Parent Notification of General Education Instruction & Intervention

Every student has the right to receive grade-level, general education instruction, to meet Idaho Content Standards that apply to all students, and to receive general education interventions when progress toward grade-level standards is not as expected.

Your child is participating in a process that assesses your child's response to scientific, research based intervention. The *Individuals with Disabilities Education Act (IDEA)* requires that you are notified about Idaho's policies regarding the amount and nature of student performance data that is collected and the general education services that are provided within Idaho's public education system, strategies to increase the rate of learning, and your right to request an evaluation. **34 CFR § 300.311**

PERFORMANCE DATA COLLECTED IN IDAHO

Section 08.02.03.111 of the Idaho Administrative Procedures Act (IDAPA) outlines Idaho's public school assessment expectations. The comprehensive program includes multiple assessments, including the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment (IDAA), a Civics Exam, and a college entrance exam.

Assessment	Subject	Grade
Idaho Reading Indicator (IRI)	Reading	K-3
Idaho Standards Achievement Test (ISAT)	ELA Literacy	3-8, 11
	Mathematics	3-8, 11
	Science	5, 8, 11

Idaho Alternate Assessment (IDAA)	ELA Literacy	3-8, 10
	Mathematics	3-8, 10
	Science	5, 8, 11
Idaho English Language Proficiency Assessment (ELPA)	Mathematics	3-8, 11
National Assessment of Educational Progress (NAEP)	Science	5, 8, 11
	Reading	4, 8, 12
Civics Assessment	U.S. Citizenship	LEA Determined (7-12)
College Entrance/Placement Exam *(Optional at the discretion of the student's parent)*	PSAT (All subjects)	10
	SAT (All subjects)	11
	Accuplacer (All subjects)	11-12

STRATEGIES TO INCREASE RATE OF LEARNING

Schools in Idaho use a variety of strategies to enhance student learning. Some common practices include:

1. **Tiered Systems of Support:** Implement frameworks like Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS) to provide varying levels of support based on student needs. This approach includes:
    - **Tier 1:** Universal instruction for all students, focusing on high-quality teaching practices and proactive classroom management. ○ **Tier 2:** Targeted interventions for students who need additional support beyond Tier 1, often provided in small groups.
    - **Tier 3:** Intensive, individualized interventions for students with significant learning needs who require more substantial support.
2. **Universal Design for Learning (UDL):** Apply UDL principles to create a flexible learning environment that accommodates diverse learners by providing multiple means of

engagement, representation, and action/expression. This approach ensures that all students have equal opportunities to access, participate in, and demonstrate their learning.

3. **Differentiated Instruction:** Tailor teaching methods and materials to accommodate diverse learning styles, abilities, and interests, ensuring that all students can access and engage with the content.
4. **Active Learning:** Incorporate interactive activities such as group discussions, hands-on projects, and problem-solving tasks to make learning more dynamic and engaging.
5. **Scaffolding:** Provide structured support and gradually reduce assistance as students gain independence and mastery over new concepts and skills.
6. **Technology Integration:** Utilize educational technology and digital tools to enhance learning experiences, provide additional resources, and facilitate interactive and personalized learning.

Your child's school will communicate with you regarding the particular strategies used with your child.

RIGHT TO REQUEST AN EVALUATION

Parents have the right to request a special education evaluation at any point during the intervention process if they believe their child may have a disability that affects their learning. This right ensures that parents can advocate for their child's educational needs and obtain appropriate services. The implementation of Response to Intervention (RTI) strategies or other interventions should not delay the evaluation process. If an evaluation team determines that an evaluation is warranted, schools are required to proceed with the evaluation regardless of ongoing or prior interventions. *Procedural Safeguards Notice*

For Questions Contact

Angie Gilbert, Special Services Director
agilbert@wendellschools.org
208-536-2100

Special Education Department
Idaho Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov