inform a parent/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.

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 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/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, or burning, under supervision of the staff member responsible for the records if not released to the 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/adult former student. When informing the parent/adult student of his or her rights, the district should remind the 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/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/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/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/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.

H. Students’ Rights

When special education rights transfer to a student under the IDEA and Idaho Code, the FERPA rights regarding education records also transfer to the student. The district shall inform the parent/adult student that both the IDEA 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/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/adult student is entitled to only one IEE at public expense for each district evaluation.

2. The 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/adult student is not automatically entitled to have additional assessments beyond those determined necessary by the district for an evaluation. However, if 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 request a due process hearing.

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.

5. 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/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/adult student the criteria under which an IEE can be obtained. The district’s IEE criteria shall include the following information:

1. the location for the evaluation;
2. the required qualifications of the examiner;

3. the eligibility requirements for the specific disability categories; and

4. reasonable cost containment criteria applicable to personnel for specified assessments to eliminate unreasonably excessive fees.

Except for the criteria listed above, the district may not impose other conditions or timelines if doing so would be inconsistent with the parent’s/adult student’s right to an IEE. Upon request, a list of qualified examiners who can conduct an IEE will be provided.

A parent/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/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. 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/adult student may pursue an IEE, but at his or her own expense.

2. If a 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/adult student obtains an IEE and makes that evaluation available to the district, the results must be considered by the district in any decision made with respect to the provision of FAPE. The results may also be presented as evidence at a hearing regarding the student. This is true regardless of whether the IEE is at the expense of the parent/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.
Dear Parent,

This document provides you with the required notice of the procedural safeguards available under the Individuals with Disabilities Education Act (IDEA) and U.S. Department of Education regulations. The IDEA, the Federal law concerning the education of students with disabilities, requires schools to provide the parent(s) of a child with a disability a notice containing a full explanation of the procedural safeguards available. A copy of this notice must be given only one time per school year, except that a copy must also be given:

1. Upon initial referral or your request for evaluation;
2. Upon receipt of your first State complaint and upon receipt of your first due process complaint 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.

Please contact the school district for more information on these rights.

For further explanation you may also contact:
Idaho Special Education Dispute Resolution, State Dept. of Education
P.O. Box 83720
Boise, ID 83720-0027
Phone: (208) 332-6914 Toll-free: (800) 432-4601 V/TT: (800) 377-3529
Fax: (208) 334-2228
Web: www.sde.idaho.gov

For further assistance in matters relating to dispute resolution, you may contact:
DisAbility Rights Idaho
Boise Office
4477 Emerald Street,
Suite B-100
Boise, ID 83706-2066
Phone: (208) 336-5353
Toll-free: (800) 632-5125
Fax: (208) 336-5396
Web: disabilityrightsidaho.org

DisAbility Rights Idaho
Pocatello Office
1246 Yellowstone Ave
Suite A-3
Pocatello, ID 83201-4374
Phone: (208) 232-0922
Toll-free: (888) 309-1589
Fax: (208) 232-0938
Web: disabilityrightsidaho.org

Idaho Parents Unlimited, Inc. (IPUL)
4619 Emerald, Ste. E
Boise, ID 83702
Phone: (208) 342-5884
Toll-free: (800) 242-IPUL (4785)
V/TT: (208) 342-5884
Fax: (208) 342-1408
Web: ipulidaho.org

Idaho Legal Aid Services
1447 Tyrell Lane
Boise, ID 83706
Phone: (208) 336-8980
Fax: (208) 342-2561
Web idaholegalaid.org

Idaho State Bar Association
P.O. Box 895
Boise, ID 83701
Phone (208) 334-4500
Fax: (208) 334-4515
Web: isb.idaho.gov

Wrightslaw Idaho Yellow Pages for Kids
Web: yellowpagesforkids.com/help/id.htm
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 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:

Idaho Special Education Dispute Resolution

State Dept. of Education
P.O. Box 83720
Boise, ID 83720-0027
(208) 332-6914 or
(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

Boise Office:
4477 Emerald Street,
Suite B-100
Boise, ID 83706-2066
(208) 336-5353
(208) 336-5396 (fax)
(800) 632-5125 (toll-free)
Web: disabilityrightsidaho.org

Pocatello Office:
1246 Yellowstone Ave., Suite A-3
Pocatello, ID 83201-4374
(208) 232-0922
(208) 232-0938 (fax)
(866) 309-1589 (toll-free)

Idaho Parents Unlimited, Inc. (IPUL)

4619 Emerald, Ste. E
Boise, ID 83702
(208) 342-5884
(800) 242-IPUL (4785)
(208) 342-1408 (fax)
V/TT: (208) 342-5884
Web: ipulidaho.org

Idaho Legal Aid
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STATE DEPARTMENT OF EDUCATION
JUNE 16, 2016
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 your consent was requested, 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

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

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.

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.
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.

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
deck 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
Part B

Procedural Safeguards Notice

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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 subheadings *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

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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 Section 33-205, Idaho Code and state and local policies. In addition to these rights, the IDEA 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/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 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 also 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 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 eligibility prior to the behavior that precipitated the disciplinary suspension; and

   b. The parent/adult student asserts the right to FAPE.

Section 2. Actions Involving a Change of Placement for Disciplinary Reasons

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 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.

B. Hearing Officer Actions Resulting in a Change of Placement

Through an expedited due process hearing, district administrators may ask a hearing officer to place a student with a disability in an appropriate IAES.

1. In requesting a hearing officer to place a student in an IAES, the district must:
   a. demonstrate by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others; and
   b. indicate whether the request is for an initial period of not more than 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 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

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. Educational services [FAPE] shall not cease during an injunction.

Section 3. FAPE Considerations

Services shall not cease and the district shall always provide FAPE to the student with a disability:

1. after a student with a disability is removed for ten (10) school days in the same school year and subsequent days of removal; and

2. there is a disciplinary change of placement.
A. District Actions When There is Not a Change in Placement

1. Notify the 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 the 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. 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 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 the IEP, all procedural safeguards under the IDEA 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/adult student and relevant IEP team members (as determined by the district and 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/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/adult student, and other relevant members of the IEP team (as determined by the parent and the district). The purpose of the meeting is to review all relevant information in the student’s file including:
   
   a. the student’s IEP;
b. any teacher observations; and

c. any relevant information provided by the parent/adult student.

3. Based on a review of the information, the district, parent, and relevant members IEP team as determined by the parent and the district, will determine if the conduct in question was:

a. caused by or had a direct and substantial relationship to the student’s disability; or

b. the direct result of the district’s failure to implement the IEP (if so, the deficiencies must be immediately remedied).

If the district, parent, and relevant members IEP team find that either a or b above is true, the student’s behavior will be determined to be a manifestation of his or her disability.

B. When Behavior Is a Manifestation of the Disability

If a student’s behavior is determined to be a manifestation of his or her disability, the IEP team, (relevant members determined by the parent and the district), will:

1. conduct an FBA and implement a BIP for the student if the district had not conducted such an assessment prior to the behavior that resulted in a change in placement;

2. review the BIP if one had previously been developed and modify it as necessary to address the behavior;

3. return the student to the placement from which he or she was removed, unless the parent and district agree in writing to a change of placement as part of the modification of the BIP.

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 the 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 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/adult student may request an expedited due process hearing if he or she:
   a. disagrees with the determination that the behavior was not a manifestation of the student’s disability;
   b. disagrees with any decision of the IEP team regarding a change of placement during a disciplinary proceeding; or
   c. disagrees with the decision regarding the student’s placement in an IAES.

2. The district may request an expedited hearing if it believes that maintaining the current placement is substantially likely to result in injury to the student or to others.

3. When an appeal of a disciplinary action is requested (by the 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/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 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/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/adult student is unable to write or has a disability that prevents a written statement.

   b. The 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/adult student did not give written consent for an evaluation.

   c. The 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/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 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

Section 33-209, 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

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Chapter 13
Dispute Resolution

On occasion, conflicts arise between school districts and families. Several mechanisms are available through the State Department of Education (SDE) to assist in resolving a dispute. The processes are facilitation, informal conflict resolution, mediation, state 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 requests for facilitation, informal conflict resolution, and mediation by telephone and e-mail. State complaints and due process hearings are accepted via fax, mail, personal delivery, or may be scanned and attached to an email. All state complaints and due process hearing requests must include a signature of the filing party.

