PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 20, 2025

TAB	DESCRIPTION	ACTION
1	**STRATEGIC PLANS – POSTSECONDARY INSTITUTIONS AND AGENCIES UNDER THE BOARD'S GOVERNANCE**	Action Item
2	**TEMPORARY RULE – DOCKET NO. 08-0203-2503, PERTAINING TO SPED MANUAL**	Action Item
3	**PROPOSED RULE – DOCKET NO. 08-0202-2501, PERTAINING TO CODE OF ETHICS AND CTE CERTIFICATE**	Action Item
4	**PROPOSED RULE – DOCKET NO. 08-0203-2501, PERTAINING TO SPED MANUAL**	Action Item
5	**PROPOSED RULE – DOCKET NO. 08-0203-2502, PERTAINING CONTENT STANDARDS**	Action Item
6	**PROPOSED RULE – DOCKET NO. 08-0205-2501, PERTAINING TO PAY FOR SUCCESS CONTRACTING**	Action Item
7	**PROPOSED RULE – DOCKET NO. 55-0103-2501 PERTAINING TO CTE DEFINITIONS SECTION**	Action Item
8	**2025 IDAHO COMPREHENSIVE MATHEMATICS PLAN**	Action Item
9	**BOARD POLICY VII.C CAREER TECHNICAL EDUCATOR CERTIFICATION – FIRST READING**	Action Item

TAB	DESCRIPTION	ACTION
10	BOISE STATE UNIVERSITY PRESIDENT SEARCH UPDATE	Information Item

SUBJECT

Strategic Plans – Postsecondary Institutions and Board Agencies

REFERENCE

April 2023	The Board discussed institution and agency FY2024-FY2028 strategic plans.
June 2023	The Board approved FY2024-FY2028 institution and agency strategic plans.
April 2024	The Board reviewed FY2025-FY2029 institution and agency strategic plans.
June 2024	The Board approved FY2025-FY2029 institution and agency strategic plans.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 67-1901 - 1903
Idaho State Board of Education Governing Policies & Procedures, Section I.M.1

BACKGROUND/ DISCUSSION

Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." The Board and its executive agencies are charged with enforcing and implementing the education laws of the state. Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho, provides general oversight and governance for public K-20 education, and has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass all of these aspects of Idaho's public education system.

Idaho Code § 67-2903 sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual review and updating requirement that is the basis for the Board's strategic planning cycle.

In October the Board reviews performance measure outcomes from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions under its governance. The data review and work session discussion help to guide revision efforts on the strategic plan for the next cycle. In December, the Board reviews any proposed revisions to the K-20 strategic plan and provides feedback on the proposal. These revisions are then incorporated into the strategic planning discussions with the institutions and executive agencies. Per Division of Financial Management (DFM) guidance, the Strategic Plans are due with State Board of Education's budget submission on August 29, 2025.

The institutions and agencies under the oversight of the Board are required to submit an updated strategic plan each year. At a minimum, the plans must encompass the current year and four years going forward. Board staff have been working with the institutions and agencies who submitted their first draft plans in April. Institutions and agencies have been working to revise their plans and incorporate the three strategic measures of enrollment, retention, and graduation. Once approved by the Board, the Office of the State Board of Education submits all of the plans to DFM.

The single biggest change to review in this year's plans are the changes at our eight institutions to include the four main strategic measures that the Board has created: Student Access, Student Retention, Student Success, and Student Affordability. Student access is measured as annual enrolment headcount and annual enrollment FTE from the State Board of Education's PSR-1 annual enrollment report. Student retention is measured as the percentage of first-time, full-time students retained fall to fall as measured on the IPEDS fall enrollment report. Student success is measured as the percentage of first-time, full-time students graduating within 150% of time as measured on the IPEDS graduation report. Student affordability is measured differently across all eight institutions, with each institution proposing their own way to measure how affordable their tuition is for students enrolled.

For ease of use, we have asked all eight institutions to create a page in their strategic plan with each of these measures grouped together and titled as such. This will allow quick access and analysis of how each institution is performing in the four key areas that the board has asked to emphasize.

The goal of the creation of these four measures, particularly the first three on access, retention, and success, is to give a uniform basis of judgement across each institution with the same source of truth for the numbers. This will allow board members to easily see performance at each institution while having the confidence to know it is being measured the same across all eight.

IMPACT

If the Board approves the proposed strategic plan, it will be submitted with the State Board of Education budget to be approved by the DFM. The Board approved K-20 strategic plan also helps inform the strategic plan development process for agencies and institutions under the Board's governance.

OSBE Staff will submit Board-approved strategic plans to DFM on behalf of the institutions and agencies DFM deadline.

ATTACHMENTS

Attachment 01 – K-20 Education Strategic Plan

Institutions

Attachment 02 – University of Idaho
Attachment 03 – Boise State University
Attachment 04 – Idaho State University
Attachment 05 – Lewis-Clark State College

Community Colleges

Attachment 06 – College of Eastern Idaho
Attachment 07 – College of Southern Idaho
Attachment 08 – College of Western Idaho
Attachment 09 – North Idaho College

Agencies

Attachment 10 – Idaho Public Schools/Department of Education
Attachment 11 - Idaho Division of Career Technical Education
Attachment 12 – Idaho Division of Vocational Rehabilitation
Attachment 13 – Idaho Public Television
Attachment 14 – Idaho Public Charter School Commission

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the agency and institution strategic plans.

BOARD ACTION

I move to approve the institution and agency strategic plans as presented in Attachments 1-14.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

650 W. State Street ● Room 307 ● Boise, ID ● 83702

P.O. Box 83720 ● Boise, ID ● 83720-0037

FY2025-FY2029

Idaho K-20 Public Education – Strategic Plan

An Idaho Education: High Potential – High Achievement

Idaho State Board of Education

650 W. State Street • Room 307 • Boise, ID • 83702

P.O. Box 83720 • Boise, ID • 83720-0037

OUR MISSION

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

OUR VISION

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

OUR VALUES

- Access
- Innovation
- Preparedness
- Resilience

OUR STRATEGIC GOALS

- Educational Readiness (K-12)
- Educational Access (Transition)
- Educational Attainment (Postsecondary)

GOAL 1

EDUCATIONAL READINESS (K-12)

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: Literacy. Provide effective literacy leadership across grades K-3.

Performance Measures:

1.A.I Proficiency: Statewide aggregated % of K-3 students achieving proficiency on the spring administration of the statewide literacy assessment (currently the Idaho Reading Indicator, IRI).

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
Literacy Proficiency	65%	68%	66%*	67%*	*72%*	*75%*

**SY 2022-23 and SY 2023-24 proficiency rates based on the re-normed IRI by Istation.*

1.A.II Growth: Statewide aggregated percentage of K-3 students whose performance on the statewide literacy assessment increased by at least one sub-category between the fall and spring administrations of the assessment.

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
Literacy Growth	N/A*	N/A*	N/A*	N/A*	*58.5%**	*65%**

** New IRI Assessment launching 2025-26; growth model still in development.*

Objective B: Mathematics. Provide effective mathematics leadership across grades 6-8.

Performance Measures:

1.B.I Proficiency: Statewide aggregated percentage of 6-8 students who achieved proficiency on the spring administration of the statewide mathematics assessment (currently the Idaho Standards Achievement Test, ISAT).

	Current Data				Benchmark[1]	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
Math Proficiency	37.9%	39.4%	38.3%	40.8%	*40.3%*	*44.3%*

1.B.II. Growth: Statewide aggregated percentage of students in grades 6-8 whose performance on the statewide mathematics assessment increased by at least one sub-category between spring-to-spring administrations of the assessment.

FY26 Benchmark: 47.6%

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
Math Growth	N/A	N/A	N/A	N/A	*46%*	*52%*

** NEW Growth Model effective SY 2024-25, so proposed Benchmarks (if required) are estimates based on modeling*

Objective C: Graduation. Increase Idaho's high school graduation rate.

Performance Measures:

1.C.I 5-Year Adjusted Cohort Graduation Rate (ACGR)[2]

FY26 Benchmark: 87%

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
5-Year ACGR	2020 Cohort 84%*	2021 Cohort 82.3%	2022 Cohort 82.5%	2023 Cohort 83.1%	2024 Cohort 84.2%	2028 Cohort 87.6%

**Due to pandemic closures, some graduation requirements were waived for the 2020 Cohort, which raised grad rates.*

GOAL 2

EDUCATIONAL ACCESS (transition)

Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective A: Advanced Opportunities. Increase high-school student participation in advanced opportunities.

Performance Measures:

2.A.I Percent of high school graduates who were funded for one or more advanced opportunities.

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
Advanced Opportunity	75.2%	75.6%	76.4%	78.7%	*80%*	*88%*

Objective B: Student Engagement. Increase high-school student engagement in exploring postsecondary opportunities.

Performance Measures:

2.B.I Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
FAFSA	39.9%	38.6%	42.1%	44.9%	*45%*	*50%*

2.B.II Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
Apply Idaho	43.9%	48.6%	49.5%	56.9%	*60%*	*70%*

Objective C: College-Going. Increase the rate at which high school graduates pursue postsecondary opportunities.

Performance Measures:

2.C.I Percent of high school graduates who enroll in an Idaho public postsecondary institution in the fall immediately following graduation.

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
College-Going: After High School Graduation	43.9%	42.4%	43.6%	43.6%	*60%*	*60%*

2.C.II Percent of high school graduates who enroll in an Idaho public postsecondary institution within 36 months of high school graduation.

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
College-Going: Within 36 months	55.3%	52.7%	N/A	N/A	*80%*	*80%*

GOAL 3

EDUCATIONAL ATTAINMENT (postsecondary)

Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater number of student completing certificates and/or degrees, including workforce credentials.

Objective A: Enrollment. Increase enrollment as defined on the PSR-1 annual report at our institutions.

Performance Measures:

3.A.I Number of undergraduate, degree-seeking students per academic year at the institution reporting. PSR 1 Annual Enrollment Report.[3]

Full-Time Enrollment FY26 Benchmark: 56,400
Headcount FY26 Benchmark: 117,850

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
Enrollment	51,875	51,184	49,606	49,992	*50,000*	*53,000*
Head Count	106,112	109,136	111,610	114,422	*115,000*	*122,000*

Objective B: Retention. Increase student retention rate.

Performance Measures:

3.B.I Percentage of new full-time degree or certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. IPEDS Source.

FY26 Benchmark: 75%[4]

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
Retention	4year 72.85%, 2year 60.24%	4year 75.50%, 2year 57.98%	4year 75.70%, 2year 62.66%	4year 75.71%, 2year 64.11%*	*4year 76%, 2year 65%*	*4year 79%, 2year 70%*

Objective C: Graduation. Increase completion of certificates and degrees through Idaho's educational system.

Performance Measures:

3.C.I Graduation Rate: Percent of full-time first-time freshman graduating within 150% of the allotted time (e.g. 4-year degree in 6 years; 2-year degree in 3 years). IPEDS Source.

FY26 Benchmark: 50%

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
Graduation	4year 50.49%, 2year 30.00%	4year 53.65%, 2year 32.77%	4year 55.4% 2year 34.63%	4year 53.73%, 2year 35.85%	*4year 55% 2year 37%*	*4year 60% 2year 45%*

3.C.II Unduplicated headcount of graduates, by highest level attained.

FY26 Benchmark: 18,000[5]

	Current Data				Benchmark	
	FY 2021	FY 2022	FY2023	FY2024	FY 2026	FY 2030
Certificates and Degrees	14,521	15,043	14,832	15,522	*18,000*	*20,000*

KEY EXTERNAL FACTORS

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality education with opportunities and access for all Idaho residents, regardless of their education level or location. Key factors in this process include:

- A unified, K-20 governing board that is able to set policy statewide from K to career, helping align the different parts of our system to work together.
- A pro-education Governor that has chosen to support Idaho's public education system, directing the Board to have a specific focus on K-3 literacy and encouraging Idaho students to pursue post-secondary training and education.
- The structure of public education in Idaho provides an opportunity of focusing work on common goals while still maintaining Idaho's spirit of local control for each school district. This enables the state to drive strategic policy and planning while allowing school districts to decide how to operate day-to-day.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

[1] Benchmark is based on Accountability Oversight Committee recommendations and reflects the FY23 6-8 aggregated baseline proficiency ate of 38.8%.

[2] 5-Year ACGR considers students who graduate within 4 years of entering 9th grade, plus the summer after 12th grade. Benchmark is based on Accountability Oversight Committee recommendations.
[3] Numbers based on average four-year change across all eight institutions.
[4] The 2021-2022 systemwide outcome was 70%.
[5] A supplemental report will separate graduates by credential issued for further analysis. The benchmark for the aggregated total is based on a fiscal year 2023 aggregated total of 17,483 graduates.

University of Idaho
STRATEGIC PLAN
2026-2030
IDAHO
IGNITE
student
success
DRIVE
experiential learning
for all students
ADAPT
the educational model
HARNESS
research innovation and partnerships
OPTIMIZE
operational excellence

OVER THE PAST FIVE YEARS, THE UNIVERSITY OF IDAHO BUILT A WAVE OF MOMENTUM.

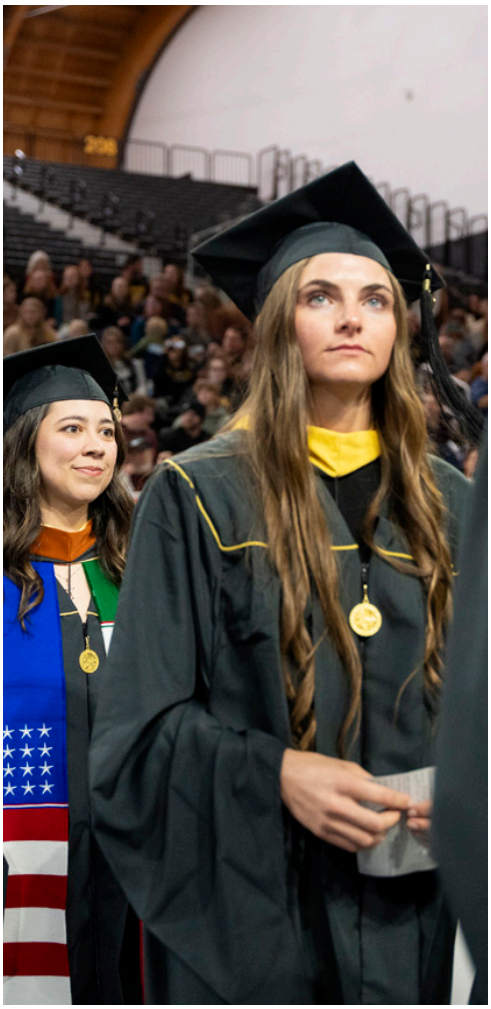
Bucking national trends, the U of I has posted eight straight semesters of enrollment growth. This year, the university became the first and only institution in the state to earn Carnegie R1 research status, and it set a new record with $141 million in research expenditures for 2024. And eight months before the end of the capital campaign, the U of I topped its $500 million goal. The Brave. Bold. Unstoppable. campaign is already the largest fundraising effort in state history.

These accomplishments highlight the hard work of employees and dedication of the Vandal Family. They also put the university in excellent position to plan for the future.

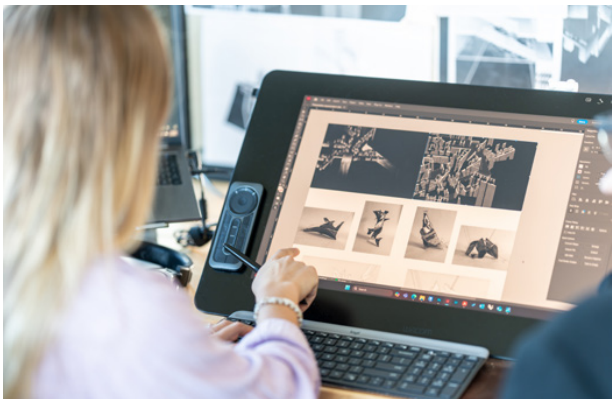
The University of Idaho's 2026-2030 Strategic Plan will carry the institution through a critical time. Challenges like the enrollment cliff and a shifting research landscape loom. But through sound planning, embracing technology and holding steadfast to the university's mission, vision and values, the U of I will lead our state into the future.

Artificial intelligence is embedded in each pillar of the strategic plan as a tool to elevate student success, partner with Idaho industry, accelerate discovery, enhance operational excellence and extend the university's impact.

The U of I community is excited for the years ahead and has built a remarkable legacy of service over the past 135 years. Loyal alumni, innovative faculty, enterprising students and a supportive community look forward to reaching greater heights over the next five years.



President Scott Green



MISSION

The University of Idaho will shape the future of Idaho and beyond through innovative research, education and community engagement.

VISION

The University of Idaho will prepare students to thrive by reimagining the role of experiential learning in the student experience and by transforming how and where education is delivered. We will drive economic growth and improve quality of life in Idaho and communities we serve by building strategic partnerships and by conducting research that provides sustainable solutions to complex problems.

A COMMUNITY-ENGAGED PROCESS

The university's strategic plan was shaped with input from a broad range of community members throughout its development.

Current state analysis

In Fall 2024, over 100 community members—including employees, students, alumni, regional center CEOs, employer partners and donors—engaged in interviews and focus groups to better understand the university's current state.

Mission, vision and values survey

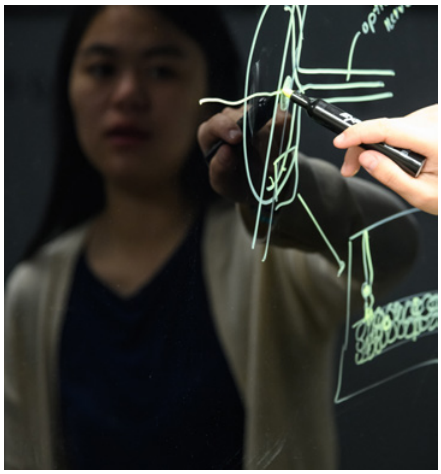
In January, we received more than 860 responses to a community survey in which respondents shared feedback related to the university's mission, vision and values.

Thematic focus groups

In Spring 2025, Strategic Planning Council members facilitated a series of thematic focus groups where dozens of employees shared ideas for potential initiatives to be considered in the planning process.

Plan socialization

In early May, U of I leadership hosted a town hall to share the strategic plan outline with over 500 members of the U of I community. The plan was also posted online, and we incorporated feedback from the U of I community.



PILLAR 1

IGNITE STUDENT SUCCESS

We are transforming undergraduate, graduate and continuing education by leveraging advanced technologies, data-driven insights and personalized approaches to enhance the learning experience. Our commitment to innovation includes using emerging tools such as AI to create customized recruitment, retention and academic support strategies. By integrating cutting-edge solutions, we empower every student to thrive.

Signature initiatives

- **A1. Provide a high-impact education with a focus on delivering the best value in the West:** Ensure all qualified Idaho students can pursue an education at the University of Idaho with superior outcomes—including the opportunity to earn competitive regional wages.
- **A2. Reimagine the first-year experience with technology-enhanced support:** Transform the first-year experience by integrating existing onboarding programs, cohort-based engagement, mentorship and learning communities with AI-powered tools that deliver personalized, data-driven experiences, feedback and timely interventions to strengthen student connection, retention and long-term success.
- **A3: Teach students how to apply AI in their disciplines and their lives:** Invest in AI programs to produce an informed and capable workforce and citizenry by teaching all undergraduate and graduate students how to effectively and ethically leverage benefits of AI in their education, careers and lives. While the promise of AI includes everything from producing

operational efficiencies to rapidly conducting research that will improve the human condition, we will also include topics such as data privacy and intellectual property in our curriculum.

- **A4. Foster a welcoming campus experience that prioritizes connection, engagement and student well-being:** Create a campus atmosphere where students can thrive by expanding access to social, cultural and athletic activities —such as concerts, theater, academic symposiums and student organizations— while strengthening services and expanding spaces that support mental and physical health.

Foundational work

- The University of Idaho is the **Best Value Public University in the West**, as ranked by U.S. News and World Report, for five years running. The ranking recognizes the quality of the university's programs in relation to the net cost to students. U of I first earned its best value ranking in 2021 and has remained No. 2 nationally, only behind the University of North Carolina-Chapel Hill.
- U of I's **Housing and Residence Life programs** earned national recognition for student engagement, campus involvement, residential programming and national engagement. U of I's Residence Hall Association was named the 2025 School of the Year by the National Association of College and University Residence Halls.
- U of I includes students in the Vandal Family well before they arrive on campus through tools like **ZeeMee**. The social engagement platform is designed to connect prospective and admitted students, providing a dedicated space for students to build community, ask questions and begin forming relationships prior to meeting in person. The Fall 2025 ZeeMee community grew 63% over 2024, to 3,519 students.
- U of I professor Tim Boester led the **redesign of Math 143**, a key gateway course for many undergraduate students. The student-centered redesign helps students engage with the material on a deeper level and prepares them for more advanced courses later in their careers. The results are improved grades and retention. The university is now undertaking similar course redesigns for entry level classes in communications and writing.

From the fashion runway to communication scholar

After her career as a fashion model, Celilo Miles graduated with honors in 2025 with a bachelor's in communication and won the College of Letters, Arts and Social Sciences' prestigious Lindley Award.

The Lapwai High School graduate is also a wildland firefighter on a Nez Perce tribal crew. She is pursuing a graduate degree at U of I, working with Travis Paveglio, professor of natural resource sociology. Miles would like to work toward a position as a public information officer in her community.

"I decided I needed to work on myself intellectually," Miles said. "I had spent several years modeling, and it wasn't intellectually stimulating, so I always knew education would be my next step."

PILLAR 2

DRIVE EXPERIENTIAL LEARNING FOR ALL STUDENTS

We believe that learning goes beyond the classroom. Our commitment to “Learn by Doing” ensures that 100% of students — regardless of program and modality — participate in hands-on experiences that complement their academic journey. Whether through internships, co-op programs, undergraduate research, study abroad programs, creative projects or community engagement, experiential learning prepares our students to think critically, solve problems and thrive in disparate professional environments. Next-generation tools like AI and advanced digital platforms are increasingly woven into these opportunities — supporting student learning and enhancing real-time feedback. This approach not only deepens academic understanding but also equips students with the skills, adaptability and confidence to succeed in their careers and communities.

Signature initiatives

- **B1. Expand research learning opportunities:** Provide students with meaningful experiences beyond the classroom by increasing participation in faculty-guided and self-directed research. These opportunities equip students with practical skills and prepare them to contribute responsibly to their professions and communities. By connecting academic learning with real-world problem-solving, we help students become thoughtful leaders who are ready to meet Idaho’s needs.

- **B2. Strengthen workforce and community-based partnerships and student support:** Broaden access to meaningful, career-building experiences by expanding partnerships with employers and connecting students to community-based projects and study abroad programs. Enhance student preparation, advising and career services to ensure high-quality placements across all disciplines, while scaling up opportunities for internships and co-ops.
- **B3. Build the systems to deliver 100% student participation in experiential learning:** Develop the policies, infrastructure and technology — including AI-powered platforms — for tracking, scaling and supporting experiential learning. Invest in central systems and services that support college and unit efforts to coordinate faculty, employer and community partnerships, and provide real-time data to ensure every student is connected to a personalized, impactful hands-on experience by graduation.

Foundational work

- In 2024, the **Chobani Scholars** program awarded $80,000 to four students who are pursuing careers in agriculture, including its first two recipients from the College of Engineering. Chobani Scholars awards $20,000 scholarships distributed over four years, granting priority to students from the Magic Valley who intend to pursue a career in food production and the dairy industry and may not have the financial means to attend college on their own.
- U of I's **capstone courses** provide students the opportunity to collaborate with companies and community organizations on real-world projects. In the College of Art and Architecture, the design-build program worked with university partners on the Vandal Healing and Memorial Garden and constructed affordable housing in Moscow. In the College of Engineering, students work with NASA, Schweitzer Engineering Laboratories and others to tackle projects with the guidance of mentors in their respective industries.
- Each fall, U of I holds a one-week **police mini academy**, operated by the Moscow Police Department and U of I's criminology program. It's an initiation for a handful of students who want to see what it's like to be a cop. It is also the preamble for student cadets on the Moscow force to learn the basics of police work. The immersive experience began in 2022 and often leads to law enforcement-related internship opportunities for students.
- A team of U of I business students made history in 2025, becoming the first group to place first at the Chartered Financial Analyst Society's Spokane **Research Challenge**. The annual competition provides university students with intensive training in financial analysis and professional ethics. Spring 2025 is the first time a U of I team has placed in the local competition.

Stafford explores aquatic insects as indicator species

U of I undergraduate Jack Stafford's research shows the breadth of projects funded by INBRE — the IDeA Networks of Biomedical Research Excellence — to promote public health.

Stafford's U of I curriculum and research are outdoor focused, and not usually associated with white lights and lab coats, but the INBRE grant will help pay for his research projects in the College of Natural Resources. One of the studies includes identifying aquatic insects that are an indicator species of healthy rivers.

"If these insects are found in rivers and streams, it shows the water is good quality, and their absence can mean there's a problem like a type of pollution that may also affect communities and people living alongside the river," said Stafford, who is from Sandpoint.

PILLAR 3

ADAPT THE EDUCATIONAL MODEL

We recognize our role in preparing learners for success in a rapidly changing world. To do that effectively, we are reimagining educational experiences to be more flexible, accessible and aligned with the needs of today's learners — from traditional undergraduate and graduate students to working adults and lifelong learners. As workforce needs in Idaho shift and new industries emerge, we are designing pathways from K-12 through higher education that respond quickly and effectively to these changes. By rethinking our educational approaches in response to technological disruption, designing adaptable program formats and prioritizing skills that matter, we are creating a learner-centric model where students thrive — wherever they are and wherever they are going.

Signature initiatives

- **C1. Deliver the Vandal experience to all learners:** Regardless of modality, timing, location or the pathway they choose to pursue their educational goals, all students will have access to experiential learning, advising, tutoring, targeted professional development and AI-enabled support systems, as well as social events through online and regional communities.
- **C2. Expand academic reach and regional impact through targeted investment:** Advance the University of Idaho's impact by investing in regional centers, as well as online, hybrid and place-based learning opportunities that meet

student demand and support Idaho's economic development. We will also prioritize programs with strong internal return on investment and demonstrated alignment with workforce and industry needs across the state. Growth areas will be identified based on student interest and clear pathways to long-term sustainability.

- **C3. Develop a transfer pathway network:** Create a transfer pathway network by deepening articulation agreements and 2+2 agreements with Idaho community colleges and explore 4+1 partnerships with other regional institutions.
- **C4. Expand continuing and adult education to focus on in-demand careers:** Build on the University of Idaho's Continuing, Adult and Professional Education (CAPE) programming and offer stackable credentials for Idaho's evolving workforce in areas like precision agriculture, forestry management, energy technologies and more. Opportunities will be evaluated by peer and aspirational benchmarking, as well as demand surveys of potential students and industry partners.

Foundational work

- Launched in 2024, the **Continuing, Adult and Professional Education** (CAPE) initiative aims to develop and support technologies and workflows designed explicitly for non-academic and non-traditional programming. The goal of CAPE is to enhance the performance of our current programming portfolio and encourage the development of new programs by reducing the overhead and administrative burdens on university units that offer these programs. By lowering the barriers to delivering non-traditional programming, CAPE intends to promote creativity, experimentation and educational variety to meet the needs of our community.
- **Independent Study in Idaho** (ISI), a statewide program led by University of Idaho, redefines access to higher education through flexible, affordable and self-paced learning opportunities. With more than 100 college-level courses available online or in print, ISI serves a wide range of learners, including traditional college students, high school students, working professionals and incarcerated individuals, by removing barriers related to cost, location and scheduling.
- Expanding opportunities for **transfer students** is a key goal in University of Idaho's long-term enrollment plan. In 2024, U of I alumnus Todd Schwartz joined the U of I staff to help strengthen relationships with our state's community colleges and improve pathways for transfer students coming to University of Idaho. Schwartz is already improving data sharing, coordinating closely with Idaho's community colleges and creating smoother pathways for students seeking four-year degrees.

