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IDAPA 08
TITLE 02
Chapter 05

08.02.01 - INSTRUCTION PROGRAMS AND TEXTBOOKS
STATE BOARD OF EDUCATION FOR PUBLIC SCHOOLS, K-12

001. -- 099. (RESERVED).

100. CURRICULUM MATERIALS, CHARGES FOR.

New Curriculum materials will be sent to other State Departments of Education without charge. A charge will be made to out-of-state teachers and students and others using these materials for personal use. (5-17-93)

101. -- 109. (RESERVED).

110. COURSES OF STUDY.

Pursuant to Section 33-118, Idaho Code, the State Superintendent of Public Instruction shall cause to be prepared courses of study, syllabi, study guides, and other instructional aids for required and other commonly taught subjects in the public schools of the state of Idaho. Notwithstanding the above, the State Administrator of Vocational Education shall cause to be prepared courses of study, syllabi, study guides, and other instructional aids for vocational education programs in the public schools of the state of Idaho. (5-17-93)

111. -- 119. (RESERVED).

120. COMPREHENSIVE HEALTH EDUCATION.

01. Health Education Programs. Elementary and secondary schools in the state shall provide comprehensive health education to all students. A comprehensive health education program shall consist of planned, sequential learning experiences that assist students to achieve desirable knowledge, understanding, attitudes and practices related to personal, family and community health issues. The kindergarten through grade twelve (K-12) health curriculum shall contain instruction in substance use and abuse and the prevention and control of diseases and disorders, including HIV/AIDS and other sexually transmitted diseases. The content of instruction in human sexuality and family life shall be determined solely at the local level by the local school board, with the involvement of parents and school district community groups. Nothing contained herein shall require instruction in family life or sex education beyond that authorized in Section 33-1605 and Sections 33-1608 through 33-1611, Idaho Code. This section was legislatively modified by SCR 110 during the 1991 Session. (5-17-93)

02. Objection to Topics of Study. Any student whose parents or guardians have submitted a signed statement to school officials stating their objections to a topic or topics within a specific health course shall be released from the class when those topics are studied. Students excused from the study of a prescribed topic may be asked to study and report on other health-related topics. (5-17-93)

121. -- 129. (RESERVED).

130. REHABILITATION COURSES FOR HIGH SCHOOL DIPLOMA.

01. Rehabilitation Program. Any student, parent, or court may present, through the local school district to the State Board of Education for approval, a program which will enable the student to complete the number of units required for graduation from the local high school. Student must be a legal resident of the state. Any program presented may consist of, or include, either correspondence courses or instructional courses. (5-17-93)

02. Correspondence Courses. Correspondence courses must be taken from the University of Idaho. In the event a course is not offered by the University of Idaho, it may be obtained from any other college or university in or outside of Idaho, which is accredited by one of the regional college accrediting associations recognized by the State Board of Education. Schools accredited by the National Home Study Council are not acceptable. (5-17-93)

03. Qualified Instructors. Any student may be instructed by a teacher qualified to teach in the course being taught or by a person qualified by training in the subject field which is to be taught. All instructors shall be required to have the approval of the local school district. Any prescribed program of study (correspondence or

instructional) submitted for State Board of Education approval shall: (5-17-93)

a. Be planned and approved by the local school district of which the student is a resident, or by the high school which has the student's records. (5-17-93)

b. Indicate how the costs shall be born--tuition, fees, textbooks, etc. (5-17-93)

c. Include a transcript which must show dates of attendance, subjects taken, grades received, credits earned, and units required for graduation from the local school. (5-17-93)

d. List the courses which must be completed and credits earned to complete the graduation requirements of the local school in effect at the time of the request. (5-17-93)

e. Indicate the willingness of the school district to provide assistance to the participating student and to administer all correspondence work tests. (5-17-93)

04. Record of Completion. Work completed (regular, correspondence, and instructional) shall be recorded in the district where the program originated. (5-17-93)

05. Submission of Transcript. Upon completion of the program, the local school district shall submit a transcript to the State Board of Education indicating the additional credits earned. (5-17-93)

06. Issuance of Diploma. Upon receipt of the transcript, the State Board of Education will issue a state high school diploma, designating the credits earned in residence at the high school and the additional credits earned. No diploma will be issued prior to the regular graduation date of the class. (5-17-93)

131. -- 139. (RESERVED).

140. GENERAL EDUCATION DEVELOPMENT TESTS/IDAHO HIGH SCHOOL EQUIVALENCY CERTIFICATE.

The primary objective of the State Board of Education is to have all students complete their formal education and graduate from high school. However, students who drop out of school and believe it is in their best interest to take the G.E.D. test may do so under the following conditions and, upon successful completion of all G.E.D. requirements, may apply for an Idaho High School Equivalency Certificate. (5-17-93)

01. General Education Development Tests. General Education Development (GED) tests are given by approved testing centers. Fees are set by the testing centers. For successful completion, the test-taker must earn a standard score of no less than forty (40) on each of the five (5) tests and must earn an average standard score of forty-five (45) on all five (5) tests. The testing centers will provide an American Government test for individuals who do not have credit in American Government and who plan to apply for an Idaho High School Equivalency Certificate. (5-17-93)

02. Resident Eligibility Requirement. To be eligible to take the GED tests, the applicant must be a bona fide resident of the State of Idaho at the time of application. Residency is not gained or lost by reason of military service. (5-17-93)

03. The applicant must satisfy one (1) of the following age criteria: (5-17-93)

a. The applicant must be at least eighteen (18) years of age; or (5-17-93)

b. The applicant may be sixteen or seventeen (16 or 17) years of age and be one (1) year or more behind in credits earned, or be expelled from school, be pregnant, or be a parent. In such cases, the applicant is eligible if the applicant's school grants its permission in writing for the applicant to take the GED tests and such permission is on file at the testing center prior to any testing. The school may give its permission only after the applicant and his or her parent or guardian submit in writing a request for the applicant to take the GED tests and the applicant and the applicant's parent or guardian have met with school officials to review and discuss the request. (In cases where the applicant is not living with a parent or guardian, the parent or guardian's permission is not

necessary.); or

(5-17-93)

c. The applicant may be sixteen or seventeen (16 or 17) years of age and be entering college, entering the military, entering an employment training program such as the Job Training Partnership Act (JTPA) or other state or federally-approved program, enrolled in an Adult Basic Education Program, enrolled in the Job Corps, or incarcerated. In such cases, the applicant is eligible if the institution involved applies in writing for the applicant to take the GED tests and such application is on file at the testing center prior to any testing. (5-17-93)

04. Idaho High School Equivalency Certificate. The State Department of Education will issue an Idaho High School Equivalency Certificate to eligible applicants. The normal fee for issuing a certificate is five dollars (\$5); however, the fee will be waived for military service personnel, and veterans. To be eligible, an applicant must submit the following to the State Department of Education: (5-17-93)

a. An official report of GED test results showing successful completion of all requirements. Test scores are accepted as official only when reported directly by official GED Testing Centers, the Transcript Service of the Defense Activity for Non-Traditional Education Support (DANTES), Veterans Administration hospitals and, in special cases, the GED Testing Service. (5-17-93)

b. An official transcript showing completion of a course in American Government including study of the U.S. Constitution and principles of state and local government. This requirement may be met by resident study in high school or college; by correspondence study from an accredited university, DANTES; or by successfully passing the American Government test furnished by the testing center. (5-17-93)

c. A completed form DD295 on all service personnel. This form is not required of veterans and non-veteran adults. (5-17-93)

d. A copy of a discharge if the applicant is a veteran of military service. (5-17-93)

e. Once eligibility is established, the State Department of Education will furnish the applicant with a special application form. Upon completion of the application and payment of the five dollar (\$5) processing fee, the applicant will be awarded an Idaho High School Equivalency Certificate. (5-17-93)

141. -- 149. (RESERVED).

150. HOME STUDY COURSES.

The State Department of Education has developed a procedure for home study programs when there are no schools available and attendance in school would constitute an undue hardship for the child; the local board of education has examined the circumstances and recommends that a home study course or program for the child be approved by the State Superintendent of Public Instruction; and the local school district agrees to assume responsibility for supervision, testing, recording of credits earned, and issuance of certificates and diplomas in line with district policies (this policy will be in force in all cases not covered by school law). (5-17-93)

151. -- 159. (RESERVED).

160. AMERICAN SCHOOL.

The American School correspondence courses are acceptable for high school credit by the schools in Idaho at the option of the local board of education. (5-17-93)

161. -- 169. (RESERVED).

170. ADVANCED STANDING EXAMINATIONS.

01. Examinations for Credit. Examinations for credit in courses offered by the University but covering work done in non-accredited institutions, high schools, private study, or technical employment may be given to students registered or intending to register as candidates for a degree from the University of Idaho under approved regulations on Admissions and Advanced Credit. Examinations may be taken on campus or off campus under supervision approved by the University. College credit will be given at the discretion of the departmental faculty

concerned but no grade will be entered on the student's record. Complete regulations governing these examinations are printed on the application blanks. Advanced standing examinations may not be taken during the student's last semester in residence. A student may offer toward his degree up to one-fourth (1/4) of the credits required for graduation in his curriculum by a combination of advanced standing examinations, correspondence and field extension courses. A maximum of thirty-two (32) hours by correspondence, field extension courses, or a combination of the two (2) may be used toward fulfilling degree requirements. A superior student may thus graduate in a minimum of three (3) years. (5-17-93)

02. Required Score. Students who have had advanced placement courses or the equivalent in high school must score three, four, or five (3,4 or 5) on the Advanced Placement Test of the College Board (CEEB) to be considered for college credit. These tests are offered in the following areas: English, history, languages, mathematics, chemistry, biology and physics. (5-17-93)

171. -- 179. (RESERVED).

180. RELEASED TIME PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS.

In the view of the State Board of Education, public elementary and secondary school programs which permit the practice of releasing students from school for the purpose of attending classes in religious education or for other purposes should observe certain practices which are in keeping with the present state of the law. These practices are designed to insure that the public school operation is not adversely affected and that public funds and property are not used for sectarian religious instruction in a way which violates the United States Constitution, the Idaho State Constitution or state law (Section 33-519, Idaho Code). These practices should include the following: (5-17-93)

01. Scheduling. The local school board shall have reasonable discretion over the scheduling and timing of the release program. Released time programs may not interfere with the scheduling of classes, activities and programs of the public schools. (5-17-93)

02. Voluntary Decision. The decision of a school district to permit released time programs for kindergarten through grade eight (K-8), as well as the decision of individual students to participate, must be purely voluntary. (5-17-93)

03. Time Limit. Released time shall be scheduled upon the application of a parent or guardian of a student in grades nine through twelve (9-12), not to exceed five (5) periods per week, and not to exceed one hundred sixty-five (165) hours during any one (1) academic school year. (5-17-93)

04. Location. Released time programs shall be conducted away from public school buildings and public school property. (5-17-93)

05. Request by Parent. No student shall be permitted to leave the school grounds during the school day to attend released time programs except upon written request of a parent or guardian that is filed with the school administration. Such written request by the parent will become a part of the student's permanent record. (5-17-93)

06. Record Maintenance. When a student, upon written request of his parent or guardian, is given permission to leave the school grounds to attend a released time program, the public school shall not be responsible for maintaining records of attendance in such programs. The school district shall maintain a record of each student's daily schedule that indicates when a student is released for classes in religious education or for other purposes. (5-17-93)

07. Liability. It is the responsibility of the school district to insure that no public school property, public funds or other public resources are used in any way in the operation of these programs, nor shall the school district be liable for any injury, act or event occurring while the student participates in such programs. (5-17-93)

08. Course Credit. No credit shall be awarded by the school or district for satisfactory completion by a student of a course or courses in released time for religious instruction. Credit may be granted for other purposes, at the discretion of the local school board. (5-17-93)

09. Separation from Public Schools. Public schools shall not include schedules of classes for released

time programs in school catalogs, registration forms or any other regularly printed public school material. Registration for released time programs must occur off school premises, and must be done on forms and supplies furnished by the group or institution offering the program. Teachers of released time programs are not to be considered members of any public school faculty and should not be asked to participate as faculty members in any school functions or to assume responsibilities for operation of any part of the public school program. (5-17-93)

10. Transportation Liability. Public schools and school districts shall assume no obligation or responsibility for the health, safety and welfare of students while they are being transported to and from or participating in released time programs. (5-17-93)

181. -- 189. (RESERVED).

190. ELEMENTARY SCHOOL APPROVAL.

01. Elementary Approval Process. (5-17-93)

a. The State Board of Education shall appoint two (2) people from each of six (6) regions of the state to the Elementary Approval Committee. These committee members shall serve rotating terms of four (4) years each and shall work with the State Department of Education to implement the elementary approval process. (5-17-93)

b. The purposes of the elementary approval process are to monitor school compliance with Idaho State Board of Education Policy; to gather data on the schools and their ability to function effectively; to report information about Idaho schools to the public; and to encourage school evaluation and instructional improvement. (5-17-93)

02. Elementary Approval Process Ratings. (5-17-93)

a. "Approved" shall be given when a school equals or exceeds the standards. A school may be "Approved with Comment" when it has only minor deviations from a particular standard or standards. (5-17-93)

b. "Advised" may be given when a school deviates from one (1) or more standards. An "Approved with Comment" rating need not precede the advised rating. (5-17-93)

c. "Warned" may be given when a specific deviation or deviations from the standards has existed for more than one (1) year. Normally a school will receive an "Advised" rating prior to receiving a "Warned" rating. (5-17-93)

d. "Dropped" is a rating that indicates a school is removed from the list of approved elementary schools. A school may be dropped from approved status after two (2) years of consecutive "Warned" ratings. Once "Dropped," significant improvements must be made to correct deviations from the standards for a school to regain a "Warned," "Advised," or "Approved" rating. (5-17-93)

03. Appeal Process. (5-17-93)

a. The Elementary Approval Committee shall notify school districts of the recommended approval rating for their schools at least thirty (30) days prior to State Board action. If the district wishes to appeal the approval rating, the superintendent must send a written appeal to: Elementary Approval Committee, State Department of Education, P.O. Box 83720, Boise, Idaho 83720-0027. (5-17-93)

b. Appeals regarding elementary school approval ratings should be based on one (1) of the following: the district erred in filling out the report; the committee misinterpreted the information supplied by the district; or the committee misinterpreted the State Board of Education standards. (5-17-93)

c. Written appeals shall be received by the Elementary Approval Committee not less than fourteen (14) days prior to the State Board of Education action. (5-17-93)

d. All appeals shall be considered by a subcommittee of the Elementary Approval Committee prior to

State Board of Education action. (5-17-93)

e. When a district has appealed the decision of the Elementary Approval Committee and continues to be dissatisfied with the recommended rating, it may then request a review by the State Board of Education. (5-17-93)

04. Waiver from Standards. The elementary approval committee will recognize the need for flexibility in applying the standards in order to provide for changes in curriculum content, improved methods of instruction, and experimental programs. Any waiver from the standards for the purpose of implementing pilot programs, educational research, or experimental projects shall first be approved by the State Department of Education. The report of approved projects shall be submitted as a part of the next annual report and shall include: (5-17-93)

a. Aims and objectives of the project and an explanation of how it fits into the total school program; (5-17-93)

b. An explanation of how the project results in deviation from specific standards for which a waiver was requested. (5-17-93)

c. The anticipated duration of the project; and (5-17-93)

d. Methods to be used in evaluating results of the project and any conclusions reached from evaluations already made. (5-17-93)

05. Philosophy Standard. (5-17-93)

a. A written statement of philosophy and goals shall be formulated for each district. In addition, the elementary school may have one of its own. (5-17-93)

b. The philosophy statement shall be reviewed by staff annually and revised as needed. (5-17-93)

c. Each school shall continually evaluate its educational program in accordance with its philosophy and objectives. (5-17-93)

06. Elementary School Organization Standard -- Required Instructional Time. (Section 33-512, Idaho Code). (5-17-93)

a. Excluding transportation to and from school, lunch periods, passing times, and recess schools must schedule at least the following instructional times: grades four through eight (4-8), nine hundred (900) hours per year; grades one through three (1-3), eight hundred ten (810) hours per year; and kindergarten, four hundred fifty (450) hours per year. (5-17-93)

b. When approved by the local school board, annual instructional hour requirements stated in Subsection 190.06.a. may be reduced two (2) ways. The first way allows a reduction of up to a total of eleven (11) hours of emergency school closures due to adverse weather conditions and facility failures. When the closure of an individual building within a district for unforeseen circumstances does not affect the attendance of other buildings within the district, the State Superintendent of Public Instruction may grant an exemption from this provision. The second way allows a reduction of up to a total of twenty two (22) hours to accommodate staff development activities. (5-17-93)

c. School assemblies, testing and other instructional related activities involving students directly may be included in the required instructional hours. (5-17-93)

d. Student and staff activities related to the opening and closing of the year, grade reporting, program planning, staff meetings, and other classroom and building management activities shall not be counted as instructional time. (5-17-93)

e. For multiple shift programs, Section 190.06.a. applies to each shift (i.e., each student must have

access to minimum annual required hours of instructional time). (5-17-93)

f. Lunch periods shall not be less than twenty (20) minutes or exceed sixty (60) minutes for any group of students. (5-17-93)

07. Elementary School Organization Standard -- Class Sizes. (5-17-93)

a. Beginning on September 1, 1991, no single kindergarten classroom shall exceed twenty-three (23) students; beginning on September 1, 1992, no single first grade class shall exceed twenty-three (23) students; beginning on September 1, 1993, no single second grade class shall exceed twenty-six (26) students; and beginning September 1, 1994, no single third grade class shall exceed twenty-six (26) students. No single classroom in grades four through eight (4-8) shall exceed thirty-two (32) students. (5-17-93)

b. Classrooms that contain two (2) or more grades shall not exceed a number that is five (5) less than the maximum enrollment allowed for the lowest grade included in the combination classroom. (5-17-93)

c. Any classroom that has one (1) or more students over the maximum enrollment shall have a district employed aide to assist the teacher at least one (1) hour per day per overload student enrolled. (5-17-93)

d. No single classroom shall exceed the standard as stated in Subsection 190.07.c. by more than five (5) students through the use of aides. Aides utilized as part of a specialized program such as Chapter I (Education of the Disadvantaged) shall not be included in calculating classroom loads. (5-17-93)

08. Educational Program and Services Standard -- Courses Required. The following courses shall be taught in the elementary school: arithmetic (elementary math); fine arts (art and music); health (health instruction, safety, physical fitness); language arts (developmental reading, listening, speaking, literature, spelling, composition, handwriting); science (natural science, environment); social studies (citizenship, current affairs, history, geography, government); and career education (integrated into all areas of the curriculum). (5-17-93)

09. Required Instructional Time. All children should spend at least the minimum amounts of time in the following areas of instruction:

