

**STATE DEPARTMENT OF EDUCATION  
JUNE 20, 2018**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>DEVELOPMENTS IN K-12 EDUCATION</b>	Information Item
<b>2</b>	<b>SCHOOL HARDSHIP STATUS – ALBION ELEMENTARY SCHOOL</b>	Information Item
<b>3</b>	<b>PROPOSED RULE – IDAPA 08.02.03, RULES GOVERNING THOROUGHNESS - AMAOS</b>	Motion to Approve
<b>4</b>	<b>PROPOSED RULE – DOCKET NO. 08-0202-1801, RULES GOVERNING UNIFORMITY, EDUCATOR CREDENTIAL UPDATES</b>	Motion to Approve
<b>5</b>	<b>PROPOSE RULE – DOCKET NO. 08-0203-1801, RULES GOVERNING THOROUGHNESS, SPECIAL EDUCATION MANUAL (INCORPORATED BY REFERENCE)</b>	Motion to Approve
<b>6</b>	<b>RED TAPE COMMITTEE RECOMMENDATIONS</b>	Motion to Approve

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**SUBJECT**

Developments in K-12 Education

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment

**BACKGROUND/DISCUSSION**

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board, including:

- NAEP scores
- eProve Survey Update

**ATTACHMENTS**

Attachment 1 – NAEP Presentation

**BOARD ACTION**

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



# NAEP 2017 Mathematics and Reading Results

Paul D. Kleinert, PhD  
NAEP Coordinator  
Assessment & Accountability  
Idaho State Department of Education



## NAEP Subjects



Civics



Economics



Geography



U.S. History



Mathematics



Music



Reading



Science



Technology &  
Engineering Literacy

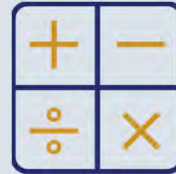


Visual Arts



Writing

# Grade 4 Mathematics Results



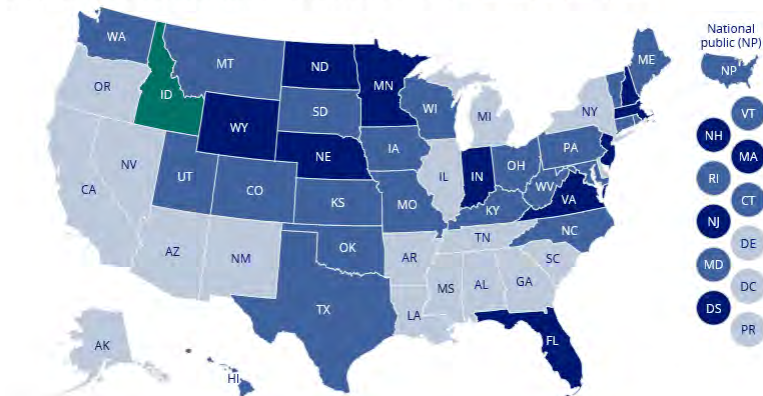
## GRADE 4 | MATHEMATICS | 2017

ACHIEVEMENT LEVELS - at or above *Basic*



Mathematics, grade 4

Difference in percentage at or above Basic between all jurisdictions and Idaho, for All students [TOTAL], 2017





### Student Group Score Differences

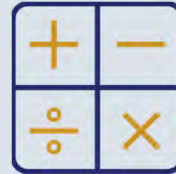
Grade 4 – Differences since 2007

	All Students	Male	Female	Eligible for NSLP	Students with Disabilities	English language learners
Idaho	◆	◆	◆	◆	◆	↓9
National Public	◆	◆	◆	◆	↓7	◆

↑ Higher    ↓ Lower    ◆ No significant change    — Not available

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Two or more races
Idaho	◆	—	◆	—	—	—
National Public	◆	◆	↑3	↑4	◆	↑4

# Grade 8 Mathematics Results



## GRADE 8 | MATHEMATICS | 2017

ACHIEVEMENT LEVELS - at or above *Basic*

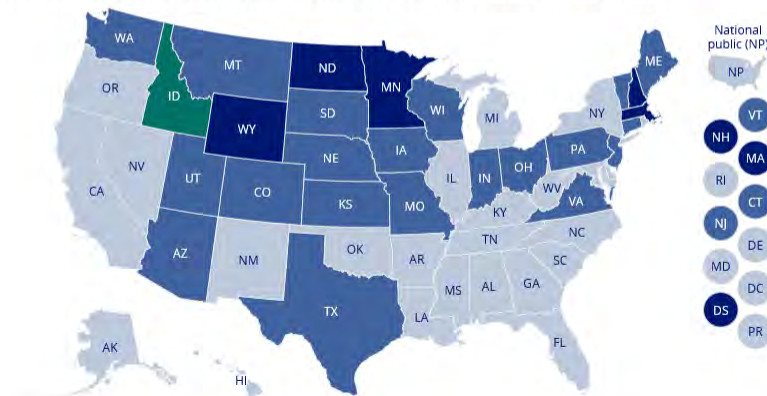
2017 Idaho percentage at or above *Basic*

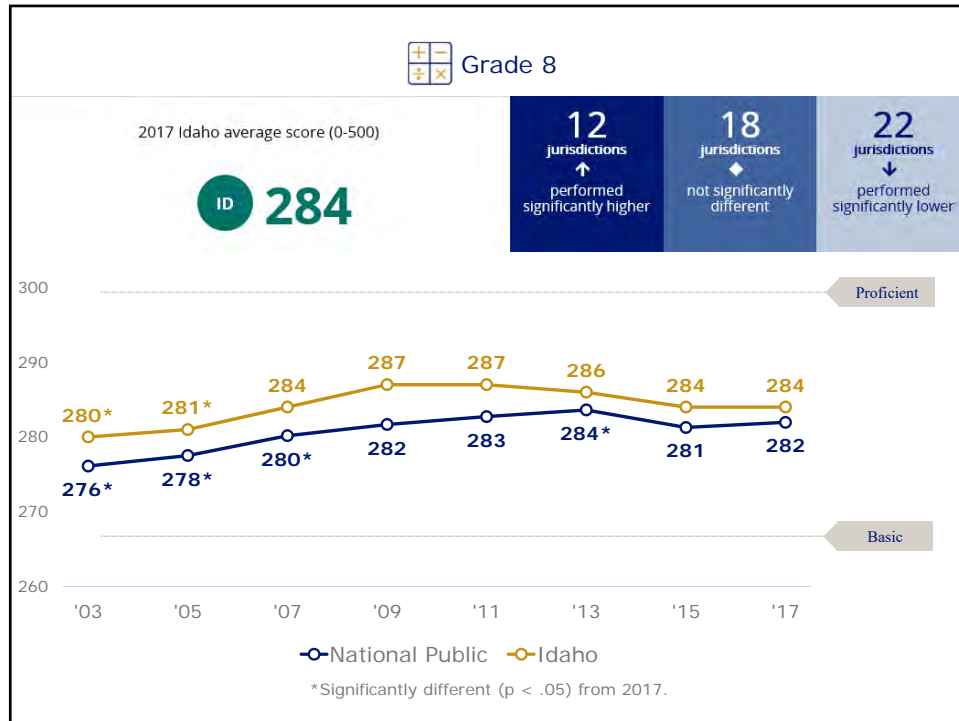
**ID 74%**

<b>6</b> jurisdictions ↑ performed significantly higher	<b>20</b> jurisdictions ↕ not significantly different	<b>26</b> jurisdictions ↓ performed significantly lower	<b>0</b> jurisdictions ⊘ no assessment / data not available
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Mathematics, grade 8

Difference in percentage at or above Basic between all jurisdictions and Idaho, for All students [TOTAL], 2017





## Student Group Score Differences

Grade 8 – Differences since 2007

	All Students	Male	Female	Eligible for NSLP	Students with Disabilities	English language learners
Idaho	◆	◆	◆	◆	◆	↓16
National Public	↑2	↑1	↑2	↑2	◆	◆

↑ Higher    ↓ Lower    ◆ No significant change    — Not available

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Two or more races
Idaho	◆	—	◆	—	—	—
National Public	↑2	◆	↑4	↑13	◆	◆



# Grade 4 Reading Results



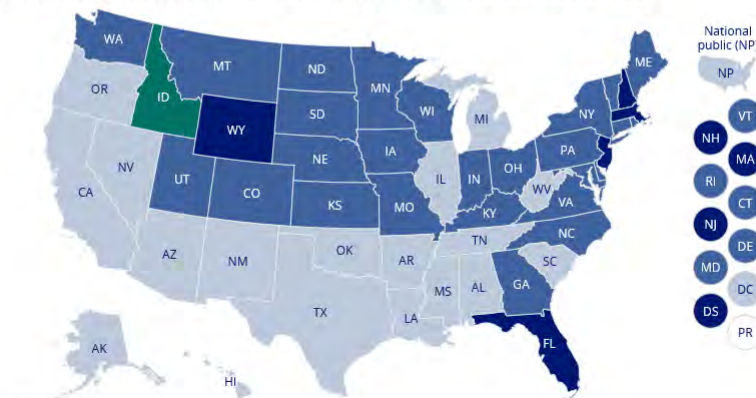
## GRADE 4 | READING | 2017

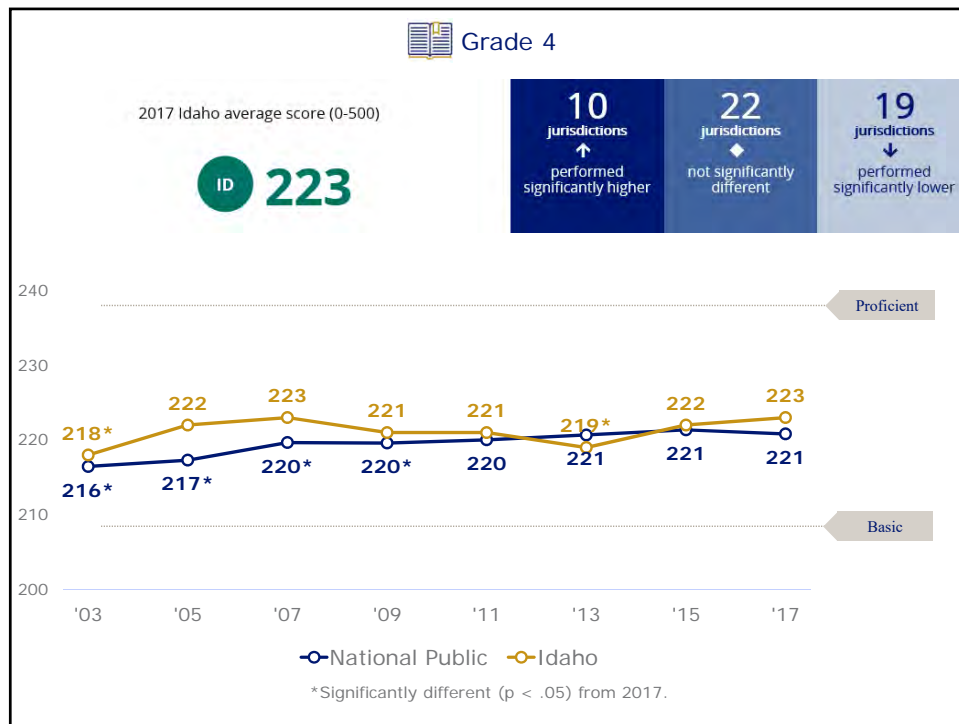
ACHIEVEMENT LEVELS - at or above *Basic*



Reading, grade 4

Difference in percentage at or above Basic between all jurisdictions and Idaho, for All students [TOTAL], 2017





## Student Group Score Differences

Grade 4 – Differences since 2007

	All Students	Male	Female	Eligible for NSLP	Students with Disabilities	English language learners
Idaho	◆	◆	◆	◆	↓12	↓17
National Public	↑1	↑2	◆	↑3	↓4	◆

↑ Higher    ↓ Lower    ◆ No significant change    — Not available

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Two or more races
Idaho	◆	—	◆	—	—	—
National Public	↑1	↑2	↑4	↑7	◆	↑3

# Grade 8 Reading Results



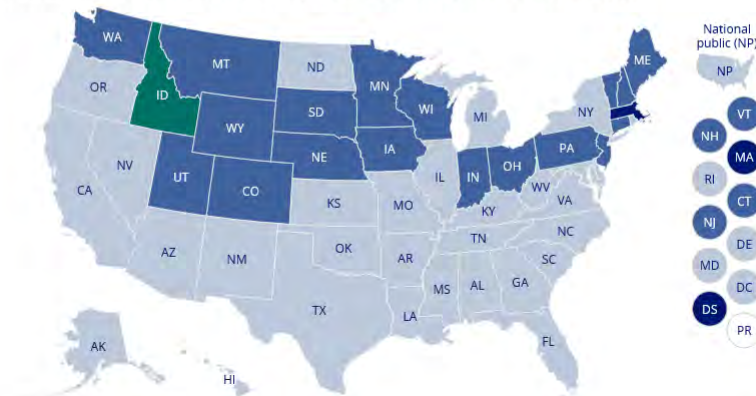
## GRADE 8 | READING | 2017

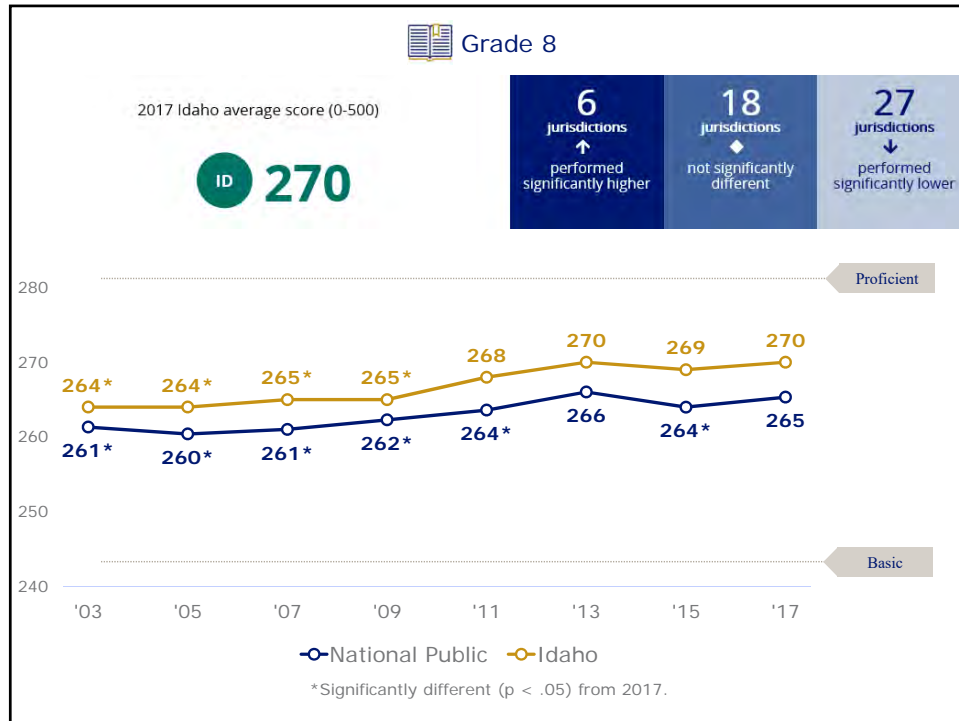
ACHIEVEMENT LEVELS - at or above *Basic*



Reading, grade 8

Difference in percentage at or above Basic between all jurisdictions and Idaho, for All students [TOTAL], 2017





## Student Group Score Differences

Grade 8 – Differences since 2007

	All Students	Male	Female	Eligible for NSLP	Students with Disabilities	English language learners
Idaho	↑5	↑6	↑4	↑4	◆	◆
National Public	↑4	↑4	↑4	↑6	↑5	↑4

↑ Higher    ↓ Lower    ◆ No significant change    — Not available

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Two or more races
Idaho	↑5	—	↑12	—	—	—
National Public	↑3	↑5	↑9	↑12	↑4	↑8

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**SUBJECT**

Hardship Status, Albion Elementary School

**REFERENCE**

June 2015	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2017	The Board received an update regarding Albion Elementary School and its continued need for hardship status

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1003(2)(b), Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well Educated Citizenry; Objective A: Access

**BACKGROUND/DISCUSSION**

At the October 1999 Board meeting, the State Board of Education (Board) approved the request by Cassia County School District, #151, for Albion Elementary School to be designated a hardship elementary school for one year and required an annual report. The Legislature amended Section 33-1003(2)(b), Idaho Code, in 2000 by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the Board chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a hardship elementary school have not changed.

**IMPACT**

Cassia County School District #151 would have received approximately \$131,000 less in FY 2018 if Albion Elementary School was not considered a separate school for calculating attendance.

**ATTACHMENTS**

Attachment 1 – Letter from Gaylen Smyer, Ph.D., to Superintendent Ybarra dated April 12, 2018

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-1003, Idaho Code, the State Board of Education is authorized to grant an elementary school(s) status as a separate attendance unit, for the purposes of calculating average daily attendance, when "special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily

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attendance above the average cost per pupil in average daily attendance of the remainder of the district's elementary grade school pupils."

Average daily attendance (ADA) calculations are used to determine the number of support units a school district has, which then in turn affects the amount of funds the school district receives from the state for salary and benefit apportionment and discretionary funds. The average daily attendance calculation is variable based on the number of students a school district has in a specific grade range. As an example, a school district with an elementary school with 170 ADA has an attendance divisor of 20, resulting in 8.5 support units and a hardship school with 18 ADA, has an attendance divisor of 12 resulting in 1.5 support units. The school district would then receive 10 support units for its elementary school students. Using this same example for a school district that does not have a hardship school, the district would have 188 ADA, with a divisor of 20 resulting in 9.4 support units for the school district's elementary students. At \$94,100 (FY17 estimated statewide average) per support unit, the school district in the first example would receive \$941,000 while the school district in the second example would receive \$884,540. These numbers are used for the purposes of providing an example and are not the numbers for any specific school district.

**BOARD ACTION**

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



## CASSIA JOINT SCHOOL DISTRICT 151

3650 OVERLAND • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Ryan Cranney  
*Board Chairman*

Heber Loughmiller  
*Vice Chairman*

Jeff Rasmussen  
*Board Member*

Darin Moon  
*Board Member*

Bruce Thompson  
*Board Member*

Dr. Gaylen Smyer  
*Superintendent*

Sandra Miller  
*Assistant Superintendent*

Chris James  
*Fiscal Manager*

12 April 2018

Ms. Sherri Ybarra  
Superintendent of Public Instruction  
PO BOX 83720  
Boise, Idaho 83720-0027

Dear Superintendent Ybarra:

In the October, 1999 meeting of the State Board of Education it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of that meeting of the State Board of Education, this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the State Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111) for the 2018-2019 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you, and the State Board of Education, for your support of the children of Cassia County and Idaho. Please contact me if you need further information.

Sincerely,

A handwritten signature in black ink, appearing to read "Gaylen Smyer".

Gaylen Smyer, Ph.D.  
Superintendent

CC: Tim Hill  
State Board Office

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**SUBJECT**

Proposed Rule, IDAPA 08.02.03, Rules Governing Thoroughness, Annual Measurable Achievement Objectives (AMAO)

**REFERENCE**

August 12, 2010	Board approved temporary and proposed rules establishing AMAOs and accountability procedures.
November 17, 2010	Board approved pending rule docket no. 08-0203-1001 establishing AMAOs, accountability procedures, and adequate yearly progress definitions.
November 28, 2016	Board approved pending rule docket no. 08-0203-1608, Rules Governing Thoroughness – Comprehensive Assessment Program and Accountability Requirements

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.03, Rules Governing Thoroughness

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: Data-Informed Decision Making

**BACKGROUND/DISCUSSION**

Annual Measurable Achievement Objectives (AMAO) were made obsolete by the Every Student Succeeds Act (ESSA), signed into law December 20, 2015, and the accountability framework in IDAPA 08.02.03.112, approved by State Board of Education November 28, 2016, and accepted by the 2017 Idaho Legislature. To remove obsolete references to AMAOs, proposed changes to IDAPA 08.02.03, Rules Governing Thoroughness, include the following:

- *The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures*, a document incorporated by reference in subsection 004.03, is removed.
- Subsections 112.05.a and 112.05.b are amended to reflect the removal of the incorporated document at subsection 004.03.
- The subsection specific to AMAOs, 112.06, is removed.

This proposed rule has not been negotiated, as the changes are simple in nature. The Administrative Rules Request Form for this action was approved April 30, 2018 by the Governor's Office.

**IMPACT**

This rulemaking action brings IDAPA into alignment with ESSA. Additionally, Title III funded local education agencies will benefit from not having two accountability structures.

**ATTACHMENTS**

Attachment 1 – IDAPA 08.02.03 Proposed Rule Language Amendments



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**STAFF COMMENTS AND RECOMMENDATIONS**

In August 2006, the Board adopted the first Title III/Limited English Proficiency Accountability Plan in compliance with the No Child Left Behind Act of 2001, Title III, Part A, Section 3113(b)(2) and Title I, Part A, Section 1111(b)(7). This included the Limited English Proficiency Program AMAOs, the AMAOs were last amended by the Board in 2011. With the adoption of the Every Student Succeeds Act in 2015, Idaho was no longer required to set AMAOs for this program. With the changes the Board has made to the state accountability system and statewide assessment program since 2015, AMAOs are now obsolete and should be removed from Administrative Code.

The negotiated rulemaking process may include up to three opportunities for public engagement and comment. Pursuant to Section 67-5220, Idaho Code, agencies must determine whether negotiated rulemaking is feasible. If an agency determines a rulemaking is simple in nature and non-controversial they may determine that negotiated rulemaking is not feasible and may eliminate the first step in the rule promulgation process. The publishing of a notice of intent to promulgate rules giving interested parties the opportunity to provide input prior to the proposed rule being presented to the Board. If this step is removed, the public has two additional opportunities to provide comments. Approved proposed rules have a 21-day public comment period, following publication in the Administrative Bulletin, prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending 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 during the next session and become effective at the end of the legislative session in which they are reviewed, 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, Rules Governing Thoroughness, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

IDAPA 08  
TITLE 02  
CHAPTER 03

**08.02.03 – RULES GOVERNING THOROUGHNESS**

**000. LEGAL AUTHORITY.**

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (4-5-00)

**001. TITLE AND SCOPE.**

**01. Title.** These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)

**02. Scope.** These rules shall govern the thorough education of all public school students in Idaho. (4-5-00)

**002. WRITTEN INTERPRETATIONS.**

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702. (3-15-02)

**003. ADMINISTRATIVE APPEALS.**

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.” (4-5-00)

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-30-07)

**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 <https://boardofed.idaho.gov>. (3-29-10)

**a.** Arts and Humanities Categories: (3-24-17)

**i.** Dance, as revised and adopted on August 11, 2016; (3-24-17)

**ii.** Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)

**iii.** Media Arts, as adopted on August 11, 2016. (3-24-17)

**iv.** Music, as revised and adopted on August 11, 2016; (3-24-17)

**v.** Theater, as revised and adopted on August 11, 2016; (3-24-17)

**vi.** Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)

**vii.** World languages, as revised and adopted on August 11, 2016. (3-24-17)

- b.** Computer Science, adopted on November 28, 2016. (3-24-17)
- c.** Driver Education, as revised and adopted on August 10, 2017. (3-28-18)
- d.** English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e.** Health, as revised and adopted on August 11, 2016. (3-24-17)
- f.** Information and Communication Technology, as revised and adopted on August 10, 2017. (3-28-18)
- g.** Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h.** Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i.** Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j.** Science, as revised and adopted on August 10, 2017. (3-28-18)
- k.** Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l.** College and Career Readiness Competencies adopted on June 15, 2017. (3-28-18)
- m.** Career Technical Education Categories: (3-29-17)
  - i. Agricultural and Natural Resources, as revised and adopted on August 31, 2017. (3-28-18)
  - ii. Business and Marketing Education, as revised and adopted on August 31, 2017. (3-28-18)
  - iii. Engineering and Technology Education, as revised and adopted on August 31, 2017. (3-28-18)
  - iv. Health Sciences, as adopted on August 31, 2017. (3-28-18)
  - v. Family and Consumer Sciences, as revised and adopted on August 31, 2017. (3-28-18)
  - vi. Skilled and Technical Sciences, as revised and adopted on August 31, 2017. (3-28-18)
  - vii. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

**02. The English Language Development (ELD) Standards.** The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at [www.wida.us/standards/eld.aspx](http://www.wida.us/standards/eld.aspx). (4-4-13)

~~**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](http://www.sde.idaho.gov). (4-7-11)~~

**0403. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards.** The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**0504. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors.** Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-29-17)

**0605. The Idaho Extended Content Standards.** The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**0706. The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

b. Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

**0807. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**0908. 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 <https://boardofed.idaho.gov>. (4-2-08)

**1009. 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 <https://boardofed.idaho.gov>. (4-2-08)

**1110. The Idaho Special Education Manual.** The Idaho Special Education Manual as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

## BREAK IN CONTINUITY OF SECTIONS

### 112. ACCOUNTABILITY

School district, charter school district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education. (3-29-17)

**01. School Category.** (3-29-17)

a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f. (3-29-17)

b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f. (3-29-17)

c. Alternative High Schools. (3-29-17)

**02. Academic Measures by School Category.** (3-29-17)

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**ATTACHMENT 1**

- a.** K-8: (3-29-17)
    - i. Idaho Standards Achievement Tests (ISAT) Proficiency. (3-29-17)
    - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education. (3-29-17)
    - iii. ISAT proficiency gap closure. (3-29-17)
    - iv. Idaho statewide reading assessment proficiency. (3-29-17)
    - v. English Learners achieving English language proficiency. (3-29-17)
    - vi. English Learners achieving English language growth toward proficiency. (3-29-17)
  - b.** High School: (3-29-17)
    - i. ISAT proficiency. (3-29-17)
    - ii. ISAT proficiency gap closure. (3-29-17)
    - iii. English Learners achieving English language proficiency. (3-29-17)
    - iv. English Learners achieving English language growth toward proficiency. (3-29-17)
    - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-29-17)
    - vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-29-17)
  - c.** Alternative High School: (3-29-17)
    - i. ISAT proficiency. (3-29-17)
    - ii. English learners achieving English language proficiency. (3-29-17)
    - iii. English learners achieving English language growth towards proficiency. (3-29-17)
    - iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-29-17)
    - v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-29-17)
- 03. School Quality Measures by School Category.** (3-29-17)
  - a.** K-8: (3-29-17)
    - i. Students in grade 8 enrolled in pre-algebra or higher. (3-29-17)
    - ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year). (3-29-17)
    - iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-29-17)

- b. High School:** (3-29-17)

    - i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-29-17)
    - ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year). (3-29-17)
    - iii. Students in grade 9 enrolled in algebra I or higher. (3-29-17)
    - iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-29-17)
  - c. Alternative High School:** (3-29-17)

    - i. Credit recovery and accumulation. (3-29-17)
    - ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-29-17)
    - iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year). (3-29-17)
    - iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-29-17)
- 04. Reporting.** Methodologies for reporting measures and determining performance will be set by the State Board of Education. (3-29-17)
- 05. Annual Measurable Progress Definitions.** For purposes of calculating and reporting progress, the following definitions shall be applied. (3-29-17)
- a.** ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection Section 004.05 of these rules. (4-2-08 \_\_\_\_\_)
  - b.** Idaho's English Language Assessment Proficiency Levels. There are six (6) levels of language proficiency for students testing on the Idaho English Language Assessment: Level 1, Level 2, Level 3, Level 4, Level 5, and Level 6. Definitions for these levels of language proficiency are adopted by reference in Subsections Section 004.02 and 004.04. of these rules. (3-29-17 \_\_\_\_\_)
  - c.** Annual Measurable Progress. (3-29-17)

    - i. ISAT Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-29-17)
    - ii. The State Department of Education will make determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school. (3-29-17)
    - iii. The State Board of Education will set long-term goals and measurements of interim progress targets toward those goals. The baseline for determining measurable student progress will be set by the State Board of Education and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-29-17)

**d. Full Academic Year (continuous enrollment). (3-20-04)**

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. (3-29-17)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (4-2-08)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved progress in any statewide assessment used for determining proficiency. (3-29-17)

**e. Participation Rate. (3-20-04)**

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-29-17)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (4-6-05)

(2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (4-7-11)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)

**f. Schools.** As used in this section, schools refers to any school within a school district or charter school district and public charter schools. (3-29-17)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. 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). (4-6-05)

iii. A high school is any school that contains grade twelve (12). (3-20-04)

iv. An alternative high school is any school that contains grade twelve (12) and meets the requirements of Section 110 of these rules. (3-29-17)

v. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)

vi. A “new school” for purposes of accountability is a wholly new entity receiving annual measurable progress determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (3-29-17)

g. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)

iv. Limited English Proficient - individuals who do not score proficient on the state-approved language proficiency test and meet one (1) of the following criteria: (4-11-15)

(1) Individuals whose native language is a language other than English; or (4-6-05)

(2) Individuals who come from environments where a language other than English is dominant; or (4-6-05)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (4-6-05)

h. Graduation Rate. The graduation rate will be based on the rate of the cohort of students entering grade nine (9) during the same academic year and attending or exiting the school within a four (4) year or five (5) year period as applicable to the measure being determined. In determining the graduation cohort the school year shall include the students who complete graduation requirements prior to the start of the school district or charter schools next fall term. School districts may only report students as having graduated if the student has met, at a minimum, the state graduation requirements, pursuant to Section 105, and will not be returning to the school in following years to complete required academic course work. The State Board of Education will establish a target for graduation. All high schools must meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subgroups listed in Subsection 112.04.d. (3-29-17)

i. Additional Academic Indicator. The State Board of Education will establish a target for all additional academic and school quality measures. All schools must maintain or make progress toward the additional academic and school quality measure target each year. The additional academic and school quality measure targets will be disaggregated by the subpopulations listed in Subsection 112.04.d. (3-29-17)

~~06. Annual Measurable Achievement Objectives (AMAOs). Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by Idaho’s English language assessment and determined based on three (3) AMAOs:~~ (3-29-17)

~~a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency;~~ (4-2-08)

~~b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year; and~~ (4-2-08)



~~c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT.~~  
~~(4-2-08)~~

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Proposed Rule, Docket No. 08-0202-1801, Rules Governing Uniformity

**REFERENCE**

June 2016	Board approved proposed amendments to the Idaho Standards for Initial Certification of Professional School Personnel and to IDAPA 08.02.02.004, .015, .022, .023, and .024
August 2017	Board approved proposed amendments to the Idaho Standards for Initial Certification of Professional School Personnel and proposed rule Docket No. 08-0202-1701

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section IV.B.9.b. Standards for the Initial Certification of Professional School Personnel  
Sections 33-114, 33-1254, 33-1258, Idaho Code  
IDAPA 08.02.02, Rules Governing Uniformity

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Effective and Efficient Educational System; Objective A: Quality Teaching Workforce

**BACKGROUND/DISCUSSION**

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. Committees of content experts reviewed and recommended revisions to the following certificates and endorsements: school nurse, teacher librarian, teacher leader, gifted and talented, English, online teacher, and literacy.

All revisions to standards and endorsements, made to better align with national standards and best practices, were presented to the PSC for consideration. The PSC recommends approval of all of the committees' proposed endorsement revisions, including definitions for clinical experience.

In addition, the PSC recommends two new endorsements for middle school composite areas. The Middle School Social Studies (5-9) endorsement allows the individual to be assigned any 5<sup>th</sup> through 9<sup>th</sup> grade social studies content area. The Middle School Science (5-9) endorsement allows the individual to be assigned courses within all 5<sup>th</sup> through 9<sup>th</sup> grade science content.

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A Notice of Intent to Promulgate Rules was published in the February 7, 2018, edition of the Administrative Bulletin. While the Department received no requests for a public meeting, the Department pursued conversation with and solicited feedback from education stakeholders. As a result of negotiated rulemaking with stakeholders, revisions are proposed to the renewal requirement for Pupil Service Staff Certificate holders who also hold a professional license through the Bureau of Occupational Licenses. The proposed revisions allow continuing education units recognized by the Bureau of Occupational Licenses that apply toward renewal of the professional license to apply toward the renewal of the Pupil Service Staff Certificate.

**IMPACT**

The revisions to IDAPA 08.02.02, Rules Governing Uniformity, and the Idaho Standards for Initial Certification of Professional School Personnel will enable Idaho universities and colleges to better prepare teachers according to these updated initial certification standards and endorsements.

**ATTACHMENTS**

Attachment 1 – Proposed changes to IDAPA 08.02.02, Rules Governing Uniformity

Attachment 2 – Idaho Standards for Initial Certification of Professional School Personnel

**STAFF COMMENTS AND RECOMMENDATIONS**

In addition to the amendments proposed by the Professional Standards Commission, the amended rule includes two technical corrections reordering the All Subjects (K-8), Blended Elementary Education/Elementary Special Education (4-6), and Physics (5-9 or 6-12) endorsements to list them in alphabetical order. The “Consulting Teacher/Teacher Leader endorsement is being renamed “Teacher Leader” and being moved to section 024. Endorsements M-Z. Additionally, the Teacher Leader Endorsement was expanded to include Instructional Specialist and Literacy areas. The Teacher Leader endorsement is an optional endorsement for instructional staff who wish to be recognized for their expertise in these areas.

Once approved by the Board, the proposed rule will be published in the administrative bulletin and a 21-day public comment period commences. Unlike the negotiated rulemaking meetings the public comment period only requires the public be given an opportunity to comment on what has already been drafted. Formal public hearings may also be conducted as part of the 21-day comment period. Following the close of the public comment period changes may be made to the proposed rule in response to the comments received. The rule is then brought back to the Board, with changes if applicable, as a pending rule. If the pending rule is approved by the Board it is published again in the Administrative Bulletin as a pending (final) rule and forwarded to the Legislature for consideration.

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**BOARD ACTION**

I move to approve the revised 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 Proposed Rule Docket No. 08-0202-1801, Rules Governing Uniformity, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**ATTACHMENT 1**

**IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.02 – RULES GOVERNING UNIFORMITY**

**000. LEGAL AUTHORITY.**

All rules in IDAPA 08.02.02, “Rules Governing Uniformity,” are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-02)

**001. TITLE AND SCOPE.**

**01. Title.** These rules shall be known as IDAPA 08.02.02, “Rules Governing Uniformity.” (4-5-00)

**02. Scope.** Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver’s Education and Juvenile Detention Centers. (7-1-02)

**002. WRITTEN INTERPRETATIONS.**

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State St., Room 307, Boise, Idaho 83702. (7-1-02)

**003. ADMINISTRATIVE APPEALS.**

Unless otherwise provided for in these rules, administrative appeals are by written application to the State Board of Education pursuant to IDAPA 08.01.01, “Rules of the State Board of Education and Board of Regents of the University of Idaho – Administrative Procedures and Records,” Section 050. (3-14-05)

**004. INCORPORATION BY REFERENCE.**

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

**01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on August 31, 2017 June 20, 2018.** Copies of this document can be found on the Office of the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)( )

**02. Standards for Idaho School Buses and Operations as approved on November 15, 2017.** The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <https://boardofed.idaho.gov>. (3-28-18)

**03. Operating Procedures for Idaho Public Driver Education Programs as approved on June 16, 2016.** The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at <https://boardofed.idaho.gov>. (3-29-17)

**005. OFFICE -- OFFICE HOURS -- MAILING AND STREET ADDRESS.**

The principal place of business of the State Board of Education (SBOE) and State Department of Education (SDE) is in Boise, Idaho. Both offices are located at 650 W. State, Boise Idaho 83702. The SDE is on the 2nd Floor, the SBOE is found in Room 307. Both offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. The mailing address for the SBOE is PO Box 83720, Boise, ID 83720-0037. The mailing address for the SDE is PO Box

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83720, Boise, ID 83720-0027. The SBOE phone number is (208) 334-2270 and the SDE phone number is (208) 332-6800. (3-25-16)

**006. PUBLIC RECORDS ACT COMPLIANCE.**

This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code, and is a public record. (7-1-02)

**007. DEFINITIONS.**

**01. Active Teacher.** K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom or school, either in person or online. (3-29-17)

**02. Alternative Routes.** Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the paraprofessional profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-29-17)

**03. Clinical Experience.** Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice as defined in this section. ( )

**04. Clinical Practice.** Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. Clinical practice includes student teaching and internship. ( )

**0305. Credential.** The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

**0406. Endorsement.** Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

**07. Field Experience.** Early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions. ( )

**0508. Idaho Student Achievement Standards.** Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

**0609. Individualized Professional Learning Plan.** An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-28-18)

**0710. Institutional Recommendation.** Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is now being recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (3-28-18)

**11. Internship.** Full-time or part-time supervised clinical practice experience in Pre-K-12 settings

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where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. ( )

**0812. Local Education Agency (LEA).** An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

**0913. Orientation.** School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)

**1014. Paraprofessional.** A noncertificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)

**a.** To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-29-17)

i. Demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (3-29-17)

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (3-29-17)

iii. Obtained an associate degree or higher level degree; demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (3-29-17)

**b.** Individuals who do not meet these requirements will be considered school or classroom aides. (3-29-17)

**c.** Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-29-17)

**1115. Pedagogy.** Teaching knowledge and skills. (3-16-04)

**16. Practicum.** Full-time or part-time supervised, industry-based experience in an area of intended career technical education teaching field to extend understanding of industry standards, career development opportunities, and application of technical skills. ( )

**1217. Student Learning Objective (SLO).** A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-25-16)

**18. Student Teaching.** Extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing to teach. ( )

**1319. Teacher Leader.** A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-25-16)

**008. -- 011. (RESERVED)**

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**012. ACCREDITED INSTITUTION.**

For purposes of teacher certification, an accredited school, college, university, or other teacher training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative model approved by the State Board of Education. (Sections 33-107; 33-114; 33-1203, Idaho Code) (4-1-97)

**013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.**

Considering credentials for teacher certification submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (4-1-97)

**01. Determination of Eligibility.** Determination of eligibility for certification will be made by the State Department of Education as the agent of the State Board of Education. Appeals may be made to the Professional Standards Commission, (PSC). (Section 33-1209, Idaho Code) (3-16-04)

**02. Other Procedures.** All other procedures in effect at the time must be followed at the time of application. (4-1-97)

**014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.**

**01. The Department of Education.** The Department of Education is authorized to issue Idaho Certificates to applicants from regionally accredited institutions meeting requirements for certification or equivalent (i.e., those based on a baccalaureate degree) in other states when they substantially meet the requirements for the Idaho Certificate. (Sections 33-1203; 33-2203 Idaho Code) (3-29-17)

**02. The Division of Career Technical Education.** The Division of Career Technical Education is authorized to determine whether applicants meet the requirements for instructing or administering career technical programs at the secondary and postsecondary levels. (Section 33-2203, Idaho Code) (3-29-17)

**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 Instructional Certificate.** A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

**a.** Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

**b.** Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

**c.** Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at



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least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting 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 two (2) teaching field requirements; (3-29-17)

d. 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 the state board approved content area and pedagogy assessments. (3-29-17)

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

**02. Pupil Service Staff 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 Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

a. School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

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 (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

b. School Counselor – Basic (K-12) Endorsement. (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil ~~Personnel~~ Services Staff Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. ~~(3-28-18)~~(      )

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

c. 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: (3-25-16)

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

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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; (3-25-16)

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; (3-25-16)

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 (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

d. 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 015.02.c.i. or 015.02.c.ii. ~~in addition to the requirement of Subsection 015.02.c.iii.~~ (3-29-17)( )

i. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)( )

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing; have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any other area of pediatric, adolescent, or family nursing experience; and have completed ~~nine (9)~~ six (6) semester credit hours from a university or college in ~~at least three (3)~~ any of the following areas: (3-25-16)( )

(1) Health program management; (3-25-16)( )

(2) ~~Child and adolescent health issues;~~ Nursing leadership. (3-25-16)( )

(3) ~~Counseling, psychology, or social work; or~~ Pediatric nursing or child development. (3-25-16)( )

(4) ~~Methods of instruction~~ Population of community health. (3-25-16)( )

(5) Health care policy, ethics, or cultural competency. ( )

(6) Research and/or statistics. ( )

~~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)~~

e. Interim Endorsement - School Nurse. This endorsement 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 School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational and/or experience requirements, and it is not renewable. (3-29-17)( )

f. 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

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program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

**g.**       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)

**h.**       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 shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

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 (3-29-17)

ii.       An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii.       The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (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. (3-29-17)

iv.       A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

**i.**       Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff 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. (3-28-18)

**j.**       Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil ~~Personnel Services~~ Service Staff Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. ~~(3-28-18)~~ ( )

**k.**       Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

**03.     Administrator Certificate.** Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff 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. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. 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

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require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)

**a.** School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)

- i. Hold a master's degree from an accredited college or university. (3-25-16)
- ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)
- 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. (3-25-16)
- 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 Standards for School Principals. (3-28-18)
- v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)

**b.** Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

- i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)
- 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. (3-25-16)
- 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 grades Pre-K-12. (3-25-16)
- 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 Standards for School Principals. (3-28-18)
- v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)

**c.** Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)

- i. Hold a master's degree from an accredited college or university; (3-25-16)
- ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)
- iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)

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iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: 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; (3-28-18)

v. Have completed an administrative internship/practicum in the area of administration of special education; and (3-28-18)( )

vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)

**04. Certification Standards For Career Technical Educators.** Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

**05. Degree Based Career Technical Certification.** (3-25-16)

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; computer science technology; engineering; 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 one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may 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. (3-28-18)

ii. Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career

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technical education leadership institute. (3-28-18)

**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 Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

**d.** Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)

**06. Industry-Based Occupational Specialist Certificate.** The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

**a.** Be at least twenty-two (22) years of age; document 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, industry 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: (3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

**b.** Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. Pathway I - Coursework: Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

**c.** Standard Occupational Specialist Certificate. (3-28-18)

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i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)

ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-28-18)

iii. Have on file a new professional development plan for the next certification period. (3-28-18)

iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**07. Postsecondary Specialist.** A Postsecondary Specialist certificate will be granted to a current academic 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. (3-29-17)

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: (3-25-16)

i. Hold a master's degree or higher in the content area being taught; (3-25-16)

ii. Be currently employed by the postsecondary 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)

**08. 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

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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 finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

**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)

**09. 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 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

**10. 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. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. 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 or another State Department of Education approved alternative course in order to recertify: (3-28-18)

**i.** Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-28-18)

**ii.** Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-28-18)

**iii.** Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-28-18)

**iv.** Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher. (3-28-18)

**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



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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. 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 educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

**016. IDAHO INTERIM CERTIFICATE.**

The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in an alternate route to certification as prescribed herein. (3-29-17)

**01. Interim Certificate Not Renewable.** Interim certification is only available on a one-time basis per individual except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (3-29-17)

**02. Idaho Comprehensive Literacy Course.** For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (3-28-18)

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

**03. Mathematical Thinking for Instruction.** For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (3-28-18)

**04. Technology.** Out-of-state applicants may be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (3-28-18)

**05. Reinstatement of Expired Certificate.** An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain a full certification during the term of the interim certificate: (3-28-18)

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- a. Two (2) years' successful evaluations as per Section 33-1001(14), Idaho Code. (3-28-18)
- b. Measured annual progress on specific goals identified on Individualized Professional Learning Plan. (3-28-18)
- c. Six (6) credit renewal requirement. (3-28-18)
- d. Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. (3-28-18)

**06. Foreign Institutions.** An educator having graduated from a foreign institution may be issued a non-renewable, three-year (3) interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (3-28-18)

**07. Codes of Ethics.** All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (3-28-18)

**017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.**

**01. Assessments.** State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

**02. Out-of-State Waivers.** An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

**03. Idaho Comprehensive Literacy Assessment.** All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

**018. -- 020. (RESERVED)**

**021. ENDORSEMENTS.**

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit

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hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-28-18)

**01. Clinical Experience Requirement.** All endorsements require supervised teaching-clinical experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (3-28-18)( )

**02. Alternative Authorization to Endorsement.** Candidates shall meet all requirements of the chosen option for the endorsement as provided herein. (3-28-18)

**a.** Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-28-18)

**b.** Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

**c.** Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. (3-28-18)

**d.** Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

**i.** Pathway 1 -- Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component; or (3-28-18)

**ii.** Pathway 2 -- Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. (3-25-16)

**022. ENDORSEMENTS A - D.**

**01. Agriculture Science and Technology (6-12).** (3-16-04)

**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; Career Technical Student Organization Leadership; plant science; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**02. All Subjects (K-8).** Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (3-29-17)

**0203. American Government /Political Science (5-9 or 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.

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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. (3-28-18)

~~03. All Subjects (K-8). Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (3-29-17)~~

**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: upper division coursework 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 guidelines; cultural diversity; ESL/bilingual methods; linguistics, second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners, biliteracy; at least one (1) semester credit hour in bilingual ~~practicum or clinical~~ field experience. (3-28-18)

**05. Biological Science (5-9 or 6-12).** Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation. (3-29-17)

~~06. Blended Elementary Education/Elementary Special Education (Grade 4 – Grade 6). The Blended Elementary Education/Elementary Special Education (Grade 4 – Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth – Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 – Grade 6) endorsement, a candidate must have satisfied the following requirements: (3-28-18)~~

~~a. Completion of a program of a minimum of twenty (20) semester credit hours in elementary education coursework to include: 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). (3-28-18)~~

~~0706. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3).~~ The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements. (3-28-18)

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter 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. (3-29-17)

b. The required credit hours here in, 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. (3-29-17)

c. Proficiency in areas noted above is measured by one (1) of the following options: (3-29-17)

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. (3-29-17)

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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. (3-29-17)

**07. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6).** The Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

a. Completion of a program of a minimum of twenty (20) semester credit hours in elementary education coursework to include: 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). (3-28-18)

**08. Business Technology Education (6-12).** (3-16-04)

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; career guidance; Career Technical Student Organization leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; or business management; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

**09. Chemistry (5-9 or 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. (3-29-17)

**10. Communication (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

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. (3-29-17)

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. (3-29-17)

**11. Computer Science (5-9 or 6-12).** (3-29-17)

a. 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; or (3-29-17)

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

~~**12. 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~~

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~~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 Instructional Certificate, a candidate must have satisfied the following requirements: (3-28-18)~~

~~i. Education Requirements. Qualify for or hold a Standard Instructional Certificate, 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: (3-28-18)~~

~~(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)~~

~~(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: (3-25-16)~~

~~(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)~~

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~~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 Instructional Certificate, a candidate must have satisfied the following requirements: (3-28-18)~~

~~i. Education Requirements. Qualify for or hold a Standard Instructional Certificate 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: (3-28-18)~~

~~(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: (3-25-16)~~

~~(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 mathematics teacher working with classroom teachers in elementary or secondary schools. (3-25-16)~~

**1312. Deaf/Hard of Hearing (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 a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (3-29-17)

a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)



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**b.** 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; or (3-29-17)

**c.** 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 (3-29-17)

**d.** 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. (3-29-17)

**023. ENDORSEMENTS E - L.**

**01. Early Childhood Special Education (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 Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: (3-28-18)

**a.** 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 to eight (3-8); methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8) parent-teacher relations; and student teaching at the Pre-K - 3 grades. (3-29-17)

**02. Earth and Space Science (5-9 or 6-12).** Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology. (3-29-17)

**03. Economics (5-9 or 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, or finance course. (3-28-18)

**04. Engineering (5-9 or 6-12).** (3-29-17)

**a.** Twenty (20) semester credit hours of engineering course work; or (3-29-17)

**b.** Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**05. English (5-9 or 6-12).** Twenty (20) semester credit hours, including ~~three (3) semester credit hours in Linguistics/coursework in all of the following areas: Grammar/grammar, three (3) semester credit hours in American Literature/literature, three (3) semester credit hours in English-British Literature, six (6) semester credit hours in multicultural/world literature, young adult literature, and literary theory. Additionally, a course in Advanced-advanced Composition/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, and a course in secondary English language arts methods are required.~~ (3-29-17)( )

**06. English as a Second Language (ESL) (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment



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of English learners; and at least one (1) semester credit in ESL ~~practicum or clinical~~ field experience. ~~(3-28-18)~~( )

**07. Exceptional Child Generalist (K-8, 6-12, or K-12).** The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that 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, a candidate must have satisfied the following requirements: (3-29-17)

**a.** Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program; and (3-29-17)

**b.** Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

**08. Family and Consumer Sciences (6-12).** (3-28-18)

**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 design and merchandising; nutrition; food preparation, food production, or culinary arts; housing, interior design, or home management; consumer economics or family resource management; introduction to family consumer sciences; Career Technical Student Organization leadership; career guidance; and family consumer science methods; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

**09. Geography (5-9 or 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. The remaining semester credit hours must be selected from Geography. (3-29-17)

**10. Geology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Geology. (3-29-17)

**11. Gifted and Talented (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ~~Teachers of Gifted and Talented Education Professionals~~ ~~Students~~, to include ~~semester credit hours coursework~~ in ~~each of the following areas of gifted and talented education: Foundations foundations, of Gifted and Talented Education; Creative creative /and Critical critical Thinking thinking, Skills for Gifted and Talented Students; Social social and Emotional emotional Needs needs, of Gifted and Talented Students; Curriculum curriculum, Instruction instruction, and Assessment assessment for Gifted and Talented Students; and identification, Differentiated differentiated Instruction instruction, and Programing for Gifted and Talented Students; and Practicum and Program program Design design, for Gifted and Talented Education. Remaining course work must be in the area of gifted education and clinical practice.~~ (3-12-14)( )

**12. Health (5-9, 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. (3-29-17)

**13. History (5-9 or 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. (3-29-17)

**14. Humanities (5-9 or 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

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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. (3-29-17)

**15. Journalism (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

**a.** Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in Journalism and six (6) semester credit hours in English and/or Mass Communication. (3-29-17)

**b.** Option II -- Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

**16. Literacy (K-12).** Twenty ~~one (21)~~ (20) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: ~~Foundations~~ foundations of ~~Literacy~~ literacy (including reading, writing, listening, speaking, viewing, and New Literacies ~~language~~); ~~Development~~ development and ~~Diversity~~ diversity of ~~Literacy~~ literacy ~~Learners~~ learners; ~~Literacy~~ literacy in the ~~Content~~ content ~~Area~~ area; ~~Literature~~ literature for ~~Youth~~ youth; ~~Language~~ language ~~Development~~ development; ~~Corrective~~ corrective/~~Diagnostic~~ diagnostic/~~Remedial~~ remedial ~~Reading~~ reading; and ~~Writing~~ writing ~~Instruction~~ methods; and ~~reading methods~~. 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).** (3-16-04)

**a.** Twenty (20) semester credit hours to include course work in each of the following areas: marketing; management; economics; coordination of cooperative programs; merchandising/retailing; methods of teaching marketing education; and Career Technical Student Organization leadership, with remaining credit hours in entrepreneurship; hospitality and tourism; finance; career guidance; or accounting and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

~~**02. Mathematics - Basic (5-9 or 6-12).** Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and 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. (3-29-17)~~

**0302. Mathematics (5-9 or 6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) 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. (3-29-17)

**03. Mathematics - Basic (5-9 or 6-12).** Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and 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. (3-29-17)

**04. Music (5-9 or 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. (3-29-17)

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**05. Natural Science (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

**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: (4-7-11)

i. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (3-29-17)

ii. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (3-29-17)

iii. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (3-29-17)

iv. Existing Earth Science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (3-29-17)

**b.** Option II -- Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (3-29-17)

**06. Online-Teacher (K-12).** To be eligible for an Online-Teacher (K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

**a.** Meets the state's 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~~ experience. (3-25-16)( )

**c.** Has completed an eight (8) week online ~~teaching internship~~ clinical practice 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~~. (3-25-16)( )

~~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 (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Physics. (3-28-18)~~

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**0807. Physical Education (PE) (5-9 or 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; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (3-29-17)

**0908. Physical Science (5-9 or 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. (3-29-17)

**09. Physics (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Physics. ( )

**10. Psychology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Psychology. (3-29-17)

**11. Science – Middle Level (5-9).** Twenty-four (24) semester credit hours in science content coursework including at least eight (8) credits in each of the following: biology, earth science and physics to include lab components. Science foundation standards must be met. ( )

**1112. Social Studies (5-9 or 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: Historyhistory, Geographygeography, Economicseconomics, and American Governmentgovernment/Politicalpolitical Sciencescience. (3-29-17)( )

**13. Social Studies – Middle Level (5-9).** Twenty (20) Semester credit hours in social studies content coursework including at least five (5) credits in each of the following: history, geography, and American government/political science or economics. Social Studies foundations must be met. ( )

**1214. Sociology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of Sociology. (3-29-17)

**1315. Sociology/Anthropology (5-9 or 6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-29-17)

**16. Teacher Leader.** Teacher leaders 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 facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. ( )

**a. Teacher Leader – Instructional Specialist – Eligibility of Endorsement.** To be eligible for a Teacher Leader – Instructional Specialist endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:

**i. Education requirement -** Hold a Standard Instructional Certificate. Content within coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and have demonstrated competencies in the following areas: providing feedback on instructional episodes; engaging in reflective dialogue centered on classroom instruction, management, and/or experience; focused goal-setting and facilitation of individual and collective professional growth; understanding the observation cycle; and knowledge and expertise in data management platforms. ( )

**ii. Experience.** Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. ( )

**iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent.**

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Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. ( )

**b.** Teacher Leader - Literacy - Eligibility for Endorsement. To be eligible for a Teacher Leader - Literacy endorsement on the Standard Instructional Certificate a candidate must have satisfied the following requirements: ( )

i. Education Requirements. Hold a Standard Instructional Certificate and have demonstrated content competencies in the Idaho Literacy Standards. Coursework and content domains required include foundational literacy concepts; fluency, vocabulary development and comprehension; literacy assessment concepts; and writing process, which are all centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners. ( )

ii. Experience. Completion of a minimum of three (3) years' full-time certificated experience, while under contract in an accredited school setting. ( )

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved literacy content assessment. ( )

**c.** Teacher Leader - Mathematics - Eligibility for Endorsement. To be eligible for a Teacher Leader – Mathematics endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: ( )

i. Education Requirements. Hold a Standard Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching. ( )

ii. Experience. Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. ( )

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved math content assessment. ( )

**d.** Teacher Leader - Special Education - Eligibility for Endorsement. To be eligible for a Teacher Leader - Special Education endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: ( )

i. Education Requirements. Hold a Standard Instructional Certificate endorsed Generalist K-12, K-8, or 5-9 and have demonstrated content competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available and management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff; and special education law, including case law. ( )

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ii. Experience. Completion of a minimum of three (3) years' full-time certificated experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting. ( )

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. ( )

**1417. 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-collection Developmentdevelopment/Materials-materials Selectionselection, Literature-literature for Children-children and/or Young-young Adultsadults; Organization-organization of Information-information to include (Cataloging-cataloging and Classification)classification; School-school Library-library Administrationadministration/Managementmanagement; Library-library Information-information Technologiestechnologies; Information-information Literacyliteracy; and Reference-reference and Information information Serviceservice. (3-12-14)( )

**1518. Technology Education (6-12).** (3-28-18)

a. Twenty (20) semester credit hours to include course work in each of the following areas: communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy and transportation and other relevant emerging technologies; Career Technical Student Organization leadership; principles of engineering design; and occupational teacher preparation pursuant to Subsection 015.05.a; or (3-28-18)

b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**1619. Theater Arts (5-9 or 6-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework 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. (3-29-17)

**1720. Visual Arts (5-9, 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 must complete an elementary art methods course. (3-29-17)

**1821. Visual Impairment (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (3-28-18)

a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)

b. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (3-29-17)

c. 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



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or university; and (3-29-17)

**d.** Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

**1922. World Language (5-9, 6-12 or K-12).** Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following: (3-28-18)

**a.** Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and (3-28-18)

**b.** A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment) (3-28-18)

**025. -- 041. (RESERVED)**

**042. ALTERNATE ROUTES TO CERTIFICATION.**

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in Subsection 021.02 of these rules. (3-29-17)

**01. Alternative Authorization -- Teacher To New Certification.** The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

**a.** Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

**b.** A candidate must participate in an approved alternative route preparation program. (3-25-16)

**i.** The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

**ii.** The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)

**02. Alternative Authorization -- Content Specialist.** The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of

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an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total.  
(3-25-16)

**a.** Initial Qualifications. (3-20-04)

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching ~~or practicum~~ portion; and (3-29-17)( )

ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-16)

**b.** Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; (3-29-17)

iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification; (3-25-16)

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and (3-25-16)

v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment. (3-20-04)

**03. Non-Traditional Route to Teacher Certification.** An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

**a.** Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

**b.** To complete this non-traditional route, the individual must: (3-25-16)

i. Complete a Board approved program; (4-6-05)

ii. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

iii. Complete the Idaho Department of Education background investigation check. (3-28-18)

**c.** Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional



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Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-28-18)

**d.** Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

**e.** Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

**04. Alternative Authorization - Pupil Service Staff.** The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Service Staff Certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-28-18)

**a.** Initial Qualifications. The applicant must complete the following: (4-2-08)

i. Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

ii. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

**b.** Alternative Route Preparation Program. (4-2-08)

i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

ii. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

iii. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

**05. Alternate Authorization Renewal.** Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

**043. -- 059. (RESERVED)**

**060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.**

To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career Technical Education. The following requirements must be met to renew or reinstate an Idaho

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Educator Credential. (3-29-17)

**01. State Board of Education Requirements for Professional Growth. (4-1-97)**

**a.** Credits taken for recertification must be educationally related to the individualized professional learning plan or related to the professional practice of the applicant. (3-28-18)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)

iv. Credits must be taken during the validity period of the certificate. (3-28-18)

**b.** Graduate or undergraduate credit will be accepted for recertification. Credit must be transcribed and completed through a college or university accredited by an entity recognized by the State Board of Education. For pupil service staff, continuing education units completed and applied to the renewal of an occupational license issued by the Idaho Bureau of Occupational Licenses will be accepted for recertification. The continuing education units must be recognized by the Idaho Bureau of Occupational Licenses. (3-28-18)( )

**c.** Credits and continuing education units must be taken during the validity period of the certificate. ( )

**ed.** All requests for equivalent in-service training to apply toward recertification, except occupational specialist certificates, must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Occupational Specialist Certificates must be made through the Division of Career Technical Education. Applicants must receive prior approval of in-service training and course work prior to applying for renewal. All in-service training must be aligned with the individual's individualized professional learning plan or related to professional practice. (3-28-18)

**de.** At least fifteen (15) hours of formal instruction must be given for each hour of in-service credit granted. (4-1-97)

**ef.** Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

**fg.** An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission or the Division of Career Technical Education, as applicable to the certificate type, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (3-29-17)

**02. State Board of Education Professional Development Requirements. (4-1-97)**

**a.** Districts will have professional development plans. (4-1-97)

**b.** All certificated personnel will be required to complete at least six (6) semester hours-credits or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)( )

**c.** At least three (3) semester credits will be taken for university or college credit. Verification may be by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for

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Idaho Professional Educators. Any such violations may result in disciplinary action. (3-28-18)

d. Pupil Service Staff Certificate holders who hold a professional license through the Idaho Bureau of Occupational Licenses may use continuing education units applied toward the renewal of their professional license toward the renewal of the Pupil Service Staff Certificate. Fifteen (15) continuing education units are equivalent to one (1) semester credit. ( )

**061. -- 065. (RESERVED)**

**066. FEES.**

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

**01. Initial Certificate.** All types, issued for five (5) years -- seventy-five dollars (\$75). (3-16-04)

**02. Renewal Certificate.** All types, issued for five (5) years -- seventy-five dollars (\$75). (3-16-04)

**03. Alternate Route Authorization.** All types, issued for one (1) year -- one hundred dollars (\$100). (3-16-04)

**04. Additions or Changes During the Life of an Existing Certificate.** Twenty-five dollars (\$25). (3-16-04)

**05. To Replace an Existing Certificate.** Ten dollars (\$10). (3-16-04)

**067. -- 074. (RESERVED)**

**075. FINGERPRINTING AND BACKGROUND INVESTIGATION CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).**

All individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a background investigation check. (3-28-18)

**01. Definitions.** (4-9-09)

**a.** Applicant. An individual completing a background investigation check as identified in Subsection 075.02 of these rules. (3-28-18)

**b.** Background Investigation Check. The submission of a completed applicant fingerprint card or scan by an authorized entity submitted under an enacted state statute/local ordinance or federal law, approved by the Attorney General of the United States allowing a search of the state and federal criminal history indices for non-criminal justice purposes including employment suitability, licensing determinations, immigration and naturalization matters, and national security clearances. (3-28-18)

**c.** Background Investigation Check Result. The response to a state and federal background investigation check initiated by a fingerprint submission from an authorized entity for non-criminal justice purposes. Results are returned to the submitting authorized entity by the state criminal history repository (Idaho State Police Bureau of Criminal Investigation). (3-28-18)

**d.** Break-in-Service. A voluntary or involuntary termination in employment, including retirement. (4-9-09)

**e.** Candidate. An individual attending a postsecondary program. (4-9-09)

**f.** Contractor. An agency, company/business, or individual that has signed a contract or agreement to

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provide services to an LEA and private or parochial school. (4-9-09)

**g.** Employee. A person who is hired for a wage, salary, fee, or payment to perform work for an employer. (3-28-18)

**h.** Fingerprint Card or Scan. The process for obtaining impressions of an individual's fingerprint images, both ten (10) individual finger impressions rolled from nail to nail and slap or flat impressions taken simultaneously without rolling. Fingerprints may be recorded utilizing either an inked standard fingerprint card or using a livescan device. Standard fingerprint cards may also be scanned for submission to the state repository for background investigation check purposes. (3-28-18)

**i.** Rejected Fingerprint Cards or Scans. A fingerprint card or scan that has been returned by the Idaho State Police Bureau of Criminal Identification or Federal Bureau of Investigation for poor quality prints. (3-28-18)

**j.** Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of an LEA employee in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. (3-28-18)

**02. Individuals Required to Complete a Background Investigation Check.** (3-28-18)

**a.** All applicants for certificates; (3-28-18)

**b.** Certificated and noncertificated employees; (3-28-18)

**c.** Substitute teachers; (3-28-18)

**d.** Contractors who have unsupervised contact with students in a public K-12 setting, including contractors who are providing student services; (3-28-18)

**e.** Student teachers or any postsecondary candidates who have unsupervised contact with students in a public K-12 setting; (3-28-18)

**f.** Volunteers who have unsupervised contact with students in a public K-12 setting; (3-28-18)

**g.** Any individuals who have unsupervised contact with students in a public K-12 setting. (3-28-18)

**03. Fee.** The SDE shall charge a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

**04. Rejected Fingerprint Cards or Scans.** (4-9-09)

**a.** When a fingerprint card has been rejected a new completed fingerprint card is required. (4-9-09)

**b.** The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractor, postsecondary program, or individual. (3-28-18)

**c.** A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the SDE within thirty (30) calendar days. (3-28-18)

**d.** If the new fingerprint card and rejected fingerprint card are returned after thirty (30) calendar days, a fee, pursuant to Subsection 075.03 of these rules, is required to be paid. (3-28-18)

**05. Secured Background Investigation Check Website.** The SDE will maintain a background investigation check website listing the background investigation check results for review by the LEA, private or

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parochial school, contractor or postsecondary program. Each LEA, private or parochial school, contractor and postsecondary program will have access to the background investigation check secure site listing their employees, statewide substitute teacher list, and student teacher list. (3-28-18)

**06. Background Investigation Checks for Certification.** (3-28-18)

**a.** The SDE will make the final determination if an applicant is eligible for Idaho certification. (4-9-09)

**b.** If the SDE makes a determination that the applicant is not eligible for Idaho certification, the SDE may deny the applicant Idaho certification. Upon receiving the written denial, the applicant may request a hearing pursuant to Section 33-1209, Idaho Code. (4-9-09)

**07. Substitute Teachers.** Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a background investigation check. The SDE shall maintain a statewide substitute teacher list. To remain on the list a substitute teacher shall undergo a background investigation check every five (5) years in accordance with Section 33-512, Idaho Code. (3-28-18)

**08. Break In Service.** (4-9-09)

**a.** When an employee returns to any LEA, private or parochial school, or contractor after a break in service, a new background investigation check must be completed pursuant to Section 33-130, Idaho Code. (3-28-18)

**b.** When an employee changes employment between LEAs a new background investigation check must be completed pursuant to Section 33-130, Idaho Code. (3-28-18)

**09. Postsecondary.** (4-9-09)

**a.** The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for unsupervised contact with students in a public K-12 setting including student teaching, internships, ~~practicum~~, or other types of candidate training. ~~(3-28-18)~~(\_\_\_\_)

**b.** The SDE will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (4-9-09)

# IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL



**Professional Standards Commission  
Idaho State Board of Education  
Idaho State Department of Education**

July 1, 202~~1~~<sup>9</sup>

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education approval ~~August 10, 2017~~ June 20, 2018)

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## SUMMARY

### 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).

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, similar to mastery-based education.

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

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:

#### THE LEARNER AND 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.***

***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.***

CONTENT

***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.***

INSTRUCTIONAL PRACTICE

***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.***

PROFESSIONAL RESPONSIBILITY

***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: 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.***

#### Examples of an Enhancement to Standard 1:

For Elementary:      The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.

For Math:              The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

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.

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.

- Administrator Endorsements
  - School Principals
  - Superintendents
  - Special Education Directors
- Pupil Personnel Services Endorsements
  - Audiology
  - School Counselors
  - School Nurses
  - School Psychologists
  - School Social Workers
  - Speech Language Pathology

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 MAINTENANCE**

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards annually. The standards review process ensures current best practices are embedded.

The process for all standards reviews are as follows:

- A standards review team of content area experts from educators, including those from K-12 schools and higher education, is formed for each standard area.
- The team of content area experts reviews the standards and makes revisions, if necessary.
- The recommended revisions from the team of content area experts are presented to the PSC.
- Once the PSC approves the revisions, they are presented to the State Board of Education for approval.
- After the State Board of Education approves the revisions, they are presented to the Legislature for approval and if approved become an incorporated by reference document in state Board Rule.

## 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 (IDAPA 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.

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(a) 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.
- 1(b) 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.
- 1(c) The teacher knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.
- 1(d) The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging.

**Performance**

- 1(e) The teacher regularly assesses individual and group performance in order to design and differentiate instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and background that enables each learner to advance and accelerate his/her learning.
- 1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

**Disposition**

- 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development
- 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values collaborative relationships with 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**

- 2(a) 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(b) 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.
- 2(c) The teacher knows about linguistic diversity and second language acquisition processes and knows instructional strategies and resources to support language acquisition.
- 2(d) 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 contemporary and historical impacts on language, culture, family, and community values.
- 2(e) The teacher knows how to access reliable information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

**Performance**

- 2(f) 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(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, response modes) for individual students with particular learning differences or needs.
- 2(h) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(j) 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.
- 2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

**Disposition**

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
- 2(p) The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.

***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**

- 3(a) 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 (e.g., principles of universal design for learning and culturally responsive pedagogy).
- 3(b) The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.
- 3(c) The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions.
- 3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.
- 3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

**Performance**

- 3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with diverse local and global ideas.
- 3(h) 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.



- 3(i) 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.
- 3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.
- 3(k) 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.
- 3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

**Disposition**

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) 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(p) 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.
- 3(q) The teacher seeks to foster respectful communication and develop rapport among all members of the learning community.
- 3(r) 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**

- 4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.
- 4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he/she teaches.

**Performance**

- 4(f) 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.
- 4(g) 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(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(k) 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.
- 4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(n) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

**Disposition**

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) 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**

- 5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global mindedness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(c) 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.
- 5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(f) The teacher understands multiple forms of communication as vehicles for learning across disciplines and for expressing learning.
- 5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(h) The teacher knows where and how to access resources to build global mindedness and multiple perspectives and how to integrate them into the curriculum.

**Performance**

- 5(i) 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).
- 5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(l) 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 cultures, audiences and purposes.
- 5(m) The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(n) 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.
- 5(o) The teacher develops and implements supports for learner literacy development across content areas.

**Disposition**

- 5(p) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(q) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(r) 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**

- 6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(b) 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.
- 6(c) 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.
- 6(d) 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.
- 6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(f) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(g) 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.
- 6(h) The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.

**Performance**

- 6(i) The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.
- 6(j) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(k) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(l) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(m) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

- 6(n) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(o) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(p) 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.
- 6(q) 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**

- 6(r) 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.
- 6(s) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(t) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(u) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(v) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(w) 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**

- 7(a) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

- 7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(e) 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.
- 7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(g) 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, professional organizations, community organizations, community members).

**Performance**

- 7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(i) 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.
- 7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(l) 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.
- 7(m) 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**

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher is committed to using short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and 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**

- 8(a) The teacher understands the cognitive processes associated with various types of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(b) The teacher knows how to apply an effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.
- 8(c) The teacher knows when and how to use effective strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build connections.
- 8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(f) 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**

- 8(g) The teacher uses appropriate strategies and resources to adjust instruction to meet the needs of individuals and groups of learners.
- 8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(i) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and/or access family and community resources to develop their areas of interest.
- 8(j) 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.
- 8(k) 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.
- 8(l) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.



- 8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other methods of communication.
- 8(o) The teacher asks questions to stimulate discussions that serve different purposes.

**Disposition**

- 8(p) The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adjusting 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**

- 9(a) 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.
- 9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

- 9(c) 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.
- 9(d) The teacher understands laws and responsibilities related to the learner (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(e) The teacher understands professional responsibilities (e.g., responsibilities to the profession, for professional competence, to students, to the school community, and regarding the ethical use of technology).
- 9(f) The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
- 9(g) The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities.\*

**Performance**

- 9(h) 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.
- 9(i) 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.
- 9(j) 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.
- 9(k) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(l) The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.
- 9(m) 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.
- 9(n) The teacher builds and implements an Individualized Professional Learning Plan (IPLP) 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.

- 9(o) The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.

**Disposition**

- 9(p) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(q) The teacher is committed to culturally responsive teaching.
- 9(r) 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.
- 9(s) 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**

- 10(a) 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.
- 10(b) 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.
- 10(c) 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.
- 10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- 10(e) The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.

**Performance**

- 10(f) 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.
- 10(g) The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.

- 10(h) The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.
- 10(i) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(j) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
- 10(k) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(l) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.
- 10(m) The teacher uses and generates meaningful inquiry into education issues and policies.
- 10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.

**Disposition**

- 10(o) 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.
- 10(p) The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.
- 10(q) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(r) The teacher takes responsibility for contributing to and advancing the profession.
- 10(s) The teacher embraces the challenge of continuous improvement and change.

GLOSSARY OF TERMS

**Culturally Responsive Pedagogy** – Pedagogy that recognizes the importance of including student’s cultural references in all aspects of learning. (Ladson-Billings)

**Global Mindfulness** – Exploring new ideas and perspectives, as well as having the humility to learn and willingness to work with people around the globe

**Learning Environments** – The diverse physical and virtual locations, contexts, and cultures in which students learn.

**Principles of Universal Design** – A set of principles for curriculum development that give all individuals equal opportunities to learn. (udlcenter.org)

**Socio-Historical Context** – The social and historic factors which shape learning and learning trajectories over time.

\*The federal and state governments of Idaho recognize the Idaho’s tribes’ inherent sovereignty. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.

## STATE SPECIFIC REQUIREMENTS

### IDAHO COMPREHENSIVE LITERACY 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 (IDAPA 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.

The standards have been grouped into four general categories and represent the inter-relationship between written and oral language, which are key skills for student learning and success. These standards outline the four competencies of effective reading, writing, and communication instruction necessary to meet the Idaho Comprehensive Literacy requirements and Idaho ELA/Literacy Standards.

- 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.

***Standard 1: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)***

#### **Knowledge**

- 1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.

- 1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.
- 1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

**Performance**

- 1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.
- 1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.
- 1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

***Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners. (Applies to all endorsements that can be added to a Standard Instructional Certificate)***

**Knowledge**

- 2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.
- 2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.
- 2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.
- 2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

**Performance**

- 2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.
- 2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.

- 2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.
- 2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

***Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, and Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)***

**Knowledge**

- 3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.
- 3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
- 3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.
- 3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.
- 3(e) The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.
- 3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

**Performance**

- 3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.
- 3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.
- 3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.



- 3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

***Standard IV: Writing Process. The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre- writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats. (Applies to all endorsements that can be added to a Standard Instructional Certificate)***

**Knowledge**

- 4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.
- 4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.
- 4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.
- 4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.
- 4(e) The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.
- 4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.
- 4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(h) The teacher understands the impact of motivation and choice on writing production.

**Performance**

- 4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.
- 4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.
- 4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.
- 4(l) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).

- 4(m) The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.
- 4(n) The teacher scaffolds instruction for a range of student writers.
- 4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(p) The teacher utilizes choice to motivate writing production.

## 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, 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 (IDAPA 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 Pre-Service Technology Standards indicate 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.

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. In addition, teacher candidates must become fully aware of Idaho’s technology standards for K-12 students.

The alignment matrix found on the next page of this standards document and shows the connections between the Idaho Core Teacher Standards and the Pre-Service Technology Standards.

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•S.***
  - 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 STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and 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 (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

***Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.***

- 1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
- 1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
- 1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
- 1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
- 1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
- 1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

***Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.***

- 2(a) The EPP supervisor has P-12 education certified field experience.
- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

***Standard 3: Partnership.***

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

**Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.**

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

**Standard 5: Student Teaching Experience**

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework
- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)
- 5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*
- 5(h) Relevant preparatory experience for an Idaho teacher's certificate

## INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and 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 (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

**Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate’s institutional recommendation.**

**Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.**

**Standards 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.**

**Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.**

**Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.**

**Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.**

**Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).**

**Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.**

**Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation.**



## IDAHO FOUNDATION STANDARDS FOR BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS

In addition to the standards listed here, bilingual education and English as a second language (ESL) teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Bilingual Education Teachers or (2) Idaho Standards for English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual and ESL 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.***

### **Knowledge**

- 1(a) The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students
- 1(b) The teacher understands the concepts of bilingualism and biliteracy in regards to language development and how a student's first language may influence second language development.

### **Performance**

- 1(c) The teacher plans, integrates, and delivers language and content instruction appropriate to the students' stages of language development.
- 1(d) The teacher facilitates students' use of their first language as a resource to promote academic learning and further development of the second language.

***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**

- 2(a) The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.
- 2(b) The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).
- 2(c) The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
- 2(d) The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).

**Performance**

- 2(e) The teacher identifies ways to promote respect and advocate for diverse linguistic communities.
- 2(f) The teacher demonstrates the ability to collaborate with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionalities.
- 2(g) The teacher demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
- 2(h) The teacher identifies and describes characteristics of major language and cultural groups in Idaho.

***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**

- 3(a) The teacher understands that language is socially constructed and the importance of individual and collaborative learning.
- 3(b) The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.

**Performance**

- 3(c) The teacher demonstrates the ability to create a culturally responsive classroom environment.

***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**

- 4(a) The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.
- 4(b) The teacher understands various language instruction educational program models.
- 4(c) The teacher understands that language is a system (including linguistic and socio-linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.

**Performance**

- 4(d) The teacher establishes goals, designs curricula and instruction, and facilitates student learning in a manner that builds on students' linguistic and cultural diversity.
- 4(e) The teacher evaluates various language instruction program models and makes possible recommendations for improvement.
- 4(f) The teacher analyzes language demands for instruction.

***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**

- 5(a) The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

**Performance**

- 5(b) The teacher develops active and interactive activities that promote proficiency in the four domains of language.

***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**

- 6(a) The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
- 6(b) The teacher understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.
- 6(c) The teacher understands the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.
- 6(d) The teacher knows how to interpret data and explain the results of standardized assessments to students who are English learners, the students' families, and to colleagues.

- 6(e) The teacher understands appropriate accommodations for language learners being tested in the content areas.
- 6(f) The teacher understands how to use data to make informed decisions about program effectiveness.

**Performance**

- 6(g) The teacher demonstrates the ability to use a combination of observation and other assessments to make decisions about appropriate program services for language learners.
- 6(h) The teacher demonstrates the ability to use 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.
- 6(i) The teacher demonstrates the ability to identify and utilize appropriate accommodations for language learners being tested in the content areas.
- 6(j) The teacher demonstrates the ability to use English language proficiency data (formative, summative, etc.), in conjunction with other student achievement data, to evaluate language instruction program effectiveness.

***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**

- 7(a) 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**

- 7(b) 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: 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**

- 8(a) The teacher understands how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.
- 8(b) The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

**Performance**

- 8(c) The teacher selects, adapts, creates and uses various culturally and linguistically appropriate resources related to content areas and second language development.
- 8(d) The teacher has a repertoire of research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

***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**

- 9(a) The teacher understands the importance of staying current on research related to language 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.***

**Knowledge**

- 10(a) The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.
- 10(b) The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.

**Performance**

- 10(c) The teacher identifies ways in which to create family and community partnerships that promote students' linguistic, academic, and social development.
- 10(d) The teacher identifies ways in which to collaborate with colleagues to promote opportunities for language learners.
- 10(E) The teacher identifies ways in which to assist other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

GLOSSARY OF TERMS

**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

**English as a Second Language (ESL)** – The teaching/studying of English by nonnative English speakers-ESL is an educational approach in which English language learners are instructed in the use of English as an additional language. ESL refers to an additive language to either bilingual or multilingual speakers of other languages.

**First Language** – A person's native language and/or language spoken most fluently - also known as: L1, primary language, home language, native language, heritage language

**Second Language** – Any language that one speaks other than one's first language - also known as L2, target language, additive language

## IDAHO STANDARDS FOR BILINGUAL EDUCATION 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, bilingual education teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual Education 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(a) The bilingual education teacher understands the stages of development for learners of two languages and the impacts on their language and development.

### **Performance**

- 1(b) The bilingual education teacher uses evidence-based strategies and approaches that promote bilingualism and biliteracy for language 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.***

***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**

- 4(a) The bilingual education teacher has communicative competence and academic language proficiency in the first language and in the second language.
- 4(b) The bilingual education teacher understands the linguistic features of both the first language and the second language.
- 4(c) The bilingual education teacher has knowledge of the cultures of the first language and the second language.
- 4(d) The bilingual education teacher understands the methodology of teaching biliteracy.

**Performance**

- 4(e) The bilingual education teacher demonstrates proficiency in key linguistic structures and the ability to expose students to the linguistic features of the first and second language, such as various registers, dialects, and idioms.
- 4(f) The bilingual education teacher demonstrates the ability to address the cultures of the first and the second language in an instructional cycle.
- 4(g) The bilingual education teacher demonstrates the ability to plan literacy instruction for students in a bilingual program.

***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.***

**Knowledge**

- 6(a) The bilingual education teacher understands how to measure students' level of proficiency in the first language and in the second language.

***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 ENGLISH AS A SECOND LANGUAGE (ESL) 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, English as a Second Language (ESL) teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English as a Second Language 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**

- 4(a) The ESL teacher understands linguistic features of the English language.

### **Performance**

- 4(b) The ESL teacher is able to integrate linguistic features of the English language in lesson planning, delivery, and instruction.

*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 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 (IDAPA 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(a) The early childhood educator knows that family systems are inextricably tied to child development.
- 1(b) The early childhood educator understands the typical and atypical development of infants’ and children’s attachments and relationships with primary caregivers.
- 1(c) The early childhood educator understands how learning occurs and that children’s development influences learning and instructional decisions.
- 1(d) 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.

- 1(e) 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.
- 1(f) The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.
- 1(g) The early childhood educator understands the role of adult-child relationships in learning and development.

**Performance**

- 1(h) 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.
- 1(i) 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.
- 1(j) 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**

- 2(a) 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(b) 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.
- 2(c) 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.
- 2(d) The early childhood educator knows how to access information regarding specific children's needs and disability-related issues (e.g., medical, support, service delivery).
- 2(e) 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**

- 2(f) 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(g) 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**

- 3(a) The early childhood educator understands the importance and use of routines as a teaching strategy.
- 3(b) The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.
- 3(c) The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.
- 3(d) 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.
- 3(e) The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.
- 3(f) The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.
- 3(g) The early childhood educator understands that the child's primary teacher is the parent.
- 3(h) The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

**Performance**

- 3(i) The early childhood educator promotes opportunities for all children in natural and inclusive settings.
- 3(j) The early childhood educator embeds learning objectives within everyday routines and activities.

- 3(k) The early childhood educator creates an accessible learning environment, including the use of assistive technology.
- 3(l) The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.
- 3(m) The early childhood educator creates an environment that encourages self-advocacy and increased independence.
- 3(n) The early childhood educator plans and implements intervention consistent with the needs of children.
- 3(o) The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.
- 3(p) 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**

- 4(a) 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).
- 4(b) 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.
- 4(c) The early childhood educator understands the process of self-regulation that assists children to identify and cope with emotions.
- 4(d) The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.
- 4(e) The early childhood educator understands the elements of play and how play assists children in learning.
- 4(f) The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

- 4(g) 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.
- 4(h) 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).
- 4(i) 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.
- 4(j) The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

**Performance**

- 4(k) The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.
- 4(l) The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.
- 4(m) 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**

- 5(a) The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.
- 5(b) The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.
- 5(c) The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.
- 5(d) 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(e) The early childhood educator knows the importance of facilitating emergent literacy and numeracy.
- 5(f) 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**

- 5(g) 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).
- 5(h) 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.
- 5(i) 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.
- 5(j) 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**

- 6(a) The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.
- 6(b) 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.
- 6(c) 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.
- 6(d) The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

**Performance**

- 6(e) The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).
- 6(f) The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.
- 6(g) The early childhood educator collaborates with families and professionals involved in the assessment process of children.

- 6(h) 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.
- 6(i) 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(j) 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**

- 7(a) 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).
- 7(b) The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

**Performance**

- 7(c) The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.
- 7(d) 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).
- 7(e) 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).
- 7(f) The early childhood educator analyzes activities and tasks and uses procedures for monitoring children's skill levels and progress.
- 7(g) 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**

- 8(a) 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).
- 8(b) 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**

- 8(c) 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).
- 8(d) 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**

- 9(a) The early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.
- 9(b) The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.
- 9(c) The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g., digital citizenship and ethical practice).

**Performance**

- 9(d) 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.
- 9(e) 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**

- 10(a) The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC).
- 10(b) The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.
- 10(c) The early childhood educator knows community, state, and national resources available for children and their families.
- 10(d) The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.
- 10(e) 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).
- 10(f) The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.
- 10(g) 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**

- 10(h) 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.
- 10(i) The early childhood educator identifies and accesses community, state, and national resources for children and families.
- 10(j) The early childhood educator advocates for children and their families.
- 10(k) The early childhood educator creates a manageable system to maintain all program and legal records for children.
- 10(l) 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.
- 10(m) The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

## IDAHO FOUNDATION STANDARDS FOR CAREER-TECHNICAL TEACHERS

In addition to the standards listed here, career-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 career-technical teachers. Additionally, all teacher candidates are expected to meet the requirements defined in IDAPA (08.02.02: Rules Governing Uniformity).

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.

***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.***

### **Performance**

- 3(a) The teacher is able to apply concepts of classroom motivation and management to laboratory and field 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.***

**Knowledge**

- 4(a) The teacher understands basic technological principles, processes, terminology, skills, and safety practices of the occupational area.
- 4(b) The teacher understands industry trends and labor market needs.
- 4(c) The teacher understands organizational and leadership structures in the workplace.
- 4(d) The teacher understands the philosophical principles and the practices of career-technical education.
- 4(e) The teacher understands the importance of intra-curricular student leadership development in career-technical program areas.

**Performance**

- 4(f) The teacher demonstrates specific occupational skills necessary for employment.
- 4(g) The teacher uses current terminology, industry logistics, and procedures for the occupational area.
- 4(h) The teacher incorporates and promotes leadership skills in state-approved Career-Technical Student Organizations (CTSO).
- 4(i) The teacher assesses the occupational needs of the community.
- 4(j) The teacher facilitates experiences designed to develop skills for successful employment.
- 4(k) The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, employment opportunities).

***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.***

**Knowledge**

- 6(a) The teacher knows how to analyze data about a student's progress, including assessments, to evaluate workplace readiness.
- 6(b) The teacher understands the importance of conducting a follow-up survey of graduates.
- 6(c) The teacher understands how to modify the instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.
- 6(d) The teacher understands how to assess student learning in applicable laboratory settings.

**Performance**

- 6(e) The teacher analyzes data about a student's progress, including assessments, to evaluate workplace readiness.
- 6(f) The teacher provides verbal and written assessment feedback on students' classroom and/or laboratory assignments.
- 6(g) The teacher modifies instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment 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**

- 7(a) The teacher understands state-approved career-technical secondary-to-postsecondary standards and competencies, and how these are organized in the curriculum.
- 7(b) The teacher understands how to embed state-approved career-technical student organization (CTSO) activities in the curriculum.
- 7(c) The teacher knows how to identify community and industry expectations and access resources.

**Performance**

- 7(d) The teacher designs instruction to meet state-approved career-technical secondary-to-postsecondary curricula and industry 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**

- 8(a) The teacher understands how to provide students with realistic occupational and/or work experiences.
- 8(b) The teacher knows how to utilize education and industry professionals, and research to enhance student understanding of processes, knowledge, and safety.
- 8(c) The teacher understands integration of student leadership development, community involvement, and personal growth into instructional strategies.
- 8(d) The teacher understands how academic skills and advanced technology can be integrated into an occupational learning environment.

**Performance**

- 8(e) The teacher models ethical workplace practices.
- 8(f) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
- 8(g) The teacher integrates academic skills into each occupational area.
- 8(h) The teacher uses simulated and/or authentic occupational applications of course content.
- 8(i) The teacher uses experts from business, industry, and government as appropriate for the content area.
- 8(j) The teacher discusses innovation and entrepreneurship in the workforce and incorporates them where possible.

***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**

- 9(a) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.
- 9(b) The teacher understands the importance of maintaining current technical skills and seeking continual improvement.
- 9(c) The teacher understands current state and federal guidelines and regulations related to career-technical education requirements.

**Performance**

- 9(d) 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.
- 9(e) The teacher participates in continual relevant professional development activities through involvement with local, state, and national career and technical organizations.

***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**

- 10(a) The teacher understands the role technical advisory committees play in continuous program improvement.



- 10(b) The teacher understands the importance of using industry experts to develop and validate occupational skills.
- 10(c) The teacher understands the importance of professional organizations within the content and occupational areas.
- 10(d) The teacher understands career-technical education advanced opportunities.
- 10(e) The teacher understands the local, state, and national opportunities of state-approved career-technical student organizations (CTSO).

**Performance**

- 10(f) The teacher participates with technical advisory committees for program development and improvement.
- 10(g) The teacher cooperates with educators in other content areas to develop instructional strategies and to integrate learning.
- 10(h) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

***Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.***

**Knowledge**

- 11(a) The teacher understands how to safely handle and dispose of waste materials.
- 11(b) The teacher understands how to care for, inventory, and maintain materials and equipment.
- 11(c) The teacher understands safety contracts and operation procedures.
- 11(d) The teacher understands legal safety issues related to the program area.
- 11(e) The teacher understands safety requirements necessary to conduct laboratory and field activities.
- 11(f) The teacher understands time and organizational skills in laboratory management.
- 11(g) The teacher is aware of safety regulations at school and work sites.

**Performance**

- 11(h) The teacher ensures that facilities, materials, and equipment are safe to use.
- 11(i) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
- 11(j) The teacher demonstrates effective management skills in the classroom and laboratory environments.
- 11(k) The teacher models and reinforces effective work and safety habits.

*Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.*

**Knowledge**

- 12(a) The teacher understands workplace employability skills and related issues.
- 12(b) The teacher understands the issues of balancing work and personal responsibilities.
- 12(c) The teacher understands how to promote career awareness.

**Performance**

- 12(d) The teacher designs instruction that addresses employability skills and related workplace issues.
- 12(e) The teacher discusses how to balance demands between work and personal responsibilities.
- 12(f) 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 Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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.

***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**

- 4(a) The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.
- 4(b) The teacher knows about production agriculture.
- 4(c) 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(d) The teacher understands and has experience in one or more of the following specialized occupational areas:
- Agricultural production and marketing
  - Agricultural equipment and supplies
  - Agriculture product processing
  - Ornamental horticulture and turf grass management (e.g., floriculture, greenhouse management)
  - Agricultural business planning and analysis
  - Natural resource management
  - Environmental science
  - Forestry
  - Small animal production and care
- 4(e) 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.
- 4(f) The teacher understands how to organize and implement Supervised Agricultural Experience (SAE) programs including but not limited to working with parents, students, adults, and employers.
- 4(g) The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).

**Performance**

- 4(h) The teacher applies natural and physical science principles to practical solutions.
- 4(i) The teacher discusses production agriculture.
- 4(j) The teacher discusses and demonstrates 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(k) The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.
- 4(l) The teacher organizes and implements SAE programs including but not limited to working with parents, students, adults and employers.
- 4(m) The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).

***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.***

**Performance**

- 6(a) The teacher can develop and utilize performance-based assessments to evaluate student projects.

***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**

- 7(a) The teacher understands the integrated programmatic approach of incorporating classroom and laboratory, FFA, and SAE.

**Performance**

- 7(b) The teacher actively incorporates components of FFA and SAE into instruction.

***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**

- 8(a) The teacher understands that experiential learning theory is the foundation for classroom/laboratory instruction, SAE, and FFA leadership development.

***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.***

**Knowledge**

- 10(a) The teacher understands the role of industry experts in agricultural education settings for the purpose of formal training.
- 10(b) The teacher understands the role of adult volunteers in secondary agricultural education and FFA programs.

***Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.***

*Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.*

## 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 Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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.

***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**

- 3(a) The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.

***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**

- 4(a) The teacher possesses a foundational level of knowledge about a broad range of business and business technology subjects, which support current state-approved standards.

- 4(b) The teacher understands how to advise, oversee and facilitate a Business Professionals of America (BPA) chapter and how it relates to the Idaho and National BPA organizations.

**Performance**

- 4(c) The teacher integrates BPA through intra-curricular approaches in the business program of study.
- 4(d) The teacher integrates academic concepts into business and business technology content areas.

*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.*

*Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.*

*Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.*



## 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 Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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.

***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

- 4(a) 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.
- 4(b) The teacher knows of community agencies and organizations that provide assistance to individuals and families.
- 4(c) The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

- 4(d) The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
- 4(e) The teacher understands the social, emotional, intellectual, physical, and moral development across the lifespan.
- 4(f) 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.
- 4(g) The teacher understands the design, selection, and care of textiles and apparel products.
- 4(h) The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.
- 4(i) The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
- 4(j) The teacher understands resource conservation and environmental issues in relation to family and community health.
- 4(k) The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.
- 4(l) The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.
- 4(m) The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.
- 4(n) The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

**Performance**

- 4(o) The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.
- 4(p) 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(q) The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
- 4(r) 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.

- 4(s) The teacher demonstrates the design, selection, and care of textiles and apparel products.
- 4(t) The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.
- 4(u) 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.
- 4(v) The teacher integrates resource conservation and environmental issues in relation to family and community health.

***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.***

**Knowledge**

- 6(a) The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Performance**

- 6(b) 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 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**

- 7(a) The teacher understands how to apply family and consumer sciences national standards and other resources when planning instruction.
- 7(b) The teacher understands how program alignment across grade levels (6-12) and family and consumer sciences content area maximizes 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 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.*

*Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.*

*Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.*

## 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 Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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.

***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**

- 3(a) The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.

***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**

- 4(a) The teacher possesses a foundational level of knowledge about a broad range of marketing and marketing technology subjects, which support current state-approved teacher endorsement standards.
- 4(b) The teacher understands how to advise, oversee, and facilitate a DECA chapter and how it relates to the Idaho and National DECA organizations.

**Performance**

- 4(c) The teacher embeds DECA activities and curriculum through an intra-curricular approach within the marketing program of study.
- 4(d) The teacher integrates academic concepts into marketing and marketing technology content areas.

***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.***

***Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.***

***Standard 12: Career Readiness - The teacher prepares students to meet the 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 Career-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.

***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

- 4(a) The teacher has a basic understanding of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.
- 4(b) The teacher understands the operation and features of computer-aided design and automated manufacturing systems.
- 4(c) The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.
- 4(d) The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

- 4(e) The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.
- 4(f) The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

**Performance**

- 4(g) The teacher demonstrates the skills that support the fields of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.
- 4(h) The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, and other related technology applications.
- 4(i) The teacher demonstrates architectural and mechanical drafting skills.
- 4(j) The teacher demonstrates the various phases of an engineering design process.
- 4(k) The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

***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.***

***Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.***



*Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.*

## 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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

- 4(a) The teacher understands how values and ethics affect communication.
- 4(b) The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
- 4(c) The teacher knows the components and processes of communication.
- 4(d) The teacher understands the interactive roles of perceptions and meaning.

- 4(e) The teacher understands how symbolism and language affect communication.
- 4(f) The teacher understands the role of organization in presenting concepts, ideas, and arguments.
- 4(g) The teacher knows methods and steps of problem solving in communication arts.
- 4(h) 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**

- 4(i) 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).
- 4(j) The teacher provides instruction and practice in conducting and applying research.
- 4(k) The teacher creates lessons that stress the importance of audience analysis and adaptation.
- 4(l) The teacher presents communication as a process consisting of integral components.
- 4(m) The teacher explains various methods of organization and their effects on the communication process.
- 4(n) 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**

- 9(a) The teacher understands contemporary legal standards relating to communication and media.

**Performance**

- 9(b) 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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

- 4(a) The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).
- 4(b) The teacher understands the elements of design and layout.
- 4(c) The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).
- 4(d) The teacher understands the purposes, types, and rules of headline and caption writing.
- 4(e) The teacher possesses knowledge of interviewing skills.

- 4(f) The teacher knows how to organize and equip a production area.
- 4(g) The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).
- 4(h) The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).
- 4(i) The teacher understands advertising and finance.
- 4(j) The teacher knows the fundamentals of editing.
- 4(k) The teacher understands processes of effective critiquing.
- 4(l) The teacher understands journalistic and scholastic press law and ethics.
- 4(m) The teacher understands the role of journalism in democracy.

**Performance**

- 4(n) The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.
- 4(o) The teacher student application of design and layout techniques.
- 4(p) The teacher integrates the purposes and elements of photojournalism into the production process.
- 4(q) The teacher instructs students in the purposes, types, and rules of headline and caption writing.
- 4(r) The teacher provides opportunities for students to practice and use interviewing skills.
- 4(s) The teacher teaches editing skills and provides opportunities for student practice.
- 4(t) 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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

- 4(a) The teacher understands the models of interpersonal communication.
- 4(b) The teacher knows the processes and types of active listening.
- 4(c) The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
- 4(d) The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).
- 4(e) The teacher understands rhetorical theories and practices.



- 4(f) The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).
- 4(g) The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
- 4(h) The teacher understands the necessity of adapting public speaking styles and skills to various media.
- 4(i) The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
- 4(j) The teacher knows the theories and practices of argumentation.
- 4(k) The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).
- 4(l) The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).
- 4(m) The teacher knows how to identify and minimize communication anxiety.

**Performance**

- 4(n) The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).
- 4(o) The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
- 4(p) The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
- 4(q) The teacher provides instruction integrating digital media and visual displays to enhance presentations.
- 4(r) The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).
- 4(s) The teacher provides opportunities for students to participate in debate and speaking events.
- 4(t) The teacher explains various methods of organization and their effects on the communication process.
- 4(u) 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 (IDAPA 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(a) The teacher understands digital citizenship.

### **Performance**

- 1(b) The teacher promotes and models digital citizenship.

***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**

- 2(a) 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.

***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**

- 3(a) The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and promote digital citizenship.

**Performance**

- 3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.
- 3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital 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**

- 4(a) The teacher understands data representation and abstraction.
- 4(b) The teacher understands how to effectively design, develop, and test algorithms.
- 4(c) The teacher understands the software development process.
- 4(d) The teacher understands digital devices, systems, and networks.
- 4(e) 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.
- 4(f) The teacher understands the role computer science plays and its impact in the modern world.
- 4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.
- 4(h) The teacher understands the many and varied career and education paths that exist in Computer Science.

**Performance**

- 4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:
- Effectively uses primitive data types.
  - Demonstrates an understanding of static and dynamic data structures.
  - Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
  - Effectively uses modeling and simulation to solve real-world problems
- 4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:

- 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.
  - Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
  - Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
  - Effectively uses two or more development environments.
  - Demonstrates knowledge of varied software development models and project management strategies.
  - Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.
- 4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:
- Demonstrates an understanding of data representation at the machine level.
  - Demonstrates an understanding of machine level components and related issues of complexity.
  - Demonstrates an understanding of operating systems and networking in a structured computing system.
  - Demonstrates an understanding of the operation of computer networks and mobile computing devices.
- 4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:
- Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.
  - Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.
- 4(m) 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**

- 5(a) The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

**Performance**

- 5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

***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**

- 7(a) The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

**Performance**

- 7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
- 7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
- 7(d) 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**

- 8(a) The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

**Performance**

- 8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
- 8(c) 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.*

**Performance**

- 9(a) 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.*

## 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 (IDAPA 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.

***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(a) The teacher understands how young children’s and early adolescents’ literacy and language development influence learning and instructional decisions across content areas.
- 1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
- 1(c) The teacher recognizes the role of inquiry and exploration in learning and 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**

- 2(a) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.



**Performance**

- 2(c) 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(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.
- 2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

***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**

- 3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

**Performance**

- 3(b) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.
- 3(c) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.
- 3(d) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

***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**

- 4(a) 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.
- 4(b) The teacher understands 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.
- 4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).
- 4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.

- 4(e) 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.
- 4(f) The teacher understands the structure of mathematics and the connections and relationships within learning progressions.
- 4(g) 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.
- 4(h) The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
- 4(i) 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.
- 4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

**Performance**

- 4(k) The teacher models appropriate and accurate use of written and spoken language.
- 4(l) 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.
- 4(m) 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 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**

- 5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

***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.*

**Performance**

- 7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

*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**

- 8(a) The teacher engages all learners in developing higher order thinking skills.

*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.*

**Knowledge**

- 10(a) 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 (IDAPA 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(a) The teacher understands how to design developmentally appropriate engineering activities and assignments.

### Performance

- 1(b) 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.***

***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

- 4(a) The teacher understands the principles and concepts of engineering design.

- 4(b) The teacher understands the role of mathematics in engineering design and analysis.
- 4(c) The teacher understands the role of natural and physical sciences in engineering design and analysis.
- 4(d) The teacher understands the ethical issues and practices of the engineering profession.
- 4(e) The teacher understands the importance of team dynamics and project management in engineering projects.
- 4(f) The teacher understands how to embed Technology Student Association (TSA) activities through intra-curricular approaches in the engineering program of study.
- 4(g) The teacher understands the differences in engineering career pathways and opportunities.

**Performance**

- 4(h) The teacher applies the principles and concepts of engineering design in the solution of an
- 4(i) engineering design problem.
- 4(j) The teacher can demonstrate the effects engineering has on the society, the environment and
- 4(k) the global community.
- 4(l) The teacher is able to work in a learning community/project team.
- 4(m) The teacher facilitates students working in teams to solve engineering design problems.
- 4(n) The teacher facilitates student understanding of engineering career pathways and opportunities.

***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**

- 5(a) The teacher knows the symbols, terminology, and notations specific to engineering.
- 5(b) The teacher recognizes the importance of oral and written communication in the engineering discipline.

**Performance**

- 5(c) The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.
- 5(d) 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**

- 6(a) The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.

**Performance**

- 6(b) The teacher uses multiple assessment strategies to measure students' ability to apply an engineering design process to address an engineering design problem.
- 6(c) The teacher appropriately uses assessment strategies to measure students' ability to use notation, terminology, and symbols in oral and written communication.

***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**

- 8(a) The teacher understands how to incorporate design into instructional practice strategies.

**Performance**

- 8(b) The teacher uses a variety of instructional tools and resources for teaching engineering design.
- 8(c) The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.

***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**

- 9(a) The teacher is knowledgeable about the different career opportunities for engineering.
- 9(b) The teacher is familiar with professional engineering organizations and resources available through them.

**Performance**

- 9(c) The teacher stays abreast of professional engineering literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
- 9(d) The teacher engages in professional discourse about subject matter knowledge and pedagogy.

***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**

- 10(a) The teacher is aware of community issues and needs for design opportunities.

**Performance**

- 10(b) The teacher is able to adapt lessons to address community needs using the engineering design process.

**GLOSSARY OF TERMS**

**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 – Preparation would be a bachelor's degree

**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 – Preparation would be an associate's degree or bachelor's degree in engineering technology

**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 (IDAPA 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 clinical 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.***

### Knowledge

- 1(a) The teacher understands developmental levels in reading, writing, listening, viewing, and speaking.
- 1(b) The teacher understands how adolescents read, write, and make meaning of a wide range of texts, genres, and formats (e.g., literature, poetry, informational text, digital media, social media, multimodal).

### **Performance**

- ~~1(a)~~ 1(c) Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for The teacher creates developmentally appropriate learning experiences that take into account stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.
- ~~1(b) 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).~~
- ~~1(c) 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**

~~2(a) 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(b)~~ 2(a) ~~Candidates~~ The teacher designs and/or implements 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.**

**Knowledge**

3(a) The teacher understands how to use students' individual differences, data for literacy learning, identities, and funds of knowledge to create inclusive learning environments that help students participate actively in their own learning in English language arts (e.g., workshops, project based learning, guided writing, Socratic seminars, literature circles).

**Performance**

~~3(a) 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.).~~

3(b) The teacher collaborates with colleagues to create literacy-rich interdisciplinary learning environments to help students participate actively in their own learning in English language arts.

**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**

4(a) The teacher is knowledgeable about texts (print and non-print, digital, classic, contemporary, and young adult) that represent a range of world literatures, historical

- traditions, genres, and the experiences of different genders, ethnicities, and social classes.
- 4(b) The teacher understands principles of language acquisition, dialect, and grammar systems (e.g., descriptive and prescriptive)
- 4(c) The teacher understands the evolution and impact of language on society.
- 4(d) The teacher understands the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(e) The teacher understands the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(f) The teacher understands how to use strategies for acquiring and applying vocabulary knowledge.

### Performance

- ~~4(a)~~4(g) ~~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~~ The teacher uses ~~able to use literary theories to interpret and critique a range of texts.~~
- 4(h) ~~Candidates~~ The teacher ~~demonstrates knowledge and use~~ command of ~~the conventions of standard English (e.g., grammar, usage, and mechanics)~~ 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.
- ~~4(b)~~4(i) The teacher models various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- ~~4(c)~~4(j) ~~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~~ The teacher models the use of ~~contemporary technologies and/or digital media to compose multimodal discourse.~~
- 4(k) ~~Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to~~ The teacher designs instruction using strategies for acquiring general academic and domain-content-specific vocabulary words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

- ~~4(d)~~4(l) The teacher models how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation.

**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**

- 5(a) The teacher understands research-based strategies that lend to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

**Performance**

- ~~5(a)~~5(b) ~~Candidates~~ The teacher designs and/or implements 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.
- ~~5(b)~~5(c) ~~Candidates~~ The teacher designs and/or implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- ~~5(c)~~5(d) ~~Candidates~~ The teacher designs and/or implements instruction related to a breadth and depth of texts, purposes, and complexities ~~(e.g., literature, digital, visual, informative, argument, narrative, poetic)~~ that connects concepts so lead to students can become ing independent, critical, and strategic readers, writers, speakers, and listeners.
- ~~5(d)~~5(e) ~~Candidates~~ The teacher designs and/or implements 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**

- 6(a) The teacher uses data to differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments).
- ~~6(a)~~ ~~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.~~

- 6(b) ~~Candidates~~ The teacher designs or knowledgeably selects appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
- 6(c) ~~Candidates~~ The teacher designs or knowledgeably selects 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.
- ~~6(c)~~6(d) ~~Candidates~~ The teacher responds to students' writing throughout the ~~students'~~ writing processes in ways that engage ~~students'~~ ideas and encourage their growth as writers over time.
- ~~6(d)~~6(e) ~~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~~ The teacher communicates 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**

- 7(a) ~~Candidates~~ The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
- 7(b) ~~Candidates~~ The teacher plans 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.
- 7(c) ~~Candidates~~ The teacher uses ~~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.
- 7(d) ~~Candidates~~ The teacher uses ~~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**

~~8(a) 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**

9(a) ~~Candidates~~ The teacher models literate and ethical practices in English language arts teaching, ~~and~~ engages in a variety of experiences related to English language arts, and reflects 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**

~~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 SPECIAL EDUCATION TEACHERS

### 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 (IDAPA 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(a) The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1(b) The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- 1(c) The teacher understands how exceptionalities can interact with development and learning.

#### **Performance**

- 1(d) The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.

- 1(e) 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**

- 2(a) The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
- 2(b) 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.
- 2(c) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2(d) 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**

- 2(e) 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(f) 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.
- 2(g) 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.
- 2(h) 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**

- 3(a) 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
- 3(b) The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3(c) The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

**Performance**

- 3(d) The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.
- 3(e) 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(f) 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**

- 4(a) The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
- 4(b) The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- 4(c) 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(d) The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
- 4(e) 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.



- 4(f) The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
- 4(g) 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**

- 4(h) 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.
- 4(i) The teacher gathers background information regarding academic, medical, and social history.
- 4(j) 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(k) The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
- 4(l) 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**

- 5(a) 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 individual with exceptionalities.
- 5(b) The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5(c) 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.
- 5(d) The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.

- 5(e) 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.
- 5(f) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
- 5(g) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- 5(h) 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.
- 5(i) The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

**Performance**

- 5(j) 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.
- 5(k) 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.
- 5(l) The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.
- 5(m) 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(n) 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.
- 5(o) 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 the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.***

**Knowledge**

- 6(a) The teacher understands how foundational knowledge and current issues influence professional practice.

- 6(b) 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.
- 6(c) The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
- 6(d) The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
- 6(e) 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**

- 6(f) The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6(g) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.
- 6(h) The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
- 6(i) 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**

- 7(a) The teacher understands the theory and elements of effective collaboration.
- 7(b) The teacher understands how to serve as a collaborative resource to colleagues.
- 7(c) The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
- 7(d) 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.
- 7(e) 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.

- 7(f) The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

**Performance**

- 7(g) 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.
- 7(h) 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.
- 7(i) 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 (IDAPA 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(a) 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).
- 1(b) 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.
- 1(c) The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

### **Performance**

- 1(d) The teacher provides students with a means to independently access materials readily available to the sighted world.

- 1(e) 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.
- 1(f) The teacher designs instructional experiences depending on individual student and familial stages of acceptance of the visual impairment.
- 1(g) 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**

- 2(a) The teacher knows the impact of visual disorders on learning, experience, and concept development.
- 2(b) 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).
- 2(c) 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.
- 2(d) The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.
- 2(e) 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.
- 2(f) 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**

- 2(g) The teacher teaches, writes, and reads literary braille and Nemeth (math and science), as well as music and computer braille codes.
- 2(h) The teacher secures specialized materials and equipment and provides training, as needed.
- 2(i) 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.

- 2(j) 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**

- 3(a) 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.
- 3(b) The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement.
- 3(c) 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**

- 3(d) The teacher develops management strategies for meeting students' needs effectively and efficiently in the context of various service delivery models and systems.
- 3(e) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.
- 3(f) 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**

- 4(a) The teacher knows the historical foundations for the education of children with visual impairments, including a continuum of service options.
- 4(b) The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.

- 4(c) 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(d) 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.
- 4(e) The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.
- 4(f) 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**

- 5(a) 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.
- 5(b) 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.
- 5(c) 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**

- 5(d) 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.
- 5(e) 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.



- 5(f) 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.
- 5(g) 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**

- 6(a) 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.
- 6(b) 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**

- 6(c) The teacher conducts alternative as well as functional evaluations of visual, literacy, basic orientation and mobility, and educational performance.
- 6(d) 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**

- 7(a) 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.
- 7(b) 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).
- 7(c) The teacher knows and understands techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.

**Performance**

- 7(d) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.
- 7(e) 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.
- 7(f) 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**

- 8(a) 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.
- 8(b) 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.
- 8(c) The teacher knows how to assist the student in developing alternative organizational and study skills.
- 8(d) The teacher knows methods for providing adapted physical and recreation skills for students who have visual impairments, including those with additional disabilities.
- 8(e) 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.).
- 8(f) The teacher knows strategies and resources for developing transition plans and career awareness.

**Performance**

- 8(g) The teacher designs, sequences, implements, and evaluates modifications for daily living skills, to increase independence.
- 8(h) The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

- 8(i) 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**

- 9(a) 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).
- 9(b) 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.
- 9(c) 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**

- 9(d) 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.
- 9(e) 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.
- 9(f) 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**

- 10(a) 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.

- 10(b) 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.
- 10(c) 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.
- 10(d) The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).

**Performance**

- 10(e) The teacher collaborates with parents, guardians, and other members of the community integral to the student's learning and development.
- 10(f) 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.
- 10(g) The teacher complies with FERPA.

***Standard 11: The teacher knows how to read and produce contracted and uncontracted Literary Braille and Nemeth Codes.***

**Knowledge**

- 11(a) The teacher knows and understands skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes.
- 11(b) The teacher knows and understands the rules of the Literary Braille and Nemeth Codes, including formatting.

**Performance**

- 11(c) The teacher applies skills for reading and producing Literary Braille (uncontracted and contracted) and Nemeth Codes with a braille writer and slate and stylus.
- 11(d) The teacher applies the rules of the Literary Braille and Nemeth Codes when producing and adapting student work.
- 11(e) The teacher uses resources to obtain age-appropriate braille materials (e.g., APH materials, parent resources, braille production centers).

## IDAHO STANDARDS FOR TEACHERS OF STUDENTS WHO ARE DEAF/HARD OF HEARING

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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(a) 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.
- 1(b) The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
- 1(c) 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(d) The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.
- 1(e) The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.
- 1(f) 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**

- 2(a) The teacher understands how hearing status may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.
- 2(b) The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.
- 2(c) The teacher understands the need for English language learning for students whose native language is American Sign Language (ASL).
- 2(d) The teacher understands the need for differentiated instruction for language learning for emergent language users.
- 2(e) 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**

- 2(f) 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**

- 3(a) 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.
- 3(b) The teacher understands that Deaf cultural factors, communication, and family influences impact classroom management of students.
- 3(c) The teacher understands the role of and the relationship among the teacher, interpreter, and student.

**Performance**

- 3(d) The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access.
- 3(e) The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.
- 3(f) 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**

- 4(a) The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.
- 4(b) 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.
- 4(c) 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**

- 4(d) The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/hard of hearing.
- 4(e) 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**

- 5(a) The teacher understands the role of the interpreter and the use and maintenance of assistive technology.
- 5(b) 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**

- 5(c) 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).
- 5(d) 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).
- 5(e) The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations.
- 5(f) 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**

- 6(a) The teacher knows specialized terminology used in the assessment of students who are deaf/hard of hearing.
- 6(b) The teacher knows the appropriate assessment accommodations.
- 6(c) 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**

- 6(d) The teacher uses appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.
- 6(e) The teacher designs and uses appropriate formative assessment tools.
- 6(f) 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.
- 6(g) 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**

- 7(a) The teacher knows Federal and State special education laws (IDEA).
- 7(b) The teacher knows how to develop a meaningful and compliant IEP.

**Performance**

- 7(c) 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.
- 7(d) 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**

- 8(a) 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.
- 8(b) The teacher knows how to develop instruction that incorporates critical thinking, problem solving, and performance skills.

**Performance**

- 8(c) 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.
- 8(d) 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.
- 8(e) 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**

- 9(a) The teacher knows The Code of Ethics for Idaho Professional Educators.

- 9(b) The teacher knows about laws affecting deaf/hard of hearing citizens and students.
- 9(c) The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.
- 9(d) 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.
- 9(e) 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.
- 9(f) 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.
- 9(g) The teacher understands the dynamics of change and recognizes that the field of education is not static.
- 9(h) The teacher knows how to use technology to enhance productivity and professionalism.

**Performance**

- 9(i) The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
- 9(j) The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.
- 9(k) 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).
- 9(l) The teacher uses self-reflection as a means of improving instruction.
- 9(m) The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
- 9(n) The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
- 9(o) 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.
- 9(p) 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**

- 10(a) 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, transliterators, tutors, note takers, and audiologist).
- 10(b) The teacher knows of available resources.
- 10(c) 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.
- 10(d) 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**

- 10(e) The teacher facilitates the coordination of support personnel (e.g., interpreters and transliterators) and agencies to meet the communication needs of students who are deaf/hard of hearing.
- 10(f) The teacher accesses and shares information about available resources with family and community.

## IDAHO STANDARDS FOR TEACHERS OF GIFTED AND TALENTED ~~EDUCATION PROFESSIONALS~~ STUDENTS

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 (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Idaho Standards for Teachers of Gifted and Talented ~~Education Professional Standards~~ Students 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 Teachers of Gifted and Talented ~~Education Professional Standards~~ Students incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted and Talented ~~Education~~ ator Preparation Standards (20134).

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(a) Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.~~
- ~~1(b)~~ 1(a) The teacher ~~Beginning gifted education professionals~~ understands the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, high sensitivity, and asynchronous development).
- ~~1(c)~~ 1(b) The teacher ~~Beginning gifted education professionals~~ understands the cognitive, linguistic, social, emotional, and physical theories related to ~~the highly sensitive nature of~~ individuals with gifts and talents.
- ~~1(d)~~ 1(c) The teacher ~~Beginning gifted education professionals~~ understands the moral and ethical challenges of ~~faced by~~ individuals with gifts and talents.

~~1(e)~~1(d) The teacher~~Beginning gifted education professionals~~ understands<sub>s</sub> the need for appropriate social and emotional counseling of individuals with gifts and talents.

1(e) The teacher~~Beginning gifted education professionals~~ understands<sub>s</sub> the common misconceptions, myths and stereotypes about individuals with gifts and talents.

1(f) The teacher understands the characteristics and needs of twice-exceptional students.

**Performance**

1(g) The teacher~~Beginning gifted education professionals~~ demonstrates<sub>s</sub> ~~their~~ knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.

1(h) The teacher~~Beginning gifted education professionals~~ identifies<sub>s</sub>, evaluates<sub>s</sub>, develops<sub>s</sub>, and implements<sub>s</sub> strategies and resources to address the social and emotional needs of individuals with gifts and talents.

1(i) The teacher~~Beginning gifted education professionals~~ engages<sub>s</sub> students in learning opportunities that develop moral and ethical dispositions.

1(j) The teacher~~Beginning gifted education professionals~~ advocates<sub>s</sub> for individuals with gifts and talents and twice-exceptionalities 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**

2(a) ~~Beginning gifted education professionals~~The teacher understands<sub>s</sub> 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**

- 2(b) ~~Beginning gifted education professionals~~The teacher identifies and provides appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts.
- 2(c) ~~Beginning gifted education professionals~~The teacher uses 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**

- 3(a) ~~Beginning gifted education professionals~~The teacher understands the ~~elements of safe, inclusive, and culturally responsive learning environments~~ als needs specific to so that individuals with gifts and talents, especially concerning the ~~become active and effective learners and~~ develop ment of emotional well-being, positive social interactions, independence, and self-advocacy.

**Performance**

- 3(b) ~~Beginning gifted education professionals~~The teacher collaborates 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.~~

3(c) ~~Beginning gifted education professionals~~The teacher uses communication as well as ~~and~~ motivational and instructional ~~interventions~~strategies 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(d) 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**

~~4(a) 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**

~~4(b)~~4(a) ~~Beginning gifted education professionals~~The teacher organizes content knowledge, integrates cross-disciplinary skills, and develops meaningful learning progressions within and across grade levels ~~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**

- 5(a) ~~Beginning gifted education professionals~~The teacher understands ~~s general and specialized~~ curriculum models used to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
- 5(b) The teacher~~Beginning gifted education professionals~~ understands ~~s~~ 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, and areas, or ability in the~~ performing or visual arts areas.

#### **Performance**

- 5(c) The teacher~~Beginning gifted education professionals~~ implements ~~s 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.
- 5(d) The teacher~~Beginning gifted education professionals~~ implements ~~s~~ 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 and~~ performing or visual arts areas.



*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**

- 6(a) ~~Beginning gifted education professionals~~ The teacher understands ~~the appropriate use and limitations of various types of assessments~~ used in identifying students for gifted education programs and services in intellectual and talent areas according to Idaho Code §33-2001 (4).
- ~~6(b) Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.~~

**Performance**

- ~~6(c) 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~~
- ~~6(d) 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~~
- ~~6(e) Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents~~
- ~~6(f) 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~~
- 6(b) Beginning gifted education professionals The teacher engages 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.
- 6(c) The teacher collaborates with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.
- 6(d) The teacher uses knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.
- 6(e) The teacher selects and administer assessments used to identify students for gifted education programs and services.
- 6(f) The teacher uses assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.

- 6(g) The teacher is able to recognize underrepresented populations in gifted education programs and choose assessments and interpret results in ways that minimize bias.

~~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**

- 7(a) ~~Beginning gifted education professionals~~The teacher understands the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.

- 7(b) ~~Beginning gifted education professionals~~The teacher understands a variety ~~know principles of evidence-based practice and possess a repertoire of instructional strategies~~ as supported by research for gifted and talented individuals used to enhance critical and creative thinking, problem-solving, and performance ~~skills of individuals with gifts and talents.~~
- 7(c) ~~Beginning gifted education professionals~~The teacher understands s curriculum design that includes adaptations to content, process, product, and /or learning environments s to differentiate instruction to meet the needs of individuals with gifts and talents.
- 7(d) ~~Beginning gifted education professionals~~The teacher understands s how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

**Performance**

- 7(e) The teacher uses curriculum design that includes adaptations to content, process, product, and/or learning environments to address the needs of individuals with gifts and talents.
- ~~7(e)~~7(f) ~~Beginning gifted education professionals~~The teacher selects s and utilizes s a ~~repertoire~~ variety of ~~evidence-based~~ curriculum and instructional strategies, as supported by research, to advance the learning of individuals with gifts and talents.
- ~~7(f)~~ ~~Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.~~
- 7(g) ~~Beginning gifted education professionals~~The teacher collaborates s with families and professional colleagues in selecting, adapting, and using ~~evidence~~research-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**

- 8(a) ~~Beginning gifted education professionals~~The teacher understands a variety of differentiated instructional strategies to advance individuals with gifts and talents.

**Performance**

- 8(b) ~~Beginning gifted education professionals~~The teacher uses and adapt a repertoire of ~~evidence~~research-based curriculum and instructional strategies to advance the learning and affective development of individuals with gifts and talents.
- ~~8(c) Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents~~
- ~~8(d)~~8(c) ~~Beginning gifted education professionals emphasize~~The teacher engages students in the development, practice, and transfer of meaningful experiences. ~~advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.~~
- ~~8(e) 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.~~
- ~~8(f)~~8(d) ~~Beginning gifted education professionals develop and~~The teacher delivers 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**

- 9(a) ~~Beginning gifted education professionals~~The teacher understands 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.
- 9(b) ~~Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning~~The teacher understands 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.

**Performance**

- 9(c) ~~Beginning gifted education professionals~~The teacher uses 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.
- ~~9(d) 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.~~
- ~~9(e) 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**

~~10(a) Beginning gifted education professionals understand the theory and elements of effective collaboration.~~

10(a) The teacher understands the array of program options and services available for individuals with gifts and talents.

10(b) The teacher understands effective implementation of gifted and talented programs.

~~10(b) Beginning gifted education professionals~~The teacher understands the State of Idaho components of a district plan for individuals with gifts and talents, as described in IDAPA 08.02.03.171.03~~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.~~

~~10(c) Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.~~

#### **Performance**

~~10(d) Beginning gifted education professionals~~The teacher collaborates 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.

- 10(e) ~~Beginning gifted education professionals~~The teacher serves as a collaborative resource to colleagues regarding gifted and talented education.
- 10(f) ~~Beginning gifted education professionals~~The teacher educates parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.
- 10(g) ~~Beginning gifted education professionals~~The teacher uses collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and ~~collaborators~~experiences.
- ~~10(h) Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.~~
- 10(i)~~10(h) Beginning gifted education professionals~~The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.
- 10(j)~~10(i) Beginning gifted education professionals identify and~~and the teacher collaborates to implement ~~extension and acceleration~~program options and provide services for individuals with gifts and talents.
- ~~10(k) 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 OF TERMS



~~**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.~~

**Twice-Exceptional** – Students who are twice-exceptional are identified as gifted and talented and are also identified with one or more disability or condition.



## 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 (IDAPA 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

- 3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
- 3(b) 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

- 3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.
- 3(d) 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**

- 4(a) 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.
- 4(b) 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.
- 4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.
- 4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.
- 4(e) 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**

- 4(f) 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**

- 5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

**Performance**

- 5(b) 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.
- 5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

- 5(d) 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**

- 7(a) The teacher understands how positive evidence based community health values and practices play a role in the planning process.
- 7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
- 7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.
- 7(d) 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**

- 7(e) The teacher modifies instruction to reflect current health-related research and local health policies.
- 7(f) The teacher accesses valid, appropriate health information and health-promoting products and services.
- 7(g) 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**

- 9(a) The teacher knows the laws and codes specific to health education and health services to minors.

**Performance**

- 9(b) 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**

- 10(a) 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**

- 10(b) The teacher advocates for a positive school culture toward health and health education.

## 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 (IDAPA 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 across all content areas.

~~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.~~

### Knowledge

1(a) The teacher understands developmental progressions of K-12 literacy skills, including emerging literacy.

1(b) The teacher understands how learners apply literacy skills to make meaning of a wide range of texts, genres, and formats (e.g., informational text, digital media, social media, multimodal, literature).

### **Performance**

~~1(a)1(c) Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students~~  
The teacher creates learning experiences that take into account developmental stages and diverse methods for acquiring literacy.

**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.~~

**Knowledge**

- 2(a) The teacher understands there are multiple levels of literacy intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands the theories and research needed to develop inclusive literacy learning environments that are responsive to students’ local, national and international histories, individual and group identities, exceptional needs, and languages and dialects that affect student learning.
- 2(c) The teacher understands foundational theories of literacy and language acquisition as they relate to diverse learners, equity, and culturally responsive instruction.
- 2(d) The teacher understands the ways in which diversity influences the literacy development of all students.

**Performance**

- ~~2(a) Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.~~
- ~~2(b) 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.~~
- ~~2(c)~~2(e) The teacher provides students with linguistic, academic, and cultural literacy experiences that link their communities with the school.
- 2(f) The teacher Adapts instructional materials and approaches to meet the language-proficiency needs of English learners, students with exceptional needs, and students who struggle to acquire literacy skills and strategies.
- ~~2(d)~~2(g) The teacher systematically develops and implements multiple levels of literacy intervention, beginning with the least intrusive for the student.

**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.~~

**Knowledge**

- 3(a) The teacher understands the role of routines in creating and maintaining positive learning environments using traditional print, digital, and online resources.

- 3(b) The teacher understands how to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning.

**Performance**

- ~~3(a)~~3(c) The teacher Arranges 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.~~
- ~~3(b) Modify the arrangements to accommodate students' changing needs.~~
- ~~3(c) Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.~~
- 3(d) The teacher Creates supportive environments where English learners are encouraged and given many opportunities to use English.
- ~~3(e) Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.~~
- ~~3(f) Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.~~
- 3(e) The teacher collaborates with colleagues to create an inclusive, literacy-rich environment to help students participate actively in their own literacy learning.
- 3(f) The teacher creates an inclusive literacy-learning environment that contextualizes curriculum instruction across content areas and helps students participate actively in their own learning.
- 3(g) The teacher facilitates effective student collaboration that provides authentic opportunities for the use of social, academic, and domain specific language.

***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.~~

**Knowledge**

- 4(a) The teacher understands theoretical, historical, and evidence-based components of reading (i.e., emerging literacy skills, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary development, word analysis, and comprehension for a variety of forms and genres) and their development throughout the grades.
- 4(b) The teacher understands theoretical, historical, and evidence-based components of writing (i.e., writing process in a variety of forms, genres, and purposes;

- developmental spelling; sentence construction; conventions; characteristics of effective composing; keyboarding, word processing, and handwriting) and writing as a developmental process throughout the grades.
- 4(c) The teacher understands theoretical, historical, and evidence-based components of communication (i.e., development of oral language, verbal and non-verbal communication skills, structure of language, conventions of academic English, vocabulary acquisition and use, speaking, listening, and viewing) and their development throughout the grades.
- 4(d) The teacher understands 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 the developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

### Performance

- ~~4(a)~~4(e) The teacher ~~interprets~~ major theories of ~~reading and writing~~literacy processes and development to understand the needs of all ~~readers~~learners in diverse contexts.
- ~~4(b)~~4(f) The teacher ~~Analyzes~~creates a classroom environment ~~quality for that~~ fosters ~~individual~~intrinsic motivation to read and write (e.g., access to print, choice, challenge, ~~and~~ interests).
- ~~4(c) Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).~~
- ~~4(d)~~4(g) The teacher ~~Demonstrates knowledge~~analyzes and takes ~~of and~~ a critical stance toward a wide variety of quality traditional print, digital, and online resources.
- ~~4(e)~~4(h) The teacher ~~Demonstrates knowledge of~~analyzes variables of text complexity ~~and use them in the analysis of~~ when selecting classroom materials.
- ~~4(f) Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.~~
- ~~4(g) 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**

- 5(a) The teacher ~~u~~understands ~~how~~ specific literacy skills required for success in different content areas. ~~(reading and writing) occurs across all subject disciplines~~
- 5(b) The teacher understands research based strategies that lead to students becoming independent, critical, and strategic readers, writers, speakers and listeners across content areas.
- ~~5(a)~~5(c) The teacher understands how to design literacy instruction to promote active participation and collaboration.

**Performance**

- ~~5(b) Plans instruction addressing content area literacy according to local, state, and/or national standards.~~
- 5(d) The teacher ~~u~~uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- ~~5(c)~~5(e) The teacher designs and implements literacy instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students become independent, critical, and strategic readers, writers, speakers, and listeners.
- ~~5(d) 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.~~

**Knowledge**

- 6(a) The teacher understands the research related to assessments and its uses and misuses.
- 6(b) The teacher understands purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- 6(c) The teacher recognizes the basic technical adequacy of assessments (e.g., reliability, content, construct validity).
- 6(d) The teacher understands a variety of assessment frameworks, including the State of Idaho literacy assessments, proficiency standards, and student benchmarks.

**Performance**

- ~~6(a) Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.~~

- ~~6(b) Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.~~
- ~~6(c) Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).~~
- ~~6(d) Explain district and state assessment frameworks, proficiency standards, and student benchmarks.~~
- ~~6(e) Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.~~
- ~~6(f)~~ 6(e) Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. The teacher collaborates with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.
- ~~6(g)~~ 6(f) The teacher Analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
- 6(g) The teacher Demonstrates the ability to communicate results of assessments to students, teachers, and parents, and other stakeholders.
- 6(h) The teacher designs a range of authentic literacy assessments that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities.
- ~~6(h)~~ 6(i) The teacher actively engages students in analyzing their own data, assessing their progress, and setting personal literacy 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.***

~~\*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**

- ~~7(a) 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.~~
- ~~7(b) Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.~~
- ~~7(c) Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.~~

~~7(d) Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.~~

~~7(e) 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.~~

7(a) The teacher plans literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

7(b) The teacher uses knowledge of theory, research, and practice in literacy to plan standards-based, coherent and relevant learning experiences using a range of different texts (e.g., across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that are motivating and accessible to all students, including English learners, students with exceptional needs, students from diverse language and learning backgrounds, and struggling literacy learners.

***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

~~8(a) Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.~~

~~8(b)~~8(a) Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

~~8(c)~~8(b) As needed, adaptThe teacher plans and implements research-based instructional strategies~~materials and approaches~~ to meet the unique language-proficiency needs of English learners ~~and students who struggle to learn to read and write.~~

~~8(d) 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

9(a) The teacher promotes the value of literacy reading and writing in and out of school by modeling a positive attitude toward reading and writing literacy with students, colleagues, administrators, and parents and guardians.

9(b) The teacher consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies.

~~9(b) 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~~

### **Knowledge**

10(a) The teacher understands local, state, and national policies that affect literacy instruction.

### **Performance**

~~10(a) 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.~~

~~10(b) Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.~~

10(b) The teacher engages in and reflects on a variety of experiences related to literacy that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

10(c) The teacher collaborates 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 (IDAPA 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.

***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(a) The teacher knows how to recognize students’ mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.
- 1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

### Performance

- 1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- 1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
- 1(e) The teacher plans and facilitates learning activities that value students’ ideas and guide the development of students’ ways of thinking, and mathematical dispositions in line with research-based learning progressions.

***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**

- 2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.
- 2(b) The teacher knows how to use assessment data and appropriate interventions for students.

**Performance**

- 2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

***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**

- 4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
- 4(b) 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.
- 4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.
- 4(e) 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.

**Performance**

- 4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.
- 4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

- 4(h) 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(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.

***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**

- 5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

**Performance**

- 5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

***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**

- 6(a) The teacher knows how to assess students' mathematical reasoning.

**Performance**

- 6(b) The teacher assesses students' mathematical reasoning.

***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**

- 7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.
- 7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

**Performance**

- 7(c) 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 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**

- 8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.
- 8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

**Performance**

- 8(f) The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.
- 8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.

***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 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 (IDAPA 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.~~

~~Online instruction represents a continuum of teaching and learning practices. The~~ Some characteristics of blended and online instruction ~~can be vastly different~~ are unique ~~from teaching in traditional face-to-face environments.~~ Online schools, ~~and~~ programs, and courses serving K-12 students ~~should be~~ are structured to support the ~~unique~~ needs of students and teachers in online environments. The Online Teacher Standards ~~are aligned to the~~ extend 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 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.**

### Performance

- ~~2(a) 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(b) The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy).~~

~~2(c) The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.~~

~~2(d)~~2(a) The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions in the online environment. ~~{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.~~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

2(a) The online teacher is familiar with legal mandates including, but not limited to ~~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, as they pertain to the online environment.

~~2(a)~~2(b) 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.

#### Performance

~~2(b)~~2(c) The online teacher ~~knows how~~applies adaptive/assistive technologies ~~are used~~ to help people who have disabilities gain access to information that might otherwise be inaccessible.

~~2(c)~~2(d) The online teacher ~~modifies,~~demonstrates unique ways to 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).~~

~~2(d) The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).~~

~~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**

- 3(a) The online teacher knows how to leverage management strategies to foster student motivation and engagement.
- 3(b) The online teacher understands motivational theories and their application within online environments.
- 3(c) The online teacher knows the importance of synchronous and asynchronous communication.
- 3(d) The online teacher understands the unique aspects of communicating with students and stakeholders in online environments.
- 3(e) The online teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

**Performance**

- ~~3(a) 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]).~~
- ~~3(b)~~3(f) The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.)applies best practices to foster student motivation and engagement in online learning environments.
- 3(g) The online teacher uses effective time management strategies (e.g.,provides timely and ~~consistent~~effective feedback,~~provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).~~
- 3(h) The online teacher demonstrates application in addressing technical issues online students may have.
- ~~3(c)~~3(i) The online teacher is an effective and responsive communicator who demonstrates and models the ability to select and use appropriate forms of communication.

~~**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.**~~**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**

- ~~4(a) The online teacher understands the current standards for best practices in online teaching and learning.~~
- ~~4(b) The online teacher understands the role of online teaching in preparing students for the global community of the future.~~

- ~~4(c) 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(d) The online teacher understands the relationship between online education and other subject areas and real life situations.~~
- ~~4(e) The online teacher understands the relationship between online teaching and advancing technologies.~~
- ~~4(f) The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.~~
- ~~4(g) The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).~~

### Performance

- ~~4(h) The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.~~
- ~~4(i) 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).~~
- ~~4(j) The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).~~
- ~~4(k) The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web based applications).~~
- ~~4(l) The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.~~
- ~~4(m)~~ 4(a) The online teacher demonstrates knowledge of digital citizenship, access, equity (~~digital divide~~), and safety concerns in online environments.

~~*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.*~~ *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

- ~~5(a) The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.~~ The online teacher understands current best practices in online teaching and learning pertinent to subjects taught.
- ~~5(a)~~ 5(b) The online teacher understands appropriate uses of technologies to promote student learning and engagement within the content.

**Performance**

- ~~5(b) The online teacher is a thoughtful and responsive communicator.~~
- ~~5(c) 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).~~
- ~~5(d) The online teacher demonstrates the ability to communicate effectively using a variety of mediums.~~
- ~~5(e) The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).~~

~~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.~~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**

- 6(a) The online teacher understands the importance of maintaining accurate records of student performance for instruction and accountability.

**Performance**

- ~~6(a)~~6(b) The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques appropriate to the online environment ~~(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.
- ~~6(b)~~6(c) The online teacher ~~enlists multiple~~ practices appropriate strategies ~~for to~~ ensure ~~ing~~ security and confidentiality of online student assessments and assessment data.

~~Standard 7: Instructional Planning Skills—The online 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.

**Performance**

- 7(a) The online teacher designs course materials that clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
- ~~7(b) The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.~~
- ~~7(c)~~ 7(b) The online teacher designs and develops subject-specific ~~online content~~ course materials appropriate to the online environment.
- ~~7(d)~~ 7(c) The online teacher uses multiple forms of ~~media~~ technologies to design course ~~content~~ materials or media.
- ~~7(e)~~ 7(d) The online teacher designs course ~~content~~ materials to facilitate interaction and discussion.
- ~~7(f) The online teacher designs course content that complies with intellectual property rights and fair use standards.~~
- 7(e) The online teacher practices legal and ethical media rights and responsibilities.
- 7(f) The online teacher demonstrates use of design principles in the creation of course materials.

~~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.~~ 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

- ~~8(a) 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).~~
- 8(a) The online teacher understands appropriate uses of learning and/or content management systems for student learning. The online teacher understands how to adapt instructional strategies for an online environment.
- 8(b) The online teacher understands appropriate functions of Learning Management Systems (LMS) and Content Management Systems (CMS) for student learning.
- ~~8(b)~~ 8(c) The online teacher understands the variety of instructional delivery including synchronous and asynchronous modes (e.g., full-time online, blended, face-to-face).

#### Performance

- ~~8(c)~~ 8(d) 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).

~~8(d) 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)~~

~~8(e) 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).~~

8(e) The online teacher adapts tools, resources, and student-centered instructional strategies to engage students and enhance learning.

8(f) The online teacher demonstrates application of technologies for teaching, learning, and communication.

~~**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.~~**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

~~9(a) The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).~~

9(a) The online teacher knows how educational standards and curriculum align with 21st century skills. The online teacher understands concepts, biases, debates, and processes of inquiry that are central to the field of online teaching and learning.

9(b) The online teacher understands the importance of maintaining accurate records of communication and interaction with students and stakeholders for accountability and management.

#### Performance

~~9(c) The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).~~

~~9(d) 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.~~

~~9(e) 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~~ 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

10(a) The online teacher understands the importance of educating stakeholders and advocating within the community to advance online learning.



## 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 (IDAPA 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(a) 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**

- 2(a) 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**

- 3(a) 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.
- 3(b) 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(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

**Performance**

- 3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).
- 3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.
- 3(f) 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**

- 5(a) The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.
- 5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- 5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, biomechanics, psychosocial aspects of physical activity).
- 5(d) 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(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

**Performance\***

- 5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.
- 5(g) 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).
- 5(h) 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).
- 5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.
- 5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.
- 5(k) 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**

- 6(a) The teacher understands appropriate assessment protocols sensitive to student needs.

**Performance**

- 6(b) 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**

- 7(a) 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.
- 7(b) 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**

- 7(c) 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**

- 8(a) 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**

- 8(b) 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**

- 9(a) 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**

- 9(b) 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**

- 10(a) 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.
- 10(b) 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**

- 10(c) 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**

- 11(a) The teacher understands the inherent risks involved in physical activity.
- 11(b) The teacher recognizes safety considerations when planning and providing instruction.
- 11(c) 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).
- 11(d) 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).
- 11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.
- 11(f) The teacher understands the appropriate steps when responding to safety situations.
- 11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

**Performance**

- 11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.
- 11(i) The teacher informs students of the risks associated with physical activity.
- 11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.

- 11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.
- 11(l) The teacher maintains CPR and first aid certification.

## GLOSSARY OF TERMS

**Exercise** – A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one of 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.\*

\* Definitions quoted from the U.S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans

## 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 (IDAPA 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.

***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(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.
- 1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

### Performance

- 1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.
- 1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

***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**

- 4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.
- 4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.
- 4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).
- 4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).
- 4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).

**Performance**

- 4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.
- 4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.
- 4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

***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**

- 5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

**Performance**

- 5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

***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**

- 8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.
- 8(b) 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).
- 8(c) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
- 8(d) The teacher understands technical writing as a way to communicate science concepts and processes.

**Performance**

- 8(e) The teacher implements Science and Engineering Practices in instructional planning.
- 8(f) The teacher uses research based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
- 8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

***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**

- 9(a) The teacher understands the importance of keeping current on research related to how students learn science.

- 9(b) The teacher understands the importance of keeping current on scientific research findings.

**Performance**

- 9(c) The teacher incorporates current research related to student learning of science into instructional design.
- 9(d) The teacher incorporates current scientific research findings into instructional design.

***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 - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.***

**Knowledge**

- 11(a) The teacher knows how to 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.
- 11(b) The teacher 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.
- 11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.
- 11(d) The teacher 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.
- 11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.
- 11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

**Performance**

- 11(g) The teacher designs 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.
- 11(h) The teacher designs 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.
- 11(i) The teacher ensures safe science activities appropriate for the abilities of all students.

- 11(j) The teacher designs 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.
- 11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.
- 11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

***Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.***

**Knowledge**

- 12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.
- 12(b) The teacher knows a variety of strategies to develop students' laboratory and field skills.

**Performance**

- 12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.
- 12(d) 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 (IDAPA 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.

***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

- 4(a) The teacher understands 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.
- 4(b) The teacher 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.

- 4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.
- 4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

**Performance**

- 4(e) The teacher develops lessons 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.
- 4(f) The teacher 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.
- 4(g) The teacher 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(h) The teacher 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.

***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 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 (IDAPA 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.

***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

- 4(a) The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.
- 4(b) The teacher understands fundamental structures of atoms and molecules.
- 4(c) The teacher understands basic principles of ionic, covalent, and metallic bonding.
- 4(d) The teacher understands periodicity of physical and chemical properties of elements.
- 4(e) The teacher understands laws of conservation of matter and energy.



- 4(f) The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.
- 4(g) The teacher understands kinetic molecular theory and gas laws.
- 4(h) The teacher understands mole concept, stoichiometry, and laws of composition.
- 4(i) The teacher understands solutions and colligative properties.
- 4(j) The teacher understands acids/base chemistry.
- 4(k) The teacher understands fundamental oxidation-reduction chemistry.
- 4(l) The teacher understands fundamental organic chemistry and biochemistry.
- 4(m) The teacher understands applications of chemistry in personal and community health and environmental quality.
- 4(n) The teacher understands fundamentals of nuclear chemistry.
- 4(o) The teacher understands the importance of accuracy and precision in measurements.
- 4(p) The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(q) The teacher understands the different types of chemical reactions.
- 4(r) The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

**Performance**

- 4(s) The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.
- 4(t) The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.
- 4(u) The teacher applies the basic principles of ionic, covalent, and metallic bonding.
- 4(v) The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).
- 4(w) The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).
- 4(x) The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.
- 4(y) The teacher 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.
- 4(z) The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).

- 4(aa) The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).
- 4(bb) The teacher applies the concepts of acids/base chemistry to predict properties and reactions.
- 4(cc) The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.
- 4(dd) The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.
- 4(ee) The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.
- 4(ff) The teacher 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.
- 4(gg) The teacher applies accuracy and precision to their measurements and calculations.
- 4(hh) The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(ii) The teacher categorizes and identifies a variety of chemical reaction types.
- 4(jj) The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

***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 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 (IDAPA 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.

***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**

- 4(a) The teacher 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.
- 4(b) The teacher understands 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.

- 4(c) The teacher understands 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.

**Performance**

- 4(d) The teacher 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.
- 4(e) The teacher 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.
- 4(f) The teacher 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.

***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 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 (IDAPA 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.

***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

- 4(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
- 4(b) 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.



- 4(c) 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.

**Performance**

- 4(d) The teacher develops and applies conceptual models to describe the natural world.
- 4(e) The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
- 4(f) The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

***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 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 (IDAPA 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(a) The teacher understands the influences that contribute to intellectual, social, and personal development.
- 1(b) The teacher understands the impact of learner environment on student learning.

### **Performance**

- 1(c) 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**

- 4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).
- 4(b) The teacher understands how and why various governments and societies have changed over time.
- 4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.
- 4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
- 4(e) 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.
- 4(f) The teacher understands how geography affects relationships between people, and environments over time.
- 4(g) 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**

- 4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
- 4(i) 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**

- 5(a) 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.
- 5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

**Performance**

- 5(c) The teacher demonstrates and applies chronological historical thinking.
- 5(d) 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.
- 5(e) 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**

- 8(a) 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**

- 8(b) 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 (IDAPA 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

- 4(a) 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).
- 4(b) The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.
- 4(c) The teacher understands the functions and characteristics of money.

- 4(d) The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
- 4(e) 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).
- 4(f) The teacher understands how economic institutions shaped history and influence current economic practices.
- 4(g) The teacher understands the principles of sound personal finance and personal investment.
- 4(h) The teacher understands fiscal and monetary policy.

**Performance**

- 4(i) The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.
- 4(j) The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.
- 4(k) The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.
- 4(l) The teacher illustrates how economic indicators influence historic and current policy.
- 4(m) The teacher provides examples of the principles of business organizations and entrepreneurship.
- 4(n) The teacher fosters understanding of the important role of economic systems on economic growth.
- 4(o) The teacher develops learner understanding of economic issues through application of cost/benefit analyses.
- 4(p) 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 (IDAPA 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

- 4(a) The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.
- 4(b) 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**

- 4(c) The teacher uses past and present events to interpret political, physical, and cultural patterns.
- 4(d) The teacher connects the earth's dynamic physical systems to its impact on humans.
- 4(e) The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
- 4(f) The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.
- 4(g) 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 (IDAPA 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

- 4(a) The teacher understands the relationships between civic life, politics, and government.
- 4(b) The teacher understands the political spectrum and factors that affect individual political views and behavior.
- 4(c) The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.

- 4(d) 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.
- 4(e) 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).
- 4(f) 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.
- 4(g) 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).
- 4(h) The teacher understands different forms of government found throughout the world.

**Performance**

- 4(i) The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.
- 4(j) 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.
- 4(k) The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.
- 4(l) The teacher integrates global perspectives and current events into the study of civics and government.
- 4(m) 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 (IDAPA 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**

- 4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
- 4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
- 4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.

- 4(d) The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
- 4(e) The teacher understands the political, social, cultural, and economic development of the United States of America.
- 4(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.
- 4(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
- 4(h) 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**

- 4(i) The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.
- 4(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
- 4(k) The teacher facilitates student inquiry regarding international relationships.
- 4(l) The teacher relates the role of compromises and conflicts to continuity and change across time.
- 4(m) The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
- 4(n) 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.***

***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 TEACHER LEADERS

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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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-responsibility 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(a) ~~The differences in knowledge acquisition and transfer~~ Learning theory for ~~children and~~ adults.
- 1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development frameworks.
- ~~1(c) Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.~~
- ~~1(d) Effective listening, oral communication, presentation skills, and expression in written communication.~~
- ~~1(e) Research and exemplary practice on "organizational change and innovation".~~
- ~~1(f) The process of development of group goals and objectives.~~

**Performance: The teacher leader:**

- ~~1(g)~~ 1(c) ~~Demonstrates knowledge and skills for~~ Models and facilitates high quality professional learning for individuals as well as groups ~~and assesses teachers' content knowledge and skills throughout professional learning.~~
- ~~1(h)~~ 1(d) ~~Improves~~ Supports colleagues' ~~acquisition and application of knowledge and skills~~ differentiated professional growth.

- ~~1(i) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.~~
- ~~1(j) Uses effective communication skills and processes.~~
- ~~1(k) 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.~~
- ~~1(l) 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 Professional Practice ~~and Student Achievement~~** *The teacher leader understands how educational research is used to create new knowledge, promote support specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign culture; 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:**

- 2(a) Action research methodology.
- 2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.
- 2(c) Implementation strategies for research-based change and for dissemination communication of findings for programmatic changes.
- ~~2(c)~~2(d) Identification of high quality research.

**Performance: The teacher leader:**

- ~~2(d)~~2(e) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions and designing and conducting action research to improve educational outcomes.
- ~~2(e)~~2(f) Models and facilitates analysis and application of research findings for informed decision making to improve ~~educational~~ outcomes with a focus on increased productivity, and effectiveness ~~and accountability~~.
- 2(g) Assists with application and supports dissemination communication of action research findings to improve educational outcomes.
- ~~2(f)~~2(h) Accesses high quality research from various resources.

**Standard 3: Promoting Supporting 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:**

- 3(a) The standards of high quality professional development and their relevance to improved learning.
- 3(b) 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(c) ~~The role of 21st century skills and~~ Appropriate technologies to support collaborative and differentiated professional learning for continuous improvement in educational practice.
- 3(d) The role of shifting cultural demographics in educational practice.

**Performance: The teacher leader:**

- 3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.
- 3(f) 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(g) ~~Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.~~ Uses appropriate technologies to support collaborative and differentiated professional learning.
- 3(h) 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:**

- 4(a) Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.
- 4(b) The Idaho Framework for Teaching, effective observation and strategies for providing instructional feedback.
- 4(c) Role and use of critical reflection in improving professional practice.
- 4(d) Effective use of individual interactions, structures, and processes for creating a collaborative culture including networking, facilitation, team building, goal setting, and conflict resolution.

~~4(c)~~4(e) Effective listening, oral communication, presentation skills, and expression in written communication.

**Performance: The teacher leader:**

~~4(d)~~4(f) Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.

~~4(e)~~4(g) Based upon the Idaho Framework for Teaching, ~~has proof of~~ demonstrates proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.

~~4(f)~~4(h) Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.

4(i) Develops, leads and promotes a culture of self-reflection and reflective dialogue.

4(j) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.

4(k) Models effective communication skills and processes.

~~4(g)~~4(l) 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 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~~growth; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.*

**Knowledge: The teacher leader demonstrates knowledge of:**

5(a) Design and selection of ~~suitable~~ targeted ~~evaluation instruments~~ and effective assessment instruments and ~~assessment~~ practices for a range of purposes.

5(b) Use of formative and summative data to inform the continuous improvement process.

5(c) Analysis and interpretation of data from multiple sources.

**Performance: The teacher leader:**

5(d) Informs and facilitates colleagues' selection or design of ~~suitable evaluation~~ targeted assessment instruments to generate data that will inform instructional improvement.

5(e) Models use of formative and summative data to inform the continuous improvement process.

5(f) 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~~support 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:**

- ~~6(a) — Child development and conditions in the home, culture and community and their influence on educational processes.~~
- ~~6(b)~~6(a) Contextual and cultural considerations of the student, family, school, and community and their ~~interaction with~~influence on educational processes.
- ~~6(c)~~6(b) Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

**Performance: The teacher leader:**

- ~~6(d) — Develops colleagues' abilities to form effective relationships with families and other stakeholders.~~
- ~~6(e)~~6(c) Recognizes, responds, and adapts to contextual and cultural considerations to create effective interactions among students, families, communities, and schools.
- ~~6(d)~~ Improves educational outcomes by pPromotes effective interaction and involvement of teachers, families, and stakeholders in the educational process.
- ~~6(f)~~6(e) Fosters colleagues' abilities to form effective relationships with families and other stakeholders.

*Standard 7: Advocating for Students, Community, 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 growthlearning and to serve as an individual of influence and respect within the school, community, and profession.*

**Knowledge: The teacher leader demonstrates knowledge of:**

- ~~7(a) — Effective identification and interpretation of data, research findings, and exemplary practices.~~
- ~~7(b) — Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.~~
- ~~7(c)~~7(a) The fluidity of local, state, and national policy decisions and their influence on instruction.
- ~~7(d)~~7(b) The process ~~to impact~~and the roles of stakeholders, who influence policy, and how to advocate on behalf of students and the community.

**Performance: The teacher leader:**

~~7(e) Identifies and evaluates needs and opportunities.~~

~~7(f) Generates ideas to effectively address solutions/needs.~~

~~7(g)~~7(c) Analyzes the feasibility of potential solutions and relevant policy context.

~~7(h)~~7(d) Advocates effectively and responsibly to relevant audiences for realization of opportunities.

**Standards 8: Understanding Systems Thinking – The teacher leader understands systems change processes, organizational change, and the teacher leader’s role as a change agent.**

**Knowledge: The teacher leader demonstrates knowledge of:**

8(a) Working effectively within an educational system, including an understanding of layers and power structures within the system.

8(b) How to develop dynamic relationships in a variety of situations, including dealing effectively with resistance to change.

8(c) Theories and processes for organizational change and the teacher leader’s role in facilitating change.

**Performance: The teacher leader:**

8(d) Identifies the decision makers and the resource allocations available to them.

8(e) Establishes and cultivates dynamic relationships in a variety of situations.

8(f) Sets achievable goals and creates a plan to implement them with an effective message to mobilize others into action.

## 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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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(a) — The teacher librarian is an effective teacher with knowledge of learners and learning.~~
- ~~1(b) — 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.~~
- ~~1(c) — The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.~~

### **Performance**

- ~~1(d) — 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.~~



- ~~1(e) The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.~~
- ~~1(f) 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.~~
- ~~1(g) 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**

- 2(a) The teacher librarian is aware of and respects the diverse cultures within the entire learning community.
- 2(b) The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse ~~cultural~~ developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities, and cultures.
- 2(c) The teacher librarian recognizes the importance of culturally significant learning and reading experiences.

**Performance**

- 2(d) The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse ~~cultures and communities~~ developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
- 2(e) 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**

- 3(a) 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.
- 3(b) 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**



- 3(c) The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.
- 3(d) The teacher librarian supports flexible, open access for library services.
- 3(e) The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.
- 3(f) The teacher librarian facilitates access to information in a variety of formats.
- 3(g) The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

~~3(h) The teacher librarian provides a respectful, positive, and safe climate.~~

~~3(i)~~ 3(h) The teacher librarian models and facilitates the effective use of current and emerging digital literacy tools and technology.

~~3(i)~~ 3(i) 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**

4(a) The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

4(b) The teacher librarian understands copyright laws, plagiarism, and fair use standards.

~~4(b)~~ 4(c) The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, ~~computer~~ digital, and visual literacies, including social media).

~~4(c)~~ 4(d) 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(d)~~ 4(e) The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.

~~4(e)~~ 4(f) The teacher librarian understands the process of information retrieval and resource sharing.

~~4(f)~~ 4(g) The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

~~4(g)~~ 4(h) The teacher librarian understands the principles of basic budget planning, and collection development (e.g., selection, processing, and discarding), and. ~~The teacher librarian understands~~ the grant application process.

4(i) The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

~~4(h)~~4(j) The teacher librarian understands the importance of their role in developing and promoting reading (e.g., reading aloud to students and book talks).

#### Performance

~~4(i)~~4(k) 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.

~~4(j)~~4(l) The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, ~~computer~~digital, and visual literacies, including social media).

~~4(k)~~4(m) 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(l)~~4(n) The teacher librarian catalogs and classifies library materials using professional library standards.

~~4(m)~~4(o) The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

~~4(n)~~4(p) The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

~~4(o)~~4(q) The teacher librarian administers and trains staff to ensure an effective school library program.

~~4(p)~~4(r) The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

4(s) The teacher librarian uses professional ~~publications~~resources that provide guidance in the selection of quality materials and ~~to~~ maintains current awareness of ~~the emerging in~~ the library field.

~~4(q)~~4(t) 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(r)~~4(u) 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

- 5(a) The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.
- 5(b) The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

**Performance**

- 5(c) 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.
- 5(d) The teacher librarian models and instructs multiple strategies for students, other teachers, and administrators to locate, select, evaluate, and ethically use information for specific purposes.
- ~~5(e) 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.~~
- ~~5(f)~~ 5(e) The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading resources.
- ~~5(g)~~ 5(f) 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**

- 6(a) The teacher librarian understands many methods of assessing the library program.
- 6(b) The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies to monitor student progress.

**Performance**

- 6(c) 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.
- 6(d) The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.
- 6(e) 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**

- 7(a) The teacher librarian understands how to develop and implement the school library program that ~~mission, goals, objectives, policies, and procedures that~~ reflect<sup>s</sup> the mission, goals, and objectives of the school.
- 7(b) The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.
- 7(c) The teacher librarian acknowledges the importance of participating in curriculum development.

**Performance**

- 7(d) The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.
- 7(e) The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.
- 7(f) The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.
- 7(g) 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.
- 7(h) The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.
- 7(i) The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.
- 7(j) 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**

- 8(a) The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.
- 8(b) 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**

- 8(c) The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.
- 8(d) 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.
- 8(e) The teacher librarian provides opportunities to foster and model higher order thinking skills and metacognition.
- 8(f) The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.
- 8(g) The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.
- 8(h) The teacher librarian employs strategies to integrate multiple literacies with content curriculum.
- 8(i) 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(j) 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.
- 8(k) The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.
- ~~8(k)~~8(l) The teacher librarian designs and implements developmentally appropriate and challenging learning experiences, both independently and in collaboration with other teachers.

***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**

- 9(a) The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
- 9(b) The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
- 9(c) The teacher librarian understands confidentiality issues related to library records.

- 9(d) The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

**Performance**

- 9(e) The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.
- 9(f) The teacher librarian educates the school community on the ethical use of information and ideas.
- 9(g) The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.
- 9(h) The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities, ~~through~~ such as professional learning communities, membership in library associations, attendance at professional conferences, and reading professional publications, ~~and exploring Internet resources~~.
- 9(i) The teacher librarian uses professional ~~publications~~ resources 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**

- 10(a) The teacher librarian understands various communication and public relations strategies.
- 10(b) 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.
- 10(c) The teacher librarian recognizes the value of sharing expertise with ~~others~~ colleagues in the field.

**Performance**

- 10(d) The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.
- 10(e) The teacher librarian collaborates with colleagues and students to assess, interpret, and enhance the learning environment through improved communication techniques information.
- ~~10(f) The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.~~

~~10(g)~~ The teacher librarian advocates for the school library program and the library profession.

~~10(h)~~ 10(f) The teacher librarian participates in decision-making groups to continually improve library services.

~~10(i)~~ 10(g) 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.

~~10(j)~~ 10(h) 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.

~~10(k)~~ 10(i) 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.

~~10(l)~~ 10(j) The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

~~10(m)~~ 10(k) The teacher librarian advocates for school library and information programs, resources, ~~and~~ services, and the library profession.

~~10(n)~~ 10(l) 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 (IDAPA 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.

***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.***

### Knowledge

- 2(a) 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 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

- 4(a) The teacher understands the history and foundation of arts education.
- 4(b) The teacher understands the processes and content of the arts discipline being taught.



- 4(c) The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.
- 4(d) The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.
- 4(e) The teacher understands that the arts communicate, challenge, and influence culture and society.
- 4(f) The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.
- 4(g) The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.
- 4(h) The teacher understands connections between art curriculum and vocational opportunities.

**Performance**

- 4(i) The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

***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**

- 5(a) The teacher understands the relationships between the arts and how the arts are vital to all content areas.

**Performance**

- 5(b) The teacher engages students in identifying relationships between the arts and other content areas.
- 5(c) The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

***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**

- 6(a) The teacher understands assessment strategies specific to creating, performing, and responding.
- 6(b) The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.

**Performance**

- 6(c) The teacher assesses student work specific to creating, performing, and responding.

***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**

- 7(a) The teacher understands that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

***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**

- 9(a) The teacher understands regulations regarding copyright laws.

***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**

- 10(a) The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
- 10(b) The teacher understands the unique relationships between the arts and their audiences.

**Performance**

- 10(c) The teacher promotes the arts for the enhancement of the school, the community, and society.
- 10(d) The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

***Standard 11: Safety and Management - The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.***

**Knowledge**

- 11(a) The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.
- 11(b) The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

**Performance**

- 11(c) The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.
- 11(d) The teacher manages the simultaneous activities that take place daily in the arts classroom.

## 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 (IDAPA 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.

***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.***

### Performance

- 4(a) 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
- 4(b) The teacher is able to teach students how to create music, including:
  - Improvising melodies, variations, and accompaniments.
  - Composing and arranging music within specified guidelines.

- 4(c) 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(d) 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 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**

- 5(a) 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 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 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 (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the 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.

***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

- 4(a) The teacher knows the history of theater as a form of entertainment and as a reflection of culture and society influence.
- 4(b) The teacher knows the basic history, theories, and processes of play writing, acting, and directing.
- 4(c) The teacher understands technical theatre/stagecraft is an essential component of theatre arts.

**Performance**

- 4(d) The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.
- 4(e) The teacher demonstrates proficiency in all aspects of performance.

***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**

- 5(a) The teacher demonstrates the ability to direct shows for public performance.
- 5(b) The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.

***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.***

**Performance**

- 9(a) Teacher demonstrates the ability to secure performance rights for various forms of productions.

***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 and Management - The teacher creates a safe, productive physical environment, including management of tools, supplies, equipment, and space.***

**Knowledge**

- 11(a) The teacher understands how to operate safely and maintain the theatre facility.
- 11(b) The teacher understands how to operate safely and maintain technical theatre equipment.

- 11(c) The teacher understands OSHA and safety standards specific to theatre arts.
- 11(d) The teacher understands how to manage safely the requirements unique to theatre arts.

**Performance**

- 11(e) The teacher can operate safely and maintain the theatre facility.
- 11(f) The teacher can operate safely and maintain technical theatre equipment.
- 11(g) The teacher employs OSHA and safety standards specific to theatre arts.
- 11(h) The teacher can manage safely the requirements unique to theatre arts.



## 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 (IDAPA 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.

***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

- 4(a) The teacher understands a variety of media, styles, and techniques in multiple art forms.
- 4(b) The teacher has knowledge of individual artists’ styles and understands the historical and contemporary movements and cultural contexts of those works.
- 4(c) The teacher understands the elements and principles of art and how they relate to art making and art criticism.
- 4(d) The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).

- 4(e) The teacher understands the value of visual arts as they relate to everyday experiences.

**Performance**

- 4(f) The teacher applies a variety of media, styles, and techniques in multiple art forms.
- 4(g) The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.
- 4(h) The teacher applies the elements and principles of art and how they relate to art making and art criticism.
- 4(i) The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).
- 4(j) The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their 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 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 (IDAPA 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.

***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(a) The teacher understands that the process of second language acquisition includes a variety of skills within the presentational, interpretive, and interpersonal modes of communication.
- 1(b) The teacher understands that cultural knowledge is essential for the development of second language acquisition.
- 1(c) The teacher knows the methodologies and theories specific to second language acquisition.
- 1(d) The teacher understands the learner development process from novice to advanced levels of language proficiency.

### **Performance**

- 1(e) The teacher uses a variety of skills within the presentational, interpretive, and interpersonal modes of communication.
- 1(f) The teacher integrates cultural knowledge into all language development.
- 1(g) The teacher integrates the language theories for first and second language acquisition related to cognitive development in order to facilitate language growth.

***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**

- 2(a) The teacher understands sociolinguistic factors such as gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs that affect how individuals perceive and relate to their own culture and language and that of the second culture and language.
- 2(b) The teacher understands students' individual needs and how they affect the process of second language acquisition.

**Performance**

- 2(c) The teacher incorporates learning activities that enable students to identify how their perception of the target culture(s) compares with their own.
- 2(d) The teacher differentiates instruction to address the diverse needs of individual students' second language acquisition.

***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**

- 3(a) The teacher understands that students thrive in a low affective filter learning environment.
- 3(b) The teacher knows current practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

**Performance**

- 3(c) The teacher implements strategies that encourage a low affective filter, such as group/pair work, focused practice, positive error correction, and classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.
- 3(d) The teacher implements current best practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

***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**

- 4(a) The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for language skills according to interpretive, presentational, and interpersonal modes.
- 4(b) The teacher knows the cultural perspectives as they are reflected in the target language.
- 4(c) The teacher understands key linguistic structures (e.g., phonetics, morphology, semantics, syntax, pragmatics) particular to the target language.
- 4(d) The teacher knows the history, arts, and literature of the target culture(s).
- 4(e) The teacher knows the current social, political, and economic realities of the countries related to the target language.
- 4(f) The teacher understands how the target language and culture perceives and is perceived by other languages and cultures.
- 4(g) The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

**Performance**

- 4(h) The teacher demonstrates advanced level performance according to interpretive, presentational, and interpersonal modes as defined by ACTFL.
- 4(i) The teacher integrates language skills and cultural knowledge in the target language within the presentational, interpretive, and interpersonal modes of communication.
- 4(j) The teacher advocates for the value and benefits of world language learning to education stakeholders.
- 4(k) The teacher uses the target language in presentational, interpretive, and interpersonal modes of communication and provides opportunities for the students to do so.
- 4(l) The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
- 4(m) The teacher systematically incorporates culture into instruction.
- 4(n) The teacher incorporates how the target language/culture perceives and is perceived by other languages and cultures.
- 4(o) The teacher demonstrates how culture and language are intrinsically connected.
- 4(p) The teacher demonstrates the way(s) in which key linguistic structures, including phonetics, morphology, semantics, syntax, and pragmatics, particular to the target language, compare to English communication patterns.

***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**

- 5(a) The teacher uses a variety of techniques to foster proficiency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

***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**

- 6(a) The teacher knows the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing).

**Performance**

- 6(b) The teacher uses the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing) to create proficiency-based to create proficiency-based formative and summative assessments.

***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**

- 7(a) The teacher understands how to incorporate the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(b) 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.
- 7(c) 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.
- 7(d) The teacher understands the relationship of a variety of well-articulated, sequential, and developmentally appropriate language outcomes and language program models.
- 7(e) The teacher knows how to create organized and cohesive curriculum towards successful second language acquisition.

**Performance**

- 7(f) The teacher incorporates the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(g) 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.
- 7(h) The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.
- 7(i) The teacher creates organized and cohesive curriculum towards successful second language acquisition.

***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**

- 8(a) The teacher understands the need to stay current on world languages methodologies based on emerging research in second language acquisition.
- 8(b) The teacher understands instructional practices that facilitate proficiency-based learning.
- 8(c) The teacher understands the importance of remaining 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.

**Performance**

- 8(d) The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
- 8(e) The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

***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.***

**Knowledge**

- 10(a) The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.
- 10(b) The teacher understands the importance of and how to provide opportunities for students and teachers to communicate with native speakers.
- 10(c) The teacher knows how to communicate to education stakeholders the amount of time and energy needed for students to be successful in acquiring a second language.
- 10(d) The teacher understands the effects of second language acquisition on first language mastery and education in general.

**Performance**

- 10(e) 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.
- 10(f) The teacher encourages students to participate in community experiences related to the target culture.

GLOSSARY OF TERMS

**American Council of Teachers of Foreign Languages (ACTFL)** - an organization for world language professionals of K-12 and higher education that sets the standards for an agreed upon set of descriptions of what individuals can do with language in terms of interpretive, interpersonal, and presentational modes for real-world situations in a spontaneous and non-rehearsed context. In addition, they provide proficiency guidelines that 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 how the language was acquired.

**ACTFL Performance Descriptors** – a roadmap for teaching and learning, helping teachers create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. Performance is described as the ability to use language that has been learned and practiced in an instructional setting.

**Comprehensible Input** – language that is accessible to students by ensuring that the instructor is using the target language within the reach of the students' comprehension

**Comprehensible Output** – language produced by the learner that is understandable to others, often through trial and error

**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



**Education Stakeholders** – students, parents, faculty, administration, and community members

**Interpersonal Mode (ACTFL)** – learners interact and negotiate meaning in spoken, signed, or written conversations to share information reactions, feelings, and opinions

**Interpretive Mode (ACTFL)** – learners understand, interpret, and analyze what is heard and read on a variety of topics

**Low Affective Filter** – a metaphorical filter that is caused by a student’s negative emotions which reduce the student’s ability to understand the language spoken to them

**NCSSFL (National Council of State Supervisors of Foreign Languages)-ACTFL Can Do Statements** – describe the specific language tasks that learners are likely to perform at various levels of proficiency

**Negotiation of Meaning** – a process that speakers go through to reach a clear understanding of each other

**Presentational Mode (ACTFL)** – Learners present information, concepts, and ideas to inform, persuade, explain, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers

**Proficiency** – using the target language with fluency and accuracy

**Second Language** – Any language that one speaks other than one’s first language - also known as L2, target language, additive language

**Second Language Acquisition** – The process by which people learn a second language and the scientific discipline that is devoted to understanding that process

**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

**Task-Based** – Task-based learning focuses on the use of authentic language through meaningful tasks, such as visiting the doctor or requesting an appointment with an instructor through email. This method encourages meaningful communication and is student-centered.

## 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). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

### **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).*

## ADMINISTRATOR ENDORSEMENTS

### IDAHO STANDARDS FOR SCHOOL PRINCIPALS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for school principals were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective school principals. 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 higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

***Standard 1: Mission, Vision, and Beliefs - Effective school principals develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.***

#### **Knowledge**

- 1(a) The school principal understands how to develop an educational mission for the school to promote the academic success and well-being of all students.
- 1(b) The school principal understands the importance of developing a shared understanding of and commitment to mission, vision, and beliefs within the school and the community.
- 1(c) The school principal understands how to model and pursue the school’s mission, vision, and beliefs in all aspects of leadership.

#### **Performance**

- 1(d) The school principal participates in the process of using relevant data to develop and promote a vision for the school on the successful learning and development of all students.
- 1(e) The school principal articulates, advocates, and cultivates beliefs that define the school’s culture and stress the imperative of child-centered education.
- 1(f) The school principal strategically develops and evaluates actions to achieve the vision for the school.
- 1(g) The school principal reviews the school’s mission and vision and makes recommendations to adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

***Standard 2: Ethics and Professional Norms - Effective school principals act ethically and according to professional norms to promote all students' academic success and well-being.***

**Knowledge**

- 2(a) The school principal understands ethical frameworks and perspectives.
- 2(b) The school principal understands the Code of Ethics for Idaho Professional Educators.
- 2(c) The school principal understands policies and laws related to schools and districts.
- 2(d) The school principal understands how to act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- 2(e) The school principal understands the importance of placing children at the center of education and accepting responsibility for each student's academic success and well-being.

**Performance**

- 2(f) The school principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- 2(g) The school principal leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- 2(h) The school principal models and promotes ethical and professional behavior among teachers and staff in accordance with the Code of Ethics for Idaho Professional Educators.

***Standard 3: Equity and Cultural Responsiveness – School principals strive for equity of educational opportunity and culturally responsive practices to promote all students' academic success and well-being.***

**Knowledge**

- 3(a) The school principal understands how to recognize and respect all students' strengths, diversity, and culture as assets for teaching and learning.
- 3(b) The school principal understands the need for each student to have equitable access to effective teachers, learning opportunities, and academic and social support.
- 3(c) The school principal understands the importance of preparing students to live productively in and contribute to society.
- 3(d) The school principal understands how to address matters of equity and cultural responsiveness in all aspects of leadership.
- 3(e) The school principal understands how to ensure that all students are treated fairly, respectfully, and with an understanding of each student's culture and context.

**Performance**

- 3(f) The school principal develops processes that employ all students' strengths, diversity, and culture as assets for teaching and learning.
- 3(g) The school principal evaluates student policies that address student misconduct in a positive, fair, and unbiased manner.
- 3(h) The school principal acts with cultural competence and responsiveness in their interactions, decision making, and practice.

***Standard 4: Curriculum, Instruction, and Assessment - School principals develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.***

**Knowledge**

- 4(a) The school principal understands how to implement and align coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- 4(b) The school principal understands how to promote instructional practice that is consistent with knowledge of learning and development, effective teaching, and the needs of each student.
- 4(c) The school principal understands the importance of instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- 4(d) The school principal understands how to utilize valid assessments that are consistent with knowledge of learning and development and technical standards of measurement.
- 4(e) The school principal understands how to ensure instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

**Performance**

- 4(f) The school principal participates in aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels and programs to promote student academic and career success.
- 4(g) The school principal uses and promotes the effective use of technology in the service of teaching and learning.
- 4(h) The school principal uses assessment data appropriately and effectively, and within technical limitations to monitor student progress and improve instruction.

***Standard 5: Community of Care and Support for Students - School principals cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.***

**Knowledge**

- 5(a) The school principal understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of all students.
- 5(b) The school principal understands how to promote adult-student, peer-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- 5(c) The school principal understands the laws and regulations associated with special student populations.
- 5(d) The school principal understands various intervention strategies utilized to close achievement gaps.
- 5(e) The school principal understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

**Performance**

- 5(f) The school principal participates in creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- 5(g) The school principal assists in designing coherent, responsive systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- 5(h) The school principal cultivates and reinforces student engagement in school and positive student conduct.

***Standard 6: Professional Capacity of School Personnel - School principals develop the professional capacity and practice of school personnel to promote all students' academic success and well-being.***

**Knowledge**

- 6(a) The school principal understands how to recruit, hire, support, develop, and retain effective and caring teachers and staff.
- 6(b) The school principal understands how to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 6(c) The school principal understands how to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- 6(d) The school principal understands the importance of the personal and professional health of teachers and staff.

- 6(e) The school principal understands the Idaho adopted framework for teaching.
- 6(f) The school principal understands how to create individualized professional learning plans and encourage staff to incorporate reflective goal setting practices at the beginning of the school year.
- 6(g) The school principal understands how to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for all students.
- 6(h) The school principal understands how to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

**Performance**

- 6(i) The school principal assists in developing teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- 6(j) The school principal delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- 6(k) The school principal increases their professional learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
- 6(l) The school principal utilizes observation and evaluation methods to supervise instructional personnel.

***Standard 7: Professional Community for Teachers - School principals foster a professional community of teachers and other professional staff to promote all students' academic success and well-being.***

**Knowledge**

- 7(a) The school principal understands how to develop workplace conditions for teachers and other staff that promote effective professional development, practice, and student learning.
- 7(b) The school principal understands how to establish and sustain a professional culture of trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7(c) The school principal understands how to promote mutual accountability among teachers and other staff for each student's success and the effectiveness of the school as a whole.
- 7(d) The school principal understands how to encourage staff-initiated improvement of programs and practices.

**Performance**

- 7(e) The school principal assists in developing and supporting open, productive, caring, and trusting working relationships among teachers and staff to promote professional capacity and the improvement of practice.
- 7(f) The school principal designs and implements job-embedded and other opportunities for professional learning collaboratively with teachers and staff.
- 7(g) The school principal assists with and critiques opportunities provided for collaborative examination of practice, collegial feedback, and collective learning.

***Standard 8: Meaningful Engagement of Families and Community – School principals engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote all students’ academic success and well-being.***

**Knowledge**

- 8(a) The school principal understands how to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8(b) The school principal understands and values the community’s cultural, social, and intellectual resources to promote student learning and school improvement.
- 8(c) The school principal understands how to develop and provide the school as a resource for families and the community.
- 8(d) The school principal understands the need to advocate for the school and district and for the importance of education, student needs, and priorities to families and the community.
- 8(e) The school principal understands how to build and sustain productive partnerships with the community to promote school improvement and student learning.
- 8(f) The school principal understands how to create means for the school community to partner with families to support student learning in and out of school.
- 8(g) The school principal understands how to employ the community’s cultural, social, and intellectual resources to promote student learning and school improvement.

**Performance**

- 8(h) The school principal facilitates open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- 8(i) The school principal demonstrates a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- 8(j) The school principal advocates publicly for the needs and priorities of students, families, and the school community.



***Standard 9: Operations and Management – School principals manage school operations and resources to promote all students’ academic success and well-being.***

**Knowledge**

- 9(a) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- 9(b) The school principal understands how to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address all students’ learning needs.
- 9(c) The school principal understands how to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.
- 9(d) The school principal understands the need to be responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 9(e) The school principal understands how to employ technology to improve the quality and efficiency of operations and management.
- 9(f) The school principal understands how to comply and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- 9(g) The school principal understands governance processes and internal and external politics toward achieving the school’s mission and vision
- 9(h) The school principal understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
- 9(i) The school principal understands the value of transparency regarding decision making and the allocation of resources.
- 9(j) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- 9(k) The school principal understands how to protect teachers’ and other staff members’ work and learning from disruption.
- 9(l) The school principal understands how to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- 9(m) The school principal understands how to develop and manage productive relationships with the district office and school board.

- 9(n) The school principal understands how to develop and administer systems for fair and equitable management of conflict among students, teachers and staff, leaders, families, and community.

**Performance**

- 9(o) The school principal assists in managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9(p) The school principal assists in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.
- 9(q) The school principal utilizes technology to improve the quality and efficiency of operations and management.
- 9(r) The school principal assists in developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement.
- 9(s) The school principal complies with and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

***Standard 10: Continuous School Improvement – School principals act as agents of continuous school improvement to promote all students' academic success and well-being.***

**Knowledge**

- 10(a) The school principal understands how to make school more effective for all students, teachers, staff, families, and the community.
- 10(b) The school principal understands methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.
- 10(c) The school principal understands change and change management processes.
- 10(d) The school principal understands a systems approach to promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 10(e) The school principal understands how to create and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
- 10(f) The school principal understands how to implement methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.
- 10(g) The school principal understands how to manage uncertainty, risk, competing initiatives, and politics of change.

- 10(h) The school principal understands how to assess and develop the capacity of staff to evaluate the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- 10(i) The school principal understands how to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.

**Performance**

- 10(j) The school principal participates in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- 10(k) The school principal analyzes situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- 10(l) The school principal assists in developing appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

## IDAHO STANDARDS FOR SUPERINTENDENTS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for superintendents were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective superintendents. 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 higher education preparation programs to use knowledge and performance 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, superintendents must also meet the Idaho Standards for School Principals.

***Standard 1: Mission, Vision, and Beliefs – Effective superintendents develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.***

### **Knowledge**

- 1(a) The superintendent understands the principles of developing and implementing strategic plans.

### **Performance**

- 1(b) The superintendent articulates, advocates, and cultivates beliefs that define the district’s culture and stress the imperative of child-centered education and continuous improvement.
- 1(c) The superintendent strategically develops, implements, and evaluates actions to achieve the vision for the district.
- 1(d) The superintendent reviews the district’s mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs.
- 1(e) The superintendent develops shared understanding of and commitment to mission, vision, and beliefs within the district and the community.
- 1(f) The superintendent models and pursues the district’s mission, vision, and beliefs in all aspects of leadership.

***Standard 2: Ethics and Professionalism – Effective superintendents act ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.***

**Performance**

- 2(a) The superintendent acts in accordance with and promotes the Code of Ethics for Idaho Professional Educators.
- 2(b) The superintendent acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.
- 2(c) The superintendent acts in accordance with and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

***Standard 3: Equity and Cultural Responsiveness – Effective superintendents strive for equity of educational opportunity and respect diversity.***

**Performance**

- 3(a) The superintendent ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3(b) The superintendent recognizes and addresses implicit biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.
- 3(c) The superintendent safeguards and promotes the values of democracy, individual freedom and responsibility, equity, and diversity.

***Standard 4: High Expectations for Student Success – Effective superintendents set high expectations for all students and cultivate the conditions for student learning.***

**Performance**

- 4(a) The superintendent implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the district, embody high expectations for student learning, align with academic standards, and provide a pathway to college and/or career.
- 4(b) The superintendent aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels and schools to promote student academic success.

***Standard 5: High Expectations for Professional Practice – Effective superintendents develop the professional capacity and practice of school personnel to promote student success.***

**Performance**

- 5(a) The superintendent recruits, hires, supports, develops, and retains effective and caring educators and staff.
- 5(b) The superintendent develops principals', teachers', and staff members' professional knowledge, skills, and practice.

- 5(c) The superintendent delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of principals', teachers' and staff members' knowledge, skills, and practice.
- 5(d) The superintendent empowers and motivates principals, teachers, and staff to the highest levels of professional practice (individually and collectively) for continuous learning and improvement.
- 5(e) The superintendent develops workplace conditions for principals, teachers and other professional staff that promote effective professional development, practice, and student learning.
- 5(f) The superintendent empowers and entrusts principals, teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.
- 5(g) The superintendent establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives.
- 5(h) The superintendent establishes mutual accountability among educators and other professional staff for each student's success and the effectiveness of the district as a whole.
- 5(i) The superintendent supports open, productive, collaborative, trusting working relationships among principals, teachers, and staff to build professional capacity and improve practices.
- 5(j) The superintendent designs and implements job-embedded and other opportunities for professional learning collaboratively with principals, teachers, and staff.

***Standard 6: Advocacy and communications – Effective superintendents engage with others in meaningful, reciprocal, and mutually beneficial ways to promote student success.***

**Performance**

- 6(a) The superintendent engages in regular and open two-way communication with families, the community, and other stakeholders about the district, students, needs, problems, and accomplishments.
- 6(b) The superintendent creates means for the district community to partner with families to support student learning in and out of schools in the district.
- 6(c) The superintendent advocates for education, the district and school, principals, teachers, parents, and students to engender district support and involvement.
- 6(d) The superintendent works effectively in the political environment at district, local, and state levels.
- 6(e) The superintendent builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

***Standard 7: Operations and Management – Effective superintendents manage district operations and resources to promote system success.***

**Knowledge**

- 7(a) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract law.
- 7(b) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for school facilities, personnel, technology, support services, and instructional programs.
- 7(c) The superintendent understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7(d) The superintendent understands and helps the school district community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

**Performance**

- 7(e) The superintendent institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.
- 7(f) The superintendent organizes time and delegates responsibilities to balance administrative/ managerial, educational, and community leadership priorities.
- 7(g) The superintendent strategically manages human resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity.
- 7(h) The superintendent is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 7(i) The superintendent develops and maintains data and communication systems for continuous improvement.
- 7(j) The superintendent develops and administers systems for fair and equitable management of conflict among students, principals, teachers, staff, leaders, families, and community.
- 7(k) The superintendent complies with local, state, and federal laws, rights, policies, and regulations to promote student success.

***Standard 8: Continuous Improvement – Effective superintendents engage in a process of continuous improvement to ensure student success.***

**Knowledge**

- 8(a) 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.

**Performance**

- 8(b) The superintendent uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.
- 8(c) The superintendent engages principals, teachers and stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district and school improvement.
- 8(d) The superintendent utilizes data to drive improvement.
- 8(e) The superintendent adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.
- 8(f) The superintendent manages change – uncertainty, risks, competing initiatives, and politics.
- 8(g) The superintendent ensures that a clearly articulated district continuous improvement plan is implemented, monitored, evaluated, and revised.

***Standard 9: Governance – Effective superintendents understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.***

**Knowledge**

- 9(a) The superintendent understands and complies with applicable laws, statutes, and regulations.
- 9(b) The superintendent understands the role of and effectively utilizes legal counsel.
- 9(c) The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.
- 9(d) The superintendent understands the roles and responsibilities of both the superintendent and the local governing board.

**Performance**

- 9(e) The superintendent manages governance processes and internal/external politics toward achieving the district's mission and vision.
- 9(f) The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.
- 9(g) The superintendent seeks and implements effective solutions that comply with local, state, and federal laws, rules, and policies.



- 9(h) The superintendent ensures transparency by complying with the requirements of Idaho open meeting and public records laws.
- 9(i) The superintendent develops and fosters a productive relationship with the local governing board.
- 9(j) The superintendent advises the local governing board on legal, ethical, and current educational issues and provide/encourage ongoing professional development.

## IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for special education directors were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective special education directors. 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 higher education preparation programs to use knowledge and performance 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, special education directors must also meet Idaho Standards for School Principals.

***Standard 1: Mission, Vision, and Beliefs - Effective special education directors develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.***

### **Knowledge**

- 1(a) The special education director understands the importance of the district’s mission and vision to promote academic success and well-being of all students.
- 1(b) The special education director understands the beliefs of the teaching profession that promote high-expectation and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.
- 1(c) The special education director understands the importance of leading with the district’s mission, vision and beliefs.

### **Performance**

- 1(d) The special education director evaluates and assesses the mission of the district to ensure it promotes the academic success and well-being of all students.
- 1(e) The special education director, in collaboration with members of the district and the community, use relevant data to develop and promote a vision for the district on the successful learning and development of all children and on instructional and organizational practices that promote such success.
- 1(f) The special education director articulates, advocates, and cultivates beliefs that define the district’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.

- 1(g) The special education director reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs and situations of all students.
- 1(h) The special education director develops shared understanding of and commitment to the mission, vision, and beliefs within the district and the community.
- 1(i) The special education director models and pursues the district's mission, vision, and beliefs in all aspects of leadership.

***Standard 2: Ethics and Professional Norms - Effective special education directors act ethically and according to professional norms to promote all students' academic success and well-being.***

**Knowledge**

- 2(a) The special education director understands the Code of Ethics for Idaho Professional Educators and its importance to all student success and well-being.

**Performance**

- 2(b) The special education director acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.
- 2(c) The special education director places children at the center of education and accepts responsibility for all students' general and special education academic success and well-being.
- 2(d) The special education director safeguards and promotes individual freedom and responsibility, equity, equal access, community, and diversity.
- 2(e) The special education director provides direction for ethical and professional behavior among principals, teachers, and staff.

***Standard 3: Equity and Cultural Responsiveness – Special education directors strive for equity of educational opportunity and culturally responsive practices to promote all students' academic success and well-being.***

**Knowledge**

- 3(a) The special education director understands the importance of student's equitable access to effective teaching, equal opportunities for academic, social supports, and resources to be successful.
- 3(b) The special education director understands leadership roles when addressing equity and cultural responsiveness to assure district policies and procedures are positive, fair, and unbiased.

**Performance**

- 3(c) The special education director develops district policies to address student misconduct in a positive, fair, and unbiased manner.

- 3(d) The special education director monitors and addresses institutional biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.
- 3(e) The special education director address matters of equity and cultural responsiveness in all aspects of leadership.

***Standard 4: Curriculum, Instruction, and Assessment - Special education directors develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.***

**Knowledge**

- 4(a) The special education director understands the multi-tiered level of support system of curriculum, instruction, assessment, and technology that embodies high expectation for all students' learning, which is aligned with academic and behavior standards, and is culturally responsive.
- 4(b) The special education director understands child learning and development, effective teaching, and data utilization to increase student academic success.
- 4(c) The special education director understands the importance of assessment and the different types of assessment that drive instruction.

**Performance**

- 4(d) The special education director aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels, including post-secondary outcomes, to promote all students' academic and career success.
- 4(e) The special education director promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of all students.
- 4(f) The special education director ensures instructional practice that is intellectually challenging, authentic to all student experiences, recognizes student strengths, and is differentiated and personalized.

***Standard 5: Community of Care and Support for Students - Special education directors cultivate an inclusive, caring, and supportive district community that promotes the academic success and well-being of all students.***

**Knowledge**

- 5(a) The special education director knows how to create a safe, caring, and healthy district environment that includes all students as members of the district's community that promotes positive learning environments.
- 5(b) The special education director knows how to create an environment of strong engagement and positive conduct to meet the learning needs of all students.

**Performance**

- 5(c) The special education director promotes adult-student, peer-peer, school, and district-community relationships that value and support academic learning and positive social and emotional development.
- 5(d) The special education director infuses the district's learning environment with the cultures and languages of the district's community.

***Standard 6: Professional Capacity of District and School Personnel - Special education directors develop the professional capacity and practice of district personnel to promote each student's academic success and well-being.***

**Knowledge**

- 6(a) The special education director understands educational employment trends and how they impact the district's ability to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff.
- 6(b) The special education director knows the importance of on-going professional development to ensure opportunities for personal learning and growth, self-reflection, study, and improvement, maintaining a healthy work-life balance.

**Performance**

- 6(c) The special education director fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6(d) The special education director develops the capacity, opportunities, and support for special education teacher leadership and leadership from other members of the district community.
- 6(e) The special education director promotes the personal and professional health, well-being, and work-life balance of special education staff.

***Standard 7: Professional Community for Teachers - Special education directors foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.***

**Knowledge**

- 7(a) The special education director understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7(b) The special education director knows how to promote mutual accountability between special and general education to facilitate all students' educational success pursuant to the mission, vision, and beliefs of the district.

**Performance**

- 7(c) The special education director develops workplace conditions for special and general education staff that promote effective professional development, practice, and student learning.
- 7(d) The special education director empowers and entrusts special and general education staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.
- 7(e) The special education director promotes mutual accountability among special and general education staff for each student's success and the effectiveness of the district as a whole.
- 7(f) The special education director develops and supports open, productive, caring, and trusting working relationships among district and school leaders, teachers, and staff to promote professional capacity and the improvement of practice.
- 7(g) The special education director designs and implements job-embedded and other opportunities for professional learning collaboratively with district and school staff.
- 7(h) The special education director encourages special and general education staff-initiated improvement of programs and practices.

***Standard 8: Meaningful Engagement of Families and Community – Special education directors engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.***

**Knowledge**

- 8(a) The special education director understands how to facilitate open effective communication with families and communities to promote student learning and achievements.
- 8(b) The special education director understands how to motivate and engage families and communities as partners in increasing student growth, as measured by post-secondary success.

**Performance**

- 8(c) The special education director is approachable, accessible, and welcoming to families and members of the community.
- 8(d) The special education director creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of all students.
- 8(e) The special education director engages in regular and open two-way communication with families and the community about the district, schools, students, needs, problems, and accomplishments.