A new path to the logging workforce

Maria Kinne, from Sandpoint, was among the first students to enroll in the University of Idaho's two-year forest operations and technology program, which covers logging equipment operation, timber sale planning, logging safety and business skills. Kinne has a temporary job lined up with the state of Idaho after graduation but is also getting offers from logging companies.

"I knew I didn't want to go to school for another four years, and since this associate degree could be completed in two years, I could continue to do what I loved — being in the woods and working in the timber industry," Kinne said.

Taking advantage of the 10,000-acre U of I Experimental Forest as an outdoor classroom, she learned to operate equipment, including a log processor, grapple skidder and feller-buncher. She hand-felled trees with a chainsaw and learned how to cruise timber, or measure trees in a stand to determine the quantity and quality of timber available for harvest.

PILLAR 4

HARNESS RESEARCH INNOVATION AND PARTNERSHIP

Our commitment to the state of Idaho is unwavering. Everything we do is for Idaho — from conducting research that delivers practical, sustainable solutions for our industries and communities to forming strategic partnerships with government agencies, educational institutions and the private sector. Not only does our research, extension and scholarship serve our state, but they also provide solutions to complex national and global challenges. By fostering economic growth, improving quality of life and advancing knowledge, we strengthen Idaho and communities far beyond. As we integrate AI and other advanced technologies, we are enhancing our ability to analyze complex problems, speed innovation and deliver targeted solutions. Through our expertise, outreach and groundbreaking research, we are committed to creating a more resilient, prosperous future for Idaho and the world.

Signature initiatives

- **D1. Establish high-impact research focus areas:** Continue support in current areas of research strength, while establishing a focus on emerging areas identified through future analysis, peer benchmarking and the potential for impact to the university and the state. Investments in emerging areas will have a demonstrated return on investment for the institution and state, as well as a plan for long-term sustainable solutions.

- **D2. Invest in research infrastructure and support:** Build and enhance research infrastructure including a secure research facility, increased computing and capacity for generative AI and updated lab space to support emerging research focus areas. Strengthen the training of post-doctoral scholars and graduate students as partners in the research enterprise.
- **D3. Strengthen coordination with industry partners:** Build on existing efforts to coordinate internships and applied research across divisions and continue to drive curriculum alignment with major regional and national employers.
- **D4. Increase collaborations with Idaho agencies, the Legislature and educational institutions to serve Idaho:** Identify, pursue and track partnerships and initiatives that align with funding sources and make progress to solve Idaho's challenges.
- **D5. Address Idaho's health care worker shortage:** Leverage Idaho IDeA Network of Biomedical Research Excellence (INBRE), MD program and medical research in the state to address the dire shortage of health care providers across Idaho.

Foundational work

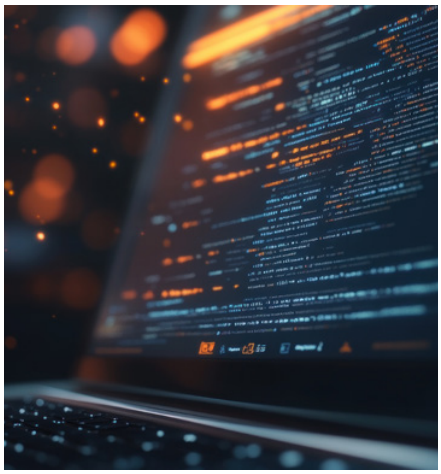
- The University of Idaho is the first and only Idaho university to join the top research institutions in the United States after earning **R1 designation in the 2025 Carnegie Classification of Institutions of Higher Education**. This classification is the gold standard for research excellence, given to less than 4% of all U.S. higher education institutions, and it recognizes the university for "very high research activity" and its transformative contributions to science, innovation and education.
- Established in 1963, U of I's **Idaho Water Resources Research Institute** (IWRRI) is one of the nation's 54 water research and technology centers. IWRRI conducts and directs research to support the water resource needs of the state, the northwest region and the nation.
- Moderate cattle grazing on public lands does not reduce sage-grouse nest success, according to a **10-year University of Idaho study**. The findings suggest sage-grouse and cows can coexist on the same land in southern Idaho.
- The University of Idaho and Idaho National Laboratory are deepening collaborative research and development projects toward long-term viability of nuclear power, protecting national security and building a resilient and low-carbon energy future for Idaho and the nation. **U of I and INL signed a five-year Strategic Understanding for Premier Education and Research** (SUPER), expanding more than 75 years of collaboration focused on advancing the safe, efficient and sustainable use of nuclear energy.

U of I professor takes aim at reducing dementia

There are 55 million people worldwide diagnosed with dementia, a number expected to triple by 2050. But what if that rise could be stalled?

Dementia is caused by diseases that destroy nerve cells and brain function. By analyzing public health data and studying brain scan images, University of Idaho professor Thomas Farrer discovered that addressing certain risk factors can lead to a reversal of cognitive decline.

"Alcohol and opioid pain medication abuse is common in middle-aged and older adults," Farrer said. "That substance abuse causes cognitive decline. If you were to get the necessary treatments and stop using those drugs, you can see improvement in cognition."



PILLAR 5

OPTIMIZE OPERATIONAL EXCELLENCE

Operational excellence is the cornerstone of building a strong and resilient workforce while advancing our mission and vision. We are dedicated to creating efficient, data-driven processes that enhance the student and employee experience. This supports informed decision-making and streamlines operations. By responsibly integrating AI and advanced technologies, we will improve access to real-time data, automate routine tasks to free up time for meaningful endeavors and personalize support for students and employees. Through an institutional culture of excellence and continuous improvement, we empower our team to deliver high-quality services that drive student success and strengthen institutional effectiveness.

Signature initiatives

- **E1. Create a data warehouse:** Consolidate data across campus and develop consistent quality, access, security and governance protocols to inform best-in-class institutional decision making. The warehouse will provide the foundation for the data integrity necessary to connect systems, automate business processes and leverage emerging technologies to scale efficient operations over time.
- **E2. Simplify and automate processes through AI:** To improve the work experience for employees, we will review, simplify and automate routine processes to save time and redeploy employee efforts to more meaningful tasks.

- **E3. Attract, retain, reward and support the best faculty and staff:** Create an ecosystem that supports the signature Vandal experience by attracting and retaining the best employees through a seamless onboarding experience, career pathways, professional growth, mentorship and excellence in their roles.
- **E4. Build a culture of efficient collaboration and execution around projects:** Standardize project management communication processes, provide support to operational leaders and highlight project performance by centralizing oversight.

Foundational work

- The University of Idaho was awarded a $4.5 million grant leveraging generative artificial intelligence to **streamline administrative processes and drive efficiency** in research management. The project represents a transformative step toward reducing administrative burdens. U of I's project is led by the Office of Sponsored Programs, and is funded through the National Science Foundation's (NSF) GRANTED program. The goal is to enhance the U.S. research enterprise by improving administration support infrastructure, increasing service capacity and broadening participation by developing institutions across the national research landscape.
- In 2023, the College of Science hired **four researchers to investigate aspects of sustainable solutions** — including questioning fundamental ways we use land and the impacts of tools we wield. They study everything from how we make important chemicals and use antibiotics to how plants use water and how effectively we diagnose disease.

U of I team using AI to assist Amalgamated Sugar

Sugar beets are a major commodity in Southern Idaho and U of I faculty, students and extension specialists are working with companies like Amalgamated Sugar to use AI in their operations.

Amalgamated Sugar is one of the Treasure Valley's largest employers and their sugar beet processing is a precise science. By measuring the moisture content in the sugar beets, an AI algorithm is able to predict potential issues in the factory as the pulp is processed. The information allows the company to make timely adjustments and avoid costly factory shutdowns and delays thanks to this predictive model.

This is just one of many examples of our AI research helping Idaho agriculture eliminate issues, save money and optimize revenues.

STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION

STUDENT ACCESS

U of I annual enrollment (Source: PSR 1 Annual Enrollment Report)

	CURRENT DATA				BENCHMARK	
	FY 2021	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2026**	**FY 2030**
Annual enrollment headcount	12,479	13,007	14,025	14,290	14,380	14,470
Annual enrollment FTE	8,812	8,854	9,175	9,561	9,651	9,741

STUDENT RETENTION

Measured by the percentage of degree seeking first-time, full-time fall-enrolled students who are retained in the following fall on the IPEDS Fall Enrollment Report.

	CURRENT DATA				BENCHMARK	
	FY 2021	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2026**	**FY 2030**
First-time, full-time fall to fall retention	75%	74%	75%	76%	77%	78%

STUDENT SUCCESS

Measured by the percentage of degree seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Report.

	CURRENT DATA				BENCHMARK	
	FY 2021	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2026**	**FY 2030**
First-time, full-time 150% graduation rate	59%	61%	61%	57%	59%	61%

STUDENT AFFORDABILITY

Measured by the U.S. News & World Report Best Value Schools Rankings

	CURRENT DATA				BENCHMARK	
	FY 2021	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2026**	**FY 2030**
U.S. News & World Report Best Value Schools Rankings	Yes	Yes	Yes	Yes	Yes	Yes

CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION

POST-GRADUATION SUCCESS

Measured by average starting salary of recent graduates as reported on the First Destination Survey

	CURRENT DATA				BENCHMARK	
	FY 2021	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2026**	**FY 2030**
Starting salary of recent graduates	$47,525	$48,860	$52,000	$52,000	$52,800	$53,600

RESEARCH EXPENDITURES

Measured by research and development expenditures as reported on HERD Survey (Dollars in millions)

	CURRENT DATA				BENCHMARK	
	FY 2021	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2026**	**FY 2030**
Research expenditures	105.9	115.6	135.9	140.4	130.0	140.0

Definitions

Headcount Enrollment refers to the total number of students enrolled in a postsecondary institution for a specific reporting period, typically a 12-month period, without counting any student more than once. This means that if a student is enrolled in multiple courses or for multiple terms within that period, they are still counted as one student for headcount purposes.

Full-Time Equivalent (FTE) Enrollment is a measure of student enrollment that normalizes student activity to allow for comparisons across institutions. It represents the number of students who would be attending full time if all part-time students were enrolled full time.

A First-time Full-time Student is an undergraduate student who is attending a postsecondary institution for the first time and is enrolled in a full-time course load.

Retention Rate measures the percentage of first-time, full-time, degree-seeking undergraduate students who return to the same institution for the following fall.

150% Graduation Rate refers to the percentage of full-time, first-time degree or certificate-seeking students who complete their program within 150% of the normal time to complete their program of study. For four-year institutions, 150% of normal time is equivalent to taking six years to complete the bachelor's degree or equivalent.

VALUES

Excellence

Respect

Integrity

Perseverance

Sustainable Solutions

U OF I VALUES IN ACTION

U of I professors earn elite researcher status for contributions to fisheries and global health

The American Association for the Advancement of Science (AAAS) named two University of Idaho faculty members — Professor Shirley Luckhart and Professor Emerita Christine Moffitt — to its 2024 class of fellows.

The distinguished lifetime honor recognizes individuals whose efforts on behalf of the advancement of science or its applications are scientifically or socially distinguished. AAAS is more than 150 years old and is among the world's largest general scientific societies, publishing the Science family of journals.

"These two scientists represent the best of U of I — curiosity, collaboration and a deep dedication to making a difference in the world," said Torrey Lawrence, U of I's provost and executive vice president. "Their work has not only advanced science but has transformed lives and communities."

Luckhart was recognized for her contributions to malaria research. She has a joint appointment as a professor in the College of Agricultural and Life Sciences and the College of Science.

Moffitt, professor emerita of fishery resources in the College of Natural Resources, was honored by AAAS for her contributions toward understanding fish habitats and the effects of the environment on fish.

Meyer stewards U of I grounds

Karl Meyer can't help but grin when he talks of his work on the U of I Moscow campus where he is charged with achieving and maintaining several of U of I's sustainable solution goals for long-term campus use.

Meyer's efforts include earning an Audubon Cooperative Sanctuary Program certification for the Vandal golf course that ensures the course protects the environment, conserves water and preserves the natural heritage of the game of golf while enhancing natural areas and wildlife habitats.

Planting indigenous Palouse Prairie vegetation in and around the course is part of the effort and it's where Meyer's expertise flourishes.

Meyer learned about the Palouse Prairie ecosystem as a student at the College of Natural Resources where he earned a degree in natural resource conservation. Afterwards, he worked for the Palouse Land Trust and his devotion to preserve what remained of the prairie was cemented into his psyche.

CONCLUSION

The University of Idaho's overriding success over the past half decade sets the stage for a promising future. The 2026-2030 Strategic Plan provides distinct priorities and clear direction as the university aims to deliver on its land grant mission.

The university intends to invest in executing the plan, backing strategic priorities and supporting units to carry out their respective roles within the plan. Through the use of AI and technology, the university will become more efficient and effective, while equipping students with the skills they need to thrive in the new economy.

As Idaho's R1 research institution, U of I is well positioned to lead our state through the last half of the decade and beyond.

CARNEGIE R1 CLASSIFIED UNIVERSITY

IDAHO

University of Idaho

BOISE STATE UNIVERSITY

FY2026 THROUGH FY2030

MISSION STATEMENT
VISION
STATEWIDE PERFORMANCE MEASURES
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Blueprint for Success
2021 - 2028

Boise State University
MISSION AND VISION STATEMENTS

MISSION
Boise State University provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

VISION
To be a premier student-success driven research university innovating for statewide and global impact.

STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION[1]

Student Access[2]

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
> Annual Enrollment Headcount (academic only)	32,023	32,364	32,651	33,026	33,482	33,200	35,400
> Annual Enrollment Full-time Equivalent (FTE)	18,300	18,542	18,596	18,991	19,517	19,500	20,000

Student Retention[3]

	FY21 (F20 Cohort)	FY22 (F21 Cohort)	FY23 (F22 Cohort)	FY24 (F23 Cohort)	FY25 (F24 Cohort)	Target	
						FY 2026 (F25 Cohort)	FY 2030 (F29 Cohort)
> First-time, full-time fall to fall retention	76.0%	79.2%	77.8%	78.9%	Available Oct. '25	79.5%	81.0%

Student Success[4]

	FY21 (F15 Cohort)	FY22 (F16 Cohort)	FY23 (F17 Cohort)	FY24 (F18 Cohort)	FY25 (F19 Cohort)	Target	
						FY 2026 (F20 Cohort)	FY 2030 (F24 Cohort)
> First-time, full-time 150% graduation rate	53.0%	59.1%	61.2%	59.3%	Available Sept. '25	62.0%	65.0%

Affordability[5]

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
> Boise State Inflation-adjusted Tuition and Fees, Full-time Resident Undergraduate (base FY19)	$7,839	$7,440	$7,114	$7,240	$7,249	Remain less than the WICHE state average	
> Boise State as % of WICHE	88.0%	86.6%	87.2%	89.3%	89.6%		

[1] These metrics are required by the Idaho State Board of Education and have been highlighted here to make them easier to locate. Each of these metrics are also included in the body of the plan.
[2] SBOE required: Measured by student enrollment as reported on the PSR-1 Annual Report. Reflects academic totals only. Aligned to Boise State's Goal 1, Objective C. Note that the academic total excludes students who are enrolled as audit-only, so the total number of students served is slightly higher than shown. Total (system) enrollments were FY22 = 32,423; FY23 = 32,721; FY24 = 33,112; FY25 = 33,563.
[3] SBOE required: Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report. Aligned to Boise State's Goal 1, Objective A.
[4] SBOE required: Measured by the percentage of degree seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Report. Aligned to Boise State's Goal 1, Objective A.
[5] SBOE required, institutionally-selected measure: Inflation-adjusted tuition and comparison to the WICHE average from Table 1a of annual Tuition and Fees report. Reflects unweighted average excluding California. A typical report can be found at http://www.wiche.edu/pub/tf. Aligned to Boise State's Goal 4, Objective C.

CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION[6]

Goal 1: Improve Educational Access and Student Success, Objective A

Unduplicated number of graduates, IPEDS methodology[7]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
> Baccalaureate degree graduates	3,754	3,947	3,858	3,964	Available Sept. 2025	4,225	4,700
> Total Distinct Graduates	5,126	5,313	5,231	5,464		5,674	6,262

Goal 2: Innovation for Institutional Impact, Objective B

Advancement funding	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Total gift income (outright gifts and previous pledge payments)	$21.1M	$25.8M	$30.2M	$35.2M	Available Jan. 2026	$35M	$40M

Goal 3: Advance Research and Creative Activity, Objective A

Total Research & Development Expenditures	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Expenditures as reported to the National Science Foundation	$46.1M	$47.6M	$53.0M	$57.7M	Available April 2026	$50M	$55M

Goal 4: Foster Thriving Community, Objective B

Faculty Turnover[8]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Faculty	7.1%	7.6%	7.7%	5.7%	Available Aug. 2025	5%	4.5%

Goal 5: Trailblaze Programs and Partnerships, Objective A

Partnerships through Research & Economic Development[9]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Total Distinct Number of Partners	301	743	881	928	Available May 2026	Increase partners	Increase partners

[6] Selected institutional measures highlighting critical components of the University's Strategic Plan.
[7] Distinct (unduplicated) number of bachelor's degree graduates and total degree graduates per year as reported to IPEDS.
[8] Turnover is defined as the total number of separations in a fiscal year (7/1-6/30) divided by the average employee count (averaging the count at the first of each quarter [1/1, 4/1, 7/1, 10/1]). Includes only benefit-eligible faculty. The FY23 data were updated in spring 2025 for consistency in methodology.
[9] Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

Boise State University
Strategic Plan

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: Improve Educational Access and Student Success

Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

Objective A: Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps.

Performance Measures:

Unduplicated number of graduates, IPEDS methodology (distinct by award level)[10]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
>Undergraduate Certificate	515	629	590	667		670	740
>Associate	132	127	184	316		350	450
>Baccalaureate	3,754	3,947	3,858	3,964		4,225	4,700
>Graduate Certificate	166	174	130	141	Available	130	130
>Master's	1,075	1,063	1,028	1,073	Sept.	1,000	1,000
>Education Specialist	23	16	15	15	2025	10	10
>Doctoral	50	58	60	72		75	100
Total Distinct Graduates	5,126	5,313	5,231	5,464		5,674	6,262

[10] Distinct graduates by award level per year (summer, fall, and spring terms) as reported to IPEDS. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

First year retention rate (IPEDS methodology)[11]	FY21 (F20 Cohort)	FY22 (F21 Cohort)	FY23 (F22 Cohort)	FY24 (F23 Cohort)	FY25 (F24 Cohort)	Target FY 2026 (F25 Cohort)	Target FY 2030 (F2029 Cohort)
>Percent of first-time, full-time freshmen retained*	76.0%	79.2%	77.8%	78.9%		79.5%	81.0%
-Resident, Pell-Eligible only	67.0%	67.5%	67.4%	67.9%		73.7%	76.5%
-Resident, Not Pell-Eligible only	70.3%	76.8%	75.3%	77.8%	Available	77.4%	78.3%
-Non-Resident, Pell-Eligible only	71.1%	76.3%	72.0%	77.0%	Oct. 2025	76.9%	77.8%
-Non-Resident, Not Pell-Eligible only	83.9%	84.4%	86.1%	87.9%		85.0%	85.8%
>Percent full-time transfers retained or graduated*	77.8%	78.4%	78.2%	79.6%		79.5%	81.0%

*SBOE metric

4-year graduation rate (IPEDS methodology)[12]	FY21 (F17 Cohort)	FY22 (F18 Cohort)	FY23 (F19 Cohort)	FY24 (F20 Cohort)	FY25 (F21 Cohort)	Target FY 2026 (F22 Cohort)	Target FY 2030 (F26 Cohort
> % of first-time, full-time freshmen who graduated	39.7%	41.4%	42.7%	46.0%		46.0%	47.0%
-Resident, Pell-Eligible only	26.3%	27.8%	28.4%	28.1%	Available	31.5%	36.0%
-Resident, Not Pell-Eligible only	33.1%	34.1%	36.4%	37.8%	Sept.	35.6%	37.6%
-Non-Resident, Pell-Eligible only	34.1%	41.1%	38.3%	45.6%	2025	42.6%	44.6%
-Non-Resident, Not Pell-Eligible only	53.5%	54.7%	55.9%	58.4%		56.0%	58.0%
>% of full-time transfers who graduated	57.7%	57.6%	61.5%	63.4%		64.0%	66.0%

6-year graduation rate (IPEDS methodology)[13]	FY21 (F15 Cohort)	FY22 (F16 Cohort)	FY23 (F17 Cohort)	FY24 (F18 Cohort)	FY25 (F19 Cohort)	Target FY 2026 (F20 Cohort)	Target FY 2030 (F24 Cohort)
> % of first-time, full-time freshmen who graduated*	53.0%	59.1%	61.2%	59.3%		62.0%	65.0%
-Resident, Pell-Eligible only	40.1%	41.8%	47.8%	45.6%	Available	48.3%	55.3%
-Resident, Not Pell-Eligible only	52.6%	56.1%	57.0%	54.4%	Sept.	57.1%	59.1%
-Non-Resident, Pell-Eligible only	55.5%	57.3%	61.1%	54.1%	2025	58.3%	62.0%
-Non-Resident, Not Pell-Eligible only	68.2%	73.1%	72.4%	71.4%		74.1%	76.1%
>% of full-time transfers who graduated	59.7%	60.4%	63.2%	64.1%		65.0%	67.0%

*SBOE metric

[11] SBOE required: Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close gaps.

[12] Percent of a given cohort (first-time, full-time freshmen and full-time transfers) graduating within 100% of time using the IPEDS methodology. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close gaps.

[13] SBOE required: Measured by the percentage of degree seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Report. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close gaps. Full-time transfer cohort graduation rates also are provided.

Progress indicated by credits per year[14]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>% of undergraduate degree seeking students with 30 or more credits per year	28.3%	27.9%	29.6%	31.6%	Available Aug. 2025	32.0%	33.0%

Scholarship student-athlete graduation success rate	FY 2021 (FY14 Cohort)	FY 2022 (FY15 Cohort)	FY 2023 (FY16 Cohort)	FY 2024 (FY17 Cohort)	FY 2025 (FY18 Cohort	Target FY 2026	Target FY 2030
NCAA Graduation Success Rate[15] – Boise State University	95%	95%	97%	98%	Not yet available	94%[16]	94%

NSSE[17] High Impact Practice (HIP)[18] Participation	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>% of seniors who participated in at least one HIP vs. Peer Institutions	*NSSE postponed until Spring 2022*	87% vs. 82% peers (+)	*NSSE every three years*	*NSSE every three years*	*In progress spring 2025s*	90%	90%
>% of seniors who participated in two or more HIPs vs. Peer Institutions		61% vs. 51% peers (+)				70%	70%

Objective B: Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

Performance Measures:

Students participating in internships[19]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Number of students with internship credit	697	940	906	931	Available Aug. 2025	1,000	1,200

[14] Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring terms). Based on end-of-term data. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used for those students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status or the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

[15] All NCAA Division I Athletic Departments must report Federal and NCAA Graduation Success Rate annually. The NCAA Graduate Success Rate is based on graduation in 10 full-time semesters (or transferring to another institution on track for 10 semester graduation) for those on any athletic-related financial aid.

[16] Target represents the 75th percentile of all NCAA Division I athletic departments.

[17] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. NSSE gathers information from first-years and seniors on a variety of aspects of their educational experiences. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions. These peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

[18] High Impact Practices (HIPs) are widely known to positively affect student learning and retention. HIPs include service-learning, internships, research with faculty, study abroad, learning communities, and capstone courses. Comparisons are made to a set of Urban Peer institutions.

[19] Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

Students participating in courses with service-learning component	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,537	1,466	1,184[20]	1,226	Available Sept. 2025	1,350	1,480
>Percent of baccalaureate students participating in service-learning course	42%	38%	30%	30%		30%	37%

NSSE[21] % participation in internships or similar experiences and in research	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
>% of seniors participating in internships and other applied experiences	*NSSE postponed until Spring 2022*	51% (+)	*NSSE every three years*	*NSSE every three years*	*In progress spring 2025*	54.0%	56.0%
>% of seniors participating in research with faculty members		21% (+)				28.0%	30.0%

Post-graduation outcomes[22]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
Percent of graduates with a primary activity after graduation of working full- or part-time for a business/organization or themselves, furthering their education, or serving the military or service organization							
>Undergraduate degree completers	82%	79%	77%	75%	Available Feb. 2026	78%	80%
>Graduate degree completers	89%	85%	85%	82%		85%	88%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	82%	83%	83%	82%	Available Feb. 2026	83%	85%
>Graduate degree completers	94%	95%	94%	93%		95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	85%	86%	87%	86%	Available Feb. 2026	88%	90%
>Graduate degree completers	97%	96%	95%	95%		97%	98%
Percent of graduates working in Idaho of those working in the United States							
>Undergraduate degree completers	68%	71%	71%	73%	Available Feb. 2026	75%	78%
>Graduate degree completers	54%	57%	59%	56%		60%	63%

[20] Service-learning courses community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to "field observation."

[21] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions. These peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (–) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

[22] Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation.

Objective C: Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

Performance Measures:

Annual Enrollment Total Headcount and FTE[23] (Academic Only)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Total Student Headcount*	32,023	32,364	32,651	33,026	33,482	33,200	35,400
Undergraduate Degree Seeking Headcount	19,388	19,506	19,309	19,440	20,005	19,500	20,000
Graduate Degree Seeking Headcount	3,732	3,793	3,538	3,553	3,479	3,600	3,700
Non-degree Seeking (graduate & undergraduate) Headcount	2,585	2,530	2,689	2,587	2,519	2,600	2,700
Early College Headcount	6,317	6,535	7,115	7,446	7,479	7,500	9,000
Total Full-time Equivalent (FTE)*	18,300	18,542	18,596	18,991	19,517	19,500	20,000

*SBOE metric

Access for Underserved Groups identified by SERP[24] (inclusive of First-time and Transfer and of Full-time and Part-time)	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Fall 2023 cohort	Fall 2024 cohort	Target Fall 2025 cohort	Target Fall 2029 cohort
Cohort Size of Idaho Resident Students							
>Pell-eligible[25]	901	886	951	1,047	1,303	1,300	1,300
>First Generation	1,040	885	974	1,022	1,179	1,200	1,200
Cohort Size as a Percent of Cohort from Service Region 3[26]							
>Rural	14.8%	14.1%	14.0%	13.7%	14.2%	14.5%	15.0%

Dual / concurrent enrollment[27]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Number of credits produced	28,756	29,920	32,849	37,084	35,955	37,500	40,000
Distinct number of students served	6,318	6,543	7,117	7,450	7,485	7,500	9,000

[23] SBOE required: Measured by student enrollment as reported on the PSR-1 Annual Report. Reflects academic totals only and a distinct headcount of the number of students served as well as the total full-time equivalent (FTE). Note that the academic total excludes students who are enrolled as audit-only, so the total number of students served is slightly higher than shown. Total (system) enrollments were FY22 = 32,423; FY23 = 32,721; FY24 = 33,112; FY25 = 33,563.

[24] Boise State's Strategic Enrollment and Retention Plan (SERP) specifies targets for access and progression for groups identified as traditionally underserved: Rural, First Generation, and Pell-eligible. The access measures are focused on bachelor's degree-seeking students.

[25] Pell-eligible is defined as Pell-eligible at the time of entry to the university. Given the changes in the Federal calculation for Pell eligibility, we will continue to monitor and adjust these targets as needed.