Requests for dispute resolution should be directed to the Dispute Resolution Coordinator (DRC) at:

Special Education Dispute Resolution

Idaho State Dept. of Education
P.O. Box 83720
Boise, ID 83720-0027
(208) 332-6914
(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
Boise Office:
4477 Emerald St., Ste B-100
Boise, ID 83706-2066
(208) 336-5353
(208) 336-5396 (fax)
(800) 632-5125 (toll-free)
Web: disabilityrightsidaho.org
DisAbility Rights Idaho
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 (IPUL)
4619 Emerald, Ste. E
Boise, ID 83702
(208) 342-5884
(208) 342-1408 (fax)
(800) 242-IPUL (4785) (toll-free)
V/TT: 208-342-5884
Web: ipulidaho.org
Section 1. Facilitation

A. Definition of Facilitation

Facilitation is a voluntary process during which dispute resolution contracted individual or individuals 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. Facilitation supports early dispute resolution by providing assistance to the team before a conflict develops into a formal dispute. A facilitator is trained to help teams focus on key issues and move toward productive outcomes. Because the facilitator is not a member of the team, he or she can act as a neutral and impartial third-party providing balance, offer an outsider’s perspective on the process, and help parties to be 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.

B. Facilitation Requests

A request for facilitation may be made by either a parent/adult student or a designated district representative, such as the director of special education. Facilitation may be requested for any IDEA-related meeting including: eligibility meetings; annual or amended IEP team meetings; due process hearing meetings such as resolution sessions or settlement meetings; as well as manifestation determination meetings.

Requests for facilitation should be made at least two weeks in advance to the meeting. Upon the request for facilitation, the Dispute Resolution Coordinator (DRC) will immediately contact the other party for approval. As facilitation is voluntary, both parties must agree to facilitation for the process to go forward. The DRC 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 help 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 to establish the agenda and identify 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 teams, serve as definitive experts on IDEA 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.
Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted as dispute resolution contractors.

D. Dispute Resolution Facilitators

Facilitators are trained in effective conflict resolution processes, communication, negotiation, problem-solving, 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 DRC may appoint one or two individuals to serve as facilitator(s) of a 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.

E. Facilitation Timelines

The DRC 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. Informal Conflict Resolution

A. Definition of Informal Conflict Resolution

Informal conflict resolution is offered 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 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 DRC 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 complaint involving an individual student, however cannot be used to delay the state complaint process or a due process hearing timelines.

Upon request for informal conflict resolution, the DRC or the assigned facilitator will contact all parties to schedule the meeting. Because informal conflict resolution is voluntary, both parties must verbally state their agreement to participate for the process to go forward. Informal conflict resolution can be conducted by dispute resolution contractors or dispute resolution staff as assigned by the DRC. Informal conflict resolution is offered 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 discouraged, and a school district may not have legal representation present if a parent/adult student does not.

3. The DR office 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 DRC 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 state or federal court. Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted as dispute resolution contractors. 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 memorialized in writing or agreed to verbally, are self-enforced and not enforceable by the SDE.

Section 3. Mediation

A. Definition of Mediation

Mediation is a confidential and voluntary process where a trained neutral and impartial third-party provides a structure for parents/adult students and district personnel to identify areas of agreement and work to resolve points of disagreement concerning the identification, evaluation, educational placement, or provision of FAPE. Mediation aims to build positive working relationships, encourage mutual understanding, and help the parties focus on their common interest—the student.

While discussions in mediation are confidential, not discoverable in due process hearing or court process, and parties are asked to sign a confidentiality agreement, provide a Notification of Confidentiality (see the Notification of Confidentiality form in the Documents section of this chapter), 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 complaint.

B. Mediation Requests

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. The DRC will screen all mediation requests to determine the appropriateness of the process for each individual case. Mediation is automatically offered when a state complaint involving an individual student or a request for a due process hearing has been filed. Mediation cannot be used to delay the state complaint process or a due process hearing timelines.

Upon request for mediation, the Dispute Resolution office will contact all parties to schedule the mediation. Because mediation is voluntary, both parties must verbally agree to mediate for the process to go forward. Mediators are selected by the DRC from a list of trained professionals. Mediation is provided at no charge to the district or to the parent/adult student.
C. 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 who 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 discouraged. A district may not have legal representation present if a parent/adult student does not.

6. The Dispute Resolution office 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 Dispute Resolution office. (See the Mediation Agreement form in the Documents section of this chapter).

8. 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 and parties approve 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 Dispute Resolution office of the decision to withdraw the due process hearing request.
10. If for any reason the mediation does not end in a written agreement, the mediator will provide each party and the Dispute Resolution Coordinator with a statement certifying that mediation occurred but no agreement was reached.

11. Either party has the option to end the mediation at any time.

D. Dispute Resolution Mediators

Dispute resolution mediators 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 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;
   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 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, co-mediators may not be used.

E. Mediator Role

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: establishes the ground rules for all parties to follow; guides the process; encourages open and honest communication; ensures that each party is heard; phrases information and summarizes issues; and facilitates the writing of the agreement.

F. Mediation Timelines

The DRC will appoint a mediator within three (3) business days of all parties agreeing to mediate. 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.
G. Confidentiality

Discussions that occur during the mediation process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding. Parties in the mediation process will be afforded the opportunity to review provided a copy of the Notification of Confidentiality form. Confidentiality agreement and will be required to sign it before mediation begins. (See the Mediation Notification of Confidentiality Agreement in the Documents section of this chapter).

H. Mediation Agreement

An agreement reached by the parties through mediation shall be set forth in writing and is enforceable in state and federal courts.

Section 4. State Complaints

A. Definition of State Complaint

State complaints can be filed by any individual or organization alleging any violation of the IDEA, including an alleged failure to comply with a previous due process hearing decision. 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 filing party must provide a written complaint that includes the name and contact information of the complainant, the 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 Dispute Resolution office. IDEA allows sixty (60) days to resolve the complaint with mediation, investigation and final report, or a pre-investigation corrective action plan (CAP).

The DRC determines whether the complainant’s submission meets the IDEA requirements for a complaint. If the complaint is ruled insufficient, the complainant will be notified in writing. The DRC 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. If investigated, a written decision will be provided to the complainant and the district addressing each allegation, findings of fact, conclusions, and any corrective actions ordered.
B. Filing a State Complaint

The state complaint will be accepted if received by mail, fax, hand delivery, or scanned and attached to an email with the complainant’s signature included. Reasonable accommodations will be provided to individuals who need assistance in filing complaints. A state 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 Complaint (located in the Document section of this chapter). The DRC will develop allegations of violation of IDEA for investigation from the submitted complaint.

C. Methods of Resolving State Complaints

Mediation will be offered in a case regarding an individual student. 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 state complaint may be achieved through one or more of the following processes:

1. **Verification of resolution**: Upon receipt of the allegations determined by the complaint investigator and the DRC, the district may submit information to document that one or more of the allegations of the complaint have been resolved. The Dispute Resolution office 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 DRC 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, an investigation will be conducted on unresolved allegations.

3. **Investigation**: The SDE will appoint a complaint investigator to the case who will conduct a fact finding investigation which may include interviews and reviews of files, correspondence, and other information. An onsite investigation may occur as part of the investigation. The complaint investigator will submit his or her findings of fact, conclusions, and, in coordination with the SDE, identify appropriate corrective actions, if required.

D. State Complaint Procedures

Upon receipt of a written state administration complaint, the DRC will ensure the following procedures are followed:

1. Verify proper filing procedures were followed and determine if the complaint meets established criteria, including sufficient allegations of violation of IDEA (as developed by the DRC from the submitted complaint) and facts within five (5) business days. The complainant will be notified if a submission is insufficient to
process as a complaint. The complainant will be given the opportunity to submit additional information about the allegations, whereas upon receipt of the additional information, the sixty (60) day timeline for completion will start.

2. The district (specifically the superintendent, the special education director, and the school board chair) will be notified by the DRC that the complaint has been received and what, if any, allegations have been accepted for investigation within ten (10) business days of receiving the complaint. The school district is given an opportunity to respond to the complaint and may initiate within fourteen (14) days of receipt of the complaint a corrective action proposal (CAP) to resolve all or some of the allegations in the complaint, subject to DRC 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 Dispute Resolution office. 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.

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. Provide the parent/adult student a copy of the Procedural Safeguards Notice.

5. Complainants will be given an opportunity to provide additional information about the allegations, either orally or in writing.

6. All or any part of the written complaint will be set aside by the hearing officer, if the allegation is being addressed in a pending due process hearing or a hearing decision which has already been rendered. Any issue not a part of a due process action will be resolved following the state complaint procedures and timelines.

7. The Dispute Resolution office will investigate a complaint alleging that a final hearing officer decision is not being implemented by a public agency.

8. A final report of the investigation will be issued 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 a sufficient complaint (see D.1). This time period may be extended, but only under exceptional circumstances, which shall be documented by the DRC, or if the complainant and public agency agree to extend the time to engage in mediation or other alternative dispute resolution procedures.
9. If a violation of the IDEA is verified by the complaint investigator, the report shall include corrective actions addressing, as appropriate:
   
   a. how to remedy any denial of FAPE, which may include the award of compensatory services, monetary reimbursement or other corrective action as appropriate to the needs of the student;
   
   b. the future provision of services to be considered by an IEP team for the student with a disability, when appropriate; and
   
   c. the provisions of technical assistance, documentation of compliance, or written assurances, if needed.

10. 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. A complaint investigation final report cannot amend a student’s IEP.

11. The Dispute Resolution office 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 5. Due Process Hearings

A. Definition

A due process hearing request involves an allegation or a series of allegations by either a parent/adult student or the district on issues relating to the identification, evaluation, educational placement, and the provision of FAPE.

The due process hearing is overseen by a hearing officer appointed by the DRC. At the due process hearing, the parent/adult student presents evidence, cross examines witnesses, and presents the 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 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. Mediation is offered 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 remain in effect.

**B. Due Process Hearings and Expedited Due Process Hearings**

Idaho’s due process system has two settings for due process 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 an administrative hearing to resolve disputes concerning discipline and/or placement related to discipline.

**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 all of the general information, issue(s), and resolution(s) information required in the *Due Process Hearing Request Form*. Reasonable accommodations will be provided 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 Dispute Resolution office. 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 and the SDE.

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.

   a. A due process hearing shall be initiated within two (2) years of the date the 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/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.

   b. A due process hearing can be initiated regarding issues pertaining to identification, evaluation, educational placement, or the provision of FAPE if
the district proposes to initiate or change any of these matters, or if the district
refuses the parent’s/adult student’s request to initiate or change any of these
matters.

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:

   a. override a parent’s/adult student’s refusal of consent for an initial evaluation
      or re-evaluation, or release of information;

   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;

   c. the placement of 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;

   d. a determination whether an evaluation conducted by the district was
      appropriate or whether an evaluation obtained by a parent/adult student meets
      the criteria for a publicly funded Independent Educational Evaluation (IEE);

   e. resolution if a parent/adult student disagrees with an IEP or placement change
      by the district, where the parent/adult student filed 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, thereby
      stopping the implementation of the proposed change. If resolution through
      additional IEP meetings or mediation fails to resolve the disagreement, the
      district may request a due process hearing to obtain a hearing officer’s
      decision regarding the proposed change. (Note: 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); or

   f. a determination if a proposed IEP is appropriate even if the parent/adult
      student has not filed a formal objection.

D. Hearing Officer Appointment

   1. The hearing officer shall be appointed within ten (10) calendar days of the SDE
      receiving the due process hearing request or within five (5) business days of an
      expedited hearing. Hearing officers are selected from a list of specially trained and
impartial professionals. A list of qualifications for each hearing officer is kept by the DRC.

2. The hearing officer must not be a member of the district school board, an employee of the school district, or an employee of the SDE.

3. The hearing officer must not have a personal or professional interest that conflicts with the objectivity required of a hearing officer.

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. The district will pay for all actual expenses incurred by the hearing officer and for the cost of a verbatim transcript of the hearing, if requested by the parent. The hearing officer will be compensated at rates set by the SDE.

E. Due Process Hearing Policies

After a due process request is filed by the parent/adult student or the district, the following procedures will be followed.

1. The Dispute Resolution office 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 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.

   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/adult student’s complaint, the district must, within ten (10) calendar days of receiving the request, send the response to the parent/adult student a letter 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.

4. The district shall inform a parent/adult student of any free or low-cost legal or other relevant services available to him or her and provide a copy of the Procedural Safeguards if a due process hearing is requested or if the parent/adult student requests such information.

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.

   a. A resolution meeting includes 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 DRC will provide a contractor specially trained in facilitating a resolution session or a contracted mediator, if requested. Either process requires approval by both parties.

   d. The purpose of the meeting is for the 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.

      1) If a resolution is reached regarding the issues raised in the request for a due process hearing, the district representative and the parent/adult student will sign a 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/adult student after reasonable efforts have been made and documented, at the conclusion of the thirty (30) calendar day resolution period the district may request that the hearing officer dismiss the parent’s/adult student’s due process hearing request.

g. A 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 DRC and to the hearing officer when the resolution meeting is to be held, or provide documentation indicating it was waived by both parties, or provided 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/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 DRC and the assigned hearing officer immediately.