- 8(f) The special education director creates means for the district community to partner with families to support student learning in and out of district.
- 8(g) The special education director understands, values, and employs the community's cultural, social, and intellectual resources to promote student learning and district improvement.
- 8(h) The special education director develops and provides the district as a resource for families and the community.
- 8(i) The special education director advocates for the district, the importance of education and student needs, priorities to families, and the community.
- 8(j) The special education director advocates publicly for the needs and priorities of students, families, and the community.
- 8(k) The special education director builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

***Standard 9: Operations and Management – Special education directors manage district operations and resources to promote all students' academic success and well-being.***

**Knowledge**

- 9(a) The special education director knows sources of funding (e.g., IDEA, General Funds, Medicaid) and how to create and implement budgetary systems aligned with the district's mission and vision.
- 9(b) The special education director knows how to allocate and account for district's monetary and non-monetary resources to assure each student's needs are met.

**Performance**

- 9(c) The special education director institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.
- 9(d) The special education director strategically manages staff resources, assigning and scheduling special education staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9(e) The special education director is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 9(f) The special education director develops and maintains data and communication systems to deliver actionable information for classroom, school, and district improvement.
- 9(g) The special education director knows, complies with, and helps the district community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

- 9(h) The special education director develops and administers systems for fair and equitable management of conflict among students, school and district staff, leaders, families, and community.
- 9(i) The special education director manages governance processes and internal and external politics toward achieving the district's mission and vision.

***Standard 10: Continuous School and District Improvement - Special education directors act as agents of continuous school and district improvement to promote each student's academic success and well-being.***

**Knowledge**

- 10(a) The special education director understands continuous improvement to engage in evidence based planning, implementation, and educational trends to improve outcomes for all students.
- 10(b) The special education director knows how to make schools within the district more effective for all students, teachers, staff, families, and the community.

**Performance**

- 10(c) The special education director uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.
- 10(d) The special education director assesses and develops the capacity of staff to gauge the value and applicability of emerging special education trends and the findings of research for the district and its improvement.
- 10(e) The special education director adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.
- 10(f) The special education director manages uncertainty, risk, competing initiatives, and the politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.



## PUPIL PERSONNEL SERVICES ENDORSEMENTS

### IDAHO STANDARDS FOR AUDIOLOGY

All audiology candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all audiology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for audiologists were adopted from the Council For Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2012 Standards for the Certificate of Clinical Competence in Audiology. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective audiologists. 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 higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

***Standard I: Degree – Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.***

Implementation: Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program, indicating the degree date, and (b) an official transcript showing that the degree has been awarded, or a letter from the university registrar verifying completion of requirements for the degree.

Individuals educated outside the United States or its territories must submit official transcripts and evaluations of their degrees and courses to verify equivalency. These evaluations are typically conducted by credential evaluation services agencies recognized by the National Association of Credential Evaluation Services (NACES). Information that must be provided is (a) confirmation that the degree earned is equivalent to a U.S. doctoral degree, (b) translation of academic coursework into the American semester hour system, and (c) indication as to which courses were completed at the graduate level.

The CFCC has the authority to determine eligibility of all applicants for certification.

***Standard II: Education Program – The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).***

Implementation: Applicants whose graduate degree was awarded by a U.S. institution of higher education must have graduated from a program holding CAA accreditation in audiology.

Satisfactory completion of academic course work, clinical practicum, and knowledge and skills requirements must be verified by the signature of the program director or official designee of a CAA-accredited program or a program admitted to CAA candidacy.

***Standard III: Program of Study – Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.***

Implementation: The program of study must address the knowledge and skills pertinent to the field of audiology. Clinical practicum must be approved by the academic program from which the student intends to graduate. The student must maintain documentation of time spent in supervised practicum, verified by the academic program in accordance with Standard IV.

Students shall participate in practicum only after they have had sufficient preparation to qualify for such experience. Students must obtain a variety of clinical practicum experiences in different work settings and with different populations so that they can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. Clinical practicum is defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. Time spent in clinical practicum experiences should occur throughout the graduate program.

Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence.

Supervisors must hold a current ASHA CCC in the appropriate area of practice. The supervised activities must be within the scope of practice of audiology to count toward certification.

***Standard IV: Knowledge and Skills Outcomes – Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.***

Implementation: This standard distinguishes between acquisition of knowledge for Standards IV-A.1–21 and IV-C.1, and the acquisition of knowledge and skills for Standards IV-A.22–29, IV-B, IV-C.2–11, IV-D, IV-E, and IV-F. The applicant must submit a completed application for certification signed by the academic program director verifying successful completion of all knowledge and skills in all six areas of Standard IV. The applicant must maintain copies of transcripts, and documentation of academic course work and clinical practicum.

***Standard IV-A: Foundations of Practice***

***The applicant must have knowledge of:***

- A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology
- A2. Genetics and associated syndromes related to hearing and balance
- A3. Normal aspects of auditory physiology and behavior over the life span

- A4. Normal development of speech and language
- A5. Language and speech characteristics and their development across the life span
- A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
- A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
- A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems
- A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
- A10. Pathologies related to hearing and balance and their medical diagnosis and treatment
- A11. Principles, methods, and applications of psychometrics
- A12. Principles, methods, and applications of psychoacoustics
- A13. Instrumentation and bioelectrical hazards
- A14. Physical characteristics and measurement of electric and other nonacoustic stimuli
- A15. Assistive technology
- A16. Effects of cultural diversity and family systems on professional practice
- A17. American Sign Language and other visual communication systems
- A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations
- A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)
- A20. Health care and educational delivery systems
- A21. Universal precautions and infectious/contagious diseases

***The applicant must have knowledge and skills in:***

- A22. Oral and written forms of communication
- A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:
  - a. occupational and industrial environments
  - b. community noise
  - c. classroom and other educational environments
  - d. workplace environments

- A24. The use of instrumentation according to manufacturer's specifications and recommendations
- A25. Determining whether instrumentation is in calibration according to accepted standards
- A26. Principles and applications of counseling
- A27. Use of interpreters and translators for both spoken and visual communication
- A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management
- A29. Consultation with professionals in related and/or allied service areas

***Standard IV-B: Prevention and Identification***

***The applicant must have the knowledge and skills necessary to:***

- B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems
- B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs
- B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
- B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
- B5. Educate individuals on potential causes and effects of vestibular loss
- B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

***Standard IV-C: Assessment***

***The applicant must have knowledge of:***

- C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment

***The applicant must have knowledge and skills in:***

- C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems
- C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

- C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral
- C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function
- C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems
- C7. Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes)
- C8. Evaluating auditory-related processing disorders
- C9. Evaluating functional use of hearing
- C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan
- C11. Referring to other professions, agencies, and/or consumer organizations

***Standard IV-D: Intervention (Treatment)***

***The applicant must have knowledge and skills in:***

- D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication
- D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:
  - a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology
  - b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use
  - c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence
  - d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems
- D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments
- D4. Treatment and audiologic management of tinnitus

- D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)
- D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems
- D7. Evaluation of the efficacy of intervention (treatment) services

***Standard IV-E: Advocacy/Consultation***

***The applicant must have knowledge and skills in:***

- E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
- E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
- E3. Identifying underserved populations and promoting access to care

***Standard IV-F: Education/Research/Administration***

***The applicant must have knowledge and skills in:***

- F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services
- F2. Applying research findings in the provision of patient care (evidence-based practice)
- F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence
- F4. Administering clinical programs and providing supervision of professionals as well as support personnel
- F5. Identifying internal programmatic needs and developing new programs
- F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

***Standard V: Assessment – Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.***

***Standard V-A: Formative Assessment – The applicant must meet the education program’s requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.***

Implementation: Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation strategies for acquisition of knowledge and skills.

***Standard V-B: Summative Assessment – The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.***

Implementation: Results of the Praxis Examination in Audiology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

***Standard VI: Maintenance of Certification – Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3) years. This standard will apply to all certificate holders, regardless of the date of initial certification.***

Implementation: Once certification is awarded, maintenance of that certification is dependent upon accumulation of the requisite professional development hours every three years. Payment of annual dues and/or certification fees is also a requirement of certification maintenance. A certificate holder whose dues and/or fees are in arrears on August 31, will have allowed their certification to expire on that date.

Individuals who hold the CCC in Audiology must accumulate 30 contact hours of professional development over the 3-year period and must submit a compliance form in order to meet this standard. Individuals will be subject to random review of their professional development activities.

If certification maintenance requirements are not met, certification will lapse. Reinstatement of certification will be required, and certification reinstatement standards in effect at the time of submission of the reinstatement application must be met.



## 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. Additionally, all school counselor candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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(a) The organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.
- 1(b) The organizational structure and components of an effective school counseling program.
- 1(c) Barriers to student learning and use of advocacy and data-driven school counseling practices.
- 1(d) Leadership principles and theories.
- 1(e) Individual counseling, group counseling and classroom instruction.
- 1(f) Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.
- 1(g) Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, and advocacy.
- 1(h) Assessments relevant to K-12 education.

**Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:**

- 1(i) Planning, organizing, implementing and evaluating a school counseling program.



- 1(j) Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.
- 1(k) Using technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.
- 1(l) Multicultural, ethical and professional competencies.
- 1(m) Identification and expression of professional and personal qualities and skills of effective leaders.
- 1(n) Advocacy for student success.
- 1(o) 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:**

- 2(a) 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(b) Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.
- 2(c) Learning theories.
- 2(d) History and purpose of school counseling, including traditional and transformed roles of school counselors.
- 2(e) Human development theories and developmental issues affecting student success.
- 2(f) District, state, and national student standards and competencies.
- 2(g) Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.
- 2(h) 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:**

- 2(i) 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(j) The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.
- 2(k) 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.

- 2(l) Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.
- 2(m) 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:**

- 3(a) Leadership principles, including sources of power and authority, and formal and informal leadership.
- 3(b) Organization theory to facilitate advocacy, collaboration and systemic change.
- 3(c) Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.
- 3(d) Time management, including long- and short-term management, using tools such as schedules and calendars.
- 3(e) Data-driven decision making.
- 3(f) 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:**

- 3(g) Self-evaluation of his/her own competencies in order to formulate an appropriate professional development plan.
- 3(h) The ability to access or collect relevant data to monitor and improve student behavior and achievement.
- 3(i) The capability to create calendars to ensure the effective implementation of the school counseling program.
- 3(j) 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:**

- 4(a) The distinction between direct and indirect student services.
- 4(b) Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.
- 4(c) Classroom management.
- 4(d) Principles of career and post-secondary planning.

- 4(e) 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.
- 4(f) Responsive services (counseling and crisis response) including grief and bereavement.
- 4(g) 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:**

- 4(h) Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.
- 4(i) Classroom management and instructional skills.
- 4(j) Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.
- 4(k) The ability to build effective, high-quality student support programs.
- 4(l) 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.
- 4(m) The capability to provide responsive services, such as individual/small-group counseling and crisis response.
- 4(n) Participation as member of the crisis team providing assistance to the school and community in a crisis.
- 4(o) Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.
- 4(p) Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.
- 4(q) The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.
- 4(r) Understanding and knowledge regarding how to provide supervision for school counseling interns consistent with the principles.
- 4(s) 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. Additionally, all school nurse candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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(a) 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.
- 1(b) The school nurse understands ~~that school nursing practice must fall within the boundaries of~~ the scope and standards of practice as ~~defined~~ identified by the American Nurses Association, National Association of School Nurses, and the Idaho State Board of Nursing administrative code.
- 1(c) The school nurse understands how to ~~access research and~~ interpret data applicable to the school setting to ensure meaningful health and academic outcomes.
- ~~1(e)~~ 1(d) The school nurse understands the importance of documentation and uniform data set collection methods for evaluation and continuous quality improvement.

### Performance

- ~~1(d)~~ 1(e) The school nurse conducts ongoing evaluations of school nursing practice.
- ~~1(e)~~ 1(f) The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.
- 1(g) The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.
- ~~1(f)~~ 1(h) The school nurse demonstrates critical thinking skills, use of evidence-based practice, and clinical competence.

**Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.**

**Knowledge**

- 2(a) The school nurse understands how to improve knowledge and competency in school nursing ~~practice~~.
- 2(b) The school nurse knows how to self-assess professional nursing practice.
- 2(c) The school nurse knows how to access professional resources and organizations that support school nursing ~~practice~~.
- 2(d) The school nurse ~~knows about the professional organizations that support the nursing practice~~ understands the current educational and health care laws which impact the ability of students to access education and healthcare in their community.

**Performance**

- 2(e) The school nurse participates in professional development related to current clinical knowledge and professional issues.
- 2(f) The school nurse seeks and acts on constructive feedback regarding professional development.
- 2(g) 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**

- 3(a) The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.
- 3(b) The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.
- 3(c) The school nurse knows how to document appropriately.

**Performance**

- 3(d) The school nurse follows FERPA and HIPPA guidelines while communicating effectively and with sensitivity to community and cultural values, in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, ~~and~~ documentation, professional collaboration).

**Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.**

**Knowledge**

- 4(a) The school nurse understands the principles of collaboration in sharing knowledge and skills ~~with other professionals and staff~~.

**Performance**

- 4(b) 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**

- 5(a) 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.
- 5(b) The school nurse knows how to advocate ~~for students and families~~ and facilitate behavioral, emotional, and/or psychosocial services, both within the school environment and the community.

**Performance**

- 5(c) The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education (e.g. Idaho Nurse Practice Act, FERPA, HIPPA, IDEA, Section 504).
- 5(d) The school nurse acts as an advocate for students and families.
- 5(e) 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 clinical practice and health education.***

**Knowledge**

- 6(a) The school nurse understands developmentally appropriate health education.
- 6(b) The school nurse understands the influence of social determinates of health and family dynamics on student achievement and wellness.
- 6(c) The school nurse understands that health instruction within the classroom is based on learning theory.
- 6(d) The school nurse understands child, adolescent, family, and community health issues.
- ~~6(e)~~ 6(f) The school nurse understands how health issues impact student learning.
- ~~6(e)~~ 6(f) The school nurse knows how to identify physical manifestations of possible behavioral, emotional, and/or psychosocial issues.

**Performance**

- ~~6(f)~~ 6(g) The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.

~~6(g)~~6(h) The school nurse participates in the assessment of health education and health instructional needs of the school community.

~~6(h)~~6(i) The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.

~~6(i)~~6(j) The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.

~~6(j)~~6(k) The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.

~~6(k)~~6(l) 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**

- 7(a) The school nurse understands the principles of school nursing management.
- 7(b) The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, ~~and~~ laws).
- 7(c) The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.
- 7(d) The school nurse knows how to identify and secure appropriate and available services and resources in the community.

**Performance**

- 7(e) The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.
- 7(f) The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.
- 7(g) The school nurse demonstrates leadership skills to utilize human resources efficiently.
- 7(h) The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.
- 7(i) 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. Additionally, all school psychologist candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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(a) The school psychologist understands traditional standardized norm-referenced assessment instruments.
- 1(b) The school psychologist understands alternative assessment approaches (e.g., curriculum-based, portfolio, ecological).
- 1(c) The school psychologist knows understands non-test assessment procedures (e.g., observation, diagnostic interviewing, reviewing records).
- 1(d) The school psychologist understands the application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.
- 1(e) The school psychologist understands correct interpretation and application of assessment data.
- 1(f) 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(g) The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.
- 1(h) 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.
- 1(i) The school psychologist uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.
  - 1(j) 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**

- 2(a) 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(b) The school psychologist understands methods for effective consultation and collaboration that link home, school, and community settings.
- 2(c) The school psychologist understands factors necessary for effective interpersonal communication.
- 2(d) The school psychologist understands how to communicate effectively in oral and written form.

**Performance**

- 2(e) 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(f) 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.
- 2(g) The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.
- 2(h) 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**

- 3(a) The school psychologist understands human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.
- 3(b) 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(c) The school psychologist understands evidence-based curriculum and instructional strategies that facilitate students' academic achievement.
- 3(d) The school psychologist understands how to develop appropriate educational goals for students with different ability levels and cultural/social backgrounds.
- 3(e) The school psychologist understands techniques assess learning and instruction for using data in decision making, planning, and progress monitoring.

**Performance**

- 3(f) 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.
- 3(g) The school psychologist uses assessment and data-collection methods to assist in developing appropriate educational goals for students with diverse abilities and backgrounds.
- 3(h) 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**

- 4(a) The school psychologist understands individual differences, abilities, and other diverse characteristics.
- 4(b) 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.
- 4(c) 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(d) The school psychologist understands the diversity of the continuum of educational development for students ages three through 21, including all educational service transitions.

**Performance**

- 4(e) The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.
- 4(f) The school psychologist collaborates to address individual differences, strengths, backgrounds, and needs in providing services to improve educational and mental health outcomes for students.
- 4(g) 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**

- 5(a) The school psychologist understands the history and foundations of school psychology.
- 5(b) The school psychologist understands multiple service models and methods.
- 5(c) The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.
- 5(d) The school psychologist understands current federal and state statutes and regulations pertaining to educational services.
- 5(e) The school psychologist understands self-evaluation methods to determine areas for continuing professional development.

**Performance**

- 5(f) The school psychologist provides services consistent with ethical, legal, and professional standards.
- 5(g) The school psychologist engages in ethical and professional decision-making.
- 5(h) The school psychologist collaborates with and consults other professionals regarding legal and ethical educational practices.
- 5(i) 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(j) The school psychologist demonstrates legal and ethical practices in communication and the use of technology.
- 5(k) 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**

- 6(a) The school psychologist understands school and multi-tiered systems' structure, organization, and theory.
- 6(b) The school psychologist understands general and special education.
- 6(c) The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

**Performance**

- 6(d) 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.
- 6(e) 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**

- 7(a) The school psychologist understands biological, cultural, developmental, and social influences on learning, behavior, mental health, and life skills.
- 7(b) 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
- 7(c) The school psychologist understands evidence-based supported strategies to promote social-emotional functioning and mental health.

**Performance**

- 7(d) The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.
- 7(e) The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.
- 7(f) 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**

- 8(a) The school psychologist understands principles and research related to resilience and risk factors in learning and mental health.
- 8(b) The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.

**Performance**

- 8(c) 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.
- 8(d) The school psychologist, in collaboration with others, demonstrates skills to implement and/or evaluate effective crisis preparation, response, and recovery.
- 8(e) 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**

- 9(a) The school psychologist understands the characteristics of families, family strengths and needs, family culture, and family–school interactions that impact student development.
- 9(b) 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.
- 9(c) The school psychologist understands empirically supported strategies to support family influences on student learning, socialization, and mental health.
- 9(d) The school psychologist understands methods to develop collaboration between families, schools, and community agencies.

**Performance**

- 9(e) 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.

- 9(f) 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**

- 10(a) The school psychologist understands research design, statistics, measurement, varied data-collection and analysis techniques.
- 10(b) The school psychologist understands statistical and other data analysis techniques sufficient for interpretation of research and data in applied settings.
- 10(c) The school psychologist understands program evaluation methods at the individual, group, and systems levels.

**Performance**

- 10(d) The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.
- 10(e) 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.
- 10(f) 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. Additionally, all school social worker candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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(a) Understands that school social work is an area of concentration built on the knowledge and competencies of graduate level social work education.
- 1(b) Understands how to improve academic and behavioral outcomes of students.
- 1(c) Possesses skills and knowledge to ensure the delivery of scientifically supported services.
- 1(d) Knows how to promote a positive school climate and culture.
- 1(e) Knows how to maximize school-based and community resources.
- 1(f) Understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.

### **Performance - The competent school social worker:**

- 1(g) Uses knowledge to improve academic and behavioral outcomes of students.
- 1(h) Utilizes skills and knowledge to ensure the delivery of scientifically supported services.
- 1(i) Promotes a positive school climate and culture.
- 1(j) Maximizes school-based and community resources.

- 1(k) 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:**

- 2(a) Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.
- 2(b) 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.
- 2(c) Understands how to help students work cooperatively and productively.
- 2(d) Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.
- 2(e) Understands dispute resolution strategies.
- 2(f) Is familiar with the diagnostic tools used by other professionals in the school.
- 2(g) Understands the use of assessment as a means to evaluate the student's social emotional/mental functioning, including:
  - The child's physical, cognitive, and social-emotional development.
  - Family history and factors that influence the child's overall functioning.
  - The child's behavior and attitude in different settings.
  - Patterns of interpersonal relationships in all spheres of the child's environment.
  - Patterns of achievement and adjustment at critical points in the child's growth and development.
  - 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:**

- 2(h) Substantively and effectively builds relationships with individuals, families, groups, organizations, and communities.
- 2(i) Uses empathy and other interpersonal skills.
- 2(j) Develops a mutually agreed-on intervention goals and objectives.
- 2(k) Collects, organizes, and interprets student data.



- 2(l) Assesses student and family strengths and limitations with the goal of improving student social, emotional, behavioral, and academic outcomes.
- 2(m) Selects and utilizes appropriate intervention strategies.
- 2(n) Initiates actions to achieve student learning outcomes.
- 2(o) Implements prevention interventions that enhance student and family capacities.
- 2(p) Helps students and families resolve problems.
- 2(q) Negotiates, mediates, and advocates for students, families and the school system.
- 2(r) Plans for and facilitates transitions and termination of services.
- 2(s) Critically analyzes, monitors, and evaluates interventions.
- 2(t) Uses diverse interview techniques and written communication with all persons within the student's environment.
- 2(u) Mobilizes the resources of the school and community to meet the needs of students and their families.
- 2(v) 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:**

- 3(a) Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
- 3(b) Understands the effects of mental illness on students' ability to participate in learning.
- 3(c) Understands the person-in-environment context of social work.
- 3(d) Understands the effects of biological, spiritual, legal, social, and cultural factors on human development and social functioning.
- 3(e) Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.
- 3(f) Understands strength-based assessments and practices that support growth and development.
- 3(g) Understands the social-developmental history with its focus on the student's functioning within the educational environment.

- 3(h) Understands principles of and strategies for effective behavior, emotional and social management within the school environment.
- 3(i) Understands how people's attitudes within the educational environment influence behavior of individuals.
- 3(j) Understands the importance of parents'/guardians' participation in fostering students' positive development.
- 3(k) Understands the goals and objectives of educational organizations.
- 3(l) Understands how service learning and volunteerism promote the development of personal and social responsibility.

**Performance - The competent school social worker:**

- 3(m) Utilizes the human behavior in the social environment framework to guide processes of assessment, intervention, and evaluation with individuals, groups, families, and school system.
- 3(n) Critiques and applies knowledge to understand students in their educational, family and community environments.
- 3(o) Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, psychosocial, and legal factors that affect children's learning.
- 3(p) Develops and implements empirically based prevention and intervention plans that enable the child to "respond to intervention" (RTI).
- 3(q) Provides individual, group, and/or family counseling and other services to enhance success in the educational process.
- 3(r) Provides crisis intervention counseling and other services to the school community.
- 3(s) Provides consultation to teachers, administrators, parents, and community agencies.
- 3(t) Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.
- 3(u) Implements appropriate areas of student IEP, accommodation, and behavior plans.
- 3(v) 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:**

- 4(a) Understands the interdisciplinary approach to service delivery within the educational environment.
- 4(b) Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.
- 4(c) Understands the collaborative process with parents, school personnel, community based organizations, and agencies to enhance the student's educational functioning.
- 4(d) Understands the school's role within the context of the larger community.
- 4(e) Understands the importance of audience and purpose when selecting ways to communicate ideas.
- 4(f) Understands how to work with administrators and other school personnel to make changes within the school.
- 4(g) Understands the organization and operation of safe school systems.
- 4(h) Understands school policies and procedures as they relate to student learning, safety and well-being.

**Performance - The competent school social worker:**

- 4(i) Analyzes, formulates, and advocates for policies that advance social well-being for students, families, and school system.
- 4(j) Collaborates with colleagues and clients for effective policy action.
- 4(k) Educates students and parents about school, State, and Federal policies and statutes and accompanying rights and responsibilities.
- 4(l) Identifies and addresses gaps in services for students and families.
- 4(m) 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:**

- 5(a) Understands systems theories as they relate to classrooms, schools, families, and community.
- 5(b) Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.
- 5(c) Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.

- 5(d) 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(e) Understands how to integrate and use technology for assessments, interventions, and information management.
- 5(f) 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.
- 5(g) 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:**

- 5(h) Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service.
- 5(i) Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
- 5(j) Facilitates collaborative relationships between general and special education systems to promote a unified system of education.
- 5(k) Develops long- and short-term empirically based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
- 5(l) 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:**

- 6(a) Understands empirically-based methods of individual, group, family, and crisis counseling.
- 6(b) Understands empirically-based methods of social work service delivery.
- 6(c) Understands the process of needs assessment, referral, and resource development.
- 6(d) Understands quantitative and qualitative research.
- 6(e) Understands scientific and ethical approaches to building knowledge.
- 6(f) Understands the use of empirically based assessment and evaluation results to develop student interventions.

**Performance - The competent school social worker:**

- 6(g) Uses practice in the educational setting to inform future research activities.
- 6(h) Uses research evidence to inform practice in assessment, prevention, intervention and evaluation with individuals, groups, families, and the school system.
- 6(i) Uses evidence based knowledge in the development and implementation of accommodation, behavioral, RTI, and IEP plans.
- 6(j) Collects, interprets and uses data in interdisciplinary collaboration to develop and foster academic achievement.
- 6(k) 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:**

- 7(a) Understands methods of advocacy on behalf of individuals, families, and school systems.
- 7(b) Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.
- 7(c) Understands the need to improve access to services and resources.
- 7(d) Understands the forms and mechanisms of oppression and discrimination and how these factors impact student learning.
- 7(e) 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:**

- 7(f) Advocates for student, family and human rights and social and economic justice.
- 7(g) Engages in practices that advance social and economic justice.
- 7(h) Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
- 7(i) Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.
- 7(j) Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.
- 7(k) 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:**

- 8(a) Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
- 8(b) Understands the broad range of backgrounds and experiences that shape students' approaches to learning.
- 8(c) Understands how students' success is influenced by prior learning and the diversity factors listed above.
- 8(d) Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
- 8(e) Understands the issues of second language acquisition and the immigrant experience.
- 8(f) Understands ways in which similar behaviors may have different meanings to people in different cultures.
- 8(g) 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:**

- 8(h) Considers the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.
- 8(i) Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- 8(j) Communicates their understanding of the importance of difference in shaping life, learning and educational experiences.
- 8(k) Actively learns from and engages those with whom they work.
- 8(l) 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:**

- 9(a) Understands how to analyze the usefulness of knowledge in specific situations.

- 9(b) Understands how synthesis and communication of relevant information is pertinent to the educational setting.
- 9(c) Understands how to integrate content knowledge for service delivery.
- 9(d) Understands theories and methods of communication.

**Performance - The competent school social worker:**

- 9(e) Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- 9(f) Uses critical thinking and professional judgment augmented by creativity and curiosity in decision making.
- 9(g) Analyzes models of assessment, prevention, intervention, and evaluation.
- 9(h) Synthesizes and communicates relevant information as it pertains to the learning environment.
- 9(i) Uses supervision and consultation to determine best practice service delivery.
- 9(j) 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:**

- 10(a) Understands federal and state laws and regulations as they pertain to ethical school social work practice.
- 10(b) Understands the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
- 10(c) Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).
- 10(d) Understands the value base of the profession, its ethical standards, and relevant law.

**Performance - The competent school social worker:**

- 10(e) Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on confidentiality, and students' and families' rights.
- 10(f) Models and promotes ethical practices for confidential communication.
- 10(g) Manages personal values in a way that allows professional values to guide practice.
- 10(h) Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.

- 10(i) Tolerates ambiguity in resolving ethical conflicts.
- 10(j) Applies strategies of ethical reasoning to arrive at principled decisions.
- 10(k) 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:**

- 11(a) Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.
- 11(b) Understands and develops skills in advocacy, case management, classroom groups, community organization, consultation and in-service training.
- 11(c) Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.
- 11(d) Understands the importance of active participation and leadership in professional education and social work organizations.
- 11(e) Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.
- 11(f) Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.
- 11(g) Understands the significance of social work history.

**Performance - The competent school social worker:**

- 11(h) Advocates for student and family access to social work services in the educational setting.
- 11(i) Practices personal reflection and self-correction to assure continual professional development.
- 11(j) Attends to professional roles and boundaries within the context of the educational setting.
- 11(k) Demonstrates professional demeanor in behavior, appearance, and communication.
- 11(l) Engages in career-long learning.
- 11(m) Uses supervision and consultation.
- 11(n) Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.



- 11(o) Participates in professional activities and organizations that promote and enhance school social work practice.

## IDAHO STANDARDS FOR SPEECH-LANGUAGE PATHOLOGY

All speech-language pathology candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all speech-language pathology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for speech-language pathologists were adopted from the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective speech language pathologists. 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 higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

***Standard I: Degree – The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.***

Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.

***Standard II: Education Program – All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).***

Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.

Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

***Standard III: Program of Study – The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.***

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

***Standard IV: Knowledge Outcomes***

***Standard IV-A – The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.***

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.

***Standard IV-B – The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.***

***Standard IV-C – The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:***

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;

- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

***Standard IV-D – For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.***

***Standard IV-E – The applicant must have demonstrated knowledge of standards of ethical conduct.***

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

***Standard IV-F – The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.***

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

***Standard IV-G – The applicant must have demonstrated knowledge of contemporary professional issues.***

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

***Standard IV-H – The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.***

***Standard V: Skills Outcomes***

***Standard V-A – The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.***

Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

***Standard V-B – The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:***

**1. Evaluation**

- a. Conduct screening and prevention procedures (including prevention activities).
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet client/patient needs.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

**2. Intervention**

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.

- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services as appropriate.

**3. Interaction and Personal Qualities**

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

These experiences should allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

***Standard V-C – The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.***

Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. It is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

***Standard V-D – At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.***

Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

***Standard V-E – Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.***

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition

of essential clinical skills. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

***Standard V-F – Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.***

Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

***Standard VI: Assessment – The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.***

Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

***Standard VII: Speech-Language Pathology Clinical Fellowship – The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).***

Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.

The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.



***Standard VII-A: Clinical Fellowship Experience – The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.***

Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

***Standard VII-B: Clinical Fellowship Mentorship – The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.***

Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.

Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.

On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be

provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.

A CF mentor intending to supervise a Clinical Fellow located in another state may be required to also hold licensure in that state; it is up to the CF mentor and the Clinical Fellow to make this determination before proceeding with a supervision arrangement.

***Standard VII-C: Clinical Fellowship Outcomes – The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.***

Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to:

- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must submit the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.

***Standard VIII: Maintenance of Certification – Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).***

Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

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**SUBJECT**

Proposed Rule, Docket No. 08-0203-1801, Rules Governing Thoroughness, Incorporation by Reference

**REFERENCE**

June 2016	Board approved revisions to the Idaho Special Education Manual and to Proposed Rule Docket No. 08-0203-1604
November 2016	Board approved revisions to the Idaho Special Education Manual and to Pending Rule Docket No. 08-0203-1604
August 2017	Board approved revisions to the Idaho Special Education Manual and to Proposed Rule Docket No. 08-0203-1704
November 2017	Board approved Pending Rule Docket No. 08-0203-1704

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.  
Section 33-2002, Idaho Code, Responsibility of School Districts for Education of Children with Disabilities  
Idaho Administrative Code, IDAPA 08.02.03.004 Rules Governing Thoroughness, Incorporation by Reference

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well Educated Citizenry. Objective A: Access

**BACKGROUND/DISCUSSION**

Proposed Rule Docket No. 08-0203-1801 provides for the amendment of the Idaho Special Education Manual (Manual), a document incorporated by reference into IDAPA 08.02.03, Rules Governing Thoroughness. Modifications to the Manual are necessary to ensure compliance with Idaho Administrative Code, Idaho Statute, the Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA), and recent court decisions.

The Department met with special education stakeholders and advisory panels through late 2017 and determined that revisions were necessary to the Manual. The stakeholder groups involved in this initial process included Special Education directors, the Special Education Advisory Panel (SEAP), Idaho Parents Unlimited (IPUL), and Disability Rights Idaho (DRI). A Notice of Intent to Promulgate Rules was published in the February 7, 2018, edition of the Administrative Bulletin. The Department received no requests for public meetings; however, the Department continued to pursue conversation with and seek feedback from stakeholders and practitioners around the state. On April 12, 2018, the Department presented the proposed changes via webinar to solicit feedback regarding the proposed changes. No additional suggestions for amendment were identified.

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The revisions to the Manual include the following:

General: Eliminating the Acknowledgements; updating the Acronyms and Abbreviations to reflect only the terms used in the Manual; updating the Glossary to define terms presently used in the Manual including new terms; eliminating documents, charts, forms or guidance documents from the Manual; eliminating references to a regular high school diploma to reflect Idaho's one high school graduation diploma; aligning the definition of a Free and Appropriate Public Education (FAPE) to recent United States Supreme Court Decisions and language describing the development of a student's Individual Education Plan (IEP).

Chapter 4: Amending the eligibility criteria in Chapter 4 of the Manual for students who are Visually Impaired.

Chapter 5: Implementing the alternate assessments and Extended Content Standards Core Content Connectors, clarifying that 'objectives and benchmarks' are required for students taking alternate assessments, and describing the circumstances for students who are significantly cognitively impaired participating in the alternate assessment in the Manual.

Chapter 7: Clarifying provisions for transition planning, postsecondary goal setting, and the discontinuation of services; eliminating references to a regular high school diploma to reflect Idaho's one high school graduation diploma.

Chapter 9: Revising private school consultations and processes for resolving disputes.

Chapter 10: Clarifying the Idaho Special Education Results Driven Accountability Monitoring System (RDA).

Chapter 12: Revising disciplinary procedures to comply with IDEA.

Chapter 13: Updating dispute resolution procedures and processes with present standards of practice and IDEA.

**IMPACT**

The proposed changes will bring the Idaho Special Education Manual into alignment with IDAPA, Idaho Code, IDEA, ESSA, and recent court decisions and will provide clear and consistent guidance for school personnel.

**ATTACHMENTS**

Attachment 1 – Proposed Rule, Docket No. 08-0203-1801  
Attachment 2 – Revised Idaho Special Education Manual

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**STAFF COMMENTS AND RECOMMENDATIONS**

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final) rule in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

**BOARD ACTION**

I move to approve the amended Idaho Special Education Manual as submitted in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve Proposed Rule Docket No. 08-0203-1801, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**ATTACHMENT 1**

**IDAPA 08  
TITLE 02  
CHAPTER 03**

**08.02.03 – RULES GOVERNING THOROUGHNESS**

**000. LEGAL AUTHORITY.**

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.  
(4-5-00)

**001. TITLE AND SCOPE.**

**01. Title.** These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)

**02. Scope.** These rules shall govern the thorough education of all public school students in Idaho.  
(4-5-00)

**002. WRITTEN INTERPRETATIONS.**

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702.  
(3-15-02)

**003. ADMINISTRATIVE APPEALS.**

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.”  
(4-5-00)

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-30-07)

**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 <https://boardofed.idaho.gov>.  
(3-29-10)

**a.** Arts and Humanities Categories: (3-24-17)

**i.** Dance, as revised and adopted on August 11, 2016; (3-24-17)

**ii.** Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)

**iii.** Media Arts, as adopted on August 11, 2016. (3-24-17)

**iv.** Music, as revised and adopted on August 11, 2016; (3-24-17)

**v.** Theater, as revised and adopted on August 11, 2016; (3-24-17)

**vi.** Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)

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vii.	World languages, as revised and adopted on August 11, 2016.	(3-24-17)
b.	Computer Science, adopted on November 28, 2016.	(3-24-17)
c.	Driver Education, as revised and adopted on August 10, 2017.	(3-28-18)
d.	English Language Arts/Literacy, as revised and adopted on November 28, 2016.	(3-24-17)
e.	Health, as revised and adopted on August 11, 2016.	(3-24-17)
f.	Information and Communication Technology, as revised and adopted on August 10, 2017.	(3-28-18)
g.	Limited English Proficiency, as revised and adopted on August 21, 2008.	(3-29-10)
h.	Mathematics, as revised and adopted on August 11, 2016.	(3-24-17)
i.	Physical Education, as revised and adopted on August 11, 2016.	(3-24-17)
j.	Science, as revised and adopted on August 10, 2017.	(3-28-18)
k.	Social Studies, as revised and adopted on November 28, 2016.	(3-24-17)
l.	College and Career Readiness Competencies adopted on June 15, 2017.	(3-28-18)
m.	Career Technical Education Categories:	(3-29-17)
i.	Agricultural and Natural Resources, as revised and adopted on August 31, 2017.	(3-28-18)
ii.	Business and Marketing Education, as revised and adopted on August 31, 2017.	(3-28-18)
iii.	Engineering and Technology Education, as revised and adopted on August 31, 2017.	(3-28-18)
iv.	Health Sciences, as adopted on August 31, 2017.	(3-28-18)
v.	Family and Consumer Sciences, as revised and adopted on August 31, 2017.	(3-28-18)
vi.	Skilled and Technical Sciences, as revised and adopted on August 31, 2017.	(3-28-18)
vii.	Workplace Readiness, as adopted on June 16, 2016.	(3-29-17)

**02. The English Language Development (ELD) Standards.** The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at [www.wida.us/standards/eld.aspx](http://www.wida.us/standards/eld.aspx). (4-4-13)

**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](http://www.sde.idaho.gov). (4-7-11)

**04. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards.** The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

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**05. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors.** Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-29-17)

**06. The Idaho Extended Content Standards.** The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**07. The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**a.** English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

**b.** Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

**08. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**09. 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 <https://boardofed.idaho.gov>. (4-2-08)

**10. 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 <https://boardofed.idaho.gov>. (4-2-08)

**11. The Idaho Special Education Manual.** The Idaho Special Education Manual as adopted by the State Board of Education on ~~August 10, 2017~~ June 20, 2018. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (~~3-28-18~~)(    )



DEPARTMENT OF SPECIAL EDUCATION

# Special Education Manual ~~2017~~2018

*Approved by the State Board of Education*

~~August 10, 2017~~June 20, 2018

IDAPA 08.02.03.004



IDAHO STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION  
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BOISE, IDAHO 83702  
208 332 6800 OFFICE  
[WWW.SDE.IDAHO.GOV](http://WWW.SDE.IDAHO.GOV)  
CREATED ~~08/10/2017~~06/20/18

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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## ACKNOWLEDGMENTS

On August 14, 2006, the Individuals with Disabilities Improvement Act (IDEA) was signed into law. Revisions to the IDEA regulations were issued in 2007, 2008, 2013 and 2014. The Idaho State Department of Education (SDE) published a first edition of this Manual in 2007, later revised in 2009. The original Manual Task Force members' efforts are recognized here for their work in creating the framework for this Manual.

2006 Task Force members included:

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

The 2006 Task Force members offered their appreciation to:

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

### 2016 Idaho Special Education Manual

For this 2016 Idaho Special Education Manual, the following individuals have been instrumental in creating these updates. Manual reviewers served with distinction and volunteered their time to discuss and debate issues and make thoughtful recommendations and decisions to develop this update to the Manual. Thank you to:

Jarl Allen \_\_\_\_\_ School Psychologist, Cassia County

Clara Allred \_\_\_\_\_ Special Education Director, Twin Falls

Michelle Clement Taylor \_\_\_\_\_ School Choice and Innovation Coordinator, SDE

JoAnn Curtis \_\_\_\_\_ Special Education Director, Post Falls

Shannon Dunstan \_\_\_\_\_ Early Childhood and Medicaid Coordinator, SDE

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

~~To those parents, advocates, teachers, parent attorneys, special education directors, service providers, Special Education Advisory Panel (SEAP) members, and others in the state who provided insights, questions, and suggestions throughout the review process, we thank you.~~

~~Special appreciation and acknowledgements to:~~

~~Art Cernosia — Legal and Educational Consultant~~

~~Melanie Reese~~ ~~Committee Chair and Editor~~

~~Lily Robb~~ ~~Program Specialist, SDE~~

The update and revision of this Manual over the years has involved a number of people. Special thanks are extended to the Special Education Advisory Panel, the Director's Advisory Council, Idaho Parents Unlimited, the now more than 170 Special Education Directors, and other stakeholder groups who have contributed to this important work.

## ACRONYMS AND ABBREVIATIONS

Section 504    Section 504 of the Rehabilitation Act of 1973

~~ABS            American Association on Mental Retardation Adaptive Behavior Scale~~

AA            Alternate Assessment

ADA           Americans with Disabilities Act

A.D.A.        Average Daily Attendance

ADD           Attention Deficit Disorder

ADHD         Attention Deficit Hyperactivity Disorder

~~ADR           Alternative Dispute Resolution~~

~~APR           Annual Performance Report~~

~~ASD           Autism Spectrum Disorder~~

~~ASHA          American Speech/Language Hearing Association~~

AT             Assistive Technology

~~ATRC          Assistive Technology Resource Center~~

~~AU            Autism~~

~~AYP           Adequate Yearly Progress~~

BIP            Behavioral Intervention Plan

~~CADRE       [National] Center on Dispute Resolution in Special Education~~

CALP         Cognitive Academic Language Proficiency

CAP           Corrective Action Plan

~~CBM           Curriculum Based Measurement~~

~~CDC           Child Development Center~~

~~CEC           Council for Exceptional Children~~

CEIS          Comprehensive Early Intervening Services

C.F.R. Code of Federal Regulations

~~CI Cognitive Impairment (see Intellectual Disability)~~

CIP Continuous Improvement Plan

~~CLD Culturally or Linguistically Diverse~~

~~DB Deaf Blindness~~

DD Developmental Delay

~~DDA Developmental Disabilities Agency~~

DHW Department of Health and Welfare

DJC Department of Juvenile Corrections

~~DMA Direct Math Assessment~~

~~DOC Department of Correction~~

~~DP Due Process~~

DR Dispute Resolution

~~DRI Disability Rights Idaho~~

~~DSM Diagnostic Services Manual~~

~~DWA Direct Writing Assessment~~

~~ECR Early Complaint Resolution~~

EBD Emotional Behavioral Disorder

ECSE Early Childhood Special Education

~~ED Emotional Disturbance~~

~~ENT Ear, Nose and Throat~~

ESEA Elementary and Secondary Education Act

ESSA Every Student Succeeds Act

~~ESL English as a Second Language~~

ESY	Extended School Year
<del>FAE</del>	<del>Fetal Alcohol Effect</del>
FAPE	Free and Appropriate Public Education
<del>FAS</del>	<del>Fetal Alcohol Syndrome</del>
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
GED	General Education Development
<del>GEPA</del>	<del>General Education Provisions Act</del>
<del>GPA</del>	<del>Grade Point Average</del>
<del>GRPA</del>	<del>Government Performance Review Act</del>
<del>G/T</del>	<del>Gifted/Talented</del>
<del>HH</del>	<del>Hard of Hearing</del>
<del>IAA</del>	<del>Idaho Alternate Assessment</del>
IAES	Interim Alternative Educational Setting
<del>IASA</del>	<del>Improving America's School Act</del>
<del>IATP</del>	<del>Idaho Assistive Technology Project</del>
<del>IBEDS</del>	<del>Idaho Board of Education Data System</del>
IBI	Intensive Behavioral Interventions
<del>IC</del>	<del>Idaho Code</del>
IDAPA	Idaho Administrative Procedures Act
IDEA	Individuals with Disabilities Education Act
IDELR	Individuals with Disabilities Education Law Report
<del>IDVR</del>	<del>Idaho Division of Vocational Rehabilitation</del>
IEE	Independent Educational Evaluation

<del>IELG</del>	<del>Idaho Early Learning Guidelines (eGuidelines)</del>
IEP	Individual Education Program
IFSP	Individual Family Services Plan
<del>IN</del>	<del>Individual (Medicaid Service Code)</del>
IPUL	Idaho Parents Unlimited, Inc.
IQ	Intelligence Quotient
<del>IRI</del>	<del>Idaho Reading Indicator</del>
ISAT	Idaho Standards Achievement Test
<del>ISBOE</del>	<del>Idaho State Board of Education</del>
<del>ISDB</del>	<del>Idaho School for the Deaf and Blind</del>
<del>ISEAP</del>	<del>Idaho Special Education Advisory Panel</del>
<del>ITC</del>	<del>Idaho Training Clearinghouse</del>
ITP	Infant/Toddler Program
JDC	Juvenile Detention Center
LEA	Local Education Agency
LEP	Limited English Proficiency
LI	Language Impairment
LD	Learning Disability
<del>LG</del>	<del>Large Group, three (3) or more (Medicaid Service Code)</del>
<del>LOA</del>	<del>Letter of Authorization (ends June 30, 2006)</del>
LRE	Least Restrictive Environment
<del>MD</del>	<del>Multiple Disabilities</del>
<del>MDT</del>	<del>Multidisciplinary Team</del>
MTSS	Multi-Tiered System of Support

~~NAEP~~ ~~National Assessment of Educational Progress~~

~~O&M~~ ~~Orientation and Mobility~~

OCR Office of Civil Rights

OHI Other Health Impaired

OI Orthopedic Impairment

~~OMB~~ ~~Federal Office of Management and Budget~~

~~OSEP~~ ~~Office of Special Education Programs~~

~~OSERS~~ ~~Office of Special Education and Rehabilitation Services~~

OT Occupational Therapy

PBIS Positive Behavioral Interventions and Supports

PBS Positive Behavioral Supports

~~PERC~~ ~~Parent Education Resource Center~~

~~PGI~~ ~~Performance Goals and Indicators~~

PII Personally Identifiable Information

~~PIR~~ ~~Plan for Improving Results~~

PLAAFP Present Levels of Academic Achievement and Functional Performance (Also known as PLOP for Present Levels of Performance)

PLOP Present Levels of Performance (Also known as PLAAFP for Present Levels of Academic Achievement and Functional Performance)

PT Physical Therapy

PTI Parent Training and Information Center

~~PWN~~ ~~Prior Written Notice~~

RTI Response to Intervention

~~SBI~~ ~~Serious Bodily Injury~~

~~SBE~~ ~~State Board of Education~~



~~SBR~~ ~~Scientifically Based Research~~

SCI Significant Cognitive Impairment

SD Standard Deviation

SDE State Department of Education

SEA State Education Agency

SEAP Special Education Advisory Panel

~~SG~~ ~~Small Group, 2 (Medicaid Service Code)~~

SI Speech Impairment

~~SIG~~ ~~State Improvement Grant~~

SLD Specific Learning Disability

~~SLP~~ ~~Speech Language Pathologist~~

~~SOP~~ ~~Summary of Performance (secondary)~~

SP Services Plan

~~SPP~~ ~~State Performance Plan~~

SS Standard Score

TBI Traumatic Brain Injury

VI Visual Impairment

WIOA Workforce Innovation and Opportunity Act

## 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~~ **disability** that significantly impacts performance an opportunity to participate. Adaptations include strategies such as reading the reading portion of a test, using spelling/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 ~~their~~ 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 districtwide assessments. It is designed for students who are unable to demonstrate progress in the typical manner and who meet the state-established criteria.~~ An academic assessment based on alternate academic achievement standards that have been reduced in depth and complexity from the Idaho Content Standards. The alternate assessment (AA) is intended only for those students with the most significant cognitive impairments, representing about 1% of the total student population.

~~**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~~ valid and reliable 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 and supports management of hearing loss, counseling to auditory needs across environments, and fitting of hearing technology.

**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~~ include 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~~ing~~ to alphabetic letters, punctuation marks and other symbols.

**Business day.** A workday (Monday through Friday) except for federal and state holidays, unless specifically included.

**Calendar day.** Used interchangeably with day unless otherwise indicated as a business day or a school day.

**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~~ the charter board of directors 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, performance certificate, 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, and Section 504 ~~and of~~ the ADA.

**Charter school LEA.** A publicly funded, nonprofit, nonsectarian public school that operates as its own local education agency (LEA) 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 may be authorized by the local school district or the Idaho Public Charter School Commission. Charter LEAs are required to provide services in accordance with IDEA and, Section 504 of 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. CALP refers to language used during formal academic instruction and learning. CALP skills include listening, speaking, reading, and writing about subject area content material, and are essential to school success. It may take five to seven years for an English language learner to develop CALP.

**Compensatory education.** Educational services or remedies which are above and beyond those normally due a student under ~~his or her~~ the sState'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 as having a disability under the IDEA.

**Consensus.** Following the opportunity for each member to provide input and gain clarification, the resulting outcome where each member agrees to support the decision of the group. 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.

**Core Content Connectors.** Alternate academic achievement standards in English/Language Art and Mathematics aligned with the Idaho Content Standards, which have been reduced in depth and complexity. The Idaho alternate assessment in English/Language Arts and Mathematics are based on these standards.

**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 without disabilities. 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 instruction, 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.

**Deaf or Hard of Hearing.** A child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's 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~~ are 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 Statue 33-203. See also “nonpublic school” and “nonpublic student.”

**Due process hearing.** An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes on any matter related to identification, evaluation, educational placement, or the provision of a free appropriate public education under the IDEA.

**Educational performance.** A student’s educational performance in achievement, developmental, and/or functional skills.

**Education record.** A student’s record containing personally identifiable information maintained by an educational agency or institution, or by a party acting for the agency or institution, which may include, but is not limited to print, handwriting, computer media, video or audio tape, film, microfilm, and microfiche, but is not within the exceptions set out in the Family Educational Rights and Privacy Act (FERPA). The documents in the education record used to determine current eligibility and monitor current progress are considered part of the education record and are maintained. Items in the educational record that are no longer used, or have been summarized, may be removed from the educational record after written parental notification.

**Educational services agency, other public institution or agencies.** (1) An educational service agency, as defined in 34 CFR §300.12; and (2) Any other public institution or agency having administrative control and direction of a public elementary school or secondary school, including a public nonprofit charter school that is established as an LEA under [State law](#).

**Elementary school.** The term “elementary school” means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under [State law](#), 34 CFR §300.13. An elementary school includes a grade configuration of grades one (1) through eight (8) inclusive, or any combination thereof, Section 33-116, Idaho Code.

**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~~ behavioral disorder.** 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~~ behavioral disorder. The term emotional ~~disturbance~~ behavioral disorder *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.

**Expedited due process hearing.** An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes concerning discipline for which shortened timelines are in effect in accordance with the IDEA.

**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 and State requirements for receipt of an ~~regular~~ Idaho-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."

**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~~ content-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 team 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 the him or her the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

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

**Local district.** See "district" and "local educational agency (LEA)."

**Local educational agency (LEA).** A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools. See "district."

**Manifestation determination.** A determination by the parent and relevant members of the IEP team of whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the LEA's failure to implement the IEP.

**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.



**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 (PII).** 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~~ these are 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.

**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 all 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 ~~s~~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.

**Significant cognitive impairment.** A designation given to a small number of students with disabilities for the purposes of their participation in AAs. Having a significant cognitive impairment is not solely determined by an IQ test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student.

**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~~behavioral disorder, 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~~impairments 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 (SLD, ED, Autism, Orthopedic Impairments, ~~or ADHD~~etc.) that qualifies the student for an IEP ~~or a 504 plan~~.

**Unilateral placement.** A decision by a parent, at his or her own discretion, to remove his or her child with a disability from a public school and enroll the student in a private facility because the parent believes that the district did not provide FAPE in a timely manner.

**Universal design.** A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and service that are made usable with assistive technologies.

**Visual impairment including blindness.** An IDEA 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.

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## 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 [at https://sites.ed.gov/idea/?src=policy-page](https://sites.ed.gov/idea/?src=policy-page) 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 <https://adminrules.idaho.gov/rules/current/index.html> <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: Legal Citations

Legal Citations

<b>Section</b>	<b>Topic</b>	<b>IDEA Regulations 34 CFR §</b>	<b>Idaho Code IDAPA Reference</b>
1.	Child Find	300.111	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.d
2.	Procedural Safeguards	300.121 300.504	IDAPA 08.02.03.109.05
3.	Student Eligibility under the IDEA	300.8 300.122	Idaho Code § 33-2001(3) Idaho Code § 33-2001(5) IDAPA 08.02.03.109.03
4.	Free Appropriate Public Education (FAPE)	300.17 300.101-300.102 300.148	Idaho Code § 33-201 Idaho Code § 33-2002 Idaho Code § 33-2010 Idaho Code § 20-504(a)(3) IDAPA 08.02.03.109.02.a
5.	District Programs and Services	300.107-300.110 300.117	Idaho Code § 33-2002
6.	Individualized Education Program (IEP)	300.22 300.320-300.328	IDAPA 08.02.03.109.04
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Legal Citations

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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. 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~~ **district** 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 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 Infant Toddler Program (ITP), eligibility shall be determined and an IEP developed or IFSP adopted by the child's third (3<sup>rd</sup>) 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 ([IDAPA 08.02.03.109.03](#)), with the exception of ITP referrals which must be completed by the child's third (3<sup>rd</sup>) 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 academic achievement standards, objectives and 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 team 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*.

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.

Chart

~~General Education Interventions (completed by problem-solving team)~~

- ~~■ Team considers components of the three-tiered model of Response to Intervention.~~
- ~~■ Problem solve, plan and implement interventions and accommodations; document results.~~

~~Special Education Activities~~

~~A. Child Find Activities~~

~~B. Referral to Consider a Special Education Evaluation (completed by problem-solving team and evaluation team) or the parent/adult student~~

- ~~■ Problem-solving team submits a formal referral to consider special education evaluation.~~
- ~~■ Provide the parent/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.~~

~~— 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*.~~

~~D. 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.~~

~~D. 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.~~

~~D. **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.~~
- ~~■ 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.~~

~~E. 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.~~

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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~~ by 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~~in 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 and the Idaho Content Standards 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~~ The definition of-FAPE has been further developed as a result of ~~lawsuits~~ litigation 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~~ defined 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 Standard).

~~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.~~

In March 2017, the Court in Endrew F. v. Douglas County School District applies the Rowley Standard, indicating that a school must offer an IEP that is specially designed and reasonably calculated to enable a child to “make progress appropriate in light of the child’s circumstances”, emphasizing the unique needs of the child. The educational program offered “must be appropriately ambitious in light” of [Endrew F’s] unique circumstances just as advancement from grade to grade is appropriately ambitious for most students in a regular classroom. They may differ [comparing Amy Rowley to Endrew F] but every child should have a chance to meet challenging objectives.

The Court expresses its confidence that school authorities will “be able to offer a cogent and responsive explanation for their decision”, demonstrating that the IEP is reasonable calculated to enable the student to make progress in light of the student’s individual circumstances.

## **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~~ proposes 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 regarding use of public benefits or insurance 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 regarding use of public benefits or insurance 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~~notification regarding use of public benefits or insurance and must obtain consent before accessing the child's or 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.

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## CHAPTER 3: CHILD FIND

The Child Find system involves three basic ~~steps~~-components leading to the determination of whether or not a student has a disability and requires special education. The ~~steps~~-components 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 during which 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.

## Section 2. Locating Students

Locating students who may have disabilities involves coordinating with other agencies and promoting public awareness.

### A. Coordination

For infants and toddlers, birth through two (2) years of age, Child Find is provided by the Idaho Infant/ Toddler Program (ITP). Although lead responsibility for the ITP has been designated to the DHW, interagency agreements provide for collaboration and coordination. The district shall use local interagency agreements for efficient use of resources and ease of service accessibility for students and families.

### B. Public Awareness

The district shall take and document the necessary steps to ensure that district staff and the general public are informed of the following:

1. the availability of special education services;
2. a student's right to a free appropriate public education (FAPE);
3. confidentiality protections; and
4. the referral process.

This information may be provided through a variety of methods such as distributing brochures or flyers, including information in school or district publications, disseminating articles and announcements to newspapers, arranging for radio and television messages and appearances, speaking at faculty meetings or district in-services, and making presentations.

## Section 3. Identification

The identification component of Child Find includes screening, early intervening through a problem-solving process, and referral to consider a special education evaluation. The procedural rights under the 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.

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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 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 consent.
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 for additional information on collaboration with the ITP throughout the transition process.

#### Section 5. Evaluation and Eligibility Determination Procedures

##### A. Areas to Assess

The student shall be assessed in all areas related to the suspected disability, which includes areas such as functional, developmental, and academic skills needed to participate and progress in the general education curriculum. If needed, qualified personnel shall conduct an individual assessment of assistive technology needs, including a functional evaluation in the individual's customary environment. The evaluation of each student with a suspected 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.

**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 blindness or deaf or hard of hearing, 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.
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 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 (10<sup>th</sup>) 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~~ behavioral disorder.

**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. Deaf or Hard of Hearing

**Definition:** Deaf or Hard of Hearing means a child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance.

**State Eligibility Criteria for Deaf or Hard of Hearing:** An evaluation team will determine that a student is eligible for special education services as a student who is deaf or hard of hearing

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 hearing loss that hinders his or her ability to access, comprehend, and/or use linguistic information through hearing, with or without amplification.
- c. The student has been diagnosed by an audiologist as having a hearing loss..
- 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 (10<sup>th</sup>) 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, pre-academic/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~~ as well as those involved in emotional/behavioral regulation; or
- e. adaptive development – includes skills involved in independent functioning in major life activities, as well as self-help/daily living skills (e.g., eating, dressing, ~~and, toileting, etc.)~~ 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 (10<sup>th</sup>) 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.

1) Criteria:

- i. 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).
- ii. 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).

2) Broad Developmental Areas:

- i. Cognitive skills (e.g., perceptual discrimination, memory, reasoning, pre-academic academic, and conceptual development);
  - ii. Physical skills (i.e., fine, gross, and perceptual motor skills);
  - iii. Communication skills (~~i.e., including verbal and nonverbal, and receptive and expressive~~ includes skills involving expressive and receptive communication abilities, both verbal and nonverbal);
  - iv. Social or emotional skills; or
  - v. Adaptive skills, including daily living/self-help skills.
- e. The student's condition adversely affects educational performance.
  - f. The student needs specially designed instruction.



## 6. Emotional ~~Disturbance~~ Behavioral Disorder

**Definition:** A student with an emotional ~~disturbance~~ behavioral disorder 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~~ behavioral disorder.

**State Eligibility Criteria for Emotional ~~Disturbance~~ Behavioral Disorder:** An evaluation team will determine that a student is eligible for special education services as a student with emotional ~~disturbance~~ behavioral disorder 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.

## 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~~ behavioral disorder) 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. 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~~ behavioral disorder, 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~~ behavioral disorder
- 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~~ behavioral disorder
- d) environmental or economic disadvantage
- e) cultural factors
- f) Limited English Proficiency (LEP)

## 9. 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 accommodations or adaptations 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 instruction.

## 10. 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.

### **11. 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. The evaluation team is encouraged to ask if a hearing screening has been completed. Also note, a student can be considered as having a Language Impairment if the criteria for Deaf or Hard of Hearing have not been met.

**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 7<sup>th</sup> 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.

## **12. 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.

- 6) A fluency disorder exists when an abnormal rate of speaking, speech, interruptions, repetitions, prolongations, blockages of airflow and/or voicing interferes with effective communication.
- 7) 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.
- 8) The student's disability adversely affects educational performance.
- 9) 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.

- 10) 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.
- 11) A voice disorder exists 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.

### **13. 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.

#### 14. 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 blindness or 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 blindness or 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.~~ a qualified professional, including one or more of the following:
  - i. Blindness – visual acuity of 20/200 or less in the better eye with the best possible correction at distance and/or near, or visual field restriction of 20 degrees or less in the better eye;
  - ii. Visual Impairment – visual acuity better than 20/200 but worse than 20/70 in the better eye with the best possible correction at distance and/or near, or visual field restriction of 70 degree or less but better than 20 degrees in the better eye;
  - iii. Eye condition – including oculomotor apraxia, cortical visual impairment, convergence insufficiency, or other condition;
  - iv. Progressive loss of vision which may affect a student's educational performance in the future;
  - ~~i.v.~~ Functional vision loss where acuity or visual field alone may not meet the criteria above.
- c. The student's ~~physical~~ eye condition, even with correction, adversely affects educational performance.

- d. The student needs specially designed instruction.

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**Fluency Communication Rating Scale**

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Nondisabling Condition</b>	<b>Mild</b>	<b>Moderate</b>	<b>Severe</b>
<b>Frequency</b>	Frequency of dysfluent behavior is within normal limits for student's age, gender, and speaking situation and/or less than 1 stuttered word per minute.	Transitory dysfluencies are observed in specific situation(s) and/or 1-2 stuttered words per minute.	Frequent dysfluent behaviors are observed in specific speaking situations(s) and/or 4-10 stuttered words per minute.	Habitual dysfluent behaviors are observed in a majority of speaking situations and/or more than 10 stuttered words per minute.
<b>Descriptive Assessment</b>	Speech flow and time patterning are within normal limits. Developmental dysfluencies may be present.	Rate of speech interferes with intelligibility. Sound, syllable, and/or word repetitions or prolongations are present with no other secondary symptoms. Fluent speech periods predominate.	Rate of speech interferes with intelligibility. Sound, syllable, and/or prolongations are present. Secondary symptoms including blocking, avoidance, and physical concomitants may be observed.	Rate of speech interferes with intelligibility, sound, syllable, and/or word repetitions and/or prolongations are present. Secondary symptoms predominate. Avoidance and frustration behaviors are observed.
<b>Comments:</b>				



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**Voice Rating Scale**

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

	Nondisabling Condition	Mild-Descriptive	Moderate-Descriptive	Severe <del>Wilson Voice Profile Scale</del>
Pitch	Pitch is within normal limits.	There is a noticeable difference in pitch that may be intermittent.	There is a persistent, noticeable inappropriate raising or lowering of pitch for age and gender, or evidence of dysphonia.	<del>+3 Pitch</del> <del>-3 Pitch</del> <del>-2 Pitch</del> <del>+2 Pitch</del>
Intensity	Intensity is within normal limits.	There is a noticeable difference in intensity that may be intermittent.	There is a persistent, noticeable inappropriate increase or decrease in the intensity of speech, or the presence of aphonia.	<del>-3 Intensity</del> <del>+2 Intensity</del> <del>-2 Intensity</del>
Quality	Quality is within normal limits.	There is a noticeable difference in quality that may be intermittent.	There is a persistent, noticeable breathiness, glottal fry, harshness, hoarseness, tenseness, strident, or other abnormal vocal quality.	<del>-2 Laryngeal</del> <del>+3 Laryngeal</del> <del>+2 Laryngeal</del> <del>-3 Laryngeal</del>
Resonance	Nasality is within normal limits.	There is a noticeable difference in nasality that may be intermittent.	There is a persistent noticeable cul-de-sac, hyper- or hypo-nasality, or mixed nasality.	<del>-2 Resonance</del> <del>+3 Resonance</del> <del>+4 Resonance</del>
Description of Current	No consistent laryngeal	Laryngeal pathology may	Probable presence of laryngeal pathology.	Physical factors may

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**ATTACHMENT 2**

Physical Condition	pathology; physical factors influencing quality, resonance, or pitch, if present at all, are temporary and may include allergies, colds, or abnormal tonsils and adenoids.	<del>be present.</del> Physical factors indicated in moderate and/or severe levels may be present.	Physical factors may include nodules, polyps, ulcers, edema, partial paralysis of vocal folds, palatal insufficiency, enlarged/insufficient tonsils and/or adenoids, neuromotor involvement, or hearing loss.	include:  -unilateral or bilateral paralysis of vocal folds  -larynx- gectomy  -psycho- somatic disorders  -neuromotor involvement of larynx muscles, i.e., cerebral palsy
Comments:				

**~~Documentation of Adverse Effects on Educational Performance for Students with  
Speech/Language Disorders (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:~~

- ~~0. 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.~~
- ~~0. Sound errors, voice quality, or fluency disorders embarrass the student. Peer relationships suffer as a result, or peers may make fun of the student.~~
- ~~0. Sound errors cause the student to make phonetic errors in spelling or have difficulty in phonics.~~
- ~~0. Grammatical errors create problems with a student's orientation in time.~~
- ~~0. Morphological errors inhibit the student from using or making complete sentences.~~
- ~~0. Semantic problems slow the student's ability to follow directions, give directions, make wants and needs known, make oneself understood, relate information to others, or fully participate in daily living.~~

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## CHAPTER 5: INDIVIDUALIZED EDUCATION PROGRAMS

If a student is eligible for special education services, they have met the requirements of eligibility under 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)~~ 3) the results of the initial or most recent evaluation of the student;
- ~~3)4)~~ 4) the unique circumstances of the student; and
- ~~4)5)~~ 5) 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 appropriately ambitious IEP that ~~shall meet~~ meets 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~~ must be invited to the IEP team meeting). The IEP team members should come prepared to discuss specific information about the student's ~~individual needs~~ unique circumstances and the type of services to be provided to address ~~those needs~~ the student's unique circumstances.

The meeting format should invite open discussion that allows participants to identify and consider ~~all the relevant needs~~ unique circumstances 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 team 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 as equal participants. 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~~ provide 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 Team Meetings Are Held**

An IEP team 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~~ is eligible for 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 /or in the general education curriculum, where appropriate;
5. at ~~a~~ the 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 team 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); and/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.

Role	Description
Parent of the student or Adult Student if rights have transferred	The term “parent” refers to a biological or adoptive parent, foster parent, a judicially decreed guardian (does not include State agency personnel if the student is a ward of the state), a person acting in place of a parent, or a surrogate parent who has been appointed by the district. The term “acting in place of a biological or adoptive parent” includes persons such as a grandparent, stepparent, or other relative with whom the student lives, as well as persons who are legally responsible for a student’s welfare. A foster parent may act as a parent if the natural parent’s authority to make educational decisions on behalf of his or her child has been terminated by law. A foster parent shall be an individual who is willing to make educational decisions required of a parent, and has no interest that would conflict with the interests of the student. If more than the biological or adoptive parents meet the definition of

Role	Description
	<p>parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree or order identifies a specific person or persons to make educational decisions for the student.</p> <p>An “adult student” is a student with a disability who is 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 <u>team</u> meeting as an individual who has knowledge or special expertise regarding the student, at the invitation of the adult student or the district.</p>
District Representative	<p>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, <u>and or</u> 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.</p>
Special Education Teacher/Provider—not less than one	<p>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 <u>primary</u> services from a speech-language pathologist, <del>but not a special education teacher,</del> it is more appropriate for the speech-language pathologist to fill this role on the IEP team.</p>
General Education Teacher—not less than one	<p>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.</p> <p>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</p>

Role	Description
	State and/or national licensing standards.
Individual who can interpret evaluation results and implications	This person may be someone who participated in the evaluation of the student. He or she shall be able to explain the results, the instructional implications, and the recommendations of the evaluation.
Student	Whenever appropriate, the IEP team includes the student with a disability. A student shall be invited by the district to attend any IEP <u>team</u> 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.
Representative of a Private School  (if applicable)	If a student is enrolled in or referred to a private school, the district shall ensure that a representative of the private school is invited to the IEP <u>team</u> meeting. If a representative cannot attend, the district shall use other methods to ensure participation by the private school, including individual or conference telephone calls.
Representative of Transition Agency(s) (Parent/Adult student consent shall be obtained prior to inviting the Transition Agency Representative to participate in the IEP team meeting).	If transition services are being discussed, a representative of any participating agency <del>that is</del> 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.
Part C Coordinator or Representative	A Part C coordinator or other representative may be invited by the district to <u>participate in the team</u> IEP meeting <u>for a preschooler transitioning to Part B services</u> . Parents shall be informed of their right to request an invitation <del>of</del> <u>for</u> an Infant Toddler Program representative(s) to the initial IEP <u>team</u> meeting.
Other	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

Role	Description
	to be a member of the IEP team.

NOTE: The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation results may be excused from an IEP team 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~~interpreting assessment findings, 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 in developing the IEP, 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~~discussion of appropriate positive behavioral interventions and other strategies for the student; and
3. ~~determination~~discussion of supplementary aids and services, program accommodations/adaptations, ~~and to be provided by~~ supports for school personnel in the general education classroom.

#### **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 outlined below.

1. Schedule the meeting at a place and time mutually agreed upon by the parent/adult student and the district.
2. Invite the parent/adult student, and ~~if applicable~~ the secondary transition age student, if applicable, 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 transition but 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~~ at least 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,~~ with parent's/adult student's consent.
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/or detailed records of any visits made to the parent's/adult student's residence. 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 team meetings if the parent/adult student and district agree.

## Section 2. IEP Development

~~Nothing requires~~ The IDEA clearly defines the required components of an IEP and the Idaho IEP form is designed to include only those IDEA required components. Therefore, no additional information ~~be included~~ may be required in a student's IEP beyond what is explicitly required by IDEA, ~~or nor requires the IEP team to include~~ can information be required 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 team 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 team 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 identifying any required district members not present at the IEP team meeting, 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, Objectives and Benchmarks/Objectives**

The IEP identifies present levels of academic achievement and functional performance (PLAAFP) 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~~ PLAAFP 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~~ PLAAFP should describe how the disability affects the student's participation in age-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~~ The statement shall be written in objective, measurable terms ~~and~~ using easy-to-understand non-technical language;
  - b. ~~the~~ The other components of the IEP, including special education services, annual goals, and, ~~if applicable,~~ objectives and benchmarks/~~objectives~~ for students who participate in ~~Alternate Assessments~~ alternate assessments (AA) based on Alternate Achievement Standards, shall show a direct relationship ~~with~~ to the content of present levels of academic and functional performance;
  - c. ~~the~~ The statement shall provide baseline data for goal development;
  - d. ~~the~~ The statement shall reference ~~general education~~ Idaho Content Standards, ~~or Idaho Core Standards or Idaho Employability Skills for Career Ready Practice~~ Workplace Skills Career Readiness Standards, Idaho Extended Content Standards Core Content Connectors, or Idaho Early Learning Guidelines (eGuidelines), as applicable;
  - e. ~~a~~ The statement ~~of~~ shall include the student's strengths and needs; and
  - f. The statement shall include parental concerns for enhancing the student's education; and



- ~~f.g. a~~ The statement shall address 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 IEP goals shall be appropriately challenging and 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 unique 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 be appropriately challenging given the circumstances of the student and include the behavior, the performance criteria, and the evaluation procedure.
4. ~~For Objectives and benchmarks are required for~~ students taking AAs. ~~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.~~ Objectives and benchmarks shall align with the PLAAFP and the annual goal, as a progression toward meeting the annual goal.

#### **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~~ At minimum, 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~~ that will be provided to or on behalf of the student, based on peer-reviewed research to the extent practicable. 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
- early identification and assessment of student's disabilities
- interpreter services
- ~~speech therapy~~
- language therapy
- medical services for diagnostic or evaluative purposes
- occupational therapy
- orientation and mobility services
- parent counseling and training. Parent counseling and training includes helping a parent understand child development and the special needs of his or her child and acquire skills to support the implementation of his or her child's IEP.
- physical 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
- speech therapy
- supports for school staff
- therapeutic recreation
- ~~• 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 and 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, and/or 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~~ shall consider any ~~of the following~~ services listed below that may be appropriate for the student and ~~should~~ shall document such services on the IEP accordingly.

#### 1. Supplementary Aids and Services

"Supplementary aids and services" ~~means are~~ 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~~ state- or district-wide achievement testing assessments.

## 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~~ audio recording, 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 may invalidate assessment results ~~and or~~ 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~~ state- or district-wide assessments shall be ~~included~~ documented 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~~ compatible 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 technology worn by students who are deaf or hard-of-hearing ~~students~~ in school are functioning properly.
- d. The district is responsible ~~to~~ for appropriately monitoring ing and checking ing 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 at school or being 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-~~r~~Recoupment: The student ~~would regress to such an extent~~ in the absence of an educational program will experience significant regression -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~~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 future 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 student~~ performance data and written documentation. Types of data and information may include, but are not limited to, ~~the following:~~ those listed below.
- 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~~ who 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~~ described 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 intended for a student whose disability requires ~~if~~ special arrangements ~~resulting from the student's disability are required to assist a student with a disability~~ for him or her 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 or assistance getting on and off the bus);
- 2) safety restraints, wheelchair restraints, and or child safety seats;
- 3) accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and or 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 the issues listed below 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~~ A student's cognitive academic language proficiency (CALP) shall be determined ~~by administering appropriate language dominance tests~~ using the State adopted English language proficiency assessment.
- 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 hard of hearing, 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**

Section 1111(b)(2) of the Every Student Succeeds Act (ESSA) requires includes requirements that all students participate in statewide assessments.

Students with disabilities ~~are to be included~~ shall participate in all ~~statewide-state-~~ 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-state-~~ and district-wide ~~assessments—without~~ assessments: without accommodations, with supports and accommodations, ~~with adaptations,~~ or by means of the ~~alternate assessment~~ AA. The IEP team determines ~~what~~ the supports and accommodations ~~and/or adaptations to~~ a student will use based on those that are used regularly by the student during instruction or classroom testing and on what is ~~listed~~ documented 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-state-~~ and district-wide assessments:

1. ~~Regular~~ General 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-state-~~ and district-wide assessments without accommodations.

2. ~~Regular~~ General Assessment with Supports and Accommodations

Appropriate supports and accommodations for students with disabilities shall be based on the individual needs of each student. ~~Accommodation~~ Supports and accommodations 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-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~~ Supports and accommodations shall be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The supports and accommodations shall be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery of academic content. Accommodations *do not* invalidate test results.

Students taking state- and district-wide assessments with supports and/or accommodations shall be given opportunities to practice and become familiar with said supports and/or accommodations in the relevant test delivery system before they begin testing.

~~2. 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 *a/ways* 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.~~

3. Alternative Assessments based on Alternate Academic Achievement Standards (AAs)

~~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.~~ AAs are a statewide testing option intended only for those students with the most significant cognitive impairments, in lieu of the general education assessment, with or without supports and accommodations. Participation in AAs reflects the pervasive nature of a significant cognitive impairment and requires that a student meet all participation eligibility criteria. Students with the most significant cognitive impairments represent about 1% of the total student population.

The IEP team shall consider a student's eligibility to participation in AAs on an annual basis using the participation criteria listed below. The IEP team shall document the student's testing status in the appropriate sections of the IEP.

- a. ~~Students Eligible to Take Alternative Assessments based on Alternate Achievement Standards~~ A student must meet **all four** of the following participation criteria to qualify for the AA.