MINUTES PER WEEK			
Subject Area	Grades 1-3	Grades 4-6	Grades 7-8
Arithmetic	200	250	Shall be taught in accordance with secondary standards
Fine Arts	150	150	
Health	75	90	
Physical Education	90	90	
Language Arts	675	600	
Social Studies	100	150	
Science	75	100	

(5-17-93)

10. Special Programs. Special Programs to meet the educational needs of exceptional children shall be offered at all grades or levels. (5-17-93)

11. Elementary Libraries. Every elementary school shall be provided with A library facilities, either a central library, circulating classroom collections, or classroom library facilities. All library media materials, both

print and nonprint, and all instructional equipment shall be classified, cataloged, or processed. There shall be continuous evaluation and weeding of the instructional media collection to assure balance, educational value, relevancy, and currency of the collection and its adequacy to support meaningful instruction in the techniques of library research. (5-17-93)

12. Schools With No School Nurse. Schools which do not employ school nurses shall designate a staff member to coordinate the health services deemed necessary. (5-17-93)

13. Comprehensive Guidance and Counseling Program. Every elementary school shall have a comprehensive guidance and counseling program that includes: (5-17-93)

a. A guidance curriculum that identifies competencies to be attained by all students at various stages of their development and provides activities to help them achieve these competencies; (5-17-93)

b. Individualized planning with students and their parents in each domain: personal/social development, educational development, and career development; (5-17-93)

c. Responsive services of counseling, consultation, and referral; and (5-17-93)

d. System support functions that promote effective delivery of guidance services. (5-17-93)

14. Instructional Materials Standard. (5-17-93)

a. Instructional material, equipment and apparatus shall be appropriate to make possible the fulfillment of the educational program. (5-17-93)

b. An inventory of all textbooks, equipment, apparatus and other instructional materials shall be conducted annually. (5-17-93)

c. Textbooks for basic required courses shall be selected from the list of those adopted by the State Board of Education. Private school textbooks may be given approval by the State Elementary Approval Committee. (5-17-93)

d. For purposes of elementary approval, basic textbooks must be on the current textbook adoption list or on the adoption list immediately prior to the current list in any particular curriculum area. If the school does not use an adopted text in any particular subject area, there shall be in use a district approved written curriculum. (5-17-93)

15. Facilities Standard. (5-17-93)

a. The school plant, including grounds, shall be inspected annually for compliance with local health, fire and safety regulations. This inspection shall be performed by administratively appointed personnel or by appropriate city, county, or state authorities. (5-17-93)

b. At least one (1) fire drill shall be held each month during the months of the school year in which classes are held. (5-17-93)

c. Ample play area for various age and interest levels with space for a well-balanced physical fitness program must be provided. Necessary playground and physical fitness equipment shall be furnished. Hazards to safety must be eliminated. (5-17-93)

d. There shall be adequate classrooms as well as laboratories and auxiliary facilities with proper size and design to meet the needs of students and teachers, and to accomplish the objectives and purposes of the district. In applying this standard, a classroom shall not have less than twenty-six (26) square feet of usable space provided per student. (5-17-93)

e. An elementary building designed for an enrollment of one hundred eighty (180) or more students or a total of six (6) or more classrooms, shall have an office and a health room. (5-17-93)

- f. Kindergarten and first-grade classrooms shall be located on the ground floor. (Basic Life Safety Code). (5-17-93)
16. Personnel Standard -- Administrative Personnel. (5-17-93)
- a. The principal shall hold a valid Idaho Administrator's Certificate. (5-17-93)
- b. An elementary school with eight (8) full-time equivalent teachers shall have an administrator, but may be administered by a teaching principal, or by a superintendent who provides elementary administrative and supervisory service within the school day. Schools with seven (7) teachers or fewer may be administered by a "head teacher". (5-17-93)
- c. An elementary school with nine through twelve (9-12) full-time equivalent teachers shall be administered by a principal who devotes at least one-half (1/2) day to administration and supervision. When more than one (1) school of such size is administered by the same principal, the assignment shall be a full-time principalship. (5-17-93)
- d. An elementary school with thirteen through twenty-seven (13-27) full-time equivalent teachers shall be administered and supervised by a full-time principal. (5-17-93)
- e. An elementary school with twenty-eight (28) or more full-time equivalent teachers shall be administered and supervised by a full-time principal with supervisory assistance. (5-17-93)
17. Personnel Standard -- Instructional Personnel. All Idaho elementary school teachers shall hold a valid Idaho Elementary Certificate bearing the specific endorsement required for the service being rendered. (5-17-93)
18. Personnel Standard -- Pupil/Counselor Ratios and Waiver. (09-23-94)
- a. Schools shall provide one (1) certified guidance counselor for each school with four hundred (400) or more students enrolled. Schools with two to four hundred (200-400) students should provide not less than one (1) half-time certified guidance counselor. This requirement shall be fully implemented by September 1, 1995. (9-23-94)
- b. A school district may request a waiver from the State Board of Education of the counselor/counseling requirements, provided that data is submitted to and annually approved by the state elementary approval committee to substantiate that the intent of the board's rules (IDAPA 08.02.05.190.13) is being met by an alternative program model. (Sec. 33-1212, I.C.) (9-23-94)
19. Personnel Standard -- Certified Guidance Counselor. (9-23-94)
- a. All elementary guidance counselors shall hold a pupil personnel certificate endorsed as required by IDAPA 08.02.03.300. (9-23-94)
- b. If there is a social worker, the social worker shall hold a pupil personnel certificate endorsed for school social worker pursuant to IDAPA 08.02.03.300.07. (Sec. 33-1212, I.C.) (09-23-94)
20. Personnel Standard -- Nonteaching Personnel. Each school shall employ nonteaching personnel of sufficient number to insure that the certified personnel are not assigned tasks that are inconsistent with their professional duties. (5-17-93)
21. Administrative Policies and Procedures Standard -- Personnel Policies. (5-17-93)
- a. Each school or district shall have a policy with respect to procurement, assignment and retention of teachers, administrators and noncertified employees that will ensure the attainment of the purposes and objectives of the school. (5-17-93)

b. Each school or district shall have on file an official transcript or a certified copy of the college preparation of each teacher and other information such as type of certificate, experience, and salary. (5-17-93)

c. Each school or district shall establish criteria and procedures for evaluation of certificated personnel. (5-17-93)

22. Administrative Policies and Procedures Standard -- Student Progress and Attendance Reports. (5-17-93)

a. Each school shall have an evaluation procedure for measuring student progress. (5-17-93)

b. The local board of trustees shall develop attendance and tardy requirements for elementary school students. (5-17-93)

c. Pupil permanent records shall be accurately kept. Complete records for each pupil shall be filed in one (1) place. They shall be adequately protected from loss by fire and accessible to all professional members of the staff. If fireproof storage is not available for the complete permanent record, a duplicate summary of the academic record, dates attended, date and place of birth, and parent's name shall be filed in a separate building. (5-17-93)

d. The following specific items shall be included in the pupil's permanent record: subject and year taken; grades recorded and explanation of grading system; individual pupil's attendance by years; record of promotion or retention; name and scores of standard tests taken; and health information. (5-17-93)

e. When a pupil transfers to another school, a copy of the pupil's permanent record and such other data as will be useful in helping the pupil to become established in the new school shall be forwarded promptly when requested by the school (Section 18-4511, Idaho Code). (5-17-93)

23. Administrative Policies and Procedures Standard -- Professional Development Plan. All Idaho public school districts and those private and parochial schools which are participating in the approval process shall develop and implement a District Professional Development Plan. The district shall submit a current draft of this plan each year to the Professional Standards Commission, State Department of Education. (5-17-93)

24. Instructional Improvement Standard. (5-17-93)

a. All Idaho public elementary schools shall comply with Idaho Code and State Board of Education Rules and report annually on the State Elementary Standards report form. Private and parochial schools may participate in the process of approval by complying with Idaho Code and State Board of Education standards and by completing and submitting the appropriate state forms annually. (5-17-93)

b. All public elementary schools and those private and parochial schools which are participating in the approval process are required to complete a self-evaluation every seven (7) years on forms available through the National Study of School Evaluation or through the Idaho State Department of Education. (5-17-93)

191. -- 199. (RESERVED).

200. MIDDLE AND JUNIOR HIGH SCHOOL ACCREDITATION.

01. Middle and Junior High School Accreditation. (5-17-93)

a. The standards for middle and junior high schools make two (2) kinds of provisions. The first provision is for minimum requirements which have been substantiated by research, experience, or the judgment of educators as basic requirements for a satisfactory program of secondary education. The second provision is for recommendations which represent desirable goals for all schools. (5-17-93)

b. The minimum requirements are expressed in terms of shall or must, while the desirable goals are identified by the use of the word should. (5-17-93)

c. The state accreditation committee will recognize the need for flexibility in applying the standards in order to provide for changes in curriculum content, improved methods of instruction, and experimental programs. Any deviation by schools from standards for the purpose of pilot programs, educational research, or experimental projects shall first be approved by the State Department of Education. The report of approved projects shall be submitted as a part of the next annual report and shall include aims and objectives of the project and an explanation of how it fits into the total school program; an explanation of how the project results in deviation from specific standards; the anticipated duration of the project; and methods to be used in evaluating results of the project and any conclusions reached from evaluations already made. (5-17-93)

d. Each middle and junior high school shall submit an accreditation report to the State Department of Education on or before October 15 of each school year. Reports shall be submitted accurately and completely on forms furnished by the State Department of Education. (5-17-93)

e. For the purpose of accreditation, a school organized on the basis of any combination of grades five through eight (5-8) may report as an elementary or a middle school. However, schools in which instruction at any grade level is organized predominantly around subject area specialization in the state mandated curriculum areas, must report as a middle or a junior high school. Schools organized with any combination of grades that include grade nine (9), must file as a junior high school. Any school that contains a ninth grade is also subject to those high school standards described in Section 210 which pertain to the ninth grade. (5-17-93)

f. On the basis of an analysis of the reports submitted, together with information obtained by visiting teams or other designated representatives of the State Department of Education, a report shall be made to the State Board of Education. The State Board of Education then determines whether a school will be classified as accredited or not accredited. (5-17-93)

g. Schools deficient in meeting the standards of the State Board of Education will be advised, warned or dropped from the list of accredited schools according to the type and extent of deviations. The State Board of Education may require immediate corrective action where subsequent reports or examinations reveal significant deficiencies. (5-17-93)

h. When a school has been advised that it does not meet the standards of accreditation, and if after one (1) year the conditions are not satisfactory to the State Department of Education, upon direction of the State Board of Education warning shall be given that if the school is not brought up to standards established by the Board the school may be dropped from the list of accredited schools. (5-17-93)

02. The Educational Program. An effective school has a clearly written statement of philosophy, goals, and policies for directing its educational programs and processes. Effective schools will also have an appropriate program of studies and provision for the infusion of technology into the curriculum. The educational program of a school must recognize and provide for the individual needs, interests, and abilities of all students. It should be concerned not only with accumulation of knowledge, development of skills, and improvement of understanding, but also with the development of interests, tastes, appreciations, ideals and attitudes, and the functioning of these elements in a democratic society. (5-17-93)

03. Philosophy and Objectives. (5-17-93)

a. Each school shall develop a written philosophy of education. The philosophy shall be developed cooperatively by the administration, classroom teachers, departmental specialists, students, and lay patrons. This statement of philosophy serves as a basis for forming a judgment upon the extent to which the school is actually accomplishing its objectives. Each school should determine and develop its own educational philosophy which is consistent within itself and consistent with the needs of early adolescentS boys and girls and with the principles of American democracy. (5-17-93)

b. This statement of philosophy shall be accompanied by a specific listing of objectives which, in turn, shall be reviewed annually by the professional staff and revised as necessary. The statement of philosophy expresses needs of students. The statement of objectives implements these needs in specific goals which are compatible with the school's philosophy. The philosophy and objectives shall be evident in all aspects of the educational program of the school. (5-17-93)

04. Administrative Policies and Practices. (5-17-93)
- a. Provision shall be made to interpret to staff, students, and patrons the administrative policies and practices of the school. The instrument which interprets the administrative policies and practices of the school to staff, students and patrons shall be submitted to the State Accreditation Committee upon request. (5-17-93)
- b. The provision in Subsection 190.04.a shall be made in the form of a manual, handbook, brochure, or other written document which shall be made available to all who are interested. The topics shall include a statement of basic philosophy and objectives; a description of how policies are developed and administered; and results of testing planned to measure student performance and program outcomes. Also included shall be a description of basic practices related to a comprehensive and effective plan for evaluating student achievement; grading system and graduation requirements; attendance (absences, excuses, etc.); pupil personnel services; class programming, including maximum and minimum student loads; special programs gifted, physically and mentally disabled, learning disabled, remedial, etc.); student activities; and fiscal procedures used for accounting of student body funds. (5-17-93)
05. Program of Studies. The optimum development of early adolescents calls for a curriculum characterized by the unity, balance, flexibility, and articulation with other educational units. Since learning experiences may be organized in various ways, school personnel should examine alternatives, select patterns they consider most appropriate, and continually evaluate their effectiveness. The educational program shall include the courses of instruction that maintain and extend knowledge, attitudes, values, and skills begun in the elementary school. (5-17-93)
06. Curriculum. The curriculum should: (5-17-93)
- a. Recognize the educational needs of early adolescents; (5-17-93)
- b. Be based on realistic goals of the school and community; (5-17-93)
- c. Be characterized by unity. All parts should contribute to achievement of the school's objectives. (5-17-93)
- d. Be characterized by balance. Emphasis given to any area or element of the curriculum should be proportionate to its importance in the achievement of the school's objectives. (5-17-93)
- e. Be characterized by articulation. The sequence of learning experiences should be free from gaps and unnecessary repetition. (5-17-93)
- f. Be characterized by flexibility. Provisions are made for individual differences and program changes as students, teachers, and other staff members see the need. (5-17-93)
- g. Reflect a recognition of the value of varying sizes of groups to be consistent with the nature of the instruction. (5-17-93)
- h. Provide for the common and individual needs of students. (5-17-93)
- i. Recognize the student activities program as an extension of the formal curriculum. (5-17-93)
- j. Provide for experimentation with new materials, procedures, and programs. (5-17-93)
- k. Be influenced by follow-up studies of students who have left school. (5-17-93)
- l. Use all resource people available. (5-17-93)
- m. Provide for a system of continuous evaluation. (5-17-93)

- n. Encourage schools to adjust programs based on their continuing evaluation. (5-17-93)
07. Course Offerings. The following courses shall be offered at the middle and junior high school level: language arts, mathematics, science, social studies, physical education, health, music, art, computer education (may be integrated into all courses or offered separately), and special courses for the accelerated, learning disabled and students with other disabilities. (5-17-93)
08. Course Goals. The school should develop a statement of course goals for all courses. (5-17-93)
09. Public Assurance. The school shall demonstrate the ways in which it assures the public that completion of required courses results in quality education. (5-17-93)
10. Required Instruction Time (Section 33-512, Idaho Code). (5-17-93)
- a. Excluding transportation to and from school, lunch periods, passing times, and recess, schools must schedule at least the following instructional times: grades nine through twelve (9-12), nine hundred ninety (990) hours per year; and grades four through eight (4-8), nine hundred (900) hours per year. (5-17-93)
- b. When approved by the local school board, the annual instructional hour requirements stated above may be reduced up to a total of eleven (11) hours of emergency school closures due to adverse weather conditions and facility failures. When the closure of an individual building within a district for unforeseen circumstances does not affect the attendance of other buildings within the district, the State Superintendent of Public Instruction may grant an exemption from this provision. The instructional hours may also be reduced up to a total of twenty-two (22) hours to accommodate staff development activities. (5-17-93)
- c. School assemblies, testing and other instructional related activities involving students directly may be included in the required instructional hours. (5-17-93)
- d. Student and staff activities related to the opening and closing of the school year, grade reporting, program planning, staff meetings, and other classroom and building management activities shall not be counted as instructional time. (5-17-93)
- e. For multiple shift programs, this rule applies to each shift (i.e., each student must have access to the minimum annual required hours of instructional time). (5-17-93)
- f. A specific method of increasing instruction and limiting interruptions to allocated instructional time shall be developed and implemented in each school. (5-17-93)
11. Technology in the Curriculum. Schools should require that technology and its impact be an integral part of each required curricular area. Schools should have adequate technological hardware and software available to each department, including: computers, disks, printers; video play, recording, and filming devices; and courseware for each curricular area. Schools should document the ways in which computers have been used in the instructional and administrative activities of the school. (5-17-93)
12. Attendance. (5-17-93)
- a. Each school shall keep accurate attendance records. (5-17-93)
- b. Each school shall be organized to provide for the individual differences of its students. This may be done by adjusting the program of studies, the materials, the activities and the procedures, or through special classes. (5-17-93)
- c. Lunch period shall OF not be less than twenty (20) Nor exceed sixty (60) minutes. (5-17-93)
13. Pupil Personnel Services. Pupil personnel services are those services designed to give systematic assistance to students. An effective program of pupil personnel services facilitates the total development of each child. Included as part of a comprehensive program of student services are sufficient numbers of counselors and

extensive planning and referral services. Firm, fair, and widely distributed codes of conduct and attendance are provided. (5-17-93)

14. Pupil Personnel Program. Pupil personnel services should be thought of as those services designed to give systematic aid to students. It is recommended that Schools seek to have, and use, the services of qualified social workers, psychologists, and psychiatrists. (5-17-93)

a. In general, the program should include the following: orientation services; analysis of individual differences, including a planned and comprehensive testing program; educational, vocational, health, civic, economic, and social information; counseling; adequate individual inventory records; and follow-up of dropouts. (5-17-93)

b. Student and personnel handbooks shall be submitted at the request of the State Accreditation Committee. (5-17-93)

15. Personnel and Organization. The assigned personnel for guidance shall include a minimum equivalence of one (1) full-time person for each four hundred (400) students enrolled. To compute this four hundred to one (400:1) ratio, counselors shall be counted as well as deans, social workers, psychologists, and psychiatrists assigned regularly to the school. It is expected that teachers and administrators will devote some time to counseling which is not scheduled, but this time will not be used in computing the ratio. (5-17-93)

a. Persons assigned to guidance should be given responsibilities and other assignments which will make their work more effective as counselors. In schools with fewer than one hundred fifty (150) students enrolled, it may be necessary to apply a portion, but not to exceed one-third (1/3), of the administrator's day toward meeting the allotment for guidance services. (5-17-93)

b. Persons assigned to guidance counselors, social workers, psychologists, and psychiatrists) shall meet Idaho certification requirements for these positions. (5-17-93)

c. Schools are encouraged to employ school nurses to coordinate those health services essential to health and protection of the pupils and school personnel. Schools which do not employ school nurses shall designate a staff member to coordinate the health services deemed essential. (5-17-93)

d. Competent school lunch personnel shall be provided. (5-17-93)

