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**IDAPA 08**  
**TITLE 02**  
**Chapter 03**

**08.02.03 - RULES GOVERNING THOROUGHNESS**

**000. -- 099. (RESERVED).**

**100. BASIC CURRICULUM.**  
(Section 33-118, Idaho Code)

01. Kindergarten. Kindergarten curriculum will be established at the local level. (Section 33-208, Idaho Code) (4-1-97)

02. Instructional Requirements. All schools will deliver a core of instruction and advisement programs (see Subsection 100.07, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (4-1-97)

a. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which include challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (4-1-97)

b. The State Department of Education Curriculum Guides may be used voluntarily and are designed to assist school districts as they develop educational programs and exiting standards. Notwithstanding the above, the State Division of Vocational Education will prepare curriculum guides and instructional aids for vocational-technical education programs in the public schools. (Idaho Code 33-118) (4-1-97)

03. Core of Instruction Grades 1-12. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.\* (\*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) At appropriate grade levels, instruction will include but not be limited to the following: (4-1-97)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

04. Other Required Instruction. Other required instruction for all students and other required offerings of the school are: (4-1-97)

a. Elementary Schools (Grades 1-6). (4-1-97)

i. The following section outlines other information required for all students, as well as other required offerings of the school:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness)

(4-1-97)

- ii. Additional instructional options as determined by the local school district. For example:  
Languages other than English  
Career Awareness (4-1-97)
- b. Middle Schools/Junior High Schools. No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-1-97)
- i. Other required instruction for all students:  
Health (wellness)  
Physical Education (fitness) (4-1-97)
- ii. Other required offerings of the school:  
Family and Consumer Science  
Fine & Performing Arts  
Vocational-Technical Education  
Advisory Period (middle school only, encourage in junior high school)  
Exploratory (middle school only) (4-1-97)
- iii. Additional instructional options as determined by the local school district. For example:  
Languages other than English (4-1-97)
- c. High Schools (Grades 9-12). Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-1-97)
- i. Other required instructional offerings of the school. Each student must complete credit and exiting standards in at least two (2) of the following areas of instructional offerings:  
Physical Education (fitness)  
Humanities  
Vocational-Technical Education (including work-based learning)  
Family and Consumer Science  
Fine and Performing Arts  
Languages other than English (may include indigenous languages or sign language) (4-1-97)
- ii. Additional instructional options as determined by the local school district. For Example: (4-1-97)  
Journalism
- 05. Graduation from High School. Graduation from an Idaho high school requires that: (4-1-97)
- a. All students will demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (4-1-97)

b. All students will meet locally established subject area exiting standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-1-97)

c. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the Board of Trustees. (4-1-97)

06. Graduation Requirements (Effective Until June 30, 2000). The minimum graduation requirements for accredited Idaho high schools shall be as follows: (4-1-97)T

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

(4-1-97)T

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: (4-1-97)T

i. Option 1 - The student must achieve a composite grade point average (GPA) of C in the 14-credit Core. (4-1-97)T

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. (4-1-97)T

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. (4-1-97)T

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 requirement}	2	4
U.S. History to include 20th Century History and World Affairs (grade 11#)	1	2
American Government, including state/local (grade 12)	1	2
Health (required in grades 10-12#, the health course 7-9 is to be retained)	.5	.5

	Yearly Units	Semester Credits
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

i. This requirement may be satisfied by academic courses which emphasize history, theory, analysis, criticism in any of the following subject areas: (4-1-97)T

(1) Literature, history, philosophy, architecture, and the fine arts (i.e music, art, drama, and dance); (4-1-97)T

(2) Interdisciplinary humanities, i.e., the related study of two or more of the subject areas listed above; (4-1-97)T

(3) Foreign languages; or (4-1-97)T

(4) Comparative world religions. (4-1-97)T

ii. Academic courses that are otherwise required by the state high school graduation may not be used to satisfy the humanities requirement. (4-1-97)T

iii. Not more than two semester credit 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

(4-1-97)T

#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.

07. High School Graduation Standards (Effective July 1, 2000). State minimum graduation requirements for all Idaho public high schools are forty-two (42) semester credits. The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and vocational areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (7-1-00)T

a. Secondary Language Arts and Communication: (nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)T

b. Mathematics and Science: (eight (8) credits required) a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory sciences. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and

Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (7-1-00)T

c. Social Studies: (five (5) credits required), including government (two (2) credits), U.S. history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs and world history may be offered as electives, not to be counted as a social studies requirement. (7-1-00)T

d. Humanities: (two (2) credits required). A course in interdisciplinary humanities or the related study of one (1) or more of the following: literature, history, philosophy, architecture, music, art, drama, dance, foreign languages, or comparative world religions. (7-1-00)T

e. Health/Wellness: (one (1) credit required). A course focusing on positive health habit. (7-1-00)T

08. Guidance Programs (Section 33-1212, Idaho Code). In each Idaho school, a comprehensive guidance program will be provided as an integral part of the educational program. A comprehensive guidance and counseling program includes these elements: (4-1-97)

a. A guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides appropriate activities for their achievement. (4-1-97)

b. Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development. (4-1-97)

c. Response services of counseling, consultation, and referral. (4-1-97)

d. System support functions that promote effective delivery of guidance services. (4-1-97)

09. Special Education Regulations (Section 33-2001 through 2008, Idaho Code) - General Provisions. (4-1-97)

a. 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, will comply with all provisions of Chapter 20, Title 33, Idaho Code, the Idaho State Board of Education Rules for Public Schools, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, Idaho's approved State Plan and any amendments and implementing regulations of such laws or plan. (4-1-97)

i. Local Education Agencies (LEAs) will 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 multi-district, a cooperative unit, or through a contractual arrangement with an outside agency will be enumerated in the LEA application for federal funds. The Board of Trustees or other comparable governing agency will adopt local policies and procedures for providing special education services and obtain approval from the Department of Education for the same. Approval will be based on current requirements of applicable laws, including the Individuals with Disabilities Education Act, Idaho Code, federal and state regulations implementing those laws in Idaho's approved state plan and any corrective actions required resulting from federal or state reviews. (4-1-97)

ii. The State Department of Education will provide LEAs with a sample set of policies and procedures that is consistent with relevant state and federal laws and regulations. The State Department of Education will monitor all public and private agencies who provide special education and/or related services to students with disabilities for compliance with state and federal laws, rules and regulations and local policies. (4-1-97)

iii. Each public agency contracting with a private school or facility will ensure that the private school or facility meets the standards set forth in this section. The State Department of Education will determine if private schools and facilities meet state standards for an approved special education program. Any agency aggrieved by the Department of Education's final decision may appeal that decision to the State Board of Education. (4-1-97)