~~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:~~

- ~~2)1)~~ The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations; student has a significant cognitive impairment.
- ~~3)2)~~ The student's course of study is primarily functional skill and living skill oriented (typically not measured by State or district assessments); and student is receiving academic instruction that is aligned with Idaho Core Content Connectors and Extended Science Standards.
- a) The student's instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student.
- ~~4)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 student's course of study is primarily adaptive skills oriented typically not measure by state or district assessments.
- a) Adaptive skills are essential to living independently and functioning safely in daily life, and include, but are not limited to motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety.
- ~~5)4)~~ The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
- a) The student consistently requires individualized instruction in core academic and adaptive skills at a substantially lower level relative to other peers with disabilities.
- b) It is extremely difficult for the student to acquire, maintain, generalize, and apply academic and adaptive skills in multiple settings, across all content areas, even with high-quality extensive/intensive pervasive, frequent, and individualized instruction.
- ~~a) c)~~ The student requires pervasive supports, substantially adapted materials, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

~~b. Students Not Eligible to Take Alternative Assessments based on Alternate Achievement Standards~~ Students shall not qualify to participate in Alternative Assessments based on Alternate Achievement Standards solely based on any of the following reasons:

~~c.b. 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;~~ Having a disability
- ~~2) \_\_\_\_\_ The student is academically behind because of excessive absences or lack of instruction; or~~ Poor attendance or extended absences
- ~~3) \_\_\_\_\_ The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.~~ Native language/social, cultural or economic difference
- ~~4) \_\_\_\_\_ Expected poor performance or past basic/below basic performance on the regular education assessment~~
- ~~5) \_\_\_\_\_ Academic and other services student receives~~
- ~~6) \_\_\_\_\_ Educational environment or instructional setting~~
- ~~7) \_\_\_\_\_ Percent of time receiving special education services~~
- ~~8) \_\_\_\_\_ English Language Learner (ELL) status~~
- ~~9) \_\_\_\_\_ Low reading level/achievement level~~
- ~~10) \_\_\_\_\_ Anticipated disruptive behavior~~
- ~~11) \_\_\_\_\_ Impact of student scores on the accountability system~~
- ~~12) \_\_\_\_\_ Administration decision~~
- ~~13) \_\_\_\_\_ Anticipated emotional distress~~
- ~~14) \_\_\_\_\_ Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment~~

#### 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, and/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~~ unique circumstances and the continuum of services available to meet those ~~needs~~ unique circumstances. 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 or~~ 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~~ for the student.

If the parent/adult student communicates in writing ~~that~~, he or she refuses special education and related services following the evaluation and eligibility 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 team 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 team's proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed 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 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 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 IEP, unless it is an initial IEP. 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 including facilitation and mediation.

**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~~ and a functional vocational evaluation where appropriate;
  - 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~~ a course of study, that will reasonably enable the student in reaching postsecondary goals identified on the IEP which may include postsecondary education and training, employment and career counseling, community participation, independent living or adult services;
  - 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 team meeting, the IEP team must take other steps to ensure the student's preferences and interests are considered;
  - e. ~~if appropriate,~~ evidence that 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~~ complying with the Idaho Content Standards and such applicable district graduation

requirements 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 objectives and 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 team meeting for a school year, the parent/adult student and the district may agree in writing not to convene an IEP team 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 team 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.

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 (3<sup>rd</sup>) 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.

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~~ current IFSP, all addendums/outcomes to the most recent IFSP, other progress reports, evaluations and assessments if within the last six months; and
5. upon invitation, attend the initial IEP team 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. 4. invite ITP representatives, at the request of the parent, to the initial IEP team meeting; and

- ~~6.5.~~ 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 (3<sup>rd</sup>) 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;
  - c. parental written informed consent is obtained; and
  - d. developed according to the IEP procedures outlined in Section 2 of this chapter. If the district elects to use an IFSP, the district is required to implement only the educational components of the IFSP.

**D. Consent and Notice Requirements**

1. Notice Announcing Initial IEP Team Meeting: The district shall inform the parents of their rights to request the participation of ITP representatives at the initial IEP team meeting for children previously served by Part C.
2. Release of Information: The district shall obtain written parental consent for the release of information to obtain pertinent student records from non-educational agencies such as ITP, developmental disabilities agencies, medical providers, day-care centers, and Head Start.
3. Assessments: At the transition planning conference, if further assessments are necessary to determine eligibility, the student's present levels of academic and functional performance, and goals or services on the IEP, informed consent to evaluate is required. (Parental consent for assessment under Part B is required even though the parent may have given consent earlier under Part C). Otherwise, only written notice to inform the parent of the district's decision to use the current evaluation data, and not to conduct any further assessments, shall be provided to the parent. The parent shall also

be informed of his or her right to request additional assessments.

4. Consent for Initial Provision of Special Education and Related Services: Parental consent for the initial provision of special education and related services and written notice for the implementation of the IEP or IFSP under Part B is required. Eligibility, initial provision of services, and LRE placement shall be documented for Part B services.

### 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 (21<sup>st</sup>) birthday.

The IEP team may revise the student's IEP and placement, regardless of the LRE requirements, if the state has demonstrated a bona fide security or other compelling penological interest that cannot be otherwise accommodated.

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## CHAPTER 6: LEAST RESTRICTIVE ENVIRONMENT - TABLE OF CONTENTS

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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 unless the IEP requires some other arrangement. 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.

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## CHAPTER 7: DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

### Section 1. Discontinuation of Services

#### A. Students Who Are No Longer Entitled to Services

The district will follow appropriate procedures to discontinue special education services to students who are no longer entitled to those services.

##### 1. Student No Longer Meets Eligibility Criteria

If it is suspected that a student no longer meets the eligibility criteria for the 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 ~~Regular~~ 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~~ has met the Idaho High School Graduation and such applicable district requirements; 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~~ the Idaho High School graduation and such ~~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 ~~regular~~ 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 the Idaho Content Standards and district requirements that are comparable to a ~~regular~~ high school diploma. The IEP team considering a student with a disability's graduation from high school making these decisions shall include a district representative knowledgeable about ~~State~~ Idaho Content Standards and ~~local~~ such applicable district 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.
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 but will not include exempting or excluding the student from an opportunity to pursue or meet the Idaho Content Standards.
- ~~0) 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.~~

~~4. 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:~~

- ~~e. 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~~
- ~~f. demonstrating proficiency on the content standards through some other locally established plan; or~~
- ~~g-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 p~~Participation in a graduation ceremony does not, ~~in and of itself, equate to the receipt of a regular~~ mean that the student will receive a high school diploma or indicate the completion of a 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~~ the high school diploma at the completion of their secondary program through meeting graduation requirements or criteria established on his or her IEP; this includes students who meet the graduation requirements with accommodations and/or adaptations.
2. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities in the same graduating class.

### Section 4. Grades, Class Ranking, and Honor Roll

Grades earned by students with disabilities will not be categorically disregarded or excluded from district wide grade point average (GPA) standing. The district may establish objective criteria for class rankings, honors, etc., that weight courses according to degree of difficulty or exclude non-core courses so long as such practices are nondiscriminatory.

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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 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); 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:~~

- ~~4. provisions for nondiscriminatory enrollment procedures to be publically displayed on the charter school's website and in the charter school's enrollment application form;~~

- ~~5. 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:~~
- ~~— have special education and related services as identified in student IEPs, in place by the first day of the school year;~~
  - ~~— conduct Child Find activities and evaluations;~~
  - ~~— develop, review, and revise IEPs in accordance with state and federal law;~~
  - ~~— employ and use qualified special education personnel;~~
  - ~~— meet LRE requirements;~~
  - ~~— implement the IDEA discipline procedures; and~~
  - ~~— protect student and parent rights.~~
- ~~13. provisions to employ special education and related services professionals who are appropriately licensed and/or certificated for the duties they are assigned;~~
- ~~14. 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;~~
- ~~15. 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;~~
- ~~16. 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~~
- ~~17. 1. 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~~3. Charter Schools and Dual Enrollment

Under Section 33-204, Idaho Code, parents of public charter school students “shall be allowed to enroll the student in a public school for dual enrollment purposes.” Special education services (specially 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 54. 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;
2. district-to-agency contract funds under a provision of Section 33-2004, Idaho Code;
3. funds to serve high numbers of students with emotional ~~disturbance~~ behavioral disorder under Section 33-2005, Idaho Code; 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 the first Friday in 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 the first Friday in 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 the first Friday in November~~1~~ but before the first Friday in 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 the first Friday in 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~~IDEA 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.

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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~~ IDAPA 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 consistent with the procedures provided in Chapter 13.
  - b. ~~The~~ In response the district will forward the appropriate documentation to the SDE.

- c. The SDE will render a written decision determining whether the district complied with the consultation process requirements and provide the decision to the district and private school official.
- 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~~ or a Service Plan. 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 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, 2017: **10**

- b. The number of public school children with disabilities on December 1, 2017: **90**
  - c. Percentage of private school children with disabilities: A divided by A+B = **10%**
  - d. Total Part B funds allocated for school year 2017-2018: **\$150,000**
  - e. Amount the district shall spend on providing special education and related services to parentally placed private school students in 2017-2018: 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 team 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 team 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.



~~Documents 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.~~

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\_\_\_\_\_

~~District Official~~

~~Date~~

~~Private School Official~~

~~Date~~

~~\_\_\_\_\_~~

~~\_\_\_\_\_~~

~~\_\_\_\_\_~~

~~District Name & Number~~

~~Private School Name~~

~~We agree that the district provided timely and meaningful consultation regarding  
the bulleted items above.~~

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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 Idaho State Department of Education (SDE) is responsible for the design and implementation of a system of general supervision that monitors the fulfillment of the Individuals with Disabilities Education Act (IDEA) of 2007. The activities under the Idaho Special Education Results Driven Accountability (RDA) Monitoring System monitor local education agencies (LEAs) for results and compliance. Based on stakeholder input, the monitoring system includes a focus on providing supports to LEAs to meet the requirements of IDEA.

The Guiding Principles of the Results Driven Accountability Monitoring System are:

- A. Improving educational results and functional outcomes for all students with disabilities, and ensuring that Idaho meets the program required by IDEA, with a particular emphasis on those requirements that are most closely related to improving education results for students with disabilities.
- B. The RDA Monitoring System provides the framework for the SDE to partner with (LEAs to be mutually responsible for student outcomes and is designed to guide and support districts in their pursuit of preparing students with disabilities to persevere in life and be ready for college and careers. To meet the general supervision requirements, the SDE will conduct an annual review of each LEA's performance on a pre-identified set of results and compliance indicators and special conditions areas. Data from the annual review will be compiled into the RDA Determination Report.

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~~ result and compliance data with the IDEA, and progress made toward meeting state goals;
3. identifying districts in one of the following RDA Determination categories: Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention;
- ~~3.4.~~ Identifying districts in of the following Differentiated Levels of Support categories: Support and Guiding, Assisting and Mentoring, Directing;
- ~~4.5.~~ providing professional development and technical assistance statewide and targeted technical assistance to districts demonstrating the highest needs;
- ~~5.6.~~ reporting to the public on the state and districts' performance on state goals; and
- ~~6.7.~~ 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~~ Certification and Professional Standards Department.

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~~ Certification and Professional Standards Department 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~~ Idaho Bureau of Occupational Licenses.
  - b. Vocational education teachers are certificated by the Idaho Division of ~~Professional Technical~~ Career and 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~~ An emergency provisional certificate cannot be used 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. Shortage of Personnel**

If there is a shortage of qualified personnel, the district shall take measurable steps to recruit and hire 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 uniquely qualified in an area and 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. Non-Traditional Route to Certification: An individual may acquire interim certification

through a non-traditional alternative route to teacher certification that is approved by the State Board of Education. 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).

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 qualified staff.

### **C. Paraprofessionals, Assistants, and Aides**

The district may employ paraprofessionals, assistants, and aides who are appropriately trained and supervised to assist in the provision of special education and related services to students with disabilities if they meet standards established by the SDE (find the “Standards for Paraprofessionals Supporting Students with Special Needs” on the SDE website).

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 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.

#### **D. 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.

#### **E. Supervision of Staff**

A teacher and/or a related service provider with appropriate certification or licensure who has been informed of his or her specific responsibilities related to a student's IEP has the primary responsibility to ensure the appropriate implementation of the IEP. The district has policies and procedures for the supervision and evaluation of all certificated/licensed or contracted employees.

The certificated/licensed teacher and/or related service provider will generally be responsible for the supervision of all paraprofessionals, assistants, and aides who provide direct services to students with disabilities. All paraprofessionals, assistants, and aides must have a supervision plan developed by a certificated or licensed professional.

#### **F. Professional Development Plan**

The district will take measures to ensure that all personnel necessary to provide special education and related services according to 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.

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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.

Topic	Chapter
1. parental consent	11
2. written notice	11
3. access to educational records	11
4. independent educational evaluation (IEE)	11
5. the opportunity to present and resolve complaints, including: a. the time period in which to make a complaint b. the opportunity for the district to resolve the complaint c. the availability of SDE mediation d. the differences between a due process hearing complaint and state complaint	13
6. the student's placement during pendency of due process proceedings	13
7. procedures for students who are subject to placement in an interim alternative educational setting (IAES)	12

8. requirements for unilateral placement by parents of students in private schools at public expense	9
9. due process hearings, including requirements for disclosure of evaluation results and recommendations	13
10. civil actions, including the time period in which to file such actions	13
11. attorney fees	13

**B When the Procedural Safeguards Notice Is Provided**

The district will provide a *Procedural Safeguards Notice* that includes a full explanation of the special education rights afforded the parent/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 (17<sup>th</sup>) birthday, the IEP team shall discuss the transfer of special education rights to the student. Special education rights will transfer from the parent to the adult student when the student turns eighteen (18) years of age unless:
  - a. the IEP team determines that the student does not have the ability to make informed decisions with respect to his or her educational program; or
  - b. a parent has obtained legal guardianship from a Court including the scope of educational matters.
2. Basis for Denial of Transfer: During the IEP team 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.
- b. 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.
- c. **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.
- d. **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.
- e. **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 team 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, objectives 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; **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 team 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.

~~3.4.~~ If the district makes a change in the IEP after an IEP team meeting to correct a typographical error which results in a change in the services provided a student.

~~4.5.~~ 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.

~~5.6.~~ 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.

~~6.7.~~ If the district has determined that the student is being removed for disciplinary purposes which constitutes a change of placement.

~~7.8.~~ 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, objectives 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 for fifteen (15) calendar days or as extended through mutual agreement by the district and parent/adult student while the parties work to resolve the dispute.
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. If these attempts fail, ~~the district may request a due process hearing regarding the proposed change, or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing request is filed to obtain a hearing officer's decision regarding the proposed IEP, unless it is an initial IEP~~ 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 or to challenge an eligibility/identification determination.

## 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. 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.

## **Part B** Procedural Safeguards Notice

Revised: June 2016

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](http://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](http://disabilityrightsidaho.org)

*DisAbility Rights Idaho*

*Pocatello Office*

1246 Yellowstone Ave

Suite A-3

Pocatello, ID 83201-4374

Phone: (208) 232-0922

Toll-free: (866) 309-1589

Fax: (208) 232-0938

Web: [disabilityrightsidaho.org](http://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](http://ipulidaho.org)

*Idaho Legal Aid Services*

1447 Tyrell Lane

Boise, ID 83706

Phone: (208) 336-8980

Fax: (208) 342-2561

Web: [idaholegalaid.org](http://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](http://isb.idaho.gov)

*Wrightslaw Idaho Yellow Pages for Kids*

Web:

[yellowpagesforkids.com/help/id.htm](http://yellowpagesforkids.com/help/id.htm)



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## GENERAL INFORMATION

### PRIOR WRITTEN NOTICE

#### 34 CFR §300.503

##### Notice

Your school district must give you written notice (provide you certain information in writing), 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**

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### **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**

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### **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

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### 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

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### 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~~team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent or later revoke (cancel) your consent in writing and the school district does not provide your child with the special education and related services for which it sought your consent, your school district:

1. Is not in violation of the requirement to make a free appropriate public education (FAPE) available to your child for its failure to provide those services to your child; **and**
2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

If you revoke (cancel) your consent in writing at any point after your child is first provided special education and related services, then the school district may not continue to provide such services, but must provide you with prior written notice, as described under the heading **Prior Written Notice**, before discontinuing those services.

### **Parent's Right to Object**

Once you consent to the initial start of services, the school district is not required to obtain your consent to make changes to the IEP. However, if you do not want the school district to implement the changes to the IEP, you must submit your objections in writing. Your written objections must either be postmarked or hand-delivered to the school district within 10 days of receiving the written notice of the changes.

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### **Parental consent for reevaluations**

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your school district does not violate its obligations under Part B of 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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **34 CFR §300.623**

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

## **DESTRUCTION OF INFORMATION**

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### **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:



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

Appropriate future provision of services for all children with disabilities.

## MINIMUM STATE COMPLAINT PROCEDURES

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### 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;

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

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### 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:

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;

The facts on which the statement is based;

The signature and contact information for the party filing the complaint; and

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

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#### 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

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#### 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**

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### **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**

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### **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

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### 34 CFR §300.510

#### Resolution meeting

Within 15 calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the school district must convene a meeting with you and the relevant member or members of the individualized education program (IEP) Team who have specific knowledge of the facts identified in your due process complaint. The meeting:

1. Must include a representative of the school district who has decision-making authority on behalf of the school district; **and**
2. May not include an attorney of the school district unless you are accompanied by an attorney.

You and the school district determine the relevant members of the IEP Team to attend the meeting.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the school district has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

1. You and the school district agree in writing to waive the meeting; **or**
2. You and the school district agree to use the mediation process, as described under the heading *Mediation*.

#### Resolution period

If the school district has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final due process hearing decision, as described under the heading, ***Hearing Decisions***, begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting

is held.

If after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30-calendar-day resolution period, request that a hearing officer dismiss your due process complaint. Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint or fails to participate in the resolution meeting, you may ask a hearing officer to begin the 45-calendar-day due process hearing timeline.

### **Adjustments to the 30-calendar-day resolution period**

If you and the school district agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the school district agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process but have not yet reached agreement, at the end of the 30-calendar-day resolution period the mediation process may be continued until an agreement is reached if both parties agree to the continuation in writing. However, if either you or the school district withdraws from the mediation process during this continuation period, then the 45-calendar-day timeline for the due process hearing starts the next day.

### **Written settlement agreement**

If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

1. Signed by you and a representative of the school district who has the authority to bind the school district; and
2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by the State Educational Agency, if your State has another mechanism or procedures that permit parties to seek enforcement of resolution agreements.

### **Agreement review period**

If you and the school district enter into an agreement as a result of a resolution meeting,



either party (you or the school district) may void the agreement within 3 business days of the time that both you and the school district signed the agreement.

## HEARINGS ON DUE PROCESS COMPLAINTS

### IMPARTIAL DUE PROCESS HEARING

#### 34 CFR §300.511

##### General

Whenever a due process complaint is filed, you or the school district involved in the dispute must have an opportunity for an impartial due process hearing, as described in the ***Due Process Complaint*** and ***Resolution Process*** sections.

Impartial hearing officer

At a minimum, a hearing officer:

1. Must not be an employee of the State Educational Agency or the school district that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of IDEA, Federal and State regulations pertaining to IDEA, and legal interpretations of IDEA by Federal and State courts; **and**
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

Each school district must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

##### Subject matter of due process hearing

The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

##### Timeline for requesting a hearing

You or the school district must request an impartial hearing on a due process complaint within two years of the date you or the school district knew or should have known about the issue addressed in the complaint.

##### Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process complaint

because:

1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; or
2. The school district withheld information from you that it was required to provide to you under Part B of IDEA.

## HEARING RIGHTS

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### 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

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### 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

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### 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**

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### **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**

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### **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.

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#### **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**

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### **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**

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### **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.

1. 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**

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**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

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### 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

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### 34 CFR §300.532

#### General

You may file a due process complaint (see the heading ***Due Process Complaint Procedures***) to request a due process hearing if you disagree with:

1. Any decision regarding placement made under these discipline provisions; **or**
2. The manifestation determination described above.

The school district may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

#### Authority of hearing officer

A hearing officer that meets the requirements described under the subheading ***Impartial hearing officer*** must conduct the due process hearing and make a decision. The hearing officer may:

1. Return your child with a disability to the placement from which your child was

removed if the hearing officer determines that the removal was a violation of the requirements described under the heading ***Authority of School Personnel***, or that your child's behavior was a manifestation of your child's disability; or

2. Order a change of placement of your child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the school district believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

Whenever you or a school district files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings ***Due Process Complaint Procedures, Hearings on Due Process Complaints***, except as follows:

1. The State Educational Agency or school district must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.
2. Unless you and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

You or the school district may appeal the decision in an expedited due process hearing in the same way as for decisions in other due process hearings (see the heading ***Appeal***).

## **PLACEMENT DURING APPEALS**

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### **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

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### 34 CFR §300.534

#### General

If your child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that your child was a child with a disability, then your child may assert any of the protections described in this notice.

#### Basis of knowledge for disciplinary matters

A school district will be deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. You expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or to your child's teacher that your child is in need of special education and related services;
2. You requested an evaluation related to eligibility for special education and related services under Part B of IDEA; **or**
3. Your child's teacher or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the school district's director of special education or to other supervisory personnel of the school district.

#### Exception

A school district would not be deemed to have such knowledge if:

1. You have not allowed an evaluation of your child or have refused special education services; **or**
2. Your child has been evaluated and determined to not be a child with a disability under Part B of IDEA.

#### Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against your child, a school district does not have knowledge that your child is a child with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, your child may be subjected to the disciplinary measures that are applied to children without disabilities who engage in comparable behaviors.

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, your child remains in the educational placement

determined by school authorities, which can include suspension or expulsion without educational services.

If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district, and information provided by you, the school district must provide special education and related services in accordance with Part B of IDEA, including the disciplinary requirements described above.

## **REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES**

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### **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**

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### **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.

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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 (PBS) 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 accommodations or adaptations 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)~~ relevant members of the IEP team, as determined by the parent and 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, requires that whenever a student transfers to a new school and a school record contains information concerning violent or disruptive behavior or disciplinary action involving the student, this information will be included in the transfer of records to the new school. The transmission of the student's record shall include both the student's current IEP, including the FBA, BIP, and any current or previous disciplinary action taken. This information will be contained in a sealed envelope marked to indicate the confidential nature of the contents and addressed to the principal or other administrative officer of the school.

When the district initiates disciplinary proceedings applicable to all students, the special education and disciplinary records of students with disabilities shall be given to authorized district personnel for their consideration in making the final determination regarding the disciplinary action.

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## 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](http://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](http://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~~team meeting or other IDEA-related meeting. The role of the facilitator is to help ~~team~~the IEP team members, including the parents/adult student and the student (when appropriate), communicate more effectively and efficiently. Facilitation supports early dispute resolution by providing assistance to the ~~team~~IEP team before a conflict develops into a formal dispute. A facilitator is trained to help IEP teams collaboratively plan for the IEP team meeting, focus on key issues and move toward productive outcomes. Because the facilitator is not a member of the IEP 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 IEP team. Note: A facilitator will not be responsible for creating or documenting ~~agreements~~decisions made by the IEP team or in any other IDEA related meeting.

Facilitation is offered at no charge to the district or the parent/adult student.

### 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 IEP team 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 not discoverable in pending or subsequent due process hearing or court process, and civil proceeding. ~~parties~~ Parties are provided an Acknowledgment and Notification of Confidentiality. ~~(see the Notification of Confidentiality form in the Documents section of this chapter), w~~ 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

1. 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~~ when a dispute ~~disagreement occurs about the circumstances of the education of a student by the district.~~ The DRC will screen all mediation requests to determine the appropriateness of the mediation process for each individual case.
2. 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 unless the parent/adult child and the district agree in writing to extend the 60 day timeline. The complaint timeline cannot be extended beyond 90 days.
3. 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.

~~1.4.~~ 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. No other records of the mediation will be kept by the SDE.
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 cannot be used as evidence in any subsequent due process hearing or civil proceeding. Parties in the mediation process will be provided a copy of the *Notification and Acknowledgment of Confidentiality* form. (See the *Notification of Confidentiality* 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.

An effective mediation agreement should identify:

- What action(s) will be taken and when the action(s) will begin.
- When the action(s) will be completed.
- Who is responsible for taking the action(s)
- Who is responsible for making sure the action(s) is taken.
- The time period of the agreement.
- A process for review when the actions are completed.
- A plan for making changes to the agreement, if needed.
- What to do if a participant thinks the terms of the agreement are not being completed.
- Statement of confidentiality.
- The date of the agreement and the signatures of the participants.

## 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**

1. Mediation will be offered ~~in a case~~ by the DRC to the complainant and the district when the complaint involves 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:~~

2. The complainant and the district may resolve all, part or none of the allegations in mediation.

If an agreement is reached, the complainant must notify the DRC in writing of the parties agreement. When the DRC receives this notification, any resolved allegations will be dismissed from the state complaint. If all of the state complaint allegations are not resolved, the SDE will investigate the remaining allegations.

~~1-3.~~ 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:

a. **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.

b. **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.

- c. **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.
- 1.2. 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.
- 2.3. 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.
- 3.4. 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.
- 4.5. Provide the parent/adult student a copy of the Procedural Safeguards Notice.
- 5.6. Complainants will be given an opportunity to provide additional information about the allegations, either orally or in writing.
- 6.7. 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.

~~7.8.~~ 8.9. The Dispute Resolution office will investigate a complaint alleging that a final hearing officer decision is not being implemented by a public agency.

~~8.9.~~ 9.10. 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.

~~9.10.~~ 10.11. 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.

~~10.11.~~ 11.12. 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.

~~11.12.~~ 12.13. 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~~ presided over by a hearing officer appointed by the DRC. At the due process hearing, the parent/adult student and the district may presents evidence, cross examines witnesses, and presents the case to ~~an impartial~~ the hearing officer. The hearing officer renders a written 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~~ available 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~~ only available 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.
  - ~~b.~~ c. If a parent/adult student disagrees with an IEP or placement change by the district and have filed a written objection to all or parts of the proposed IEP or change in placement in writing within ten (10) calendar days of receiving written notice of the proposed change, the district may not implement the amended IEP for 15 days, unless a request for a due process hearing is filed by the parent/student during which time the student shall remain in the current placement unless otherwise agreed by the district and parent/student. The written objection cannot be used to delay the district from placing a student in an Interim Alternative Educational Setting (IAES) or the implementation of an initial IEP.
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.~~e. a determination if a proposed IEP is appropriate even if the parent/adult student has not filed a formal objection, for example following a state complaint investigation.

**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 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.
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~~action for state court review shall be filed within twenty-eight (28) days from the date of issuance of the hearing officer's decision; any ~~appeal to~~action in 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:~~

~~award reasonable attorney fees as part of the costs to the prevailing party; and~~

~~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~~

~~Attorney fees may not be awarded:~~

~~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~~

~~for mediation that is conducted prior to a request for a due process hearing.~~

~~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:~~

~~the district makes an offer at least ten (10) calendar days before a due process hearing or a civil proceeding begins;~~

~~the offer is not accepted by the parent/adult student within ten (10) calendar days after it is made; and~~

~~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:~~

~~during the course of the action or proceeding, the parent/adult student or his or her attorney unreasonably extended the final resolution;~~

~~the amount of the award unreasonably exceeds the prevailing rate in the community for similar~~

~~services by attorneys of reasonably comparable skills, reputation, and experience;~~  
~~the time spent and legal services rendered were excessive considering the nature of the action;~~  
~~the attorney representing the parent/adult student did not provide the information required in a due process hearing request; and/or~~  
~~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~~

~~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.~~

~~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.~~

An IDEA hearing officer appointed by the DRC does not have the authority to consider or award attorney fees. Only a state or federal district court will have jurisdiction in to consider an award the awarding, determination, or prohibition of attorney fees in and IDEA matter.



[Documents](#)

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If applicable, we agree that this Mediation Agreement will serve to amend the existing Individualized Education Program. Yes \_\_\_\_\_ No \_\_\_\_\_

~~Initials~~

Parent/Adult Student Signature(s)	Local District or Agency Signature(s)
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**TAB 5 Attachment 2 Page 348**

**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:** \_\_\_\_\_  
\_\_\_\_\_

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**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:

\_\_\_\_\_

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**TAB 5 Attachment 2 Page 352**



**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: \_\_\_\_\_

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**TAB 5 Attachment 2 Page 354**

**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:** \_\_\_\_\_ **District Information:** \_\_\_\_\_

Student Name: \_\_\_\_\_ District Contact: \_\_\_\_\_

Address: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Telephone: \_\_\_\_\_

School Student Attends: \_\_\_\_\_

Student's Grade: \_\_\_\_\_

(Complete if the information is available)

Student's Attorney: \_\_\_\_\_

(Complete if the information is available)

District's Attorney: \_\_\_\_\_

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**STATE DEPARTMENT OF EDUCATION  
JUNE 20, 2018**

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**SUBJECT**

Red Tape Committee Recommendations

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-320, Idaho Code - Continuous Improvement Plans  
Section 33-1212A(6), Idaho Code - College and Career Advisors  
Section 33-1616(4), Idaho Code - Literacy Intervention  
Section 33-1004B(13) - (14), Idaho Code - Career Ladder  
IDAPA 08.02.01.801. 04, Statewide Continuous Improvement Measures  
IDAPA 08.02.01.801.05, Annual Literacy Intervention Plan  
IDAPA 08.02.01.801.06, College and Career Advising and Mentoring Plan  
IDAPA 08.02.02.015.10.c, Administrator Certificate Renewal

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well Educated Citizenry, Objective D: Quality Education

**BACKGROUND/DISCUSSION**

In the fall of 2017, Superintendent Ybarra met with school district administrators during regional meetings, and a common concern was voiced about reporting requirements to the different state agencies. Administrators expressed frustration with the duplication of reporting, the consistency of reporting submittals, and other issues.

To address the concerns, district administrators and charter school directors across the state volunteered to serve on a working group, the Red Tape Committee (Committee), to bring forward recommendations to reduce the paperwork while maintaining accountability. Committee members include:

- Jodie Mills, Chief Academic Officer, Caldwell School District
- Don Coberly, Superintendent, Boise School District
- David Aiken, Superintendent, Lapwai School District
- Wendy Moore, Superintendent, Genesee School District
- Lisa Sherick, Superintendent, Jefferson County School District
- Michael Jacobson, Superintendent/Principal, Swan Valley School District
- Craig Woods, Superintendent, Notus School District
- Laura Sandidge, Administrator/Special Ed Director, Another Choice Charter School
- Shane Pratt, Administrator, Rolling Hills Public Charter School
- Karen Haines, Principal, Inspire Connections Academy
- Cindy Johnstone, Director of Curriculum and Assessment, Vallivue School District
- Robin Gilbert, Superintendent, Payette School District
- Mary Ann Ranells, Superintendent, West Ada School District
- Molly Stein, Superintendent, Soda Springs School District
- David Sotutu, Superintendent/Principal, North Gem School District

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- Katharine McPherson, Region II Director, Idaho Association of School Business Officials
- Ron Anthony, Superintendent, Buhl School District
- Sandra Miller, Assistant Superintendent, Cassia County School District

Agency staff support includes:

- Pete Koehler, State Department of Education
- Tim McMurtrey, State Department of Education
- Helen Price, State Department of Education
- Allison Westfall, State Department of Education
- Tamara Baysinger, Public Charter School Commission
- Tracie Bent, Office of the State Board of Education
- Christina Linder, Office of the State Board of Education
- Heather Luchte, Division of Career Technical Education

The Committee and staff convened January 10, 2018. Members shared specific concerns gathered from their colleagues and grouped those concerns into six broad categories for review:

1. Evaluation audits/evaluation reporting/certification
2. Accountability reporting: Continuous Improvement Plans, Literacy Plans, Career and College Advising Plans, and Charter School Performance Certificates
3. ISEE/Financial Reporting
4. Career Technical Education
5. Transportation
6. Other

On February 21, the Committee reviewed and discussed Categories 1 and 2 and asked staff in the State Department of Education to draft recommendations to address the concerns. Draft recommendations were provided to the Committee to gather feedback from their regions, and recommendations were reviewed at five regional Legislative Roadshow meetings in April.

On May 1, the Committee reviewed and discussed feedback on the draft recommendations and asked the State Department of Education to finalize recommendations (Attachment 1) for presentation to the State Board of Education at its June meeting.

## **IMPACT**

If implemented, these recommendations will reduce the administrative burden of school districts and charter schools across the state, allowing administrators and their staff to dedicate more time and energy to the education of their students. This will ultimately increase the likelihood that school districts will achieve the goals described in their plans. Department and Board staff will work to amend internal

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processes and programs and to initiate changes to statute or rule necessary to implement the recommendations.

**ATTACHMENTS**

Attachment 1 – Red Tape Committee Recommendations

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff presented information to the committee during the meetings and provided feedback to the Department on the written recommendations. As part of the presentations, staff walked the group through the school district/charter school plan submittal and acceptance process and explained districts have had the ability to submit the three statutorily required plans as a single consolidated plan. The group was also updated on improvements that were in progress based on feedback received directly from school districts/charter schools this last year. Updates included the creation of a single template for a consolidated plan (Previously only individual optional templates were provided) and a change in the evaluation review process, where administrators who were picked for an on-site review would not also have to complete the desk audit. The on-site reviews are a more extensive review of the evaluations for a randomly selected limited number of the administrators selected each year for review. The committee was also updated on the work staff were doing to change the way administrators were randomly picked to have a more distributed selection. During the first two years staff have found a strictly random selection of administrators, regardless of the districts or charter school they serve in, was resulting in administrators from our larger districts being picked every year while administrators in our smaller districts were not being picked at all. The methodology staff will be looking into for the 2018-2019 school year eliminate administrators that had been selected during the previous year from the sample and weight administrators serving in districts or charter schools that had not previously been selected. Following the discussion of the committee staff added language to the plan templates explaining how school districts/charter schools could use the school district report card to report progress on those performance measure that are the same in their plans and required to be reported on the district/charter school report cards.

The following recommendations are in alignment with processes Board staff have been or were in the process of implementing:

- Recommendation 1, an optional consolidated plan template has been posted to the Board website along with the other single subject plan templates.
- Recommendation 3, the templates have been updated to include how to link and use the Report Card to report out on effectiveness/progress of the plans
- Recommendation 6, administrators who were reviewed in 2017-2018 were not included in the pool of administrators that will be used for the 2018-2019 reviews

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Board staff, in collaboration with the Public Charter School Commission, will look into the feasibility of a single template that could meet the various plan requirements and the charter school performance certificate reporting requirements that may address Recommendation 2.

When discussed in the Committee, Recommendation 5, was to provide the assurance page in lieu of staff reviewing the actual evaluations. While staff could provide an assurance page that the identified parties sign, this could replace the current review without a statutory change. Recommendations 4, 5, and 7 would require statutory amendments to be fully implemented.

**BOARD ACTION**

I move to accept the recommendations of the Red Tape Committee as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

OR

I move to accept recommendation 1 of the Red Tape Committee as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to accept recommendation 2 of the Red Tape Committee as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to accept recommendation 3 of the Red Tape Committee as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to accept recommendation 4 of the Red Tape Committee as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



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I move to accept recommendation 5 of the Red Tape Committee as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to accept recommendation 6 of the Red Tape Committee as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to accept recommendation 7 of the Red Tape Committee as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# **|| Red Tape Committee Recommendations**

## **CONTINUOUS IMPROVEMENT PLAN (CIP), LITERACY PLAN (LP) AND COLLEGE AND CAREER ADVISING PLAN (CCA)**

1. **The Committee recommends** combining the CIP, LP and CCA into a single plan to be posted to the district/charter website by October 1 of each school year. Templates currently exist to support the combination of the CIP, LP and CCA into a single plan.
2. **The Committee recommends** creation of a combined, single plan template for charters to use which will supplement the information required by the Charter School Performance Certificate.
3. **The Committee recommends** the state Report Card be revised to include the statewide continuous improvement measures and effectiveness metrics required in the CIP, LP and CCA. A link to this information will satisfy state reporting requirements. Local performance goals and progress toward those goals must be reported in the plan.
4. **The Committee recommends** the addition of a form to the combined, single plan, signed by the district/charter administrator and governing board, providing the assurance that report card data has been reviewed and performance targets amended as needed.

## **EVALUATION REPORTING, AUDITS, AND CERTIFICATION**

5. **The Committee recommends** the Office of the State Board provide a Summative Evaluation Assurance form for signature by both the administrator performing the evaluation and the educator being evaluated, to be permanently kept in the educator's personnel file with the summative evaluation in lieu of observation notes. The form shall include the following assurances:
  - All 22 components of the Danielson framework were evaluated.
  - At least two observations informed the performance measure portion of the summative evaluation, one of which was completed prior to January 1 of the current school year.
  - A rating of 1 – 3 or 1 – 4 was indicated on the summative evaluation.

In addition to the assurance page, evaluation reviews will still include evidence of the following:

- A measure of professional practice was used and identified on the evaluation.
  - A measure of student achievement was used and identified on the evaluation.
  - The evaluator completed training in teacher evaluation accordance with IDAPA 08.02.02.015.10 d (Evaluator signature only).
6. **The Committee recommends** an administrator selected for review be exempt from the sample if that administrator was found compliant in the previous review.
7. **The Committee recommends** an administrator who teaches a 3-credit course in the Danielson framework be exempt from the 3-credit recertification requirement until the end of the 5-year recertification period during which the class is taught.