16. Student Conduct and Attendance. Each school shall have a written code of conduct that is firm, fair, and widely distributed. Such a code should protect all parties and establish both authority and responsibility with attention to due process requirements. (Section 33-512,6, Idaho Code). (5-17-93)

a. Schools shall have a code of conduct that is cooperatively designed by students, staff, administration, and patrons; fair, consistent, and nondiscriminatory, with consequences clearly detailed; protective of student rights and responsibilities; and widely distributed. (5-17-93)

b. Such a code shall include reference to assembly of students; dress and grooming; search and seizure; attendance; chemical and substance abuse; freedom of expression; use or possession of dangerous items; physical discipline; and student records. (5-17-93)

c. Schools shall have an attendance requirement that provides for consistent and fair application to all students without discrimination. This requirement shall include how absences are defined and processed; how tardies are defined and processed; consequences for failure to meet minimums; processes for dissemination and review of policy; and standards for consistent application without discrimination. (5-17-93)

17. School Plant and Equipment. The school facility, consisting of site, buildings, equipment, and related facilities and services is an important factor in the functioning of the educational program. Because the facility serves as a vehicle in the implementation of the total educational program, the way it is utilized should be predicated on, and consistent with, the stated philosophy and objectives of the school. It should provide for a variety of instructional activities and programs and for the health and safety of all persons involved. The facility should

incorporate aesthetic features which contribute to a positive educational atmosphere and also provide for needed flexibility. (5-17-93)

a. School plant and site. The school plant shall be adequate in size and shall provide attractive facilities for offering a modern program of middle and junior high school education suited to the needs and interests of the students and community. The building shall be adequately maintained to insure the health and safety of its occupants. The site should be large enough to provide ample outdoor activity areas. Custodial service, heating, lighting, ventilation, water supply, and lavatories shall be such to insure hygienic conditions for students and staff. Proper safeguards for the protection of students and staff against such hazards as fire, storm, and earthquake should be taken throughout the buildings and grounds. All personnel shall be trained to cope with such emergency situations. At least one (1) fire drill shall be held each month during the months of the school year in which classes are held. (5-17-93)

b. Equipment. School furniture, equipment, and instructional materials shall be of sufficient quality and quantity to permit full student participation in the instructional program, including the laboratory phases. Materials should be convenient to the classrooms and storage space should be available for equipment not in use. (5-17-93)

c. Inspection of school plant and equipment. An inspection of the school plant and equipment shall be made by an appropriate local school official each school year and all deficiencies and corrections shall be listed on the annual report. The school official may be the administrator, a director of buildings and grounds, or a competent person appointed by the board. (5-17-93)

d. Use of facilities and equipment. School facilities and equipment should be made available to the community. (5-17-93)

18. Instructional Media. The instructional media center is an important part of the educational program of a middle and junior high school. In order to insure that the school instructional media center is adequate to serve its educational function, the following minimum standards are established. (5-17-93)

a. Use of center. The development of a good instructional media center and its proper use are essential to an effective program. The center shall be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible. (5-17-93)

b. The center shall be under the direction of a qualified instructional media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other instructional materials. Close cooperation between the teaching staff and the instructional media specialist is essential to the administration of a good center. (5-17-93)

c. Adequate orientation in the use of the center shall be provided for students and staff. The specialist works to develop in all teachers and students the skills necessary to make them independent, resourceful users of information and materials. Joint planning should be done between the instructional media specialist and teachers to encourage the use of the instructional media center resources in daily class activities. (5-17-93)

d. Facilities. The facilities, space, and equipment of the center shall be adequate for the number of students and should be attractively arranged. The basic instructional media center provides adequate facilities and space for student and teacher use of the facilities for large groups, small groups, individual study, viewing, listening, recording, student and faculty production area, professional materials collection, storage area, and general library-media area. All audiovisual equipment, nonprint and print media of permanent value, exclusive of textbooks, shall be cataloged in the centralized media center. Items may be issued on long-term loan to a department. All media, both print and nonprint, shall be classified, cataloged, and processed for central distribution and inventoried annually. A well equipped production room where instructional materials may be developed and produced. (5-17-93)

e. Classifying, cataloging, and processing of materials. Every item of permanent value, whether print or nonprint, shall be classified and cataloged. A shelf list of all titles shall be maintained. Access to the collection should be through an integrated approach (audiovisual and print items alphabetically arranged in the card catalog or

microfilm catalog) and in dictionary arrangement (author/title/subject and all added entries arranged in one alphabetical dictionary file). The instructional media center shall have a balanced distribution of titles in all classifications, and the collection shall be reviewed annually to eliminate obsolete titles. Eighty percent (80%) of the required minimum number of titles shall be nonfiction. (5-17-93)

f. Repair and replacement. Adequate resources shall be provided to assure regular inspection, repair, and replacement of materials and equipment. (5-17-93)

g. Staffing. The following chart gives the instructional media specialist requirements which shall be observed. The first person shall be a certificated instructional media center specialist who shall provide direct supervision in the media center for the required amount of time as specified by the enrollment; additional people may be clerical or technical.

*Full-time EquivalencyMedia Specialists and other center personnel	School Enrollment
1/4 time	Up to 125
1/2	126 - 250
1	251 - 500
1 1/2	501 - 750
2	751 -1000
2 1/2	1000 -1250
3	over 1250

* The first full-time person must be a certificated instructional media center specialist; additional people may be clerical or technical. Volunteers may be assigned; however, they may not be counted to meet staffing requirements. (5-17-93)

h. Assistants. Larger schools shall provide assistant instructional media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students. (5-17-93)

i. Schedule. No school shall have less than two (2) hours per day of instructional media center time, under the direct supervision of a media specialist, available to students, staff, and others. Schools should keep the library open under professional supervision as long as possible. (5-17-93)

j. Collection Resource. The majority of titles in the school's book collection shall be selected cooperatively by the instructional media center staff, the teaching staff, and students. The Senior High School Library Catalog (H. W. Wilson Company) and the Junior High School Library Catalog (H. W. Wilson Company) are examples of resources available for the creation of a basic collection. The Booklist (American Library Association) is a prominent professional journal which is used to keep the collection current. (5-17-93)

k. Collection Evaluation. There shall be continuous evaluation of the instructional media collection to assure balance, relevancy, and currency. A written selection policy, including a challenged materials statement, shall be adopted and reviewed periodically. This written selection policy shall be made available to the State Accreditation Committee upon request. (5-17-93)

l. Number of titles. The minimum number of titles and volumes, exclusive of government documents and textbooks required in schools of the various enrollments, shall be as follows: two hundred (200) or fewer, two thousand four hundred (2,400) volumes including one thousand nine hundred twenty (1,920) titles (one thousand five hundred thirty-six (1,536) titles shall be nonfiction); two hundred one to five hundred (201-500), four thousand eight hundred (4,800) volumes including three thousand eight hundred forty (3,840) titles (three thousand seventy-two (3,072) titles shall be nonfiction); five hundred one to one thousand (501-1,000), seven thousand two hundred (7,200)

volumes including five thousand seven hundred sixty (5,760) titles (four thousand six hundred eight (4,608) titles shall be nonfiction); and over one thousand (1,000), nine thousand six hundred (9,600) volumes including seven thousand six hundred eighty (7,680) titles (six thousand one hundred forty-four (6,144) titles shall be nonfiction).

(5-17-93)

m. Periodicals. The distribution of periodicals shall be such that all departments in the school will be served. Proper storage and filing space shall be provided for current and back copies of periodicals. All periodicals on the minimum list shall be selected from those included in The Readers' Guide or The Abridged Readers' Guide. A list of all periodicals provided shall be submitted with the annual report upon request of the State Accreditation Committee.

(5-17-93)

n. Newspapers and Periodicals. In addition to one (1) or more daily metropolitan newspaper and one (1) or more local newspaper, the minimum number of periodicals for student use for schools of various enrollments shall be as follows: two hundred (200) or fewer, twenty-five (25) periodicals; two hundred one to five hundred (201-500), thirty (30) periodicals; five hundred one to one thousand (501-1,000), forty (40) periodicals; and over one thousand (1,000), fifty (50) periodicals (20% duplication permitted).

(5-17-93)

o. Materials and equipment. Adequate equipment should be provided for effective use in the instructional program. Examples are: record players, tape recorders, projectors of various kinds, television receivers, screens, cameras, videotape recording and playback equipment. The instructional media center shall have a retrieval and inventory control procedure for equipment. A school which meets the standards by offering library and media services through the use of resources beyond the school itself shall specify such sources. Schools shall provide a list of materials and equipment available through the media center.

(5-17-93)

p. Budget. The minimum annual expenditure for books, periodicals, and audiovisual materials and equipment, including dictionaries and encyclopedias, for schools of various enrollments shall be as follows: two hundred (200) or fewer, one thousand dollars (\$1,000) or seven dollars (\$7) per student, whichever is greater; two hundred one to five hundred (201-500), two thousand dollars (\$2,000) or six dollars (\$6) per student, whichever is greater; five hundred one to one thousand (501-1,000), three thousand dollars (\$3,000) or five dollars (\$5) per student, whichever is greater; and over one thousand (1,000), four thousand five hundred dollars (\$4,500) or four dollars (\$4) per student, whichever is greater.

(5-17-93)

19. Records. The maintenance and protection of student records is essential to the management of the school and is required in the interests of the students and parents.

(5-17-93)

a. Safekeeping. Complete student permanent records shall be filed in one place where they are protected by a fireproof vault, safe, or filing cabinet which meets Underwriters Laboratories Class C specifications. Where fireproof storage is not possible, a duplicate set of records shall be kept in another building.

(5-17-93)

b. Minimum information. The minimum information which student permanent records shall include subjects taken; grades by subject and explanation of grading system; credits (or semester hours) earned and an explanation, if necessary; attendance records; standard test scores; and special honors and awards.

(5-17-93)

c. Supplementary information. Other records should include participation in school activities; citizenship and discipline information; and health information.

(5-17-93)

d. Transcripts. When a pupil transfers to another school, a copy of the pupil's permanent records and such other data as will be useful in helping the student to become established in the new school shall be forwarded promptly when requested by the school (Section 18-4511, Idaho Code). This transfer of records shall be accomplished with notice to the student and parents as required by federal legislation and regulations pertaining to privacy of student records.

(5-17-93)

e. Inventory. An annual inventory of equipment, books, and supplies shall be made and given the protection of a fireproof vault, safe, or file. Where fireproof storage is not possible, a duplicate set of records shall be kept in another building.

(5-17-93)

20. Quality and Improvement of Education Programs. The continuous improvement of the educational

program is essential in providing quality education. Innovative, exemplary, and experimental programs, contemplated or ongoing, teacher improvement programs, and student and teacher participation in program planning are desirable factors which distinguish good schools. (5-17-93)

a. Excessive turnover and efficiency of instruction. The efficiency of instruction may be assessed by the harmony and cooperation of staff members, students, school board members, and patrons of the school; the number of experienced teachers retained over a period of years; the acquired habits of thought and work on the part of students; the general morale of students and teachers; in-service training of staff; curriculum development committees made up of students, staff and patrons; consulting services; needs assessments; evaluations, goal setting, and accountability; research and information programs; and the degree to which the individual needs of students are being met. Circumstances attending a continuously high turnover shall be submitted with the annual report. Too great a turnover of teachers exists in schools of ten (10) or fewer teachers if it exceeds fifty percent (50%); in schools of eleven to thirty (11-30) teachers if it exceeds thirty-five percent (35%); and in schools of more than thirty (30) teachers if it exceeds twenty-five percent (25%). (5-17-93)

b. Evaluation of program. There should be a continuous evaluation of the educational program in terms of stated objectives. There should be constant adaptation and development of the curriculum on the basis of objectives and evaluation carried out as a cooperative enterprise by all staff members under competent leadership. (5-17-93)

c. Collecting, organizing, and interpreting educational information. Organized provisions shall be made for the collection, organization, and interpretation of educationally relevant information for the purpose of developing helpful understandings about individual students and groups of students; improving the effectiveness of school programs; and improving the decision making of students, teachers, administration, and the community. (5-17-93)

d. Tests and measurements. Appropriate measures shall be utilized to systematically measure current student abilities, attitudes, performance, and aptitude. A designated staff member shall coordinate the evaluation program. (5-17-93)

e. Grading system. Reports should be easily understood and be related to the objectives. (5-17-93)

f. Program evaluation. Educational processes and educational outcomes shall be continually evaluated by collecting information from students, staff, parents, and community representatives. Middle and junior high schools should engage in continuous, thoughtful self-analysis, self-evaluation, and self-improvement through the use of the Evaluative Criteria of the National Study of School Evaluation. Each school shall participate in a self-evaluation during each ten (10) year period using the Evaluative Criteria instrument, or some other means of self-evaluation approved by the State Accreditation Committee. (5-17-93)

g. School improvement plans. Schools should have definite on-going plans for school improvement. Such plans should be built upon a careful appraisal of current program quality and effectiveness and should be responsive to organized data collection on student performance. The data gathered, empirical and opinion based, and reported in the school's annual report should include an appraisal of the effectiveness of the program or activity reported. This appraisal should be objective to the degree possible, and should be used to assist in the determination of the degree of quality that may be found in the school. The analysis of quality should lead to the development of plans for an improved program and activities for the following year. The plans should include time frames and an appraisal system. The school should report the results of the annual appraisal. Schools should obtain objective data through such instruments as norm referenced tests or locally generated criterion referenced tests. (5-17-93)

i. Incentive programs for teachers and students. Teachers and students should be recognized and rewarded for high achievement and improved performance. Schools should have an incentive program for teachers which has been developed cooperatively by teachers and administrators. Input should also be obtained from patrons and students. The incentive program should be related to items such as in-service training; availability to all teachers; rewards that are public; both immediate and delayed recognition; opportunities appropriate for the age level of the student; academic achievement; and achievement in other school-related activities and programs. School records shall show the frequency and nature of rewards to teachers, administrators, and students. (5-17-93)

j. Partnerships in the community. School/business partnerships can provide positive benefits to all concerned with education and employment. Schools should establish partnerships whenever and wherever possible. Descriptive data should be collected to show the use of off campus facilities in the total education program.

(5-17-93)

21. Preparation of Professional Personnel. The quality of education is directly related to the personnel who guide and operate the educational programs. The education, experience, and competence of personnel are important factors. How these individuals work together to provide a cohesive, positive learning environment is also important.

(5-17-93)

a. Preparation of professional personnel. Professional personnel shall be in compliance with Idaho certification requirements. Teachers' certificates or a registry of such shall be filed in the school district office. (Section 33-513, Idaho Code.)

(5-17-93)

b. Staff development. A cooperatively developed staff in-service plan that reflects the needs and goals shall be available in the school. The school shall prepare and implement a staff development plan which includes common goals based on shared expectations; supportive staff climate; administrative support; cooperative development; training based on assessed needs of participants; and are school based and teacher centered. The school oriented staff development plan shall have the support of the district board and administration. Evaluation of staff development activities should be both formative and summative and should examine the immediate effect on participants, the extent of transfer to the work setting, and the effect of achieving school goals.

(5-17-93)

22. Administration. The basic responsibility for the administration of a middle and junior high school rests upon the principal. The principal should supervise the instructional program, coordinate all activities of the school, furnish leadership to set and achieve goals to improve the educational program, and carry out the necessary administrative procedures.

(5-17-93)

a. Responsibility. Whenever the principal's duties also include those of the superintendency, many additional responsibilities are involved such as: coordinator of the various units of the school system, intermediate officer between the school board and the subordinate administrators and the teaching staff, and professional advisor to the school board. For such provisions, the major portion of the principal's time should be available for administrative and supervisory responsibilities. The principal should both supervise and coordinate programs and activities and carry out other administrative procedures. The principal should furnish the educational leadership necessary to set and achieve goals and to improve the educational program. The assignment given a principal should call for a description of the amount of time spent on staff development, program evaluation, selection and use of instructional materials, etc. Special provisions should be made for those who serve as superintendent-principal or who have other assigned duties not usually associated with the role of principal.

(5-17-93)

b. Administrative staff size. The administrative staff size shall be at least the numbers as indicated on the administrative staff chart (Subscetion 200.22.d). A person may be counted in only one (1) area at one (1) time.

(5-17-93)

c. The term "Administrator" shall be defined with the following examples: principal, vice principal, dean of students, activity director, department head, attendance director, and athletic director.

(5-17-93)

d. In computing the FTE (Full Time Equivalent) for administrative staff, only such time shall be counted as a person is involved in actual administration during the scheduled school day while released from classroom assignments. Larger schools shall provide administrative assistance in sufficient number to assure satisfactory service to the students. The chart giving the administrative ratio figures follows:

Enrollment	* Administrative Staff
Less than 300	A prorated fraction (not less than 1/2 time)**
300 - 500	1

Enrollment	* Administrative Staff
551 - 1,050	2
Over 1,050	3

* The first assigned person shall be a certified administrator.

** At least one-half (1/2) of the school day shall be available to the principal for administrative and supervisory activities. (5-17-93)

e. Size of school. Each member school shall employ the equivalent of six (6) full-time staff members in grades seven through nine (7-9). Exceptions: The State Accreditation Committee may employ special criteria to admit necessarily existent, small schools which employ fewer than six (6) full-time staff members, provided out-of-school personnel and resources are available to supplement the regular teacher corps. Staff members who may be included are teachers, administrators, counselors, instructional media specialists (librarians), and para-professionals who directly assist in the instructional program based upon the formula listed under Teacher Load (Subsection 200.23). Do not include secretarial personnel. (5-17-93)

f. There shall be one (1) clerical worker for each three hundred fifty (350) students or major fraction thereof. Only clerical staff (adults or students) being paid for services can be counted. However, regardless of size, no school shall have less than a half-time secretary, exclusive of those required to meet the instructional media standard.