- iv. LEAs must employ professional personnel using certification standards approved by the State Board of Education or Bureau of Occupational Licensing standards for occupational and physical therapists. (4-1-97)
- v. School districts will provide extended school year services (beyond the regular school year) for children with disabilities who qualify for such services. (4-1-97)
- vi. LEAs must collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. (4-1-97)
- b. Eligibility for Special Education. LEAs must implement appropriate procedures to locate, evaluate and determine eligibility of students with potential disabilities. At the preschool age level this will include public awareness and screening activities. For school age students, LEAs will make known and accessible to all concerned persons a specified method of referral for special education and related services. (4-1-97)
  - i. LEAs will establish Multi-Disciplinary Teams (MDTs) to assist in determining eligibility for special education. An MDT is a district or building committee composed of regular educators and special educators. The MDT may also include the student's parents. The MDT reviews all student referrals to determine whether to conduct a multi-disciplinary evaluation to determine eligibility for special education. If an evaluation is to be conducted, the MDT determines the nature and extent of the evaluation in accordance with Individuals with Disabilities Education Act requirements, minimum evaluation procedures and eligibility criteria established by the State Department of Education, and the student's needs. The MDT also conducts or arranges for the evaluation, as appropriate. Such evaluation procedures will be provided at no expense to the parents. (4-1-97)
  - ii. MDT evaluators must prepare individual evaluation reports or a single composite report containing complete data. A single composite report must be developed for students with learning disabilities. The IEP team will make the final determination of eligibility. (4-1-97)
  - iii. The State Department of Education will provide minimum state eligibility criteria for special education services consistent with the Individuals with Disabilities Education Act. (4-1-97)
- c. IEP Team Responsibilities. Each school district or multi- district will establish and utilize IEP Teams to coordinate activities and make decisions regarding eligibility, to develop individual education programs and to determine the placement of students with disabilities. The IEP Team membership is specified by the Individuals with Disabilities Education Act and would typically include the child's teacher, parents, an administrator and others as appropriate. (4-1-97)
  - i. The IEP Team will review the 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 or ineligibility, becomes part of the student's permanent file. (4-1-97)
  - ii. The IEP Team will develop Individual Education Programs (IEPs) for each student who is eligible for special education prior to the initiation of special education or related services. The IEP will include components required by federal law and the LEAs policies and procedures. The IEP Team will determine the least restrictive educational environment in which the student's IEP can be appropriately implemented. (4-1-97)
  - iii. The IEP will be implemented as soon as possible after it is developed. The total timeline from the date of written parental consent for pre-placement evaluation to IEP implementation will not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive days. Extensions may be granted only when all parties have agreed in writing to the extension. (4-1-97)
  - iv. 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 agree to the use of the IFSP; and the IFSP is developed in accordance with Part H policies and procedures. 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. (4-1-97)

v. When a student eligible for special education or related services (as indicated on a current IEP) transfers from one (1) Idaho school district to another, the student will continue to be included in special education services. The receiving district may accept and implement the IEP developed by the sending district or may develop a new IEP. If a new IEP cannot be developed within five (5) days, or if the district wishes to re-evaluate the child, an interim (short-term) IEP must be implemented pending the development of the standard IEP. If the student transfers to an Idaho school district from another state, the district must determine if the student meets Idaho's state eligibility criteria for special education. (4-1-97)

vi. The IEP Team decision will be based upon team agreement and signed by team members. The signature of the parent or guardian is required prior to the implementation of the initial IEP. When any other member of the IEP Team is not in agreement, that member has the right to place a minority report in the student's file. (4-1-97)

vii. A review of each special education student's program and placement will be conducted at least annually by the IEP Team. The IEP Team will review the student's progress, will determine if additional evaluations are necessary, and whether the student is still eligible for special education. 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 must be formally exited from special education. State funded personnel may continue to monitor the student and consult with general educators. (4-1-97)

viii. Any member of an IEP Team may request a team meeting at times other than the annual review for purposes of determining student progress in special education and related services or to consider revisions or amendments to the IEP or placement. IEP Team meetings will be convened on reasonable request of any member. (4-1-97)

ix. For a student who continues to be eligible for special education, the IEP Team will develop a new IEP or make revisions as needed. A complete IEP must be written at least annually. (4-1-97)

d. Parent Participation. LEAs must take steps to ensure that one (1) or both parents of each special education student are provided with appropriate information and are afforded the opportunity to participate in making educational decisions regarding their child, consistent with the Individuals with Disabilities Education Act. (4-1-97)

e. Procedural Safeguards. LEAs will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act, including but not limited to the following methods: (4-1-97)

i. If parents disagree with an individual education program or placement change proposed by the district, they may file a written objection to all or parts of the proposed change. If parents file a written objection that is postmarked or hand delivered within ten (10) days of the date they receive written notice of the proposed change from the district, the changes to which the parents object cannot be implemented. The district and parent may use informal methods such as additional IEP 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. The written objection cannot be used to prevent the district from placing a student in an interim alternative educational placement in accordance with IDEA procedures for discipline of a student for possession of a weapon as defined by the Individuals with Disabilities Education Act. (4-1-97)

ii. Mediation is a voluntary process and may only be used when both parties to the dispute agree to it. Mediation does not negate the parents' or school district's rights to a due process hearing nor does it interfere with the timelines. The State Department of Education will offer mediation as an alternative dispute resolution mechanism any time a hearing is requested and at other times when appropriate. Schools and parents have the right to request mediation at any time. The State Department of Education will screen all requests for mediation to determine appropriateness. If the State Department of Education appoints a mediator, the Department will reimburse the mediator for an honorarium and travel expenses. (4-1-97)

iii. The State Department of Education will resolve formal complaints filed against school districts and other agencies using procedures developed in accordance with Individuals with Disabilities Education Act requirements. (4-1-97)



iv. When a parent/guardian of the school district initiates a request for a due process hearing, the superintendent will inform the board of trustees of the request. The school district will immediately notify the State Department of Education's Special Education Section of any request for a due process 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. (4-1-97)

v. The school district that is a party to the hearing will be responsible for compensating hearing officers. (4-1-97)

vi. Due process hearings will be conducted pursuant to the Idaho Administrative Procedures Act (APA) and Individuals with Disabilities Education Act (IDEA) requirements. In case of any conflict between the APA and the IDEA, the IDEA will supersede the APA (4-1-97)

vii. The hearing officer will issue a written decision that includes findings of fact and conclusions of law within forty-five (45) days of the date the hearing was requested unless a specific extension of this time line has been request by one (1) of the parties and granted by the hearing officer. The decision will be sent to the parents, the school district superintendent and to their respective representatives. A copy of the decision will be sent to the State Department of Education. (4-1-97)

viii. A decision made by the hearing officer will be binding unless either party wishes to appeal the decision by initiating civil action. An appeal to Civil Court must be filed within fifty-six (56) calendar days from the date of issuance of the final decision. Any party initiating an appeal will be responsible for causing a written transcript to be made and will assume all costs associated with this transcript. (4-1-97)

ix. During the hearing the district will provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations will be resolved by the Department of Education's Americans with Disabilities Act (ADA) Committee. (4-1-97)

x. During the pendency of any due process hearing or appeal of hearing results by civil action, the child's educational placement will be determined by the Individuals with Disabilities Education Act "stay put" requirements. 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. (4-1-97)

xi. 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. Parents are not entitled to have additional evaluations or procedures, beyond those determined necessary by the school district, conducted at public expense under IEE provisions. 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. A due process hearing may be initiated by the school to determine if the evaluation conducted by the school is appropriate. 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 that has been conducted by the school is appropriate, the parents still have the right to an independent evaluation. However, they must pay for this evaluation. (4-1-97)

xii. 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. 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. (4-1-97)

xiii. Student records will be managed in accordance with federal regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (4-1-97)

f. Diplomas. School districts will use 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 used for special education students unless the same diploma or certificate is granted to students without disabilities. (4-1-97)

10. Alternative Secondary Programs (Section 33-1002; 33-1002C; 33-1002F, Idaho Code). Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Some designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours. (4-1-97)

a. Student Qualifications: An At-Risk youth is any secondary student grade seven through twelve (7-12) who meets any three (3) of the following criteria, Subsections 100.09.a.i. through 09.a.v., or any one (1) of criteria, Subsections 100.09.a.vi. through 09.a.xii. (4-1-97)

- i. Has repeated at least one (1) grade. (4-1-97)
- ii. Has absenteeism that is greater than ten percent (10%) during the preceding semester. (4-1-97)
- iii. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program. (4-1-97)
- iv. Has failed one (1) or more academic subjects. (4-1-97)
- v. Is two (2) or more semester credits per year behind the rate required to graduate. (4-1-97)
- vi. Has substance abuse behavior. (4-1-97)
- vii. Is pregnant or a parent. (4-1-97)
- viii. Is an emancipated youth. (4-1-97)
- ix. Is a previous dropout. (4-1-97)
- x. Has serious personal, emotional, or medical problems. (4-1-97)
- xi. Is a court or agency referral. (4-1-97)
- xii. Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior. (4-1-97)

b. Instruction. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (4-1-97)