F. The Due Process Hearing

1. Hearing Preparation
a. A parent/adult student will be allowed to inspect and review reports, files, and records pertaining to the student 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/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: evaluations completed by that date; recommendations based on those evaluations intended to be used at the hearings; copies of exhibits 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/adult student, district officials, and the SDE. The hearing shall be conducted at a time and place reasonably convenient to the 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.

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. Due process hearings shall be conducted pursuant to the Idaho Rules of Administrative Procedure of the Attorney General (IDAPA), IDEA requirements, and this Manual. In case of any conflict between IDAPA and the IDEA, the IDEA shall supersede. IDAPA rules shall supersede this Manual.

b. A parent/adult student and district personnel may be accompanied and advised by legal counsel properly licensed in Idaho.

c. A 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. Each party has 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 DRC for resolution.

h. An audio recording of the hearing will be made. The parent/adult student may formally request The record will be a written verbatim transcript. The parent/adult student may choose an electronic verbatim record instead. If transcribed, The district will pay the transcription costs, and a copy of the transcript will remain with the SDE. The parent/adult student and district personnel have the right to obtain a copy of the record upon formal request.

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/adult student’s opportunity to participate in the decision-making process; or

   iii. caused a deprivation of educational benefit.

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.

c. The hearing officer’s 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 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/adult student at no cost. Copies will also be mailed to the district superintendent, the DRC, and representatives of the district.

f. 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.

g. Nothing in this section can be interpreted to prevent a 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.

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/adult student agree otherwise.

2) The stay put placement continues during any subsequent appeals unless a hearing officer agrees with a 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 6. Expedited Due Process Hearings

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 Request

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. Reasonable accommodations will be provided 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/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.

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 DRC 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 Decision

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 DRC will appoint a hearing officer within 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.

5. Any party may prohibit the introduction of any evidence at the hearing that was not disclosed at least five (5) business days before the hearing.

6. The hearing shall occur within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing and no extensions may be granted by the hearing officer.

7. A written decision will be mailed to both parties by the Dispute Resolution office.

8. A party may appeal the decision in an expedited due process hearing in the same way as 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/adult student or the district regarding placement decisions, the student shall “stay put” during the pendency of the hearing. In relation to disciplinary proceedings, stay put means:

1. the student will remain in the IAES until the timeline for the disciplinary action expires or the hearing officer renders a decision, whichever occurs first; and/or

2. upon expiration of the IAES placement, the student will be placed in the setting he or she was in prior to the IAES. However, if district personnel maintain that it is dangerous for the student to return to that placement, the district may request an expedited hearing to continue the IAES for up to an additional forty-five (45) school days. This procedure may be repeated as necessary.

If the hearing officer findings are in favor of the parent/adult student, the change of placement cannot occur. The IEP team will need to determine the extent of services appropriate to meet the student’s individual needs, as well as address the student’s behavior. If the hearing officer finds for the district, the district may use the same disciplinary procedures, including expulsion, available for any other student, except that FAPE 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 (3). 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 7. Appeals and Civil Action

An appeal to state court shall be filed within twenty-eight (28) days from the date of issuance of the hearing officer’s decision; 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.

A party must exhaust administrative remedies before initiating a civil action under IDEA unless otherwise determined by the court. However, nothing in the IDEA 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 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 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/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/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/adult student is not more favorable to the 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/adult student who is a prevailing party and who was substantially justified in rejecting the district’s settlement offer.

C. Reduction in the Amount of Attorney Fees

A court may reduce an award for attorney fees under any of the following circumstances:

1. during the course of the action or proceeding, the parent/adult student or his or her attorney unreasonably extended the final resolution;

2. the amount of the award unreasonably exceeds the prevailing rate in the community for similar services by attorneys of reasonably comparable skills, reputation, and experience;

3. the time spent and legal services rendered were excessive considering the nature of the action;

4. the attorney representing the 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/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/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.
MEDIATION AGREEMENT

Student’s Name ______________________________ Date of Birth ______ Sex ______

Parent’s Name _________________________________________________________________________________

Address __________________________________________________________________________________________

_____________________________________________________________________________________________
Street                                                                                              City        Zip

Phone (Home) ________________________(Work) ________________________ (Cell) _______________________

School District or Agency ___________________________________________________________________________

Address: __________________________________________________________________________________________

_____________________________________________________________________________________________
Street                                                                                              City       Zip

Mediator ______________________________ Date(s) of Mediation(s) ______________

Is this Mediation related to a filed complaint?  Yes  No  Complaint # __________________________

Participants (List name and title or relationship to student)

_____________________________________________________________________________________________
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TERMS OF AGREEMENT

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(USE ADDITIONAL PAGES AS NEEDED)
If applicable, we agree that this Mediation Agreement will serve to amend the existing Individualized Education Program. Yes________ No________

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 personal notes to 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 ___________

Name ___________________________ Role ___________ Date ___________
NOTIFICATION OF MEDIATION CONFIDENTIALITY

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.