Based on enrollment	Required clerical staff (full-time equivalency) exclusive of those required to meet Instructional Media Center Standard
Less than 175	Not less than 1/2
176 - 525	1
526 - 875	2
876 - 1255	3
Over 1255	4

(5-17-93)

23. Teacher Load. Student-teacher ratio is a crucial element in the assurance of effective education. Standards which define adequate ratios are necessary to protect this principle. No school shall show excessive teacher load. This shall be interpreted to mean that: (5-17-93)

a. The enrollment of students as shown in the annual report divided by the full-time equivalency of classroom teachers and para-professional aides to teachers shall give a quotient not greater than twenty-five to one (25:1). The student-teacher ratio is to be determined by dividing the total enrollment of students as of October 1, by the full-time equivalency of classroom teachers, certificated instructional media center personnel, para-professional teacher aides and instructional media center personnel for such time as they give to instruction. Para-professional aides shall be counted as follows: each teacher aide shall count as one-third (1/3) of a teacher (eighteen (18) hours of aide time = one (1) teacher). (5-17-93)

b. The teacher's daily teaching assignment shall not exceed six (6) hours. The instructional media center, guidance, and study hall are considered assigned responsibilities. (5-17-93)

c. The total number of students instructed by any one (1) teacher for one (1) week shall not exceed

one hundred sixty (160) per day calculated according to: the total number of students met per week divided by five (5) shall not exceed one hundred sixty (160) students daily. Discount formulas shall be applied where applicable. Para-professional aides can be calculated in this item according to the formula stated. In middle schools with self-contained programs, class loads may not exceed thirty-two (32) students per teacher. In situations where the teacher has a combination of subject area classes and self-contained classes, the greater of the above two (2) standards will be enforced and prorated as applicable. (5-17-93)

d. Excessive assignments and class loads shall be explained. (5-17-93)

e. Discount formula. The following discounts shall be applied in determining the total number of students instructed by a teacher: aides shall be counted according to the formula listed in Subsection 200.23.a; compute typing classes on the basis of two-thirds (2/3) of the actual enrollment; compute classes in physical education at two-thirds (2/3) of the actual enrollment; music classes of a theory nature -- general music appreciation classes and the like -- shall be computed as a regular class. Performing classes such as band, chorus, or orchestra shall be computed as one-half (1/2) of the actual count or thirty (30) students, whichever is the smaller figure; count each study hall period as fifteen (15) students, regardless of the number of the class; and use student-teacher ratio of the school for the instructional media center periods. (5-17-93)

24. Student Activities. Effective education includes support activities which supplement the basic instructional program. (5-17-93)

a. Student activities. The school shall provide a well rounded program which includes opportunities for participation in activities such as journalism, music, speech, and athletics. Special attention should be given to scheduling of facilities and activities as well as expenditures of funds to insure that equal opportunities prevail for all. Written policies which control all activities shall be formulated by the staff and adopted by the board of trustees (Section 33-512,12, Idaho Code). The excusing of pupils from any class for an extended period of time to take part in other classes or activities shall not be allowed. (5-17-93)

b. Audit and bond. The official financial records of the student activity funds of the school shall be audited annually by a qualified public accountant. Where this is not practical, the audits shall be made by some other responsible person approved by the local board of trustees. The persons in charge of student activity funds shall be under bond in an amount which protects the maximum funds on hand at any time. (Section 33-705, Idaho Code). (5-17-93)

201. -- 209. (RESERVED).

210. HIGH SCHOOL ACCREDITATION.

01. Standards. The standards for high schools make two (2) kinds of provisions: minimum requirements which have been substantiated by research, experience, or the judgment of educators as basic requirements for a satisfactory program of secondary education, and recommendations which represent desirable goals for all schools. (5-17-93)

02. Language Terms. The minimum requirements are expressed in terms of shall or must, while the desirable goals are identified by the use of the word should. (5-17-93)

03. Deviations from Standards. The State Board of Education recognizes the need for flexibility in applying the standards in order to provide for changes in curriculum content, improved methods of instruction, and experimental programs. Any deviation by schools from standards for the purpose of pilot programs, educational research, or experimental projects shall first be approved by the State Department of Education. The report of approved projects shall be submitted as a part of the next annual report and shall include aims and objectives of the project and an explanation of how it fits into the total school program; an explanation of how the project results in deviation from specific standards; anticipated duration of the project; and methods to be used in evaluating results of the project and any conclusions reached from evaluations already made. (5-17-93)

04. Withdrawal of Accreditation. When a school has been advised that it does not meet the standards of accreditation, and if after one (1) year the conditions are not satisfactory, upon direction of the State Board of

Education warning shall may be given that if the school is not brought up to standards established by the State Board of Education the school shall may be dropped from the list of accredited schools after one (1) year if such standards have not been met. (5-17-93)

05. The Educational Program Standard. An effective school has a clearly written statement of philosophy, goals, and policies for directing its educational programs and processes. Effective schools will also have an appropriate program of studies and provision for the infusion of technology into the curriculum. The educational program of a school must recognize and provide for the individual needs, interests, and abilities of all students. It should be concerned not only with accumulation of knowledge, development of skills, and improvement of understanding, but also with the development of interests, tastes, appreciations, ideals and attitudes, and the functioning of these elements in a democratic society. (5-17-93)

a. Philosophy and objectives. Each school shall develop a written philosophy of education. This statement of philosophy shall be accompanied by a specific listing of objectives which, in turn, shall be reviewed annually by the professional staff and revised as necessary. The philosophy and objectives shall be evident in all aspects of the educational program of the school. The statement of educational philosophy and objectives shall be submitted to the State Accreditation Committee upon request. (5-17-93)

b. Administrative policies and practices. Provision shall be made to interpret to staff, students, and patrons the administrative policies and practices of the school. The instrument which interprets the administrative policies and practices of the school to staff, students, and patrons shall be submitted to the State Accreditation Committee upon request. This provision shall be made in the form of a manual, handbook, brochure, or other written document which will be made available to all who are interested. The topics shall include a statement of basic philosophy and objectives and a description of how policies are developed and administered. (5-17-93)

c. Administrative practices are basic practices related to a comprehensive and effective plan for evaluating student achievement; a grading system and graduation requirements; attendance -- absences, excuses, etc.; pupil personnel services; class programming, including maximum and minimum student loads; special programs -- gifted, physically and mentally disabled, remedial, speech and hearing defects, etc.; student activities; and fiscal practices in the use and accounting of student body funds. Results of testing planned to measure student performance and program outcomes. (5-17-93)

d. Program of studies. Each school shall meet the appropriate standard based upon the size of school and organizational pattern indicated by the Northwest Association of Schools and Colleges Standards. The alternation of courses in successive years may be counted in the school's total offerings. Schools whose philosophy or size precludes a comprehensive program shall secure approval of the State Accreditation Committee if they deviate from the prescribed program. If any course relates to more than one (1) subject listed on the chart, it should be counted under the title most closely related, e.g., humanities might be counted as language arts, art, music, or social studies, depending upon the emphasis. In addition, each school shall offer a course in computer education. (5-17-93)

e. Units and credits. High school education shall be measured in yearly units or semester credits. A semester credit in a secondary school is defined as a course that shall include not less than seventy (70) clock hours of classroom work. Credit shall be granted in yearly units or semester credits: full year course, 1.0 unit or 2 credits; semester course, .5 unit or 1 credit. The minimum number of yearly units of course work to be offered in schools of various enrollments shall be as follows:

GRADES 7-12 MINIMUM COURSE OFFERINGS BY YEARLY UNITS				
Subject	Size of School			
	Up to 200	201-500	501-800	Over 800
Language Arts	6.0	7.0	8.0	9.0
Reading	.5	.5	.5	.5
Speech	.5	.5	.5	.5

GRADES 7-12 MINIMUM COURSE OFFERINGS BY YEARLY UNITS				
Subject	Size of School			
	Up to 200	201-500	501-800	Over 800
Science*	4.0	6.0	7.0	8.0
Mathematics	4.0	7.0	8.0	8.0
Social Studies	3.5	5.5	5.5	6.5
Economics	.5	.5	.5	.5
Fine Arts	3.0	5.0	7.0	8.0
Practical Arts	7.0	9.0	11.0	15.0
Language other than English	2.0	2.0	3.0	3.0
Health	1.0	1.0	1.0	1.0
Physical Education	2.0	2.0	2.0	2.0
Computer Education**	1.0	1.0	1.0	1.0
Total	35.0	47.0	55.0	63.0

Special Courses: Accelerated, Slow Learner, Handicapped, and Other

* biological; 1 physical

** Computer Education may include such courses as computer literacy, programming, data processing, etc.

GRADES 9-12 MINIMUM COURSE OFFERINGS BY YEARLY UNITS						
Subject	Size of School					
	Up to 200	201-500	501-800	801-1,200	1,201-1,800	Over 1800
Language Arts	4.0	5.0	6.0	7.0	8.0	11.0
Reading	.5	.5	.5	.5	.5	.5
Speech	.5	.5	.5	.5	.5	.5
Science*	3.0	5.0	6.0	7.0	7.0	8.0
Mathematics	3.0	4.0	5.0	6.0	7.0	8.0
Social Studies	2.5	3.5	3.5	4.5	5.5	5.5
Economics	.5	.5	.5	.5	.5	.5
Fine Arts	2.0	4.0	5.0	6.0	8.0	10.0
Practical Arts	5.0	6.0	8.0	12.0	15.0	20.0
Language other than English	2.0	2.0	2.0	2.0	2.0	2.0
Health	.5	.5	.5	.5	.5	.5
Physical Education	2.0	2.0	2.0	2.0	2.0	2.0

GRADES 9-12 MINIMUM COURSE OFFERINGS BY YEARLY UNITS						
Subject	Size of School					
	Up to 200	201-500	501-800	801-1,200	1,201-1,800	Over 1800
Computer Education**	1.0	1.0	1.0	1.0	1.0	1.0
Total	26.5	35.5	42.5	50.5	61.5	76.5

Special Courses: Accelerated, Slow Learner, Handicapped, and Other

* biological; 1 physical

** Computer Education may include such courses as computer literacy, programming, data processing, etc.

GRADES 10-12 MINIMUM COURSE OFFERINGS BY YEARLY UNITS						
Subject	Size of School					
	Up to 200	201-500	501-800	801-1,200	1,201-1,800	Over 1800
Language Arts	2.0	3.0	4.0	5.0	6.0	9.0
Reading	.5	.5	.5	.5	.5	.5
Speech	.5	.5	.5	.5	.5	.5
Science*	2.0	3.0	4.0	5.0	5.0	5.0
Mathematics	2.0	3.0	3.0	4.0	5.0	6.0
Social Studies	2.0	2.5	2.5	2.5	4.5	4.5
Economics	.5	.5	.5	.5	.5	.5
Fine Arts	2.0	3.0	4.0	5.0	7.0	9.0
Practical Arts	4.0	6.0	7.0	9.0	13.0	16.0
Language other than English	2.0	2.0	3.0	3.0	5.0	8.0
Health	.5	.5	.5	.5	.5	.5
Physical Education	2.0	2.0	2.0	2.0	2.0	2.0
Computer Education**	1.0	1.0	1.0	1.0	1.0	1.0
Total	21.0	27.5	33.5	38.5	50.5	63.5

Special Courses: Accelerated, Slow Learner, Handicapped, and Other

* biological; 1 physical

** Computer Education may include such courses as computer literacy, programming, data processing, etc.
(5-17-93)

f. Courses required for graduation shall be taught every year. Schools may schedule elective classes not required for graduation on alternate years to meet requirements. Opportunity for proficiency in a given foreign language is highly recommended with at least the equivalent of two (2) years being offered. Each high school shall

accept the credits of any pupil transferring from an accredited Idaho high school. The Idaho high school should develop a statement of course goals for all courses required to meet the graduation requirements. The Idaho high school should demonstrate the ways in which it assures the public that the results of taking the courses required for graduation results in quality education. (5-17-93)

g. Required Instruction Time (Section 33-512, Idaho Code). Excluding transportation to and from school, lunch periods, passing times, and recess, high schools (grades 9-12) must schedule at least nine hundred ninety (990) hours of instructional time. When approved by the local school board, the annual instructional hour requirements stated above may be reduced up to a total of eleven (11) hours of emergency school closures due to adverse weather conditions and facility failures. When the closure of an individual building within a district for unforeseen circumstances does not affect the attendance of other buildings within the district, the State Superintendent of Public Instruction may grant an exemption from this provision. Instructional hour requirements may also be reduced up to a total of twenty-two (22) hours to accommodate staff development activities. (5-17-93)

h. School assemblies, testing, and other instructional related activities involving students directly may be included in the required instructional hours. (5-17-93)

i. Student and staff activities related to the opening and closing of the school year, grade reporting, program planning, staff meetings, and other classroom and building management activities shall not be counted as instructional time. (5-17-93)

j. For multiple shift programs, this rule applies to each shift (i.e., each student must have access to the minimum annual required hours of instructional time). (5-17-93)

k. By action of the local school board, the school year for grade twelve (12) students may be reduced for an amount of time not to exceed eleven (11) hours from the instructional time established for all high school students. (Section 33-512,1,f, Idaho Code) (5-17-93)

l. A specific method of limiting interruptions to allocated instructional time shall be developed and implemented by each school. (5-17-93)

m. A school may grant credit through the administration of approved examination. These examinations should cover the content included in a regular school course in the subject. (5-17-93)

n. Technology in the curriculum. Schools should require that technology and its impact be an integral part of each required curricular area. Schools should have adequate technological hardware and software available to each department including computers, disks, and printers; video play, recording, and filming devices; and courseware for each curricular area. Schools should document the ways in which computers have been used in the instructional and administrative activities of the school. (5-17-93)

o. Attendance. All pupils should complete four (4) years of satisfactory attendance in grades nine through twelve (9-12) to graduate from an accredited high school. Each school shall keep accurate attendance records. (5-17-93)

p. Class periods shall be scheduled to insure that one hundred forty (140) clock hours of instruction have been completed before a unit of credit is allowed. (5-17-93)

q. Summer School. The summer school program must be under the general supervision of a certified administrator. Summer or evening school credit in an accredited high school may be granted when the minimum limits as to time have been met. The accumulation of three (3) units (six (6) semester credits) of summer school work may be accepted as the equivalent of an academic semester in meeting the requirement of four (4) years of satisfactory attendance in grades nine through twelve (9-12) to graduate from an accredited high school. (5-17-93)

r. Each school shall be organized to provide for the individual differences of its students. This may be done by adjusting the programs of study, the materials, the activities and the procedures, or through special classes. (5-17-93)

s. Lunch period shall not be less than twenty (20) minutes or exceed sixty (60) minutes for any group of students. (5-17-93)

t. Pupil load full-time enrollment. Each secondary student shall enroll for a full day of classes consistent with the length of the school day as established by the local board of trustees. A full day of classes may include one (1) supervised study hall or one (1) period of released time. The released time allowed shall not exceed one hundred sixty-five (165) hours per student during any one (1) school year. (Section 33-519, Idaho Code). (5-17-93)

06. Graduation Requirements. The minimum graduation requirements for accredited Idaho high schools shall be as follows:

a. Core Subjects.

	Yearly Units	Semester Credits
English (writing skills emphasis)	4	8
Mathematics	2	4
Reading (remedial or developmental)	.5	1
Speech (a class of debate may be substituted for the requirements in speech)	.5	1
Total Core	7	14

(5-17-93)

b. Core Competency. In addition to a passing grade in each Core class, satisfactory achievement in the Core shall be validated for each student through the use of one (1) of the options listed below: (5-17-93)

i. Option 1 - The student must achieve a composite grade point average (GPA) of C in the 14-credit Core. (5-17-93)

ii. Option 2 - The student must achieve a Basic Composite Score that is within one (1) standard deviation of the mean for all Idaho students taking the Statewide Achievement Test at the eleventh (11th) grade level, and must also receive at least a score of three (3) (on a five-point (5.0) scale) on the Direct Writing Assessment. (5-17-93)

iii. Option 3 - The local school district may choose to validate student achievement through the use of a locally developed Core Competency Plan. This plan must follow guidelines established by the State Department of Education and be approved by the State Board of Education. (5-17-93)

c. Other Required Subjects.

	Yearly Units	Semester Credits
Science (two science credits shall be lab courses) [homemaking and agriculture are not to be substituted for the science requirements]	2	4
U.S. History to include 20th Century History and World Affairs (grade 11*)	1	2

	Yearly Units	Semester Credits
American Government, including state and local grade 12*)	1	2
Health (required in grades 10-12*, the health course 7-9 is to be retained)	.5	.5
Physical Education (not athletics; a course in development of physical fitness and lifetime activities in grades 10-12; the course in grades 7-9 is to be retained)	1	2
Humanities	2	4

(5-17-93)

i. This requirement may be satisfied by academic courses which emphasize history, theory, analysis and criticism in any of the following subject areas: (5-17-93)

(1) Literature, history, philosophy, architecture, and the fine arts (i.e., music, art, drama, dance). (5-17-93)

(2) Interdisciplinary humanities, i.e., the related study of two or more of the subject areas listed above; (5-17-93)

(3) Foreign languages; or (5-17-93)

(4) Comparative world religions. (5-17-93)

ii. Academic courses that are otherwise required by the state for high school graduation may not be used to satisfy the humanities requirement. (5-17-93)

iii. Not more than two semester credits of this requirement may be satisfied by studio/performance courses in the fine arts, OR by practical arts courses such as vocational, pre-vocational or consumer homemaking programs approved by the State Board of Vocational Education.