[26] Achievement of targets will, in five years, close by half the gap between the composition of Boise State cohorts and the percent in Service Region 3's population as of the 2020 census.

[27] Dual/concurrent enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the unduplicated number of students enrolled / served and the total credit hours. Reflects data from the annual Dual Credit report to the Board.

Enrolled Idaho Students (Fall enrollment)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Number of enrolled degree-seeking resident undergraduates	10,309	9,729	9,667	10,057	12,253	10,800	11,000
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	3,773	5,316	5,935	6,402	6,728	7,500	9,000
Total number of enrolled resident undergraduates (degree- and non-degree seeking)	14,082[28]	15,045	15,602	16,459	18,981	18,300	20,000
Number of new First-time degree-seeking students who are Idaho residents	1,441	1,517	1,831	1,959	2,185	2,185	2,365
Number of new Transfer degree-seeking students who are Idaho residents	894	843	862	866	957	960	1,040

Number of graduates with high impact on Idaho's college completion rate	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Baccalaureate graduates from underrepresented groups							
>Rural Idaho[29]	505	544	491	437	Available Sept. 2025	550	750
>First-generation[30]	1,570	1,623	1,498	1,524		1,700	2,000
>Pell eligible[31]	1,027	1,001	893	955		1,050	1,100
Baccalaureate graduates who are Idaho residents	2,284	2,269	2,155	2,153	Available Sept. 2025	2,500	2,750
Baccalaureate graduates of non-traditional age (30 and up)	828	879	813	749	Available Sept. 2025	1,050	1,300
Baccalaureate graduates who began as transfers from Idaho community college[32]	461	483	437	466	Available Sept. 2025	500	700

True Blue Scholarship	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Dollars awarded through need-based True Blue Promise Scholarship	$671,478	$860,858	$1,085,741	$1,139,000	Available Oct. 2025	$1.5M	$1.9M
Distinct number of students receiving a True Blue Promise Scholarship	364	472	593	630	Available Oct. 2025	728	948

[28] Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and was largely due to the impacts of the global pandemic.
[29] Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau.
[30] First-generation is defined as students whose parents/guardians have not completed bachelor's degrees.
[31] Denotes students who were Pell eligible during any point of their enrollment at Boise State.
[32] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

Objective D: Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

Performance Measures:

Students participating in courses with service-learning component	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,537	1,466	1,184[33]	1,226	Available Sept. 2025	1,350	1,480
>Percent of baccalaureate students participating in service-learning course	42%	38%	30%	30%		30%	37%

Enrollment in programs delivered online (Fall enrollment)[34]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Undergraduate	2,294	2,282	2,271	2,441	2,831	3,000	3,765
>Graduate	1,418	1,511	1,476	1,415	1,442	1,525	1,900
>Total	3,712	3,793	3,747	3,856	4,273	4,525	5,665

NSSE[35] Indicators: For Freshmen Only (% of peer group rating)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Academic Challenge							
>Higher-order learning	*NSSE postponed until Spring 2022*	100% (=)	*NSSE every three years*	*NSSE every three years*	*In progress spring 2025s*	100%	105%
>Reflective & integrative learning		102% (=)				105%	105%
Learning with Peers							
>Collaborative learning		100% (=)				107%	107%
>Discussions with diverse others		103% (=)				103%	105%

NSSE[36] Indicators: For Seniors Only (% of peer group rating)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Learning with Peers							
>Collaborative learning	*NSSE postponed until Spring 2022*	96% (-)	*NSSE every three years*	*NSSE every three years*	*In progress spring 2025s*	105%	105%
>Discussions with diverse others		97% (-)				100%	102%
Experiences with faculty							
>Student-faculty interaction		98% (=)				103%	105%
>Effective teaching practices		102% (=)				100%	102%

[33] Service-learning courses community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to "field observation."
[34] Indicates the number of officially enrolled students in a major or certificate that is delivered online.
[35] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.
[36] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

Program Assessment, Quality Measures (% achieving ratings of Developing or Established)[37]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
>Program Learning Outcomes	95.1%	95.1%	95.2%	96.4%	Available Aug 2025	>95%	>95%
>Actions Taken or Planned	68.9%	75.5%	80.7%	78.0%		80%	>90%
>Continuous Improvement	85.2%	84.7%	84.3%	85.7%		88%	>90%

Sponsored Projects funding and awards for Instruction and Training	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
>Total Funding	$2.3M	$3.8M	$1.6M	$9.4M	Available Feb 2026	$3M	$5M
>\# of Awards	19	23	11	21		15	20

[37] All academic programs complete Program Assessment Reports (PARs) triennially and teams of reviewers evaluate PARs based on established criteria in the PAR rubric. This measure depicts a three-year rolling average, meaning that all programs are reflected in each year of data that are presented; for example, FY24 data reflects reports submitted in spring 2022, 2023, and 2024. The domain "actions taken or planned" reflects activities based on data collected within the given PAR reporting period whereas "continuous improvement" reflects changes to the program across reporting periods (i.e., over time). Please note: on average, 10-12% of programs are new in any given year, meaning they may not have long enough history to have collected sufficient data to take action on assessment results or complete a continuous improvement cycle.

Goal 2: Innovation for Institutional Impact

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

Objective A: Create an enduring culture of innovation.

Performance Measures:

Vertically Integrated Projects[38] (VIPs)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Number of students enrolled in VIP credit >Number of VIP teams	182 23	252 33	260 37	298 36	Available Aug. 2025	303 37	336 41

Percent of research grant awards that are interdisciplinary vs. single discipline[39]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	16.9%	24.2%	21.4%	22.1%	Available Aug. 2025	25.0%	30.0%

Objective B: Build scalable university structures and align philanthropic and strategic investments that support innovation in all aspects of the university with a special focus on academic and athletic programming.

Performance Measures:

Advancement funding	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Total gift income (outright gifts and previous pledge payments) >Total Endowment Value	$21.1M $161.4M	$25.8M $141.2M	$30.2M $149.2M	$35.2M $169.6M	Available January 2026	$35M $170M	$40M $200M

Objective C: Establish individual and collective opportunity and accountability for innovation.

Performance Measures:

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
> Inventions Disclosure > Patents Issued > Licenses / Options / Letters of Intent	16 1 22	13 8 32	10 8 51	7 7 46	N/A	20 5 50	28 10 60

[38] The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

[39] Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars.

Goal 3: Advance Research and Creative Activity

Advance the research and creative mission of the university community by fostering transformational practices, supporting faculty, staff, and student excellence, and striving toward achieving R1 (Research Very High) status as a leading institution for research, innovation, and discovery.

Objective A: Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.

Performance Measures:

Total Research & Development Expenditures	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Expenditures as reported to the National Science Foundation	$46.1M	$47.6M	$53.0M	$57.7M	Available April 2026	$50M	$55M

Sponsored Projects funding: # of Awards by Purpose	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Research	265	225	267	224	Available February 2026	265	275
>Instruction/Training	19	23	11	21		15	20
>Other Sponsored Activities	141	172	137	147		140	145
>Total	425	420	415	392		420	440

Sponsored Projects funding: Dollars awarded by purpose	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Research	$43.9M	$36.9M	$50.9M	$42.6M	Available February 2026	$50M	$55M
>Instruction/Training	$2.3M	$3.8M	$1.6M	$9.4M		$3M	$5M
>Other Sponsored Activities	$19.1M	$27.1M	$38.5M	$31.5M		$40M	$45M
>Total	$65.3M	$68M	$91M	$83.4M		$90M	$105M

Publications by Boise State authors and citations of those publications over 5-year period	CY 2016-20	CY 2017-21	CY 2018-22	CY 2019-23	CY 2020-24	Target CY 2021-25	Target CY 2025-29
>Number of peer-reviewed publications by Boise State faculty, staff, students[40]	2,704	2,941	2,533	3,187	3,263	3,300	4,300
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students[41]	17,550	19,217	22,390	24,144	26,230	27,000	30,000

[40] Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications or creative activities especially by faculty in Arts and Humanities.

[41] Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

Objective B: Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

Performance Measures:

NSSE[42] % of senior participating in research	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>% of students participating in research w/faculty members	*NSSE postponed to Sp '22*	21%	*NSSE every three years*	*NSSE every three years*	*In progress spring 2025*	28.0%	30.0%

Number of doctoral graduates	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	50	58	60	72	Available Sept. 2025	75	100
>Distinct graduates completing research doctorates (PhD and EdD)	44	48	53	64		70	75

Carnegie Classification[43] not a	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Research Activity Designation	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R1 (Research: Very High)

Objective C: Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

Performance Measures:

Percent of research grant awards and awarded grant $$ that are interdisciplinary vs. single discipline	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>% of research grant awards with PIs and Co-PIs in two or more different academic departments (i.e., interdisciplinary)	16.9%	24.2%	21.4%	22.1%	Available September 2025	25.0%	30.0%
>Avg $$ per grant award for interdisc. grants	$333,321	$461,166	$827,570	$509,877		$550,000	$600,000
>Avg $$ per grant award for single-discipline grants	$181,531	$147,401	$168,295	$184,701		$200,000	$250,000

[42] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

[43] For years FY21 through FY24, the Carnegie 2021 basic classification is provided and R2 is defined as Doctoral Universities – High research activity. For FY25 and beyond, the Carnegie Research Activity designation is shown with the following definitions: R2: High Spending and Doctorate Production (average of $5M of R&D expenditures and 20 research doctorate graduates per year) and R1: Very High Spending and Doctorate Production (average of $50M of R&D expenditures and 70 research doctorate graduates per year).

Goal 4: Foster Thriving Community

Promote and advance a fair, equitable, and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

Objective A: Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among all students, faculty, staff, alumni, and friends of the university.

Performance Measures:

NSSE[44]: Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Quality of interaction with academic advisors	*NSSE postponed until Spring 2022*	105% (+)	*NSSE every three years*	*NSSE every three years*	*In progress spring 2025*	102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)		103% (+)				102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)		103% (+)				105%	105%

NSSE[45] Indicators: For Seniors Only (% of peer group rating)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Experiences with faculty	*NSSE postponed until Spring 2022*		*NSSE every three years*	*NSSE every three years*	*In progress spring 2025*		
>Student-faculty interaction		98% (=)				103%	105%
Campus Environment							
>Quality of interactions		104% (+)				103%	105%
>Supportive environment		91% (-)				95%	100%

National College Health Assessment [46] Responses to the following statements:	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
> "I feel that I belong at my college/university" (% agree)	*Survey conducted every 2 years*	84.8%	87.9%	*Survey conducted every 2 years*	*To be conducted in Fall '25*	92%	>95%
> "Students' health and well-being is a priority at my college/university" (% agree)		82.7%	86.1%			90%	>95%
> "The campus climate encourages free and open discussion about students' well-being" (% agree)		82.8%	86.5%			90%	>95%

[44] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

[45] Boise State generally administers the National Survey of Student Engagement (http://nsse.indiana.edu/), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (–) symbols denote statistically higher and lower than peer institutions, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

[46] Boise State conducts the National College Health Assessment through the American College Health Association. The survey is conducted on a regular cycle, typically every two years. Response rates were 12.0% in FY22 (MoE +/- 3.9%) and 8.1% in FY23 (MoE +/-4.7%).

Human Resources Survey[47] Responses to the following statements:	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
> "I can bring my whole authentic self to work" (% agree)	*Survey conducted every 3-5 years*	NA	*Survey conducted every 3-5 years*	*Survey conducted every 3-5 years*	60%	80%	85%
> "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)		NA			75%	82%	85%
> "I would refer someone to work at Boise State" (% agree/yes)		82%			73%	85%	90%
> "I feel valued in my job" (% agree)		72%			75%	80%	90%
> "My supervisor is responsive to my ideas, requests, and suggestions" (% agree)		81%			80%	85%	90%

Objective B: Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

Performance Measures:

National Faculty & Staff Health Assessment [48] Responses to the following statements:	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
> "My college/university cares about my health and well-being" (% agree)	76.2%	*Survey conducted on a cycle*	*Survey conducted on a cycle*	*Survey conducted on a cycle*	65.8%	70%	75%
> "My college/university promotes a culture of wellness" (% agree)	79.3%				68.4%	75%	80%
> "The health and well-being of university staff and faculty impacts student success and learning" (% "yes")	97.8%				97.2%	>95%	>95%

Faculty and Staff Turnover[49]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Classified	18.4%	27.5%	24.3%	17.8%	Available Aug. 2025	16.5%	15%
>Professional	16.0%	17.4%	15.8%	12.9%		11.5%	10%
>Faculty	7.1%	7.6%	7.7%	5.7%		5%	4.5%

[47] Boise State Human Resources generally conducts campus-wide surveys biennially. Some questions were updated or changed between survey years, and the survey is subject to ongoing improvements.

[48] Boise State conducts the National Faculty & Staff Health Assessment through the American College Health Association. FY25 data reflect results of the spring 2024 survey. The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2024 was 35% (MoE +/- 3%).

[49] Turnover is defined as the total number of separations in a fiscal year (7/1-6/30) divided by the average employee count (averaging the count at the first of each quarter [1/1, 4/1, 7/1, 10/1]). Includes only benefit-eligible employees - professional, classified, and faculty. The FY23 data were updated in spring 2025 for consistency in methodology.

Objective C: Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, furthers academic-athletic connections, and promotes consistency across individual campus units.

Performance Measures:

Expense per EWA-weighted Student Credit Hour (SCH)[50]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
$ per Resident Undergraduate SCH >Inflation-adjusted $$ (base FY19) >Unadjusted	 $335.67 $357.17	 $334.76 $386.57	 $369.75 $440.54	 $377.06 $462.25	Available January 2026	Very low increase (1-3%) in inflation adj $$	Very low increase (1-3%) in inflation adj $$
$ per Resident Undergraduate & Graduate SCH >Inflation-adjusted $$ (base FY19) >Unadjusted	 $292.32 $311.04	 $286.88 $331.28	 $317.07 $377.77	 $324.14 $397.37	Available January 2026	Very low increase (1-3%) in inflation adj $$	Very low increase (1-3%) in inflation adj $$
$ per Total Undergraduate SCH[51] >Inflation-adjusted $$ (base FY19) >Unadjusted	 $253.97 $270.24	 $241.03 $278.33	 $265.07 $315.82	 $268.36 $328.99	Available January 2026	Very low increase (1-3%) in inflation adj $$	Very low increase (1-3%) in inflation adj $$
$ per Total Undergraduate & Graduate SCH >Inflation-adjusted $$ (base FY19) >Unadjusted	 $235.96 $251.07	 $223.12 $257.65	 $245.60 $292.62	 $249.29 $305.62	Available January 2026	Very low increase (1-3%) in inflation adj $$	Very low increase (1-3%) in inflation adj $$

*Cost of Education[52] (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Boise State	$8,060	$8,060	$8,364	$8,782	$9,048	Remain less than the WICHE state average	
>> Inflation adjusted (base FY19)	$7,839	$7,440	$7,114	$7,240	$7,249		
>WICHE average	$9,154	$9,305	$9,588	$9,840	$10,093		
>> Inflation adjusted (base FY19)	$8,903	$8,589	$8,155	$8,112	$8,086		
>Boise State as % of WICHE	88.0%	86.6%	87.2%	89.3%	89.6%		

*SBOE Metric

[50] Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and Graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition and WUE students that exceed the cap. Inflation adjustment is made using a CPI Calculator (https://www.bls.gov/data/inflation_calculator.htm) with FY19 as the base year. FY22 and FY23 PSR 1.5 reports were resubmitted to OSBE for consistency in data definitions and the calculations for those years were updated in this table and are aligned with FY24.

[51] Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the CPI Calculator with FY19 as the base year.

[52] SBOE required, institutionally-selected measure: Inflation-adjusted tuition and comparison to the WICHE average from Table 1a of annual Tuition and Fees report. Reflects unweighted average excluding California. A typical report can be found at http://www.wiche.edu/pub/tf.

Graduates per FTE	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
Baccalaureate graduates per undergraduate FTE[53]	23.8	24.7	23.9	24.0	Available Sept. 2025	25.0	25.0
Baccalaureate graduates per junior/senior FTE[54]	46.9	50.3	49.4	48.9		50.0	50.0
Graduate degree graduates per graduate FTE[55]	48.5	47.9	48.4	49.8		50.0	50.0

Objective D: Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

Performance Measures:

STARS (The Sustainability Tracking, Assessment & Rating System)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
"STARS is intended to engage and recognize the full spectrum of higher education institutions…It encompasses long-term sustainability goals for already high-achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability."[56]	Program Participant	Silver Award Recognition	Silver Award Recognition	Silver Award Recognition	Silver Award Recognition	Silver Award Recognition	Gold Award Recognition

[53] Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

[54] Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

[55] Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

[56] STARS ratings are determined based on thirteen areas across four categories: Academics, Engagement, Operations, and Planning and Administration. STARS ratings are valid for three years; Boise State's current Silver Rating is valid up to April 2028. Additional information on the STARS program may be found at https://stars.aashe.org/about-stars/

Goal 5: Trailblaze Programs and Partnerships

By partnering with industry, government, and community organizations, enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

Objective A: Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, service, and athletic needs.

Performance Measures:

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**Target**	
						FY 2026	**FY 2030**
"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."[57]	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2024.					Renewal of Community Engagement Classification in 2032	

Carnegie Foundation Leadership for Public Purpose Classification recognizing commitment to effective leadership for public purpose in learning, teaching, service, and research mission of the university	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**	**Target**	
						FY 2026	**FY 2030**
"Leadership for public purpose (LPP) is defined by a commitment to advancing the betterment of society and promoting the dignity and general welfare of all its members. LPP is reflected in coordinated institutional practices that enhance the development of ethical leadership capacity among all stakeholders in service of the collective public good."[58]	N/A	N/A	N/A	Boise State was one of 25 recipients of the 2024 inaugural awarding of this designation.		Renewal of Leadership for Public Purpose Classification in 2027	

[57] This elective classification through the Carnegie Foundation for the Advancement of Teaching recognizes institutions for institutionalizing community engagement. Additional information on the Carnegie Foundation Community Engagement Classification may be found at https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/

[58] This elective classification through the Carnegie Foundation for the Advancement of Teaching recognizes institutions that have made extraordinary commitments to their public purpose. Additional information on the Carnegie Foundation Leadership for Public Purpose Classification may be found at https://carnegieclassifications.acenet.edu/elective-classifications/leadership-about/

Partnerships through Research & Economic Development[59]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Total Distinct Number of Partners	301	743	881	928	Available May 2026	Increase number of partners	Increase number of partners
Classified by organizational type							
> Industry	58	460	504	505			
> Government	124	118	134	136			
> Non-Profit	34	58	65	88			
> Higher Education	85	107	156	178			
> Other	N/A	N/A	22	21			

Student-athlete community engagement[60]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Opportunities provided to student-athletes to engage with community organizations	35	121	220	210	N/A	250	300

Student-athlete career exploration and development – BroncoLife Connect[61]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
Local Companies	N/A	N/A	64	58	65	60	75
Business Professionals			107	125	130	130	150
Student Participation			155	205	196	215	230

Objective B: Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Performance Measures:

Community Impact Program Participants[62]	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target FY 2026	Target FY 2030
>Community Impact Program participants (new starts)	16	28	34	10	39	45	60
>Professional development participants	NA	35	17	28	65	80	100
>Academic certificates issued and percent of new starts	11 (69%)	24 (86%)	32 (94%)	8 (80%)	Available Sept. '25	38 (85%)	51 (85%)

[59] Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

[60] Helper-Helper platform used to track volunteerism and other student-athlete development opportunities. Opportunities include volunteer hours at local K-12 schools, assisting individuals with special needs, and mental health and wellness programming. Data represents opportunities provided.

[61] BroncoLife CONNECT provides student-athletes an opportunity to learn about career paths while networking with employers and industry business professionals.

[62] Boise State's Community Impact Program launched in fall 2020 and is focused on rural communities. The program is offered through a hybrid format and engages communities in McCall, Mountain Home, and Payette.

Number of graduates with high impact on Idaho's college completion rate	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
Baccalaureate graduates from underrepresented groups >Rural Idaho[63]	505	544	491	437	Available Sept. 2025	550	750
Baccalaureate graduates who began as transfers from Idaho community college[64]	461	483	437	466	Available Sept. 2025	500	1,000

Objective C: Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

Performance Measures:

Vertically Integrated Projects[65] (VIPs)	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
>Number of students enrolled in VIP credit >Number of VIP teams	182 23	252 33	260 37	298 36	Available Aug. 2025	303 37	336 41

Percent of research grant awards and awarded grant $$ that are interdisciplinary vs. single discipline	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
>% of research grant awards with PIs and Co-PIs in two or more different academic departments (i.e., interdisciplinary)	16.9%	24.2%	21.4%	22.1%	Available September 2025	25.0%	30.0%
>Avg $$ per grant award for interdisc. grants	$333,321	$461,166	$827,570	$509,877		$550,000	$600,000
>Avg $$ per grant award for single-discipline grants	$181,531	$147,401	$168,295	$184,701		$200,000	$250,000

[63] Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.

[64] Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

[65] The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

KEY EXTERNAL FACTORS

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present a number of factors that we regard as impediments to progress as well as external factors that may help accelerate our progress.

Higher education budget funding and tuition. The long-term consequences of inconsistent Enrollment Workload Adjustment (EWA) funding during Boise State's significant enrollment growth periods, particularly in FY11 and FY12, continue to have lingering effects on the university especially in light of our sustained growth. This has resulted in $8.9 million cumulative unfunded EWA and a substantial per-student EWA-weighted funding deficit compared to the average of our sister institutions. This financial pressure is exacerbated by a decline in our inflation-adjusted tuition over the past six years, which further strains our resources and presents a challenge to effectively executing our strategic plan, Blueprint for Success. The FY25 published tuition of $9,048 for undergraduate full-time for Idaho residents is $7,249 when inflation-adjusted to the FY19 base year, thus, making the FY25 inflation-adjusted tuition approximately 9 percent lower than the published rate of $8,060 in FY19.

Lingering Effects of the Global Pandemic. The global pandemic, which created large new expenses and lost revenues in higher education, continues to affect our operations. Mental distress and burnout among students, faculty and staff remain. New cohorts of college students are more likely to have experienced learning loss while in high school (due to remote education and other stressors of the pandemic), which impacts their academic success in the university.

Effects of the economy and the market conditions. High inflation, in particular the increases in cost of housing in the Boise metro area, and insufficient increases in state salaries are negatively impacting our ability to recruit and retain staff and faculty. This is impacting morale and well-being of our community, and these increased costs are exceeding our ability to offset our current revenue streams.

Uncertainty. Uncertainty related to economic conditions, reductions in federal research funding, and changes in the Department of Education among other external factors has created an uncertain and anxious environment where decision making has become increasingly difficult. Additionally, it has been signaled that Facilities and Administrative rates (i.e., F&A rates) may be reduced, which would result in a higher cost share for the university.

Financial Aid Impacts: There are several recent changes to Financial Aid that may impact our enrollment in unpredictable ways. Changes to the Free Application for Federal Student Aid (FAFSA) have proven difficult and unpredictable for students and parents. Major changes in the Federal Department of Education have contributed to the uncertainty around financial aid.

Positive External Factor: Idaho LAUNCH Scholarship. The Idaho LAUNCH is a significant financial award that augments institutional aid, reducing the financial burden for students and families. Making college more affordable to Idaho students has increased access and incentivizes students to not only go-on but to stay in Idaho to pursue their postsecondary education.

Positive External Factor: Increasing collaborations among universities and colleges, and with industry / community partners. All universities and colleges have been committed to working together and expanding both collaborative academic and research programming across institutions. In addition, expanded efforts to collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.

EVALUATION PROCESS

Boise State reviews its strategic plan and considers amendments to the Blueprint for Success through an annual review of divisional strategic plan reporting. The four vice presidents of the university receive reports from every unit within their division that detail progress to date on the Blueprint for Success and their plans and recommendations for the coming year. Each division compiles these unit-level reports and provides an executive-level summary to the University Strategic Planning Council (USPC), a group composed of representatives from across all divisions in the university. In turn, the USPC provides a comprehensive summary for the President and Executive Team detailing progress and achievements on the strategic plan from across the institution.

Parallel to this process, a strategic planning data group tracks and assesses progress made on the metrics for the plan. In addition, feedback and ideas are always welcome “off cycle” through communication with the USPC or divisional teams. This process allows every level of the institution to chart their progress, provide feedback, and offer new directions for the plan. This information provides the basis for changes or amendments to the plan, something ultimately finalized at the Executive Team level.

MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

	Boise State University Strategic Plan Goals				
Institution/Agency Goals and Objectives	***Goal 1: Improve educational access and student success***	***Goal 2: Innovation for institutional impact***	***Goal 3: Advance research and creative activity***	***Goal 4: Foster thriving community***	***Goal 5: Trailblaze programs and partnerships***
GOAL 1: EDUCATIONAL READINESS (student-centered): Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.					
Objective A: Literacy - Provide effective literacy instruction across grades K-3.					
Objective B: Mathematics - Provide effective mathematics instruction across grades 6-8.					
Objective C: Graduation - Increase Idaho's high school graduation rate.					
GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.					
Objective A: Advanced Opportunities – Increase high-school student participation in advanced opportunities.	✓	✓		✓	✓
Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities.	✓	✓		✓	✓
Objective C: College-Going - Increase the rate at which high school graduates pursue postsecondary opportunities.	✓	✓		✓	✓
GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through greater numbers of student completing certificates and/or degrees, including workforce credentials.					
Objective A: First-Year Student Retention - Increase the retention rate of first-year students into the second year.	✓	✓	✓	✓	✓
Objective B: Timely Degree Completion – Increase on-time degree completion.	✓	✓	✓	✓	✓
Objective C: Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.	✓	✓	✓	✓	✓

Boise State Cybersecurity Report to the State Board of Education

February 2025

Executive Order 2017-02 mandates that Boise State University integrate the NIST Cybersecurity Framework (CSF) into its IT Risk Management strategies and implement CIS Critical Security Controls (CSC) 1–6 across the University's critical network infrastructure systems.

The CSF is one element of Boise State's broader IT Risk Management framework. To evaluate our security effectiveness, we collaborate with BitSight, which provides real-time feedback on the CSF maturity of University systems. Boise State's average BitSight score is an "A," reflecting prompt mitigation of issues that affect the score, compared to the higher education industry's average of a "C."

The CSC Controls have been documented, and the University currently ranks at maturity level 2. Efforts are ongoing to achieve level 3 maturity for Critical Security Controls 1–6, ensuring continuous improvement in cybersecurity resilience.

In the past 12 months we have:

- Reviewed, updated, and published revised versions of OIT Policies:
  - 8000 Information Technology Resource Use
  - 8040 University Web Policy
  - 8060 Information Privacy and Data Security
  - 8090 Telephone Services
- Reviewed, updated, and published the following OIT standards and guidelines:
  - Cloud Storage Security Guideline
  - Data Classification Standard
  - Data Use Guideline
  - Information Security Risk Assessment Standard (New)
  - Mobile Device Security Guideline
  - System Security Encryption Guideline
- Conducted external penetration test and review of critical systems
- Continued the implementation of Microsoft Defender XDR for all MacOS devices
- Implemented a new asset management system called Lansweeper for all OIT-managed devices

In the next 12 months we plan:

- Deployment of Microsoft Defender XDR to all university-managed Windows devices
- Expansion of Lansweeper to include all university-owned devices not managed by OIT
- Continuing maturity growth of CSF and CSC as outlined by State, reevaluating maturity based on CSCv8 controls
- Continue the project to remove unused and inactive student accounts

Additional Relevant Strategic Plans Supporting *Blueprint for Success*

IDAHO SMALL BUSINESS DEVELOPMENT

Mission
Accelerating business success

Vision
Be the most influential driver of Idaho business success

Goal 1: Network Reach
Focus time on clients with the highest potential for creating economic impact.

Objective A: Develop long-term relationships with potential and existing growth and impact clients.

Performance Measures:

Capital Raised by Clients	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030
> millions of dollars[66]	$55.8	$28.2	$56.6	$44.7	N/A	$56.1	$68.2

[66] The reported numbers differ from those reported previously due to a correction, which resulted in adjustments to the data.

TECHHELP

Mission
TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2025:

- 110 manufacturers reporting $90,000,000 economic impact
- 470 jobs created and retained
- > $20,000 and < $50,000 Net Income

Vision
TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities and the Idaho Manufacturing Alliance (IMA), we provide assistance to manufacturers, food and dairy processors, service industry and entrepreneurs to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness. "Our identity is shaped by our results."

Goal 1: Economic Impact on Manufacturing in Idaho
Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

Objective A: Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs, resulting in new and retained jobs and economic impact in the form of sales, savings, and investment.

Client reported economic impacts resulting from projects	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	Target	
						FY 2026	FY 2030[67]
> sales, cost savings and investments (millions of dollars)	$114.4	$207.4	$206.3M	$78	N/A	$90	$110
> new and retained jobs	1144	497	348	440	N/A	470	500

[67] Target is based on current and projected resources and established best practices based on those resources.

Idaho State University
STRATEGIC PLAN
2026-2030
Performance Measure Report

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Vision

We inspire a passion for knowledge and discovery.

Mission

We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.

Statewide Performance Measures Established by the Idaho State Board of Education

Performance Measures	Current Data					Benchmark	
	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2030
1. Student Access *Measured by student enrollment as reported on the PSR-1 Annual Report*							
Annual Enrollment Headcount	14,241	14,702	14,816	15,146	Available October 2025	16,000	17,000
Annual Enrollment FTE	9,322	9,252	9,216	9,544	Available October 2025	9,850	10,250
2. Student Retention *Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report*							
First-time, full-time fall to fall retention	63%	67%	71%	74%	72%	75%	75%
3. Student Completion *Measured by the percentage of degree seeking first-time, full-time freshman graduating within 150% of time on the IPEDS Graduation Report*							
First-time, full-time 150% graduation rate	36%	34%	35%	35%	Available August 2025	40%	50%
4. Student Affordability *Measured by ISU in-state tuition and fees compared to Idaho State Board of Education assigned ten peer institutions* as reported by the National Center for Education Statistics*							
In-state tuition rank (lowest to highest)	2	2	2	2	2	<=3	<=3

* ISU Peers: University of Montana, Marshall University, Utah State University, South Dakota State University, Texas A&M University – Corpus Christie, University of Colorado – Colorado Springs, Wright State University, University of Toledo, Cleveland State University, University of Massachusetts - Dartmouth

⌂ Mission Fulfillment Measure

Critical Institutional Performance Measures for the Idaho State Board of Education

Performance Measures	Current Data					Benchmark	
	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2030
5. Student Access *Measured by fall degree-seeking student enrollment as reported on the IPEDS Fall Enrollment Report*							
Fall degree-seeking student enrollment	9,114	9,115	9,087	9,447	9,769	9,850	10,250
6. Student Completion *Measured by distinct degrees and certificates awarded to ISU students*							
Number of degrees and certificates awarded - Undergraduate - Graduate	2,082 674	1,955 782	2,004 800	2,154 805	Available August 2025	2,300 825	2,500 900
7. Health Professions Mission *Measured by the annual unduplicated headcount of students in health professions and pre-professional health majors*							
Annual health professions enrollment	3,896	3,927	3,769	3,805	4,001	4,075	4,200
8. Research *Measured by the Higher Education Research and Development (HERD) survey for direct externally sponsored research and development*							
Total Annual Research Expenditures	$14.0M	$16.6M	$17.5M	$17.5M	Available October 2025	$20.0M	$24.0M
9. Advancement *Measured by the annual amount of cash and commitments to the ISU Foundation*							
Private Support	$20.7M	$38.7M	$14.7M	$32.2M	Available October 2025	$18M	$25M
10. Efficiency							
Administrative to Instructional Cost Ratio	.25 (89% of peer)	.18 (66% of peer)	.24 (86% of peer)	Available June 2026	Available June 2027	<.25 and less than in-state peer average	<.25 and less than in-state peer average

⌂ Mission Fulfillment Measure

Strategic Plan Goals and Objectives

Goal 1: Increase Student Access, Opportunity, Retention, and Success

We build a diverse and thriving student population by providing all students with the tools, opportunities, and environment to support their goals, learning, and achievement.

Objective 1A: Increase access and enrollment using targeted recruitment efforts

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Fall degree-seeking student enrollment							
All students	9,114	9,115	9,087	9,447	9,769	9,850	10,250
First-generation students*	1,622	1,570	1,480	1,593	2,319	2,350	2,400
Rural Idaho students	2,485	2,505	2,493	2,644	2,804	2,830	2,950
Percent of cost of attendance covered by grant or scholarship aid ⌂	30%	32%	32%	36%	36%	36%	38%

* FAFSA survey methodology changed in FY2025.

Objective 1B: Improve student retention by strengthening students' ISU experience

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
First-time, full-time bachelor degree-seeking student fall to fall retention⌂	63%	67%	71%	74%	72%	75%	75%

⌂ Mission Fulfillment Measure

Objective 1B: Improve student retention by strengthening students' ISU experience (continued)

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting	24%	24%	24%	24%	Available August 2025	28%	32%
Percent of new degree-seeking freshmen completing a gateway math course within two years ⌂	71%	73%	76%	82%	Available August 2025	83%	85%
Percent of undergraduate, degree-seeking students taking a math remediation course completing a subsequent credit-bearing course within a year with a "C" or higher	29%	38%	47%	54%	Available August 2025	55%	60%

Objective 1C: Improve ISU's graduation rate

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Number of degrees and certificates awarded ⌂	2,756	2,737	2,804	2,959	Available August 2025	3,050	3,350
% of total credentials conferred that are STEM field	15%	13%	14%	11%	Available August 2025	15%	18%
Percent of first-time, full-time freshman graduating within 100% of time	24%	20%	22%	24%	Available August 2025	26%	30%
Percent of first-time, full-time freshman graduating within 150% of time⌂	36%	34%	35%	35%	Available August 2025	40%	50%

⌂ Mission Fulfillment Measure

Goal 2: Strengthen Programmatic Excellence

Programmatic excellence is at the core of student achievement. The University continually evolves to meet workforce demands and recruit, retain, and support highly qualified faculty and staff. We allocate resources to strengthen programs and opportunities focused on student achievement and success.

Objective 2A: Attract, support, and retain outstanding faculty and staff

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Percent of faculty and staff who express satisfaction with Idaho State University as their employer ⌽	74%	Not available	72%	Not available	Not available	75%	80%
Staff employee retention relative to peers	2.1%	3.0%	1.3%	.3%	1.8%	>2%	>4%
Faculty employee retention relative to peers*	(.5%)	(1.5%)	(.7%)	(2.5%)	(1.8%)	>2%	>4%

⌽ ISU's employee survey is usually administered biennially. This was paused in FY2025 as the survey was being restructured. A workgroup is currently reviewing the survey, frequency, and utility as a performance measure.

*Comparison data obtained from CUPA-HR Data on Demand reports compares average voluntary separation for ISU full-time faculty and total staff versus "ISU Peer Group 2020 Plus" comparison group

Objective 2B: Enhance ISU's infrastructure

Performance Measure	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Deferred maintenance expenditures	$7.9M	$7.0M	$15.1M	$15.4M	Available October 2025	$15.0M	$18.0M

Objective 2C: Align ISU's programs with community, regional, and national needs

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Number of certificates and other stackable "microcredentials" awarded at Idaho State University	327	378	359	514	Available August 2025	550	650

Objective 2C: Align ISU's programs with community, regional, and national needs (continued)

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Number of ISU graduates with degrees that align with Idaho Department of Labor "Hot Jobs" list	759	758	821	817	Available August 2025	850	880
Number of certificates and degrees awarded in Health Professions programs							
Undergraduate/ Professional	725	666	648	649	Available August	675	725
Graduate	285	336	326	331	2025	350	375

☖ Mission Fulfillment Measure

Goal 3: Cultivate External Partnerships

We contribute to the betterment of all communities through strong collaborations and partnerships. The University will continue to foster existing beneficial partnerships and build new associations that advance Idaho State's mission.

Objective 3A: Maximize the impact of new and existing regional partnerships in support of ISU's mission

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Number of active formal academic and/or research partnership agreements with educational institutions, organizations, and private industry⌂	In development						
Percentage of off-campus Career Path Internship placements	17%	30%	32%	35%	Available August 2025	40%	45%

⌂ We are in the process of developing a method for collecting this data and establishing benchmarks.

Objective 3B: Expand collaborations with K-12 and post-secondary educational institutions

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Student transfers from Idaho Community Colleges to Idaho State University	224	225	245	248	Available August 2025	275	325
Early College program enrollment	3,485	3,769	4,042	3,980	Available August 2025	4,200	4,500

Goal 4: Expand Research, Clinical, and Creative Activities

We change lives for the better by e4xpanding our research, clinical, and creative activities. We focus on increasing human knowledge, serving the needs of society, and supporting artistic ventures.

Objective 4A: Enhance faculty's ability to initiate research and innovative projects

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
F&A distributed to colleges, researchers, and PIs	$1.0M	$1.2M	$1.5M	$1.6M	Available October 2025	$1.9M	$2.8M
Three-year rolling average of external grant proposals submitted.	336	296	286	292	Available August 2025	320	340

Objective 4B: Increase productivity in research, scholarly, and creative activities

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Total annual research expenditures ⌂	$14.0M	$16.6M	$17.5M	$17.5M	Available October 2025	$20.0M	$24.0M

⌂ Mission Fulfillment Measure

Objective 4C: Engage students in Interprofessional Educational and/or clinical research

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Percent of KDHS students that participate in interprofessional education/clinical research opportunities	Not Available			70%	Available August 2025	74%	78%
Percent of KDHS faculty that participate in interprofessional education/clinical research opportunities	Not Available			58%	Available August 2025	62%	65%

Objective 4D: Enhance ISU student research, clinical, and creative opportunities

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Number of ISU students participating in the Research and Creative Scholarship Symposium	Not available	Not available	Not available	246	246	260	290

⌂ Mission Fulfillment Measure

Goal 5: Energize the Bengal Community

We engage and build strong relationships with all members of the Bengal Community to achieve academic success and innovation, advance learning and research, and enhance lives. The Bengal Community includes students, faculty, staff, alumni, community members, friends, and partners who engage with the University and support its success.

Objective 5A: Enhance student life and engagement

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Total headcount of student employees and graduate assistants (Fall)							
Students	992	1,017	1,015	1,130	1,167	1,202	1,350
Graduate Assistants	245	235	227	228	241	248	280
Number of students who participate in student activity board events and activities Ω	4,539	10,327	11,365	12,519	Available in August 2025	13,500	16,500

Ω Students are counted more than once if involved in more than one event or activity in the year.

Objective 5B: Increase faculty and staff connection, engagement, and recognition

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Number of faculty and staff nominees for the Be a Bengal Program	64	78	82	110	Available August 2025	125	140
Number of ISU employees contributing to Bengal Giving Day	Not available	239	253	183	Available August 2025	250	300
ISU Today Open Rates	61%	66%	65%	66%	Available August 2025	68%	70%

ⓘ We are in the process of developing a method for collecting this data and establishing benchmarks.

Objective 5C: Increase alumni connections to and participation with ISU

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Private support: cash and new commitments to the ISU Foundation	$20.7M	$38.7M	$14.7M	$32.2M	Available October 2025	$18M	$25M
Alumni Engagement – event attendance, giving, volunteer, and/or meaningful contact (unduplicated)	Not available	Not available	Not available	2,146	Available August 2025	2,500	3,200

Objective 5D: Increase ISU's impact on its communities

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Number of ISU Clinics and Pharmacy clients served**	44,204	50,784	50,460	46,382	Available August 2025	51,500	53,000
Continuing Education and Workforce Training enrollment ⌂	16,317	21,413	23,657	37,283	Available August 2025	40,000	45,000

⌂ Mission Fulfillment Measure

Key External Factors

Several external factors affect Idaho State University's ability to achieve strategic plan goals, to include:

- ***Inflation.*** ISU continues to experience significant inflation in services, technology, materials, supplies, utilities, equipment, and capital construction.
- ***Out of State Competition.*** ISU and other Idaho colleges and universities are experiencing increasing competition from other states for Idaho students. We are passionate about educating Idaho students so that they stay in Idaho and contribute to our workforce and economy. This requires additional investments in marketing and recruitment.
- ***Infrastructure.*** ISU is 125 years old and is facing an aging campus infrastructure. ISU is experiencing a growing need for investments to address $280 million in deferred maintenance and to build new facilities for student support, program growth, and workforce development.
- ***Administrative Requirements.*** Growing compliance, reporting, and administrative requirements require ever increasing resources and support.

Evaluation Process

In 2024, Idaho State University implemented a new Planning and Institutional Effectiveness Framework, designed to support and further ISU's mission. The integrated framework forms the basis for ongoing and systematic assessment, adaptation, and improvement.

The Planning and Institutional Effectiveness Steering Committee continues to review and streamline elements of the framework to support our accreditation and strategic plan more seamlessly. As part of this effort, we have identified nine high-level "Mission Fulfillment Measures" and developed online dashboards that show longitudinal progress toward established thresholds. We have also updated our strategic plan objectives and performance measures to 1) align with Mission Fulfillment Measures, 2) reflect State Board of Education system-wide measures, and 3) focus on measurable outcomes.

On an annual basis, the Planning and Institutional Effectiveness Steering Committee reviews progress toward mission fulfillment and strategic plan goals and objectives, reports on progress to Administrative Council, Leadership Council, and the campus community, and recommends priority actions to address performance gaps and opportunities.