IDEA requires that all discussions that occur during a mediation will remain confidential and will not be used as evidence in any subsequent due process hearing or civil proceeding [34 CFR 300.506 (b)(8)]. All parties in the mediation will receive a copy of this Notification of Confidentiality.

1. The mediator or any prior approved SDE observer cannot be called as a witness or be deposed in any subsequent due process hearing or civil proceeding;

2. In order to maintain the confidentiality of the process, the mediator will collect personal notes of the participants to be destroyed at the conclusion of the mediation session;

3. No recording of the mediation session will be made;

4. The only record retained of the mediation will be the written mediation agreement if one results and this notification of confidentiality. If parties come to an 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. However, the mediator will not make any other report to the SDE;

5. The mediator is responsible for collecting and retaining the acknowledgment of mediation and the signed written agreement if one results.

6. The confidentiality of the mediation continues even if an agreement is not reached.

NOTIFICATION GIVEN TO:

MEDIATOR: _____________________________________ DATE: ____________________

January June 20156
FORM FOR FILING A STATE COMPLAINT

Please submit any request for a state complaint to the Dispute Resolution Coordinator, State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. The alleged violations may not be older than one year (365 days) 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: ________ Email: __________________________________________ __

Telephone: (Hm)_________________ (Wk) ______________ (Cell)_____________________

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:

________________________________________________________________________
B. **Allegation(s) Description of Problem:** Describe the specific issue(s) that relate to potential violations of Part B of the IDEA. Provide supporting facts and information for each allegation. Provide a description of the specific issues related to the alleged violation(s) of Part B the Individuals with Disabilities Education Act (IDEA). Include statements of fact relating to the alleged violation(s). (Attach additional pages if needed.)

C. **Resolution:** Please provide your suggestions for solving the problem. (Attach additional pages if needed.)
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, 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: ___________ Email: _________________________________

Telephone: (Hm) ________________ (Wk) ______________ (Cell) ______________

Name of District/Agency Hearing Request 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: ____________________

(Complete if the information is available):
Student’s Attorney: ___________________________

(Complete if the information is available):
District’s Attorney: ___________________________
B. **Issue(s):** Describe your specific problem that relates to any matter of identification, evaluation, educational placement, or provision of a free appropriate public education. Summarize the facts and information as a basis for each allegation. (Attach additional pages if needed.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

C. **Resolution:** Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

__________________________  ____________________________  ______
Signature of Individual Requesting Hearing  Title or Relationship to Student  Date
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: __________ Email: ________________________________

Telephone: (Hm) __________ (Wk) __________ (Cell) __________

Parent/Guardian of Student: ____________________________________________

Address: __________________________________ City: _______________________

Zip: ______ Telephone: (Hm) __________ (Wk) __________ (Cell) __________

Name of District/Agency Hearing Request Is Against: _______________________

### Student Information:

Student Name: ____________________

Address: _________________________

City: __________ Zip: __________

Date of Birth: ____________________

School Student Attends: __________

Student’s Grade: ________________

(Complete if the information is available)

Student’s Attorney: _________________________________________________

### District Information:

District Contact: __________________

Address: _________________________

City: __________ Zip: __________

Telephone: _______________________

(Complete if the information is available)

District’s Attorney: _________________________________________________
B. **Issue(s):** Describe your specific problem that relates to any matter of identification, evaluation, educational placement, or provision of a free appropriate public education. Summarize the facts and information as a basis for each allegation. (Attach additional pages if needed.)