Total required (including Core)	15	30
Total elective credits	6	12
Total credits required for graduation	21	42

* Transfer students from out-of-state high schools may have these requirements waived by the local school board IF they have already earned high school credit in a specific course which is comparable to coursework as outlined in Idaho's "Secondary Course of Study" handbook. (5-17-93)

07. Early Graduation. Any high school student who completes the number of credits required by both the state and the school district prior to completing eight (8) semesters of high school work may petition the State Superintendent of Public Instruction to graduate early, providing the student has an endorsement and the approval of the superintendent and local school board. (5-17-93)

08. Correspondence Credit. Four (4) units (eight (8) semester credits) of correspondence credit may be accepted toward high school graduation for any pupil. Acceptance of correspondence credit shall be at the option of the local board of education within the framework of the following: (5-17-93)

a. A school shall not accept correspondence credit for meeting high school graduation requirements unless there has been prior approval of the specific correspondence course; and (5-17-93)

b. No student shall be approved for a correspondence course except under extraordinary conditions or extenuating circumstances. The allowance of correspondence work in courses currently being offered by the high school should be soundly justified. (5-17-93)

c. Correspondence courses must be taken from educational institutions which are accredited by a regional accrediting agency such as the Northwest Association of Schools and Colleges or by the state accrediting authority, the State Board of Education. Any school that publicly advertises correspondence courses shall be registered with the State Department of Education before courses are sanctioned. The only school in Idaho offering courses for high school graduation is the University of Idaho (contact the Department of Education for other areas). (5-17-93)

09. Parochial School Subjects Credit. A student transferring to a public school from a parochial school may have the following courses accepted toward graduation: Old Testament or Bible Literature, one-half (1/2) unit/one (1) semester credit; and New Testament or Bible History, one-half (1/2) unit/one (1) semester credit. (5-17-93)

10. Applied Music Credit. Credit in applied music may be granted for voice, piano, woodwind, string or brass instruments found in a regularly organized symphonic orchestra. Credit issued is subject to the following: (5-17-93)

a. The teacher shall hold a valid certificate issued by the State Department of Education. (5-17-93)

b. The student must complete forty-five (45) minutes a day five (5) days a week for the entire school term. (5-17-93)

c. Not more than one-half (1/2) unit/one (1) semester credit may be granted during an academic year. (5-17-93)

d. The teacher must adhere to the school regulations regarding attendance, achievement, and records. (5-17-93)

e. In no case shall outside music credit count for more than one (1) unit for graduation. (5-17-93)

11. Distance Learning. Distance Learning is that which takes place when students and teachers do not meet face-to-face and instead use television instruction that includes one-way video with two-way audio interaction by phone (such courses may be available through satellite transmission, cable transmission, and public broadcasting); or audio-graphic instruction wherein several remote sites are connected with a central classroom using micro-computers with graphics tablets, modems, and speaker phones; or computer instruction wherein a combination of print, video, computer-based materials, and computer-based programs are used to provide individualized courses of study through electronic mail and on-line testing. High school students may accumulate up to twenty (20) semester credits of approved distance learning programs toward high school graduation. (5-17-93)

12. Approved distance learning programs must meet the following criteria: (5-17-93)

a. It is recommended that all programs be interactive. However, up to eight (8) semester hours of non-interactive programs may count as correspondence credit. (Interactive programs are ones which the instructor and student can communicate via television, phone, computer or other electronic means.) (5-17-93)

b. The program instructor must have one (1) of the following teaching credentials: an Idaho teaching certificate endorsed in the subject being taught; an out-of-state teaching certificate with subject area endorsement comparable in training to Idaho's; or an Idaho Consultant Specialist certificate. (5-17-93)

c. Courses required for graduation must contain the critical components as outlined by the State Department of Education Study Guide. (5-17-93)

d. Class time spent on any given course must meet the minimum seventy (70) clock hours for each semester credit. (5-17-93)

e. The instructor/supervisor at the receiving classroom must be an adult para-professional. It is highly recommended that this person be a certificated teacher. Para-professionals should have training as instructional assistants (5-17-93)

f. It is highly recommended that the on-site supervisor receive some instruction in the subject matter being received. (5-17-93)

g. School districts must register annually the distance learning classes with the State Department of Education. (5-17-93)

13. Pupil Personnel Services Standard. Pupil personnel services are those services designed to give systematic assistance to students. An effective program of pupil personnel services facilitates the total development of each child. Included as part of a comprehensive program of student services are sufficient numbers of counselors and extensive post-secondary planning and referral services. Firm, fair, and widely distributed codes of conduct and attendance are provided. (5-17-93)

a. Program. Pupil personnel services should be thought of as those services designed to give systematic aid to students. It is recommended that Idaho high schools seek to have, and use, the services of qualified social workers, psychologists, and psychiatrists. In general, the program should include pre-admission and orientation services; analysis of individual differences, including a planned and comprehensive testing program; educational, vocational, health, civic, economic, and social information; counseling; adequate individual inventory records; educational and vocational placement services; scholarship information; and follow-up of graduates and dropouts. In addition, special attention should be placed on assisting students in planning high school and future academic programs. (5-17-93)

b. Personnel and organization. The assigned personnel for guidance shall include a minimum equivalent of one (1) full-time person for each four hundred (400) students enrolled. To compute this four hundred to one (400:1) ratio, counselors shall be counted as well as deans, social workers, psychologists, and psychiatrists assigned regularly to the school. It is expected that teachers and administrators will devote some time to counseling which is not scheduled, but this time will not be used in computing the ratio. In schools with fewer than one hundred fifty (150) students, a portion of the administrator's day, not to exceed one-third (1/3), may be counted toward meeting the allotted time for guidance services. Persons assigned to guidance (counselors, social workers, psychologists, and psychiatrists) shall meet state certification requirements for these positions. (5-17-93)

c. Post-secondary services. With the advent of more stringent college and job market requirements, guidance personnel shall be provided opportunities to upgrade skills in the areas of college and vocational counseling. The school should demonstrate the way it uses counselors in the program of assistance for college entrance, including that provided for graduates entering two (2)-year institutions. (5-17-93)

14. Student Conduct and Attendance. Each school shall have a written code of conduct that is firm, fair, and widely distributed. Such a code should protect all parties and establish both authority and responsibility with attention to due process requirements (Section 33-512,6, Idaho Code). (5-17-93)

a. Schools shall have a code of conduct that is cooperatively designed by students, staff, administrators, and patrons; fair, consistent, and nondiscriminatory, with consequences clearly detailed; protective of student rights and responsibilities; and widely distributed. (5-17-93)

b. Such code shall include reference to assembly of students; dress and grooming; motor vehicles; search and seizure; attendance; chemical and substance abuse; freedom of expression; use or possession of dangerous items; physical discipline; and student records. (5-17-93)

c. Schools shall have an attendance requirement that provides for consistent and fair application to all students without discrimination. This requirement shall include how absences are defined and processed; how tardies are defined and processed; consequences for failure to meet minimums; processes for dissemination and review of policy; and standards for consistent application without discrimination. (5-17-93)

15. School Plant and Equipment Standard. The school facility, consisting of site, buildings, equipment, and related facilities and services, is an important factor in the functioning of the educational program. Because the facility serves as a vehicle in the implementation of the total educational program, the way it is utilized should be predicated on, and consistent with, the stated philosophy and objectives of the school. It should provide for a variety of instructional activities and programs and for the health and safety of all persons involved. The facility should incorporate aesthetic features which contribute to a positive educational atmosphere and also provide for needed flexibility. (5-17-93)

a. School plant and site. The school plant shall be adequate in size and shall provide attractive facilities for offering a modern program of secondary education suited to the needs and interests of the students and community. The building shall be adequately maintained to insure the health and safety of its occupants. The site should be large enough to provide ample outdoor activity areas. Custodial service, heating, lighting, ventilation, water supply, and lavatories shall be such to insure hygienic conditions for students and staff. Proper safeguards for the protection of students and staff against such hazards as fire, storm, and earthquake should be taken throughout the buildings and grounds. All personnel shall be trained to cope with such emergency situations. At least one (1) fire drill shall be held each month during the months of the school year in which classes are held. (5-17-93)

b. Equipment. School furniture, equipment, and instructional materials shall be of sufficient quality and quantity to permit full student participation in the instructional program, including the laboratory phases. Materials should be convenient to the classrooms and storage space should be available for equipment not in use. (5-17-93)

c. Inspection of school plant and equipment. An inspection of the school plant and equipment shall be made by an appropriate local school official each school year and all deficiencies shall be listed on the annual report. The school official may be the administrator, a director of buildings and grounds, or a competent person appointed by the board. (5-17-93)

d. Use of facilities and equipment. School facilities and equipment should be made available to the community. (5-17-93)

16. Instructional Media Standard. The instructional media center is an important part of the educational program of a high school. In order to insure that the school instructional media center is adequate to serve its educational function, the following have been established as minimum standards. (5-17-93)

a. The development of a good instructional media center and its proper use are essential to an effective program. The center shall be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible. (5-17-93)

b. The center shall be under the direction of a qualified instructional media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other instructional materials. Close cooperation between the teaching staff and the instructional media specialist is essential to the administration of a good center. (5-17-93)

c. Adequate orientation in the use of the center shall be provided for students and staff. The specialist works to develop in all teachers and students the skills necessary to make them independent, resourceful users of information and materials. Joint planning should be done between the instructional specialist and teachers to encourage the use of the instructional media center resources in daily class activities. (5-17-93)

d. Facilities. The facilities, space, and equipment of the center shall be adequate for the number of students and shall be attractively arranged. The basic instructional media center provides adequate facilities and space for student and teacher use of facilities for large groups, small groups, individual study, viewing, listening, recording, student and faculty production area, professional materials collection, storage area and general library-media area. All audiovisual equipment and nonprint and print media of permanent value, exclusive of textbooks, shall be cataloged in the central media center. Items may be issued on long-term loan to a department. All media, both print and nonprint, shall be classified, cataloged, and processed for central distribution and inventoried annually. (5-17-93)

e. Classifying, cataloging, and processing of materials. Every item of permanent value, whether print or nonprint, shall be classified and cataloged. A shelf list of all titles shall be maintained. Access to the collection should be through an integrated approach (audiovisual and print items alphabetically arranged in the card catalog or microfilm catalog) and in dictionary arrangement (author-title-subject and all added entries arranged in one alphabetical dictionary file). (5-17-93)

f. Repair and replacement. Adequate resources shall be provided to assure regular inspection, repair, and replacement of materials and equipment. (5-17-93)

g. Staffing. The following chart gives the instructional media specialist requirements which shall be observed. The first person shall be a certificated instructional media center specialist who shall provide direct supervision in the media center for the required amount of time as specified by the enrollment; additional people may be clerical or technical. (5-17-93)

h. Larger schools shall provide assistant instructional media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students. (5-17-93)

i. No school shall have less than two (2) hours per day instructional media center time under the direct supervision of a media specialist, available to students, staff, and others. Schools should try to keep the library open under professional supervision as long as possible. (5-17-93)

j. Collection Resources. It is required that the majority of titles in the school's book collection shall be selected cooperatively by the instructional media center staff, the teaching staff, and students. The "Senior High School Library Catalog" (H. W. Wilson Company) and the "Junior High School Library Catalog" (H. W. Wilson Company) are examples of resources available for the creation of a basic collection. The "Booklist" (American Library Association) is a prominent professional journal which is used to keep the collection current. (5-17-93)

k. Collection Evaluation. There shall be continuous evaluation of the instructional media collection to assure balance, relevancy, and currency. A written selection policy, including a challenged materials statement, shall be adopted and reviewed periodically. This written selection policy shall be made available to the State Accreditation Committee upon request. (5-17-93)

l. Numbers of Titles. The minimum number of titles and volumes, exclusive of government documents and textbooks, required in schools of the various enrollments shall be as follows: two hundred (200) or fewer, twenty-four hundred (2,400) volumes including one thousand nine hundred twenty (1,920) titles (one thousand five hundred thirty-six (1,536) titles shall be nonfiction); two hundred one to five hundred (201-500), four thousand eight hundred (4,800) volumes including three thousand eight hundred forty (3,840) titles (three thousand seventy-two (3,072) titles shall be nonfiction); five hundred one to one thousand (501-1,000), seven thousand two hundred (7,200) volumes including five thousand seven hundred sixty (5,760) titles (four thousand six hundred eight (4,608) titles shall be nonfiction); one thousand one to eighteen hundred (1,001-1,800), nine thousand six hundred (9,600) volumes including 7,680 titles (6,144 titles shall be nonfiction); and over eighteen hundred (1,800), twelve thousand (12,000) volumes including nine thousand six hundred (9,600) titles (seven thousand six hundred eighty (7,680) titles shall be nonfiction). (5-17-93)

m. Periodicals. The distribution of periodicals shall be such that all departments in the school will be served. Proper storage and filing space shall be provided for current and back copies of periodicals. All periodicals on the minimum list shall be selected from those included in the "Readers' Guide" or "The Abridged Readers' Guide". These publications are considered standard for any school library. In addition to one (1) or more daily metropolitan newspapers and one (1) or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments shall be as follows: two hundred (200) or fewer, twenty-five (25) periodicals; two hundred one to five hundred (201-500), thirty (30) periodicals; five hundred one to one thousand (501-1,000), forty (40) periodicals; and over one thousand (1,000), fifty (50) periodicals (twenty percent (20%) duplication permitted). (5-17-93)

n. Materials and equipment. Adequate equipment should be provided for effective use in the instructional program. Examples are: record players, tape recorders, projectors of various kinds, recording and playback equipment. The instructional media center shall have a retrieval and inventory control procedure for

equipment. A school which meets the instructional media standard by offering library and media services through the use of resources beyond the school itself shall specify such sources. (5-17-93)

o. Budget. The minimum annual expenditure for books, periodicals, and audiovisual materials and equipment, including dictionaries and encyclopedias, for schools of various enrollments shall be as follows: two hundred (200) or fewer, one thousand dollars (\$1,000) or seven dollars (\$7) per student, whichever is greater; two hundred one to five hundred (201-500), two thousand dollars (\$2,000) or six dollars (\$6) per student, whichever is greater; five hundred one to one thousand (501-1,000), three thousand dollars (\$3,000) or five dollars (\$5) per student, whichever is greater; and over one thousand (1,000), four thousand five hundred dollars (\$4,500) or four dollars (\$4) per student, whichever is greater. (5-17-93)

17. Records Standard. The maintenance and protection of student records is essential to the management of the school and is required in the interests of the students and parents. (5-17-93)

a. Safekeeping. Complete student permanent records shall be filed in one place where they are protected by a fireproof vault, safe, or filing cabinet which meets Underwriters Laboratories Class C specifications. Where fireproof storage is not possible, a duplicate set of records shall be kept in another building. (5-17-93)

b. Minimum information. The minimum information recorded on student permanent records shall include subjects taken; grades by subject and explanation of grading system; credits (or semester hours) earned and an explanation; attendance record; standard test scores; and special honors and awards. (5-17-93)

c. Supplementary information. Other records should include participation in school activities; citizenship and discipline information; and health information. (5-17-93)

d. Transcripts. When a pupil transfers to another school, a copy of the student's permanent records and such other data as will be useful in helping the student to become established in the new school shall be forwarded promptly when requested by the school (Section 18-4511, Idaho Code). This transfer of records shall be accomplished with notice to the student and parents as required by federal legislation and regulations pertaining to privacy of student records. (5-17-93)

e. Inventory. An annual inventory of equipment, books, and supplies shall be made and given the protection of a fireproof vault, safe, or file. Where fireproof storage is not possible, a duplicate set of records shall be kept in another building. (5-17-93)

18. Quality and Improvement of Educational Programs Standard. The constant improvement of the educational program is essential in providing quality education. Innovative, exemplary, and experimental programs, contemplated or ongoing teacher improvement programs, and student and teacher participation in program planning are desirable factors which distinguish good schools. When deviations from standards occur, careful planning and energetic efforts should be employed immediately to correct these items. Recurrence of violations should be avoided whenever possible. (5-17-93)

a. Textbooks for basic required courses shall be selected from the list of those adopted by the State Board of Education (Sections 33-118 and 33-512A, Idaho Code). Private school textbooks may be given approval by the state accreditation or approval committee. (5-17-93)

b. Excessive turnover and efficiency of instruction. The efficiency of instruction may be assessed by the harmony and cooperation of staff members, students, school board members, and patrons of the school; the number of experienced teachers retained over a period of years; the acquired habits of thought and work on the part of students; and the general morale of students and teachers. Circumstances attending a continuously high turnover shall be submitted in the annual report. Too great a turnover of teachers exists in schools of ten (10) or fewer teachers if it exceeds fifty percent (50%); in schools of eleven to thirty (11-30) teachers if it exceeds thirty-five percent (35%); and in schools of more than thirty (30) teachers if it exceeds twenty-five percent (25%). (5-17-93)

c. Evaluation of program. There should be a continuous evaluation of the educational program in terms of stated objectives. There should be constant adaptation and development of the curriculum on the basis of objectives and evaluation carried out as a cooperative enterprise by all staff members under competent leadership.

Each school is required to participate in a self- and team-evaluation during each ten (10) year period using the Evaluative Criteria instrument, or some other means of self-evaluation approved by the State Accreditation Committee. (5-17-93)

d. School improvement plans. Schools should have definite ongoing plans for school improvement. Such plans should be built upon a careful appraisal of current program quality and effectiveness. Such plans should be responsive to organized data collection on student performance. The data (empirical and opinion based) gathered and reported in the school annual report, should include an appraisal of the effectiveness of the program or activity reported (Section 33-4501, Idaho Code). This appraisal should be objective to the degree possible, and should be used to assist in the determination of the degree of quality that may be found in the school. The analysis of quality should lead to the development of plans for an improved program and activities for the following year. The plans should include time frames and an appraisal system. As part of the appraisal process, each school should analyze the enrollment of students in academic core areas. The school should report the results of the annual appraisal. Schools should obtain objective data through such instruments as norm referenced tests or locally generated criterion referenced tests. (5-17-93)

e. Incentive programs for teachers. Teachers and students should be recognized and rewarded for high achievement and improved performance. Schools should have an incentive program for teachers which has been developed cooperatively by teachers and administrators. Input should also be obtained from patrons and students. The incentive program should be related to items such as in-service training; availability to all teachers; rewards that are public; both immediate and delayed recognition; acceptance of specific assignments and responsibilities; excellence in a specific area; and overall teaching excellence. (Chapter 13, Idaho Code). (5-17-93)

f. Incentive programs for students. Schools should have an incentive program for students which has been developed cooperatively by students. It should include such items as program availability to all students; immediate and delayed rewards; rewards that are public; recognition given frequently and consistently; opportunities appropriate for the age level of the student; academic achievement; and achievement in other school-related activities and programs. (5-17-93)

g. School records shall show the frequency and nature of rewards to teachers, administrators, and students. (5-17-93)

h. Partnerships in the community. School/business partnerships can provide positive benefits to all concerned with education and employment. Schools should establish partnerships whenever and wherever possible. Descriptive data should be collected to show the use of off-campus facilities in the total education program. (5-17-93)

19. Preparation of Professional Personnel Standard. The quality of education is directly related to the personnel who guide and operate the educational programs. The education, experience, and competence of personnel are important factors. How these individuals work together to provide a cohesive, positive learning environment is also important. Preparation of professional personnel. Professional personnel shall be in compliance with Idaho certification requirements and the State Board of Education Rules for Public Schools, K-12. (5-17-93)

a. Teachers' certificates or a registry of such shall be filed in the school district office. (5-17-93)

b. Staff development. A cooperatively developed staff in-service plan that reflects the needs and goals shall be available in the schools. The school shall prepare and implement a staff development plan which includes the following characteristics: common goals based on shared expectations; supportive staff climate; administrative support; cooperative development; training based on assessed needs of participants; and school based and teacher centered. The school oriented staff development plan shall have the support of the district board and administration. Evaluation of staff development activities should be both formative and summative and should examine the immediate effect on participants, the extent of transfer to the work setting, and the effect of achieving school goals. (5-17-93)

20. Administration Standard. The basic responsibility for the administration of a high school rests upon the principal. The principal should supervise the instructional program, coordinate all activities of the school, furnish leadership that sets and achieves goals to improve the educational program, and carry out the necessary

administrative procedures.

(5-17-93)

a. Responsibility. Whenever the principal's duties also include those of the superintendency, many additional responsibilities are involved such as coordinator of the various units of the school system, intermediate officer between the school board and the subordinate administrators and the teaching staff, and professional advisor to the school board. For such provisions, the major portion of the principal's time should be available for administrative and supervisory responsibilities. The principal should both supervise and coordinate programs and activities and carry out other administrative procedures. The principal shall furnish the educational leadership necessary to set and achieve goals and to improve the educational program. The assignment given a principal should call for a description of the amount of time spent on staff development, program evaluation, selection and use of instructional materials, etc. Special provisions should be made for those who serve as superintendent-principal or who have other assigned duties not usually associated with the role of principal. (5-17-93)

b. Administrative staff size. The term "Administrator" shall be defined with the following examples: principal, activity director, vice principal, dean of students, athletic director, department head, and attendance director. The administrative staff size shall be at least the numbers as indicated on the administrative staff chart. Larger schools shall provide administrative assistance in sufficient number to assure satisfactory service to the student. A person may be counted in only one (1) area at one (1) time. (5-17-93)

Enrollment	Administrative Staff*
Less than 300	A prorated fraction (not less than 1/2 time)**
300 - 550	1
551 - 1,050	2
1,051 - 1,550	3
1,551 - 2,050	4
2,051 - 2,550	5
2,551 - 3,050	6

* The first assigned person shall be a certificated administrator.