- i. Academic skills that include language arts and communication, mathematics, science, and social studies that meet or exceed minimum state standards. (4-1-97)
- ii. A personal and career counseling component. (4-1-97)
- iii. A physical fitness/personal health component. (4-1-97)
- iv. A state division approved vocational-technical component. (4-1-97)

- v. A child care component with parenting skills emphasized. (4-1-97)
- c. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (4-1-97)
- d. Special Services. Special services, where appropriate for at-risk youth enrolled in alternative secondary programs, include the following where appropriate: (4-1-97)
  - i. A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (4-1-97)
  - ii. Direct social services that may include officers of the court, social workers, counselors/psychologists. (4-1-97)
- 11. Testing in the Public Schools. (4-1-97)
  - a. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. A statewide student testing program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually under the supervision of the State Department of Education. (4-1-97)
  - b. 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 that may be useful 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. (4-1-97)
  - c. Content. The statewide testing program will consist of the Iowa Tests of Basic Skills (ITBS), the Tests of Achievement and Proficiency (TAP), the Direct Writing Assessment (DWA) and the Direct Mathematics Assessment(DMA). (4-1-97)
  - d. Testing Population. All students in Idaho public schools, grades three through eleven (3-11), are required to participate in the standardized portion of the statewide testing program approved by the State Board of Education and funded. In addition, all students in grades four (4), eight (8) and eleven (11) are required to participate in the Direct Writing Assessment and all students in grades four (4) and eight (8) are required to participate in the Direct Mathematics Assessment portions of the statewide testing program. Non-public school students at those same grade levels are encouraged to participate at private school expense. For those exceptional students currently receiving special services, it is recommended that they be enrolled in the regular education program for basic skills instruction in reading, language arts, mathematics, science and social studies at least one-half (1/2) of the school day or have the endorsement of the IEP Team to participate in the test. No student will be denied the right to participate. (4-1-97)
  - e. 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 Assessment and Direct Mathematics Assessment). Test results will be presented in a class list report of student scores, building/district summaries, and pressure sensitive labels. (4-1-97)
  - f. Testing Schedule. The Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency will be administered in October of each school year. The Direct Writing Assessment and the Direct Mathematics Assessment will be administered in the early spring of each school year during a time period specified by the State Department of Education. (4-1-97)

- g. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (4-1-97)
  - i. All consumable and non-consumable test materials needed to conduct the prescribed statewide testing program; (4-1-97)
  - ii. Statewide distribution of all test materials; (4-1-97)
  - iii. Processing and scoring student response forms, distribution of prescribed reports for the statewide testing program; and (4-1-97)
  - iv. Implementation and scoring of the Direct Writing Assessment component to the fourth, eighth and eleventh grade batteries and the fourth and eighth grade batteries of the Direct Mathematics Assessment. (4-1-97)
- h. Costs of 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. Cost for replacement or supplemental materials which exceed expectation may also be charged to the district. (4-1-97)
- i. Services. Statewide testing should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (4-1-97)
- j. Test Security. Test security is of the utmost importance. It is expected that school districts will employ the same security measures in protecting statewide testing materials from compromise as they use to safeguard other formal assessments (4-1-97)
- k. Demographic Information. Demographic information may be required by the State Department of Education to assist in interpreting test results. (4-1-97)
- l. Assurances. The State Department of Education will neither advocate nor undertake performance comparisons across Idaho school districts. It is recognized the scholastic achievement can be adversely impacted by individual/environmental differences beyond the control of the school. (4-1-97)
- m. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities, the Idaho State Board of Education recognized achievement test is Form K of the Iowa Tests of Basic Skills, at the elementary level (grades K-8), and the Tests of Achievement and Proficiency, at the secondary level (grades 9-12). The minimum score on each assessment is the fifth (5th) stanine for the battery total score. (4-1-97)
- 12. Curricular Materials Selection (Sections 33-118; 33-118A, Idaho Code). The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments will be for a period of five (5) years. The membership of the committee will 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) 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 will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (4-1-97)
  - a. Curricular materials are adopted by the State Board of Education for a period of five (5) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education. (4-1-97)
  - b. Multiple adoptions are made in each subject area. (4-1-97)

c. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-1-97)

d. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-1-97)

e. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-1-97)