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

C. **Resolution:** Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Signature of Individual Requesting Hearing    Title or Relationship to Student    Date

January June 20156
SUBJECT
Proposed Rule – IDAPA 08.02.03.110, Rules Governing Thoroughness, Alternative Secondary Programs

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1002, 33-1002C, and 33-1002F, Idaho Code
IDAPA 08.02.03.110 – Rules Governing Thoroughness - Alternative Secondary Programs

BACKGROUND/DISCUSSION
This proposed rule change will update the rules governing Alternative Secondary Programs which have not been updated in its entirety since April 1997. Additionally, the passage of House Bill 300 in 2015 added sixth grade to the grades eligible for alternative secondary program funding. The changes would update the terminology; include sixth grade as part of the student qualification; remove limited English proficiency as a qualifier; align the instruction section to current practices; and clarifies the obligation to follow the Individuals with Disabilities Education Act (IDEA).

The clarifications to the at-risk qualifiers include:
- Adding “in the past year” to “has failed one or more academic subjects”;
- Adding “or for grade promotion” to the requirement relating to the number of credits behind for graduation;
- Adding “documented or pattern of” to the substance abuse qualifier;
- Adding “or unaccompanied youth” to the emancipated youth qualifier; and
- Changing the “disruptive student behavior” to “behavior that is detrimental to their academic progress.”

The additions to the at-risk qualifiers include adding “is below proficient, based on local criteria and/or standardized tests” and “has attended three or more schools within the previous two years.” The proficiency measures would be one measure schools could use to help qualify sixth grade students. The second addition allows the school to include mobility as a measure for qualification.

Negotiated rulemaking was conducted for this rule. Feedback was given by stakeholders which resulted in several revisions to the rule.

IMPACT
Updating the at-risk qualifiers will provide clarification related to the student qualifications for the alternative schools. The changes are designed to better identify students who qualify for the alternative school programs and to help meet the needs of those students.

ATTACHMENTS
Attachment 1 – Proposed Rule changes to IDAPA 08.02.03.110
STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending rule stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration and become effective at the end of the legislative session in which they are submitted if they are not rejected by the legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the Proposed Rule amendment to IDAPA 08.02.03.110, Rules Governing Thoroughness, Alternative Secondary Programs, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.03 - RULES GOVERNING THOROUGHNESS

110. ALTERNATIVE SECONDARY PROGRAMS (SECTION 33-1002; 33-1002C; 33-1002F, IDAHO CODE).

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Some designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours.

01. Student Qualifications. An at-risk youth is any secondary student grade seven (7-12) who meets any three (3) of the following criteria, Subsections 110.01.a. through 110.01.f.g., or any one (1) of criteria in Subsections 110.01.g.h. through 110.01.m.n.

a. Has repeated at least one (1) grade. (4-1-97)

b. Has absenteeism that is greater than ten percent (10%) during the preceding semester. (4-1-97)

c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program. (4-1-97)

d. Has failed one (1) or more academic subjects in the past year. (4-1-97)

e. Is below proficient, based on local criteria and/or standardized tests. (4-1-97)

f. Is two (2) or more semester credits per year behind the rate required to graduate or for grade promotion. (4-1-97)

g. Is a limited English proficient student who has not been in a program more than three (3) years. Has attended three or more schools within the previous two years not including dual enrollment. (3-30-07)

h. Has documented or pattern of substance abuse behavior. (4-1-97)

i. Is pregnant or a parent. (4-1-97)

j. Is an emancipated youth or unaccompanied youth. (4-1-97)

k. Is a previous dropout. (4-1-97)

l. Has serious personal, emotional, or medical problems issue(s). (4-1-97)

m. Has a court or agency referral. (4-1-97)

mn. Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior. Demonstrates behavior that is detrimental to their academic progress. (4-1-97)

02. Instruction. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include:
a. Academic skills that include language arts and communication, mathematics, science, and social studies. Core academic content that meets or exceeds minimum state standards. (4-1-97)

b. A personal and career counseling component. (4-1-97)

c. A physical fitness and personal health component. (4-1-97)

d. A state division approved vocational Career and technical education component approved by the state division of career and technical education. (4-1-97)

ed. A personal finance, parenting, and child care component with parenting skills emphasized; and (4-1-97)

e. A personal and career counseling component. (4-1-97)

03. Graduation Credit. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (4-5-00)

04. Special Services. Special services, where appropriate for at-risk youth enrolled in alternative secondary programs, include the following where appropriate: (4-1-97)

a. A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (4-1-97)

b. Direct social services that may include officers of the court, social workers, counselors/psychologists. (4-1-97)

c. All services in accordance with the student’s Individualized Education Program. (4-1-97)