** At least one-half of the school day shall be available to the principal for administrative and supervisory activities. (5-17-93)

c. Size of school. Each school shall employ the equivalent of six (6) full-time staff members in grades nine through twelve (9-12). Staff members who may be included are teachers, administrators, counselors, instructional media specialists (librarians), and para-professionals who directly assist in the instructional programs based upon the formula listed under the teacher load standard (Subsection 200.21.c). Do not include secretarial personnel. (5-17-93)

21. Teacher Load Standard. Student-teacher ratio is a crucial element in the assurance of effective education. Standards which define adequate ratios are necessary to protect this principle. (5-17-93)

a. Maximum teacher load. School administrators shall make every reasonable effort to determine teaching assignments in such a manner that the number of different preparations will not lower the efficiency of the teacher. No school shall show excessive teacher load. This shall be interpreted to mean that each school shall employ nonteaching personnel of sufficient number to insure that the certified personnel are not assigned tasks that are inconsistent with their professional duties. Adequate and competent custodial services shall be provided. There shall be one (1) clerical worker for each three hundred fifty (350) students or major fraction thereof. Regardless of size, no school shall have less than a half-time secretary, exclusive of those required to meet the instructional media standard.

Only clerical staff (adults or students) being paid for services can be counted. (5-17-93)

Basess on enrollments as follows:	Required clerical staff (full-time equivalency) - (exclusive of those required to meet Instructional Media Center Standard
Less than 176	Not less than 1/2
176 - 525	1
526 - 875	2
876 - 1,225	3
1,226 - 1,575	4
1,576 - 1,925	5
1,926 - 2,275	6
2,276 - 2,625	7
2,626 - 2,975	8
Over 2,975	9

(5-17-93)

b. Schools are encouraged to employ school nurses to coordinate those health services essential to the health and protection of the pupils and school personnel. Schools which do not employ school nurses shall designate a staff member to coordinate the health services deemed necessary. (5-17-93)

c. The enrollment of students as shown in the annual report divided by the full-time equivalency of classroom teachers and para-professional teacher aides shall give a quotient not greater than twenty-five to one (25:1). The student-teacher ratio is to be determined by dividing the total enrollment of students as of October 1 by the full-time equivalency of classroom teachers, certificated instructional media center personnel, para-professional aides and instructional media center personnel for such time as they give to instruction. Para-professional aides shall be counted as follows: Each teacher aide shall count as one-third (1/3) of a teacher (eighteen (18) hours of aide time = one (1) teacher). (5-17-93)

d. The teacher's daily teaching assignment shall not exceed six (6) hours. The instructional media center, guidance, and study hall are considered assigned responsibilities. (5-17-93)

e. The total number of students instructed by any one (1) teacher during a regular five (5) day week shall not exceed an average of one hundred sixty (160) per day. Discount formulas shall be applied where applicable. Para-professional aides can be calculated in this item according to the formula stated in Subsection 200.21.c. (5-17-93)

f. Individual class size in the high school shall not exceed twenty-five (25) students except where the content and methods of instruction permit effective work with larger groups. (5-17-93)

g. Discount formula. The following discounts shall be applied in determining the total number of students instructed by a teacher. Aides shall be counted according to the formula listed in Subsection 200.21.c. Compute typing classes on the basis of two-thirds (2/3) of the actual enrollment. Compute classes in physical education at two-thirds (2/3) of the actual enrollment. Music classes of a theory nature -- general music appreciation classes and the like -- shall be computed as a regular class. Performing classes such as band, chorus, or orchestra shall be computed as one-half (1/2) of the actual count or thirty (30) students, whichever is the smaller figure. Count each study hall period as fifteen (15) students, regardless of the number of the class. Use student-teacher ratio of the school for the instructional media center periods. (5-17-93)

22. Student Activities Standard. Effective education includes support activities which supplement the basic instructional program. (5-17-93)

a. Student activities. The school shall provide a well rounded program which includes opportunities for participation in activities such as journalism, music, speech, and athletics. Special attention should be given to the scheduling of facilities and activities as well as expenditures of funds to insure that equal opportunities prevail for all. The activity program of the high school shall be organized to prevent over-participation by some and under-participation by others. Written policies which control all activities shall be formulated by the staff and adopted by the board of trustees. (Section 33-512, 12, Idaho Code). The excusing of pupils from any class for an extended period of time to take part in other classes or activities shall not be allowed. All schools are encouraged to belong to the Idaho Activities Association. (5-17-93)

b. Audit and bond. The official financial records of the student activity funds of the school shall be audited annually. It is recommended that this be done by a qualified public accountant. Where this is not practical, the audits shall be made by some other responsible person approved by the local board of trustees. The person in charge of student activity funds shall be under bond in an amount which protects the maximum funds on hand at any time. (Section 33-705, Idaho Code). (5-17-93)

211. -- 219. (RESERVED).

220. TESTING IN THE PUBLIC SCHOOLS.

01. Philosophy. Mastery of the basic skills is essential to realization of full educational, vocational and personal/social development. In that Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of educational program effectiveness. This information can best be secured through objective assessment of student growth. A statewide student assessment program consisting of standardized achievement testing and performance appraisal activities in the fundamental skills of reading, language arts (including writing), mathematics, using sources of information, science and social studies, will be conducted annually under the supervision of the State Department of Education. (5-17-93)

02. Purposes. The purpose of testing in the public schools is to provide comparative local, state and national data regarding the achievement of students in essential skill areas; to identify performance trends in student achievement across grade levels tested and over time; to provide supplemental information to local educational agencies which may be of utility in evaluating local curriculum and instructional practices, screening students for special program entry/exit, diagnosing individual differences, developing student schedules, making differential assignments within classes and in communicating school progress information to various publics; and to determine State Department of Education technical assistance/consultation priorities. (5-17-93)

03. Content. The statewide testing program will consist of assessments which measure student achievement in reading, language arts (including writing), mathematics, using sources of information, science and social studies. (5-17-93)

04. Testing Population. All Idaho public school students currently placed in the sixth (6th), eighth (8th), and eleventh (11th) grades are required to participate in the statewide testing program. Nonpublic school students at those same grade levels are encouraged to participate, if desired, at private school expense. For those exceptional students currently receiving special services, it is recommended that they be ARE enrolled in the regular education program for basic skills instruction in reading, language arts, math, science and social studies at least one-half (1/2) of the school day or have the endorsement of the child study team to participate in the test. No student will be denied the right to participate. (5-17-93)

05. Scoring and Report Formats. Scores will be provided for each skill area assessed and reported in standard scores, percentile ranks, stanines, and holistic scores (direct writing test). Test results will be presented in a class list report of student scores, building/district summaries, and pressure sensitive label. (5-17-93)

06. Testing Schedule. The statewide testing program will be administered in the early spring of each

school year during a time period specified by the State Department of Education. (5-17-93)

07. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (5-17-93)
 - a. All consumable and nonconsumable test materials needed to conduct the prescribed statewide testing program; (5-17-93)
 - b. Statewide distribution of all test materials; (5-17-93)
 - c. Processing and scoring student response forms and distribution of prescribed reports for the statewide testing program; and (5-17-93)
 - d. Implementation and scoring of the direct writing assessment component to the eighth and eleventh grade batteries. (5-17-93)
08. Costs for Additional Services. Costs for any additional sub-test administrations or scoring services not included in the prescribed statewide testing program will be paid by the participating school districts. Costs for replacement or supplemental materials which exceed expectation may also be charged to the district. (5-17-93)
09. Services. Statewide testing should be scheduled so that a minimum of instructional time is invested. Student time spent in testing shall not be charged against attendance requirements. (5-17-93)
10. Test Security. Test security is of the utmost importance. It is expected that s School districts will employ the same security measures used to safeguard other formal assessments in protecting statewide testing materials from compromise. (5-17-93)
11. Demographic Information. Demographic information may be required by the State Department of Education to assist in the interpretation of test results. (5-17-93)
12. Assurances. The State Department of Education will neither advocate nor undertake performance comparisons across Idaho school districts. It is recognized that scholastic achievement can be adversely impacted by the individual/environmental differences beyond the control of the school. (5-17-93)

221. -- 229. (RESERVED).

230. STATE TEXTBOOK AND IMPROVEMENT OF INSTRUCTION ADOPTION COMMITTEE.

01. Organization of the Committee. (5-17-93)
 - a. The Idaho State Board of Education is the appointing authority for members of the State Textbook and Improvement of Instruction Adoption Committee. (5-17-93)
 - b. Regular committee appointments shall be for five (5) year terms. Department of Education specialists shall be appointed for one (1) year terms. (5-17-93)
 - c. Membership on the committee shall include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) public school board member; one (1) person who is not a public school educator nor a public school trustee; one (1) person (parent, teacher or administrator) representing Idaho's private/parochial schools, who shall not be a public school educator or trustee; and one (1) curriculum consultant from the Division of Instruction of the State Department of Education whose appointment shall be for one (1) year. (Section 33-118A, Idaho Code) (5-17-93)
 - d. The executive secretary shall be an employee of the State Department of Education who has been recommended by the State Superintendent of Public Instruction and approved by the State Board of Education. The

executive secretary is a voting member of the committee. (5-17-93)

e. The chairman and vice chairman of the committee are elected annually by the regular committee members. (5-17-93)

f. All meetings of the State Textbook and Improvement of Instruction Committee shall be open to the public. No decision shall be made by secret ballot. (5-17-93)

02. Procedures and Policies. The State Textbook and Improvement of Instruction Committee is governed by the following procedures and policies: (5-17-93)

a. Textbooks are adopted by the State Board of Education for a period of five (5) years on the following schedule: business education (including business English), handwriting, and vocational education; mathematics (including business mathematics), science, and health; reading, literature, and driver education; English, spelling, art, foreign language, speech, journalism, and dramatics; and social studies and music. (5-17-93)

b. Multiple adoptions are made in each subject area. The number of books to be recommended to the State Board of Education by the Committee will be determined at the time of the recommendation. Local school districts evaluate the listed instructional materials and select those materials designed to fit local needs. (5-17-93)

c. The committee will consider for recommendation only complete textbooks submitted to it. Galley proofs, dummy books, manuscripts, etc., cannot be considered. Material in manuscript form may be accepted by the Committee when said material pertains to Idaho History. (5-17-93)

03. Adoption Process. Following is the standard procedure for submitting textbooks for adoption in Idaho: (5-17-93)

a. Notify the executive secretary of the Idaho State Textbook and Improvement of Instruction Committee by letter of all materials being submitted for consideration. Give titles, authors, and copyright dates. This letter should accompany books at the time they are sent to the executive secretary. (5-17-93)

b. Deliver textbook samples to Committee members. (5-17-93)

c. Interviews. Interviews with the Committee will be held in May at the State Department of Education, Boise, Idaho. Interviews with individual Committee members may be held any time after the spring meeting at the convenience of the representative and the member, provided they are scheduled in advance. An interview with the Committee or with any individual member is not mandatory, but is desirable. No interviews will be granted with representatives at the November meeting of the Committee. Representatives are requested not to contact subcommittee members unless asked by the Committee. (5-17-93)

d. Each publisher is requested to submit to each Committee member a brief on books and materials presented. Preferably, this brief should be in the form of a short and concise "blurb" attached to the inside of the front cover telling the book's intended use, grade level, and point out the main features of the book. (5-17-93)

e. Books may be submitted according to the schedule adopted by the State Textbook Committee. (5-17-93)

f. Recommendations for adoptions in the areas specified will be made at the fall meeting of the State Textbook and Improvement of Instruction Committee. Publishers' representatives will be notified of the adoption following action of the State Board of Education, which will probably be in January. (5-17-93)

g. Each textbook publisher must deliver, according to the committee schedule, a sealed bid on all textbooks presented for adoption. (5-17-93)

04. Textbook Bulletin. The Bureau of Instruction shall prepare and mail a special bulletin to all Idaho school districts listing the textbook adoptions. (5-17-93)

05. Depository. Caxton Printers, Ltd. of Caldwell, Idaho shall be the depository for the state-adopted textbooks. (Approved SBE February 13, 1925.) (5-17-93)

06. Selection. All school districts shall select textbooks and teaching materials from a multiple list recommended by the Idaho State Textbook and Improvement of Instruction Committee and adopted by the State Board of Education. (Section 33-118, Idaho Code) (5-17-93)

231. -- 239. (RESERVED).

240. SPECIAL EDUCATION PROGRAMS.

01. General Provisions. Each public agency, including the State Department of Education, local school districts, and any other political subdivision of the State that is responsible for providing education for students with disabilities, shall comply with all provisions of Chapter 20, Title 33, Idaho Code, the Idaho State Board of Education Rules for Public Schools, and the Individuals with Disabilities Education Act, PL 101-476 and any of its amendments and its implementing regulations. Each public agency contracting with a private school or facility shall ensure that the private school or facility meets the standards set forth in this section. Nothing in this section shall limit the duty of the State Department of Education to monitor, as set forth in the Idaho State Plan for Special Education, all public agencies and private schools and facilities who provide education or related services to students with disabilities. (5-17-93)

02. Definition of Terms. (5-17-93)

a. Autism. A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three (3), that adversely affects educational performance. (5-17-93)

b. Child Study Team. The Team that decides eligibility of the child for special education services develops the Individual Education Program (IEP) and determines placement. This Team always includes the child's parents. Members of the Child Study Team may also serve on the Multi-Disciplinary Team. (5-17-93)

c. Communication Disorders. Types of communication disorders include speech impaired, involving stuttering, impaired articulation, or a voice impairment which adversely affects a child's educational performance; language impaired, expressive or receptive language skills, either oral or graphic, which deviate from accepted norms in terms of grammatical, morphological and semantic performance and which adversely affect a child's educational performance; and hearing impaired (see definitions for deaf and hard of hearing in Subsection 240.02). (5-17-93)

d. Consent. The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication, and has agreed to it in writing. The parent understands that giving consent is voluntary and may be revoked at any time. (5-17-93)

e. Comprehensive Evaluation. Comprehensive evaluation is the multifaceted, multidisciplined assessment that includes the totality of information needed to make educational decisions about a child with a disability. The purpose of comprehensive evaluation is to assist the Child Study Team in determining eligibility of students for special education, to help formulate the Individual Education Program (IEP), and to determine the least restrictive educational setting for each child with a disability. (5-17-93)

f. Deaf-Blind. Deaf-blind means simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and learning needs that they cannot be appropriately educated without special education and related services beyond those that would be provided solely for children with hearing or visual impairments, or severe disabilities, to address their educational needs due to these concurrent disabilities. (5-17-93)

g. Developmentally Delayed. The term refers only to children ages three, four, and five (3, 4, and 5) for whom a significant delay exists in one (1) or more of the following skill areas: receptive language; expressive language; cognitive abilities; gross motor functioning; fine motor functioning; social, emotional or adaptive functioning; and self help skills. (5-17-93)

h. **Gifted/Talented.** The term gifted/talented refers to those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities. (5-17-93)

i. **Hearing Impaired.** Those students with auditory impairments can include hard of hearing -- those students whose hearing impairment, whether permanent or fluctuating, adversely affects their educational performance but which is not included under the definition of deaf; and deaf -- those students whose hearing impairment is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. (5-17-93)

j. **Individual Education Program (IEP).** The IEP is the written statement describing the educational objectives for and the services to be provided to each student with disabilities. Educational objectives and services include both instruction and those related services required to meet the unique needs of children with disabilities and are derived from a comprehensive evaluation of the child and his environment. The elements included in the plan are statements of present educational performance, annual goals, short-term instructional objectives, and services to be provided to meet these objectives, conditions under which services will be delivered, and evaluation criteria. (5-17-93)

k. **Least Restrictive Environment.** To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without disabilities. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Least restrictive environment also refers to the inclusion and participation of children with disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate to the needs of the child. (5-17-93)

l. **Mental Retardation.** Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period which adversely affects a child's educational performance. (5-17-93)

m. **Multi-Disciplinary Team.** A Multi-Disciplinary Team is a district or building screening committee. The Multi-Disciplinary Team is composed of regular and special educators, and meets regularly as a team. It screens all student referrals and determines the need to conduct a comprehensive evaluation for possible eligibility for special education services. Members of the Multi-Disciplinary Team may also serve on the Child Study Team. (5-17-93)

n. **Multidistrict Unit.** A multidistrict unit can be established when two (2) or more school districts cooperatively provide those special education services which they are unable to offer singly and which can be provided more economically or efficiently in combination with other districts. (5-17-93)

o. **Multihandicapped.** The term means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one (1) of the impairments. The term does not include deaf-blind students. (5-17-93)

p. **Other Health Impaired.** Other health impaired means those students with limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes which adversely affects a child's educational performance. It also means having an autistic condition which is manifested by severe communication and other developmental and educational problems. (5-17-93)

q. **Orthopedically Impaired.** A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomalies, impairments caused by disease, and impairments from other causes. (5-17-93)

r. **Parent.** The term parent means a parent, a guardian, a person acting as a parent, or a surrogate

- parent. (5-17-93)
- s. Personally Identifiable. Information regarding a child which would make it possible to identify the child with reasonable certainty, including personal characteristics, the child's or parent's name, the address of the child, the child's social security number or student number, or other personal identifiers. (5-17-93)
- t. Placement. The structure or status for provision of educational and related services to a student in order to meet the established goals, including the degree of interaction with non-disabled peers. Placement does not mean the specific class or building in the district. (5-17-93)
- u. Related Services. Related services refer to transportation and such developmental, corrective and other supportive services as are required to assist a child with disabilities to benefit from special education and includes speech and language pathology, audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes, school health services, social work services in school, therapeutic recreation, rehabilitation counseling, parent counseling and training, and assistive technology services and devices. This list of related services is not exhaustive. (5-17-93)
- v. Seriously Emotionally Disturbed. A condition in which the following characteristics are exhibited over a long period of time and to a marked degree which adversely affect educational performance: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory inter-personal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes children who are schizophrenic. This term does not include children who are socially maladjusted, unless it is determined they are seriously emotionally disturbed. (5-17-93)
- w. Special Education. Special education shall be defined as specially designed instruction or related services, which may be provided in a variety of settings, "at no cost" to the parents, to meet the unique needs of a child with disabilities. The term "at no cost" means all specially designed instruction or related services provided without charge but does not preclude incidental fees which are normally charged to students without disabilities or their parents as a part of the regular education program. (5-17-93)
- x. Specific Learning Disabilities. Disorders in one (1) or more of the basic psychological processes involved in understanding or in using spoken or written language which may be noticed in an imperfect ability to listen, think, speak, read, write, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, but does not include learning problems which are primarily the result of visual, hearing, or motor handicaps; of emotional disturbance; of mental retardation; or of environmental, cultural, or economic disadvantage. (5-17-93)
- y. Transition. A long range cooperative planning process that includes a coordinated set of activities which addresses the student's movement from school to continuing education/training, the community of work, or adult supported services. (5-17-93)
- z. Traumatic Brain Injury. Children with brain injuries caused by an external physical force, or by an internal occurrence such as stroke or aneurysm, with resulting impairments that adversely affect educational performance. This term does not include children with brain injuries that are congenital or degenerative or caused by birth trauma. (5-17-93)
- aa. Visually Impaired. Those students who have visual impairments which, even with correction, adversely affect a child's educational performance. The term includes both partially sighted and blind. "Partially sighted" refers to the ability to use vision as one channel of learning if educational materials are adapted. "Blind" refers to the prohibition of vision as a channel of learning, regardless of adaption of materials. (5-17-93)
03. Right to Education. All children with disabilities shall be provided a free and appropriate public education that emphasizes special education and related services designed to meet their unique learning needs. Local school districts shall: (5-17-93)

a. Develop appropriate plans and ensure that an array of individualized services is available at all times to meet the needs of children with disabilities at the preschool, kindergarten, elementary and secondary levels. These services to children with disabilities within a single school district, a multidistrict, a cooperative unit, or through a contractual arrangement with an outside agency will be enumerated in the Local Education Agency application. (5-17-93)

b. Maintain an approved special education program utilizing State Board of Education adopted rules. Minimum procedures for the establishment and operation of an approved special education program are included in Subsections 240.03 and 240.21. (5-17-93)

c. Designate a records manager to ensure the confidentiality of any personally identifiable information at the collection, storage, disclosure and destruction stages. All persons collecting or using personally identifiable information shall receive training or instruction regarding the policies and procedures established for the confidentiality of personally identifiable information. (5-17-93)

d. Administer and supervise special education programs and services. Each school district operating a special education program for children with disabilities shall provide an administrator. This may be a full-time or a part-time position supported by state funds or a person who is not supported by state funds. (5-17-93)

e. Develop an IEP prior to placing a child in a private school or facility. Participate and ensure parental participation in any subsequent meetings to review or revise the IEP. Ensure that the private school or facility complies with applicable federal and state statutes and regulations regarding provision of a free appropriate education for the child. (5-17-93)