**101. -- 199. (RESERVED).**

**200. COMMUNICATION.**

01. Communication Skills Emphasis. Communication skills enabling students to be responsible citizens of their homes, schools and communities will be emphasized throughout the curriculum. The teaching and demonstrating of effective communication skills will be exemplified throughout the kindergarten through twelve (K-12) system. (4-1-97)

02. Age-Appropriate Classroom, School, and Community Activities. Each year, age-appropriate classroom, school and community activities will be provided to all students for the purpose of developing written and oral communication skills with individuals and groups. Good listening skills are a critical component of the communication process. (Section 33-1612, Idaho Code) (4-1-97)

**201. -- 299. (RESERVED).**

**300. TECHNOLOGY.**

Throughout the kindergarten through twelve (K-12) system, technology will be integral to curriculum, instruction and assessment. (Section 33-1612, Idaho Code). Technology moves communication to a new dimension. The kindergarten through twelve (K-12) system must lay the foundation for students to be able to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multi-media, distance learning and other technologies. (4-1-97)

01. Distance Learning Settings. In distance learning settings, districts will provide for: (4-1-97)

a. Adequate student contact with a teacher or paraprofessional during instructional process. (4-1-97)

b. Ready access for answering student questions. (4-1-97)

c. Adequate teacher time to provide students with feedback on assignments and questions. (4-1-97)

02. Cooperative Instructional Initiatives. Cooperative instructional initiatives from post-secondary institutions among districts and other sources are encouraged. Local school districts will be responsible for the quality of the programs offered and will assure that all state standards are met. (4-1-97)

**301. -- 399. (RESERVED).**

**400. WORKFORCE SKILLS.**

01. Academic Skill Development. All students will be provided the opportunity to develop their academic skills (i.e., reading, language arts and communication, mathematics, science, social studies) and to develop the skills necessary for entering the workforce, including self-management skills (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement), individual and teamwork skills (i.e., personal initiative, working with others), thinking/information skills (i.e., reasoning, problem solving, acquiring and using information) and vocational-technical skills based on the standards of the industry as approved by the State Board of Vocational Education. (4-1-97)

02. Other Skill Development. Recognizing that students may or may not be active in the workforce, the State Board believes all students should be provided the opportunity to become contributing community and family members. This instruction includes homemaking skills (i.e., nutrition, child development, resource management); balancing work and family responsibilities; and entrepreneurial skills. (4-1-97)

03. Work-based Learning Experiences. Work-based learning experiences may be provided as part of the instruction in the school. For students to receive credit, these experiences will include: training plans, training agreements, approved work sites, and supervision by appropriately certificated personnel. If work-based learning experiences are selected, they will be included in the Parent Approved Student Learning Plans. Instruction will be organized to facilitate a successful transition into the workforce and further education. (4-1-97)

**401. -- 499. (RESERVED).**

**500. BASIC VALUES.**

Honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized. (See Section 33-1612) (4-1-97)

**501. -- 599. (RESERVED).**

**600. SAFE ENVIRONMENT AND DISCIPLINE.**

Each school district will have a comprehensive districtwide policy and procedure encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Gun-free Schools
Substance Abuse - Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment
Drug-free School Zones
Building Safety including Evacuation Drills

Districts will conduct an annual review of these policies and procedures. (See Section 33-1612) (4-1-97)

**601. -- 699. (RESERVED).**

**700. CITIZENSHIP.**

Schools will provide instruction and activities necessary for students to acquire the skills to enable them to be responsible citizens in their homes, schools, communities, state and nation. (Section 33-1612, Idaho Code) (4-1-97)

**701. -- 999. (RESERVED).**