04. Local school districts shall meet all data requirements: (5-17-93)

a. Submit a form requesting state funding for proposed special education programs. Requests for proposed special education programs and projected number of personnel to be employed shall be submitted to the State Department of Education in April of each year. (5-17-93)

b. Employ professional personnel utilizing State Board of Education approved certification standards or Bureau of Occupational Licensing standards for Occupational and Physical Therapists. (5-17-93)

c. Submit all contract programs on approved forms on an annual basis. For district-to-agency contracts, the local school district must submit to the Department of Education, Special Education Section, a Special Education Student Enrollment Form listing the eligible students served within the contract. In addition, attendance reports must be submitted by the district to the State Department of Education, Bureau of Finance. For district-to-district contracts, the receiving school district will include eligible students on the appropriate enrollment form and attendance reports, for purposes of state funding. (5-17-93)

d. Submit student enrollment information on disks, electronically, or on forms in December of each school year. Student enrollment forms will be utilized by the State Department of Education to compute Exceptional Child Support Units and determine the state's Handicapped Child Count for federal funding. (5-17-93)

e. Other data as periodically required by federal or state statute or regulation. (5-17-93)

05. Identification Procedures. Each local district shall develop and implement initial identification procedures. (5-17-93)

a. Develop and implement procedures to identify all students with disabilities ages birth to twenty-one (21) who may be in need of special education assistance. Such procedures must include "child find" activities, and may include other initial identification procedures such as screening, census, or surveys. Screening which involves all students of a particular age, grade, or class need not have parental consent. For children ages birth through two (2) years, this requirement may be met through an interagency agreement with the lead agency as designated under Part H of P.L. 99-457. (5-17-93)

b. Make known and accessible to all concerned persons a specified method of referral for special education and related services. (5-17-93)

c. Submit names of children referred for initial evaluation for possible special education programs and services eligibility to the Multi-Disciplinary Team for further comprehensive evaluation, as appropriate. (5-17-93)

06. Multi-Disciplinary Teams. Each local district shall establish Multi-Disciplinary Teams. (5-17-93)

a. A Multi-Disciplinary Team is a district or building screening committee. The Multi-Disciplinary Team is composed of regular and special educators, and meets regularly as a team. It screens all student referrals and determines the need to conduct a comprehensive evaluation for possible eligibility for special education services. Members of the Multi-Disciplinary Team may also serve on the Child Study Team. (5-17-93)

b. The Multi-Disciplinary Team shall conduct or arrange for the comprehensive evaluation as appropriate. The placement of students in special education or related services shall be based on the results of a comprehensive evaluation administered by qualified personnel. The extent of comprehensive evaluation shall be based upon the referral and the results of prior intervention alternatives attempted, and be determined by a Multi-Disciplinary Team utilizing minimum assessment procedures as provided by the State Department of Education. Such evaluation procedures shall be provided at no expense to the parents. Comprehensive evaluation procedures will vary according to each of the types of disability. The State Department of Education shall provide minimum assessment procedures, minimum eligibility criteria, and minimum requirements for reevaluation related to each type of disability. Selection of specific assessment instruments/testing procedures shall be determined by a Multi-Disciplinary Team involved in the assessment process using state minimums. When the need for a comprehensive evaluation is determined, the Multi-Disciplinary Team shall ensure that the parents has the opportunity for input into the assessment process. Written parental permission shall be obtained before any evaluation of a child who is not currently eligible for special education and related services occurs, pursuant to Subsection 240.11. A comprehensive evaluation should be completed within thirty (30) calendar days of the date parental consent is obtained. Determination of additional comprehensive evaluation needed for each child with a disability for eligibility and educational programming will be determined on an annual basis by the Child Study Team. (5-17-93)

c. Evaluation procedures and instruments must be provided and administered in the child's native language or other mode of communication unless it is clearly not feasible to do so; have been validated for the specific purpose for which they are used; be administered by trained personnel in conformance with the instructions provided by the test producer; include those which assess specific areas of educational need as indicated in the referral and not those which provide only a single intelligence quotient; be selected and administered to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure); and be selected and administered so as not to be racially or culturally discriminatory. (5-17-93)

d. No single procedure may be used as the sole criterion for determining an appropriate educational program for a child. (5-17-93)

e. The comprehensive evaluation must be done by Multi-Disciplinary Team or group of persons, including at least one (1) teacher or other specialist with knowledge in the area of suspected disability. For a child with a suspected disability in speech only, a single evaluator may be appropriate. (5-17-93)

f. The child must be assessed in those areas related to the suspected disability as indicated on the referral including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. (5-17-93)

g. Individual evaluation reports, or a single composite report containing complete data, must be submitted to the Child Study Team and retained for needed documentation. A single composite report must be developed for students with learning disabilities. (5-17-93)

07. Parental Participation. Each school district shall take steps to ensure that one (1) or both of the parents of each child with disabilities are present or are afforded the opportunity to participate in Child Study Team meetings held for the purpose of development, monitoring, and evaluation of the child's Individual Educational Program. (5-17-93)

a. The parents shall be notified of Child Study Team meetings early enough to ensure that the parents will have an opportunity to attend. Such notice must include the purpose, time, the location of the meeting, and the positions of participants who will be in attendance. The parents should be informed that they may bring a representative to the Child Study Team meeting. (5-17-93)

b. Child Study Team meetings shall be scheduled at a time and place mutually convenient to the parents and school personnel. (5-17-93)

c. If neither parent can attend, the school district shall use other methods to ensure parental participation, including individual or conference telephone calls. (5-17-93)

d. Child Study Team meetings may be held without a parent in attendance. However, the school district must document its attempts to arrange a mutually agreed on time and place for the meeting such as records of telephone calls, copies of correspondence sent to the parents and any responses received, and records of any visits made to the parents, as appropriate. (5-17-93)

e. The school district shall take appropriate action to ensure that the parent(s) understands the proceedings at a Child Study Team meeting, including arrangements for an interpreter for a parents who is deaf or whose native language is other than English. (5-17-93)

08. Each school district or multidistrict shall establish and utilize a Child Study Teams to coordinate activities and make decisions regarding, evaluation findings, eligibility, appropriate goals and objectives, and program placement of students with disabilities. (5-17-93)

a. Child Study Team members vary, but represent a multi-disciplinary group of persons knowledgeable about the child, the interpretation of evaluation results, educational placement options, and the resources available to provide appropriate special education and related services. (5-17-93)

b. Participants of a Child Study Team shall include an administrator, such as a director or supervisor of special education, principal or superintendent, or a designee with authority to commit school district resources necessary to carry out a child's IEP; a special education teacher, or speech/language pathologist if a child is being considered for special education or related services as speech, language, or hearing impaired; the child's teacher or a regular education teacher qualified to teach a child of that child's age if the child spends a portion of the day in regular education. At least one regular education teacher is required for secondary students; the child's parents, person acting as a parent, legal guardian or surrogate; a school psychologist if a child is being considered for initial placement in special education or may be in need of related services, such as a child with a serious emotional disturbance or mental retardation; the child, when appropriate; at the discretion of the Team, school psychologists, communication disorders specialist, social worker, physical or occupational therapist, counselor, physical education teacher, and a bilingual individual with expertise in the education of language minority children; appropriate representatives from other community agencies/institutions whenever joint educational or related service planning is needed; at least one (1) person who evaluated the child or is qualified to conduct individual diagnostic evaluations and is familiar with the results of the evaluation, such as a school psychologist, speech/language pathologist, special education teacher, social worker, etc., when evaluating/planning for a child suspected of having a learning disability; and other individuals at the discretion of the parents or agency. (5-17-93)

09. Individual Education Programs. The Child Study Team shall develop Individual Education Programs (IEPs) for each student with disabilities eligible for special education. (5-17-93)

a. The Child Study Team shall review comprehensive evaluation information completed for each child and determine if each child is eligible for special education or related services, using minimum state guidelines for eligibility. All information, including documentation of eligibility, becomes part of the student's permanent file. (5-17-93)

b. For students determined not eligible for special education, but in need of additional assistance, the Child Study Team may provide written or verbal guidance to regular education teachers to assist in appropriate educational programming. (5-17-93)

c. The Child Study Team shall develop the Individual Education Program (IEP) and determine placement within thirty (30) calendar days of the determination of eligibility. The total time line from the date of written parental consent for pre-placement evaluation to IEP implementation shall not exceed sixty (60) calendar days, excluding periods when regular school is not in session for more than five (5) consecutive days. Extensions may be granted only when all parties have agreed in writing to the extension. (5-17-93)

d. At the discretion of the public agency, an Individualized Family Service Plan (IFSP) may be used in place of an IEP provided the child is aged three to five (3-5); the child's parents agrees to the use of the IFSP; and the IFSP is developed in accordance with Part H policies and procedures and federal regulations regarding IEPs. Nothing in this part requires public agencies to develop IFSPs rather than IEPs for three to five (3-5) year olds, nor to implement more than the educational components of the IFSP. (5-17-93)

e. The IEP must be developed prior to the initiation of special education or related services. When a student eligible for special education or related services as indicated on a current IEP transfers to another school district, the student cannot be excluded from receiving special education or related services. If an IEP cannot be developed within five (5) days, or the district wishes to re-evaluate the child, an interim (short-term) IEP must be implemented pending the development of the standard IEP. (5-17-93)

f. Individual Education Programs (IEPs) must include a statement of the child's present levels of educational performance in those areas related to the suspected disability including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; statements of the annual program goals and short-term objectives, based upon the present levels of performance; a statement of the specific special education and related services to be provided to the child, and the extent to which the child will participate in regular educational programs; the projected dates for initiation of services and the anticipated duration of the services; appropriate objective criteria (required Mastery Levels) and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved; a statement of the needed transition services for students beginning no later than age sixteen (16) and, when deemed appropriate for the individual student, at age fourteen (14) or younger (when a participating agency other than the educational agency fails to provide agreed upon services, the educational agency shall reconvene the IEP Team to identify alternative strategies to meet transition objectives); documentation that children with disabilities, to the maximum extent appropriate, are educated with children who do not have disabilities of similar chronological age, and that removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; the projected date, by month and year, of the annual review; the signature and position of each Child Study Team member present, to include the parent; and a place for the parents to indicate objections to part or all of the IEP and placement. (5-17-93)

g. Written parental consent must be obtained for initial placement of a child with disabilities in a program providing special education and related services. The parents shall be notified of Child Study Team meetings and provisions made during the meeting to inform the parents of the results of the comprehensive evaluation. If the parents is unable to attend, other means must be used to inform them prior to obtaining consent. (5-17-93)

h. The Child Study Team decision shall be based upon Team agreement and signed by Team members. If any member of the Child Study Team is not in agreement, the disagreement should be noted and a minority report should be included in the student's file. (5-17-93)

i. The IEP must be implemented as soon as possible following the Child Study Team meeting during which parent signature was obtained. (5-17-93)

j. A copy of the IEP shall be given to the parents whenever a change is made to the IEP, and upon request. (5-17-93)

10. IEP Annual Review and revisions. (5-17-93)
- a. Each special education student's IEP shall be reviewed at least annually by the Child Study Team to determine if additional comprehensive evaluation is necessary; progress towards IEP goals and objectives, and continuing eligibility of the student and to write a new IEP, or revise specific goals as necessary. A complete IEP must be written at least annually. Continuing eligibility may be determined by formal or informal assessment, progress towards IEP goals and objectives or other relevant means. Students who are no longer eligible will be exited from special education at this time. State funded personnel may continue to monitor the student and consult with general educators. (5-17-93)
- b. Any member of a Child Study Team may request a team meeting at other times for purposes of determining student progress in special education and related services or to consider revisions or amendments to the IEP or placement. (5-17-93)
- c. A district must provide the parents with written notice (see Subsection 240.11) postmarked or hand delivered at least ten (10) days prior to implementing IEP or placement changes proposed by the district to which a parent disagrees, or changes proposed by the district as a result of a Child Study Team meeting not attended by the parents. If, within ten (10) days of receiving written notice, a parent files a written objection to parts or all of the proposed IEP or placement, those changes shall not be implemented. The district and parent may use informal methods such as additional Child Study Team meetings or voluntary mediation to resolve the disagreement. If these informal attempts fail, the district may request a due process hearing to obtain a hearing officer's decision regarding the proposed change. (5-17-93)
- d. If a parent requests an IEP or placement change at a Child Study Team meeting and the district disagrees with the request, within ten (10) days of the meeting the district must provide written notice (see Subsection 240.10) of the district's refusal to make the change, and initiate informal methods to resolve the disagreement such as additional Child Study Team meetings or voluntary mediation. (5-17-93)
- e. For the purposes of Subsection 240.10, the district's reassignment of a student to another classroom or building in the district will not be construed as a change in placement as long as the IEP goals remain unchanged and the degree of interaction with non-disabled peers remains the same. (5-17-93)
- f. A person such as a special education teacher, speech/language pathologist, physical therapist, social worker, school psychologist, etc., shall implement ongoing monitoring procedures to determine student progress toward goals and objectives included within the IEP. (5-17-93)
- g. In addition to the annual review of the IEP, a comprehensive re-evaluation of each student shall be conducted every three (3) years or more frequently if necessary. The purpose of the re-evaluation shall be to determine the student's continuing eligibility for special education and related services. (5-17-93)
- h. School districts shall provide extended school year services (beyond the regular school year) for children with disabilities who qualify for such services. Districts shall apply State Department of Education guidelines concerning extended school year services in determining eligibility of the child with disabilities. (5-17-93)
11. Procedural Safeguards. Districts shall utilize appropriate procedural safeguards. (5-17-93)
- a. Written parental consent for evaluation must be provided to the school district before any initial evaluation may proceed for a child not currently eligible who has been referred. If the parents refuse consent for testing and evaluation, the child may not be tested or evaluated. If public agency personnel believe an evaluation is necessary in order to ensure a free, appropriate public education, they may request a hearing to obtain a hearing officer's decision. If the decision indicates testing and evaluation is necessary and the parents does not appeal, the child may be tested and evaluated. (5-17-93)
- b. Statements of procedural safeguards available to the parents under the Individuals with Disabilities Education Act must be provided in the native language of the parent or in the mode of communication used by the parent, including procedures required for release of confidential information to other public agencies. Statements of

procedural safeguards must be provided when the district proposes or refuses to initiate or change the IEP, evaluation, free appropriate public education, or placement. If the parent's native language is not written, the district must translate or otherwise communicate this information. In such cases, a written statement must be on file with the school district documenting that the parents understood the information. (5-17-93)

c. A parent has the right to an Independent Educational Evaluation (IEE) at public expense if the parent disagrees with an evaluation obtained by the school district. A due process hearing can be initiated by the school to determine if the evaluation conducted by the school is appropriate or if additional evaluation is warranted. If the final decision of a hearing officer, or a court of law if the hearing officer's decision is appealed, is that the evaluation which has been conducted by the school is appropriate, the parent still has the right to an independent evaluation, but not at public expense. Whenever an independent 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 which the school district uses when it initiates an evaluation. The district may also establish criteria to ensure that the cost of a publicly-funded IEE is reasonable. In order to avoid unreasonable charges for IEEs, a district may establish maximum allowable charges for specific tests. If a district does establish maximum allowable charges for specific tests, the maximum cannot simply be an average of the fees customarily charged in the area by professionals who are qualified to conduct the specific test. Rather, the maximum must be established so that it allows the parents to choose from among the qualified professionals in the area and only eliminates unreasonably excessive fees. When enforcing reasonable cost containment criteria, the district must allow the parents the opportunity to demonstrate that unique circumstances justify an IEE that does not fall within the district's criteria. If an IEE that falls outside the district's criteria is justified by the child's unique circumstances, that IEE must be publicly funded. The school district must provide to the parents, upon request, the names, addresses, and phone numbers of other public agencies where independent educational evaluation services can be obtained. If a parent obtains an independent evaluation at private expense, the results of the independent evaluation must be considered by the school district in any decision regarding the provision of a free appropriate public education for the child and may be presented as evidence at a due process hearing. If a hearing officer requests an IEE as part of a hearing, the cost of the evaluation must be at public expense. (5-17-93)

d. Prior written notice will be given to the parents at least ten (10) calendar days before implementing a school district proposal to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child, or within ten (10) calendar days after a decision to refuse a parent's request to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. (5-17-93)

e. The content of the notice under Subsection 240.11.d. shall include a full explanation of all of the procedural safeguards available to the parents; a description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered and the reason why those options were rejected; a description of each evaluation procedure, test, record, or report the agency uses as a basis for the proposal or refusal; and a description of any other factors that are relevant to the agency's proposal or refusal. Clear information to the parent about the parents' right to object to a district proposed IEP or placement change under Subsection 240.10.c. through 10.e. (5-17-93)

f. The notice must be written in language understandable to the general public, and provided 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. If the native language or other mode of communication of the parent is not a written language, the local educational agency shall take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; that the parent understands the content of the notice; and that there is written evidence that the notice requirements of this section have been met. (5-17-93)

12. Due Process. A parent/guardian or a school district may initiate an impartial due process hearing on any matters pertaining to identification, evaluation, educational placement or provision of a free appropriate public education to the child. (5-17-93)

a. When a parent/guardian initiates a request for a hearing, the school district shall, upon receipt of written request for the hearing, immediately notify the State Director of Special Education. (5-17-93)

b. The hearing shall be conducted by an impartial hearing officer appointed by the State Director of

Special Education. (5-17-93)

c. The school district shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area at parent request or if a hearing is initiated. (5-17-93)

d. A hearing officer may not be an employee of a school district that is involved in the education or care of the child, the State Department of Education, an individual having a personal or professional interest that would conflict with the hearing officer's objectivity in the hearing, or a member of the board of trustees of the school district involved. (5-17-93)

e. The district superintendent has the responsibility of informing the district school board of any request for a hearing. Within ten (10) calendar days of a request for a hearing, an impartial hearing officer will be assigned by the State Department of Education. The State Department of Education will maintain a list of trained hearing officers and their qualifications. (5-17-93)

f. Compensation of hearing officers will be the responsibility of the school district that is a party to the hearing. The rate of compensation will be established by the State Department of Education. (5-17-93)

g. The State Department of Education may offer mediation as an alternative dispute resolution mechanism. However, the offer of mediation does not negate the parent/guardian or school district's right to a due process hearing. Mediation is a voluntary process and may only be used when both parties to the dispute agree to it. (5-17-93)

h. If the State Department of Education appoints a mediator, the department will reimburse the mediator for mediation expenses. (5-17-93)

13. Due Process Hearing. Before the actual due process hearing, the following steps should be taken: (5-17-93)

a. The parents will be allowed to inspect and review reports, files, and records pertaining to the child without unnecessary delay and in each case within forty-five (45) days after the request is made. A school district may charge a fee for copying records for the parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. (5-17-93)

b. The hearing officer should provide to the parents, school district officials, and the State Department of Education notification as to the time and place of the due process hearing. The hearing must be conducted at a time and place reasonably convenient to the parents. The hearing officer's written decision must be available within a total period of time not to exceed forty-five (45) calendar days from the date when the request for a hearing was initially received. The forty-five (45) day time line begins when the written request is received by the local school district or the State Department of Education, whichever is earlier. A hearing officer may grant specific extensions of time at the request of either party. (5-17-93)

14. Due Process Hearing Procedure. The due process hearing shall be conducted in accordance with the following procedures: (5-17-93)

a. The hearing officer will preside and should conduct the proceedings in a fair and impartial manner, permitting all parties an opportunity to present their information and opinions. (5-17-93)

b. The parents and the school district may be accompanied and advised by legal counsel and other persons with special knowledge or training about children with disabilities. (5-17-93)

c. The parents involved in hearings must be given the right to open the hearing to the public and to have the child who is the subject of the hearing present at the hearing. (5-17-93)

d. The parents, school district personnel, and their respective representatives shall have the right to present evidence, question and compel the attendance of witnesses. (5-17-93)

- e. The parents or school district personnel shall have the right to prohibit the introduction of any evidence at the hearing that has not been disclosed to the respective party at least five (5) days before the hearing. (5-17-93)
- f. During the hearing the district will provide interpreters for the deaf or interpreters fluent in the primary language of the parents if such interpreters are necessary. (5-17-93)
- g. A taped recording or other verbatim record of any due process hearing shall be made. Such a record shall remain with the State Department of Education. The parents and school district personnel may have access to this record upon formal request. (5-17-93)
15. Due Process Decisions. Decisions of a due process hearing officer shall be issued in accordance with the following: (5-17-93)
- a. The decision should include findings of fact, conclusions of law, and the supporting reasons for the final recommendation. (5-17-93)
- b. The decision of the hearing officer should be based solely on presentations made at the formal hearing. (5-17-93)
- c. The written decision shall be sent to the parents, the school district superintendent, the State Department of Education, and to their respective representatives. (5-17-93)
- d. After deleting personally identifiable information, the State Department of Education shall transmit the decision to the State Advisory Panel and shall make the decision available to the general public upon formal request. (5-17-93)
- e. A decision made by the hearing officer will be binding, unless either party wishes to appeal the decision by initiating civil action. (5-17-93)
16. Pending Procedures. During the pendency of any administrative or judicial proceeding regarding a complaint, unless the public agency and the parents of the child agree otherwise, the child involved in the complaint must remain (stay put) in his or her present educational placement. If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all the proceedings. (5-17-93)
17. Rights of Child. Each school district shall ensure that the rights of a child are protected by a surrogate parent when no parent can be identified, when the district, after reasonable efforts, cannot discover the whereabouts of a parent, or the child is a ward of the state. (5-17-93)
- a. The duty of a school district includes the assignment of an individual to act as a surrogate for the parents. This must include a written method for determining whether a child needs a surrogate parent and, for assigning a surrogate parent to the child. (5-17-93)
- b. School districts shall ensure that a person selected as a surrogate has no interest that conflicts with the interest of the child being represented, and has knowledge and skills, that ensure adequate representation of the child. (5-17-93)
- c. A person assigned as a surrogate parent may not be an employee of the school district or any public agency that is involved in the education or care of the child. A person is not an employee of an agency solely because that person is paid by the agency to serve as a surrogate parent. (5-17-93)
- d. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education to the child. (5-17-93)
18. Student Records. Each local district shall ensure that student records are properly maintained.

(5-17-93)

a. The school district will designate and train a records manager to assure security of confidential student records for exceptional children. Each school district shall keep a record of parties obtaining access to education records collected and maintained (except access by the parents and authorized employees of the school district), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. If any education record includes information on more than one (1) child, the parents of those children shall have the right to inspect and review only the information relating to their child or to be informed of that specific information. Each school district shall provide the parents, on request, a list of the types and locations of education records collected, maintained, or used by the district. An education agency may charge a fee for copies of records which are made for the parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. An education agency may not charge a fee to search for or to retrieve information under this part. School district release of confidential information from records of exceptional children to other than participating educational agencies, requires written parental consent. (5-17-93)

b. The school district shall inform the parents when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the child, is greater than five (5) years old, and is to be destroyed. Personally identifiable information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, the student's grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. When informing the parents about their rights, school districts should remind them that the records may be needed by the child or the parents for Social Security benefits or other purposes. (5-17-93)

c. The parents or the student, if age eighteen (18), has the right to inspect and review all of the student's educational records and must be so notified annually. School records available include those pertaining to the identification, evaluation, educational placement of the child, and the provision of a free appropriate public education. The parents must be provided the opportunity to copy school records for their child at their own expense. The school may charge a fee for copying records for the parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. A parent who believes that information in education records collected, maintained, or used is inaccurate or misleading or violates the privacy or other rights of the child, may request the participating school district which maintains the information to amend the information. The school district shall decide whether to amend the information in accordance with the request within a reasonable period of time after receipt of the request. If the school district decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal, and advise the parent of the right to a hearing. (5-17-93)

19. Diplomas. School districts should utilize a regular diploma for special education students at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be utilized for special education students unless the same diploma or certificate is granted to students without disabilities in the same graduating class. (5-17-93)

20. Maintenance of Records. Each local district shall maintain records of the district special education program for review by the State Department of Education that shall include: (5-17-93)

- a. Access forms; (5-17-93)
- b. Comprehensive evaluation data; (5-17-93)
- c. Documentation that the parents was informed of their rights under the Individuals with Disabilities Education Act. (5-17-93)
- d. Documentation of three (3) year re-evaluation reports; (5-17-93)
- e. Documentation of eligibility; (5-17-93)
- f. IEP Individualized Education Program; (5-17-93)

- g. Learning disabilities observation form (where appropriate); (5-17-93)
 - h. Learning disabilities summary form (where appropriate); (5-17-93)
 - i. Permission for initial (student not currently eligible) evaluation form; (5-17-93)
 - j. Permission for initial placement form; (5-17-93)
 - k. Records of parent conferences/contacts; (5-17-93)
 - l. Referral forms; and (5-17-93)
 - m. Student social security number. (5-17-93)
21. Personnel Development. Each local school district shall provide for a comprehensive system of personnel development that shall include training of regular and special education teachers, support personnel, and administrators serving children with disabilities. Inservice training might include such activities as: (5-17-93)
- a. Training in the use of Individualized Education Programs and other pertinent state and federal policies governing special education. (5-17-93)
 - b. Workshops or conferences on teaching techniques, classroom strategies, etc. (5-17-93)
 - c. Demonstrations of various methods of classroom management. (5-17-93)
 - d. Materials workshops which provide opportunities for school personnel to investigate current resources and materials available for use with children with disabilities. (5-17-93)
 - e. Local, state, regional, and national conferences and visitations pertaining to the education of children with disabilities. (5-17-93)

241. -- 249. (RESERVED).

250. ALTERNATIVE HIGH SCHOOL PROGRAMS.

01. Definition of Terms. (5-17-93)
- a. Academically deficient means repeated at least one (1) grade or more; has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrollment in an alternative high school; has failed one (1) or more basic skill subjects during the previous school year; or is two (2) or more semester credits per year behind the rate required to graduate. (5-17-93)
 - b. Alternative high school programs shall be defined as those that provide special instructional courses and offer special services to eligible At-Risk Youth for the primary purpose of having each student obtain a high school diploma. Alternative high school programs should feature individualization, clear objectives, prompt feedback, evidence of progress and, at the same time, meet or exceed the academic standards of both the State Board of Education and the local school district. Alternative high school programs conducted during the regular school year shall be physically separated from the regular high school facility; or be scheduled at a time different from the regular high school schedule. Alternative high school programs conducted during the summer session shall be organized and scheduled in a manner that clearly separates eligible At-Risk Youth and the courses they are enrolled in from any regular summer school program. Alternative high school summer programs shall feature course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve At-Risk Youth as defined in this section. To be eligible for Alternative High School Secondary Support Unit funding as authorized by Idaho Code 33-1002 C and 33-1002 E, school districts shall comply with the regulations specified in this section. (5-17-93)
 - c. At-Risk Youth means those persons whose academic performance, school attendance, classroom behavior, or personal circumstances are such that in order for them to graduate from high school, special instructional

programs and special services are required. At-Risk Youth shall be persons between the ages of 14 and 21 who are academically deficient, previous dropouts, pregnant, parents, or who have a record of excessive absenteeism or behavior problems. (5-17-93)

- d. Basic skills subjects include: English, math, reading, science, social studies, and speech. (5-17-93)
 - e. Behavior problems means behavior that is disruptive or inappropriate to the normal school environment, that has resulted in two (2) or more suspensions; a substance abuse problem as verified by law enforcement or medical professionals; or behavior associated with physical/sexual abuse, significant loss, or a traumatic incident wherein the student exhibits an emotional problem that hinders academic performance. (5-17-93)
 - f. Dropout (previous dropout) means any student who voluntarily or involuntarily terminated enrollment and has not obtained a high school diploma or an equivalency certificate. (5-17-93)
 - g. Emancipated student means one who has not resided with one's parent or guardian for thirty (30) days or more. (5-17-93)
 - h. Excessive absenteeism means that which is not attributed to a single illness or accident, and which exceeded ten percent (10%) during the preceding semester. (5-17-93)
 - i. Parent is defined as any student who has direct responsibility for the nurturing, health, and well-being of his/her child. (5-17-93)
 - j. Pregnant student is one who is carrying a developing fetus. (5-17-93)
 - k. Special Instructional Programs means those that are organized or structured to meet the specific academic needs of At-Risk Youth. (5-17-93)
 - l. Special Services means those nonacademic components of a program for At-Risk Youth that include child care, parenting skills, physical fitness, and personal health. (5-17-93)
02. Student Qualifications. An At-Risk Youth is any secondary pupil who meets any three (3) of the first five criteria listed below or any one (1) of criteria f through k above. (5-17-93)
- a. Has repeated at least one (1) grade. (5-17-93)
 - b. Has absenteeism that is greater than ten percent (10%) during the preceding semester. (5-17-93)
 - c. Has an overall grade point average that is less than 1.5 (4.0 scale), prior to enrollment in an alternative high school program. (5-17-93)
 - d. Has failed one (1) or more basic skill subjects. (5-17-93)
 - e. Is two (2) or more semester credits per year behind the rate required to graduate. (5-17-93)
 - f. Has substance abuse/behavior problems. (5-17-93)
 - g. Is pregnant or is a parent. (5-17-93)
 - h. Is an emancipated student. (5-17-93)
 - i. Is a previous dropout, voluntary or involuntary. (5-17-93)
 - j. Has behavior problems as defined in this section. (5-17-93)
 - k. Is a court or agency referral. (5-17-93)

03. Special Courses. Special instructional courses for At-Risk Youth enrolled in alternative high school programs shall include: (5-17-93)
- a. An academic component that includes basic skills subjects, and meets or exceeds minimum accreditation requirements for awarding high school credit in these subjects. (5-17-93)
 - b. A personal and career counseling component. (5-17-93)
 - c. Instructional staff who are properly certificated in their respective assignments, unless an exception is granted. (5-17-93)
04. Special Services. Special Services for At-Risk Youth enrolled in alternative high school programs should include the following, where appropriate: (5-17-93)
- a. A physical fitness/personal health component. (5-17-93)
 - b. A child care component with parenting skills emphasized. (5-17-93)
 - c. A vocational/occupational component that has one (1) or more subjects approved for funding by the State Director of Vocational Education. (5-17-93)
 - d. A day care component when enrollees are also parents. This component should be staffed by a qualified child care provider. (5-17-93)
 - e. Direct services of a certificated social worker. (5-17-93)
05. Pupil Load. Properly identified At-Risk Youth enrolled in an approved alternative high school program shall be exempt from the full-time enrollment requirement of Subsection 210.05. but shall comply with all other requirements of the State Board of Education and the local school district. (5-17-93)
06. State Funding of Approved Alternative High School Programs. (5-17-93)
- a. State funding of alternative high school programs conducted during the regular school year shall be limited to those that enroll enough properly identified At-Risk secondary students to insure twelve (12) or more full-time equivalent students in average daily attendance for the school year. A full-time equivalent At-Risk Youth is a student (or combination of students) in attendance for nine hundred (900) hours (5 hours x 180 days of instruction exclusive of breaks, lunch hours, and passing time) during the school year. To qualify for alternative high school program funding, school districts shall make initial application upon forms approved by the State Department of Education and must receive the approval of the State Superintendent of Public Instruction. School districts shall submit periodic attendance and enrollment reports as may be required by the State Superintendent of Public Instruction. (Section 33-1002E, Idaho Code.) (5-17-93)
 - b. State funding of alternative high school summer programs shall be limited to those that enroll enough properly identified At-Risk secondary summer session students to insure six (6) or more full-time equivalent students in average daily attendance for the summer session. Alternative high school summer programs must provide not less than two hundred twenty-five (225) hours of instructional time, exclusive of breaks, lunch hours, and passing time. A full-time equivalent summer session At-Risk Youth is a student (or combination of students) in attendance for two hundred twenty-five (225) hours during the summer session. To qualify for alternative high school summer program funding, school districts shall, prior to April 1st, make initial application upon forms approved by the State Department of Education and must receive the approval of the State Superintendent of Public Instruction. School districts shall submit periodic attendance and enrollment reports as may be required by the State Superintendent of Public Instruction. (Section 33-1002C, Idaho Code.) (5-17-93)
07. Special Instructional Courses. Special instructional courses for At-Risk Youth enrolled in alternative high school summer school programs shall include the following: (5-17-93)

- a. An academic component that includes three (3) or more of the basic skills subjects, and meets or exceeds minimum accreditation requirements for awarding high school credit in these subjects. (5-17-93)
- b. Instructional staff shall be properly certificated in their respective assignments unless an exception is granted. (5-17-93)
- 08. Special Services. Special Services for At-Risk Youth enrolled in alternative high school summer school programs should include the following, where appropriate: (5-17-93)
 - a. A physical fitness/personal health component; (5-17-93)
 - b. A child care component with parenting skills emphasized; (5-17-93)
 - c. A vocational/occupational component that has one (1) or more subjects approved for funding by the State Director of Vocational Education; (5-17-93)
 - d. A day care component when enrollees are also parents. This component should be staffed by a qualified child care provider; (5-17-93)
 - e. Direct services of a certificated social worker; and (5-17-93)
 - f. A personal or career counseling component. (5-17-93)

251. -- 259. (RESERVED).

260. JUVENILE DETENTION CENTERS.

- 01. Definition of Terms. (5-17-93)
 - a. Juvenile Detention Centers are defined as facilities that provide for the temporary care of children as defined in the Juvenile Justice Reform Act who require secure custody for their own, or the community's, protection in physically restricting facilities pending court disposition or subsequent to court disposition. (5-17-93)
 - b. Juvenile Offender is a person as defined in the Juvenile Justice Reform Act who has been petitioned or adjudicated for a delinquent act which would constitute a felony or misdemeanor if committed by an adult. (5-17-93)
- 02. Instructional Program. Every public school district in this state within which is located a public or private detention facility housing juvenile offenders pursuant to court order shall provide an instructional program. The instructional program shall: (5-17-93)
 - a. Provide coursework that meets the minimum requirements of Idaho State Board Rules and special purpose accreditation as designated by the Northwest Accreditation Association. (5-17-93)
 - b. Provide coursework in basic skills subjects. (5-17-93)
 - c. Include the following components, where appropriate: self-concept improvement; social adjustment; physical fitness/personal health; vocational/occupational; adult living skills; and counseling. (5-17-93)
 - d. Provide coursework which may lead to a student receiving credits for a high school diploma. School districts shall accept such coursework for purposes of issuing credit. (5-17-93)
 - e. Be directed by an instructor who holds an appropriate valid certificate. (5-17-93)
 - f. Be provided to each student not later than two (2) school days after admission and continue until the student is released from the detention center. (5-17-93)

- g. Be provided to students under twenty-one (21) years of age. (5-17-93)
- h. Be provided for a minimum of four (4) hours during each school day. (5-17-93)
- i. Be based on the needs and abilities of each student. The resident school district shall provide pertinent status information as requested by the Juvenile Detention Center. (5-17-93)
- j. Be coordinated with the instructional program at the school the student attends, where appropriate. (5-17-93)
- k. Be provided in a facility that is adequate for instruction and study. (5-17-93)
- 03. State Funding of Instructional Programs at Juvenile Detention Centers. (5-17-93)
 - a. Every student housed in a juvenile detention center pursuant to court order and participating in an instructional program provided by a public school district shall be counted as an exceptional child by the district for purposes of state reimbursement. (5-17-93)
 - b. Public school districts that educate pupils placed by Idaho court order in juvenile detention centers shall be eligible for an allowance equivalent to the previous year's certified local annual tuition rate per pupil. The district allowance shall be in addition to support unit funding and included in the district apportionment payment. (5-17-93)
 - c. To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. School districts shall submit attendance and enrollment reports as may be required by the State Superintendent of Public Instruction. Juvenile Detention Centers shall submit reports to the local school district as may be required. (5-17-93)

261. -- 999. (RESERVED).