Appendix A: Alignment with State Board of Education Goals

	State Board of Education Goals		
	Goal 1: Educational Readiness	**Goal 2: Educational Access**	**Goal 3: Educational Attainment**
Idaho State University			
Goal 1: Increase student access, opportunity, retention, and success			
Increase access and enrollment using targeted recruitment efforts		X	
Improve student retention by strengthening students' ISU experience		X	X
Improve ISU's graduation rate			X
Goal 2: Strengthen programmatic excellence			
Attract, support, and retain outstanding faculty and staff			X
Enhance ISU's infrastructure		X	X
Align ISU's programs with community, regional, and national needs		X	X
Goal 3: Cultivate external partnerships			
Maximize the impact of new and existing relationships and partnerships to support ISU's mission		X	X
Expand collaborations with K-12 and post-secondary educational institutions		X	X
Goal 4: Expand research, clinical, and creative activities			
Enhance faculty's ability to initiate research and innovative projects			X
Increase productivity in research, scholarly, and creative activities			X
Engage students in Interprofessional Education and/or clinical research		X	X

	State Board of Education Goals		
	Goal 1: Educational Readiness	**Goal 2: Educational Access**	**Goal 3: Educational Attainment**
Idaho State University			
Goal 4: Expand research, clinical, and creative activities (continued)			
Enhance ISU student research, clinical, and creative opportunities		X	X
Goal 5: Energize the Bengal community			
Enhance student life and engagement		X	X
Increase faculty and staff connection, engagement, and recognition			X
Increase alumni connections to and participation with ISU		X	X
Increase ISU's impact on its communities		X	X

Appendix B: Special Appropriations Strategic Plans

Idaho Dental Education Program

Vision
The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Mission
The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

Goal 1: Provide access to quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Contract for 4-year dental education for at least 8 Idaho residents	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of students enrolled in the program	8	8	8	8	8	9	10

Department of Family Medicine

Vision
To improve lives by serving on the forefront of healthcare and education.

Mission
Through interprofessional clinical education we develop compassionate, skilled healthcare providers who better lives and communities.

Goal 1: Expand to a new facility

Objective A: Establish an expanded, modern interprofessional healthcare training facility.

Performance Measures	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Identification of new site	N/A	In progress	In progress	In progress	Site Identified	N/A	N/A
Completion of new site	N/A	N/A	N/A	N/A	N/A	N/A	Complete

Idaho Museum of Natural History

Vision
To inspire all Idahoans and our visitors to protect and preserve natural history.

Mission
Create meaningful experiences through our shared natural history that empower and educate communities.

Values
Curiosity – our desire to search for knowledge
Authenticity – our dedication to the natural world
Connectedness – our recognition that context and community are essential to progress
Legacy – our commitment to the protection of natural history

Goal 1: Expand the audience in depth and breadth

Objective: Increase usage of Museum services

Performance Measure	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Annual museum visitors	6,575*	8,117	8,619	8,883	Available August 2025	9,420	10,000
Idaho counties served	12	12	12	14	Available August 2025	20	44 (all counties)
Museum members	Not available	107	106	136	Available August 2025	155	200

* COVID impacts

Goal 2: Increase opportunities for education, research, and lifelong learning

Objective: Increase the variety of experiences that our audiences can participate in

Performance Measure	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
K-12 education participants, including visits to museum exhibits and educational programs	Not available	5,742	6,093	5,675	Available August 2025	6,180	7,440
Number of students hours spent in CPI, RA, for-credit, volunteer, and student research in collections	Not available	12,000	12,000	8,000	Available August 2025	10,000	16,000
Total volunteer hours	Not available	400	894	960	Available August 2025	1,100	2,500

Goal 3: Grow resources to sustainability support our mission

Objective: Increase and diversity Museum revenue streams

Performance Measure	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark	
						FY2026	FY2030
Annual philanthropic donations	Not available	$32,741	$94,403	$227,910	Available August 2025	$200,000	$400,000
Grant and contract expenditures	Not available	$66,247	$104,516	$68,790	Available August 2025	$50,000	$100,000
Earned revenues (excluding gifts, donations, grants, and contracts)	Not available	$71,097	$89,080	$76,732	Available August 2025	$100,000	$130,000

Key External Factors: Funding

Many of IMNH strategic goals and objectives assume on-going and strategic additional levels of State legislative appropriations. Funding provided through Federal programs will positively contribute to the preservation of public collections.

Appendix C: Performance Measure Updates

As part of its annual review process, ISU's Planning and Institutional Effectiveness Steering Committee updates strategic plan performance measures and analyzes progress toward strategic goals and objectives. The committee also reviews and updates measures as needed to 1) align with Mission Fulfillment Measures, 2) reflect State Board of Education system-wide measures, and 3) provide meaningful, valid measurable outcomes. Annual updates are reflected below.

Goal 3: Cultivate External Partnerships

Objective 3A: Maximize the impact of new and existing regional partnerships in support of ISU's mission.

~~3.A.1 Number of external entities providing student education funding.~~
Rationale: This measure has been struck because we do not have a method for accurately capturing this information. It has been replaced by the measure below.

3.A.1 New: Number of active formal academic and/or research partnership agreements with educational institutions, organizations, and private industry.
Rationale: This reflects outcomes of work to leverage partnerships in support of our academic and research mission.

Objective 3B: Expand collaborations with K-12 and post-secondary educational institutions.

3.B.1 Student ~~T~~transfers ~~rates~~ from Idaho Community Colleges to Idaho State University.
Rationale: This measure is a count not a rate.

Goal 4: Expand Research, Clinical, and Creative Activities

Objective 4C: Engage students in Interprofessional Educational and/or clinical research

Goal 5: Energize the Bengal Community

Objective 5B: Increase faculty and staff connection, engagement, and recognition.

~~5.B.3 Employee attendance and university Town Halls.~~
Rationale: ISU does not have a comprehensive tracking mechanism for this measure.

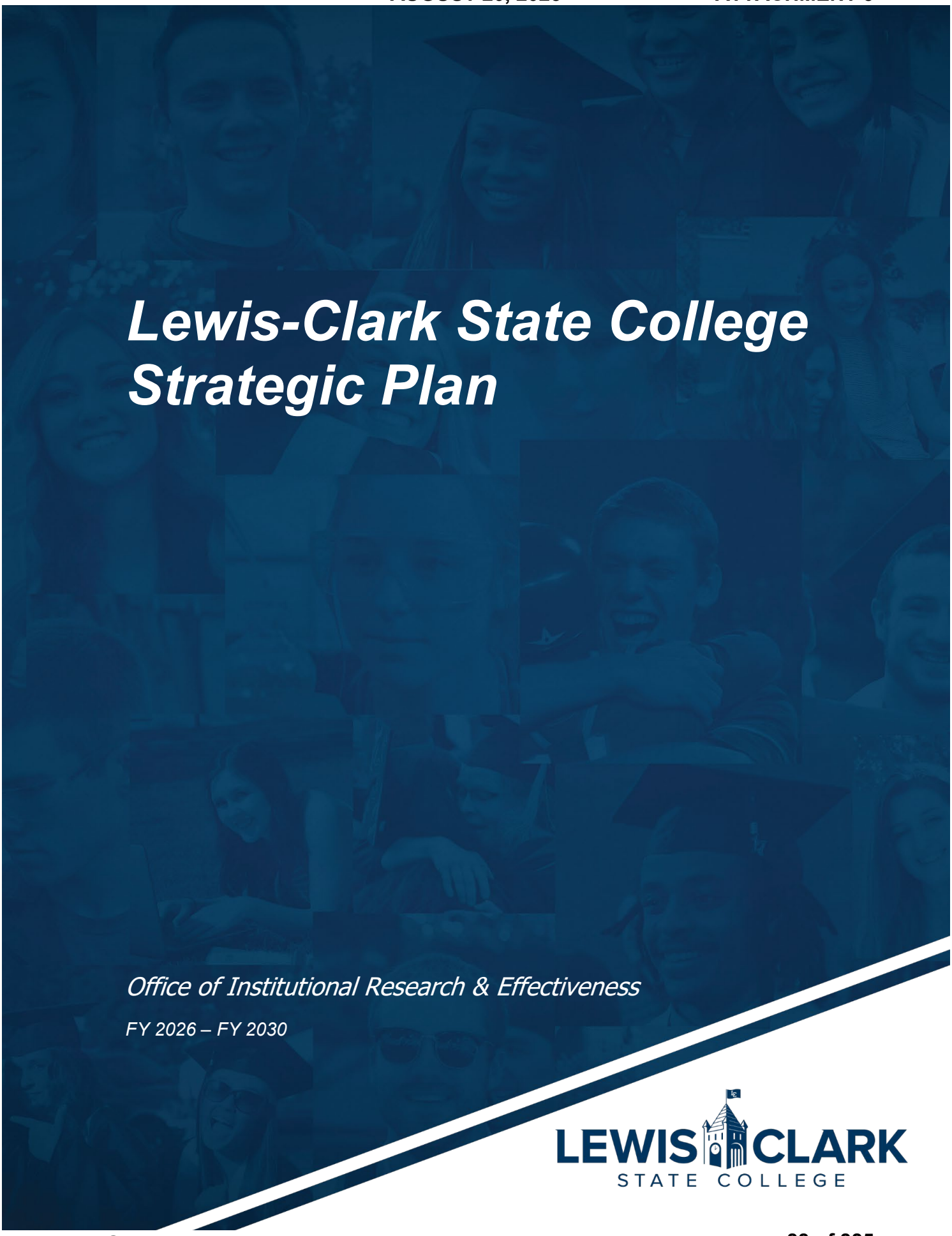
Objective 5C: Increase alumni connections to and participation with ISU

~~5.C.1 Foundation fundraising– cash and new commitments, excluding government entities and anomalous gifts (greater than $1M).~~

5.C.1 Private support: cash and new commitments to the ISU foundation
Rationale: It is important to capture all gifts and commitments.

~~5.C.2 Alumni participation in ISU events.~~

5.C.2 Engaged alumni – event attendance, giving, volunteer, and/or meaningful contact (unduplicated).
Rationale: ISU Advancement has established a mechanism for tracking all meaningful alumni engagement.



Lewis-Clark State College Strategic Plan

Office of Institutional Research & Effectiveness

FY 2026 – FY 2030

LEWIS CLARK STATE COLLEGE

LEWIS CLARK
STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2026 - 2030

Submitted July 2025

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MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

VISION STATEMENT

Idaho's college of choice for an educational experience that changes lives and inspires a commitment to Idaho's learning and civic engagement.

Systemwide Performance Measures Established by the Idaho State Board of Education

These metrics are required by the Idaho State Board of Education and have been highlighted here to make them easier to locate. Each of these metrics are also included in the body of the plan under the corresponding goals.

Student Access

LC State Annual Enrollment: *Statewide Performance Measure*

Annual Enrollment	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 26 (2025-26)	FY 30 (2026-27 thru 2029-30)
HC	4,835	4,636	4,661	4,674	Available Summer '26	Available Summer '30
Non-Dual Credit HC	3,369	3,116	3,118	3,113		
Benchmark					3,775	5,100
FTE	5,084	4,929	4,876	4,871	Available Summer '26	Available Summer '30
Non-Dual Credit FTE	4,476	4,282	4,208	4,190		
Benchmark					4,826	6,100

- Source: PSR 1 Annual Enrollment Report
- Future annual benchmark figures are calculated from Fall enrollment goals based on the average proportion of Fall enrollment compared to annual enrollment.
- Historical benchmarks are not available as this is a new metric.

Student Retention

LC State Retention Rate: *Statewide Performance Measure*

Retention	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 26 (2025-26)	FY 30 (2029-30)
First-Time, Full-Time, Baccalaureate-Seeking, Students	63%	63%	64%	62%	Available Fall 2026	Available Fall 2030
Benchmark:	65%	66%	67%	68%	68%	68%

- Source: IPEDS
- Benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan and LC State target of 1,050 total completions by AY 2035-36.
- The students included in this cohort represent approximately 12% of the entire degree-seeking student body.

Student Success

LC State 150% of Time Graduation Rate: *Statewide Performance Measure*

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24 (2018 Cohort)	FY 26-30 (2020-24 Cohorts)
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	37%	35%	45%	40%	
	Benchmark:	40%	38%	38%	38%	38%

- Source: IPEDS
- Benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan and LC State target of 1,050 total completions by AY 2035-36.

Student Affordability

LC State Average Net Price: *Statewide Performance Measure*

Net Price	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 26-30 (2025-26 thru 2029-30)
$	$13,267	$11,476	$12,508	$15,917	Available Feb. '31
Benchmark	$12,203	$12,986	$14,569	Available Fall '25	Available Fall '31

- Source: IPEDS
- Benchmarks are based on the average net price of all State Board approved peer institutions and will be updated as IPEDS data is released.

Critical Institutional Performance Measures for the Idaho State Board of Education

Performance Measure: Licensing & certification

Definition: The proportion of LC State test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Licensing/Cert. Exams			FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 26-30 (2025-26 thru 2029-30)
Professional Degrees	NCLEX Registered Nurse[1]	LC State	94%	92.8%	90.8%	97.3%	Exceed National Average
		Benchmark: Nat'l Ave.	85%	82.3%	80.2%	93%	
	ARRT Radiology	LC State	86%	90%	73%	93%	Exceed National Average
		Benchmark: Nat'l Ave.	84%	83.5%	84%	82%	
	PRAXIS Teacher Education[2]	LC State	166	166	165	164	Meet State Average Scores
		Benchmark: State Ave.	168	167	168	166	
	ASWB Social Work	LC State	77%	66.7%	73.3%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	69%	64.5%	67.9%		

[1] FY 18-21 test results for first time test takers reported for April through March. FY 22 test results are for the 2021-2022 fiscal year.

[2] Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

Licensing/Certification Exams			FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 26-30 (2025-26 thru 2029-30)
Workforce Training	HVAC Apprentice	LC State	50%	50%	90%	92%	Exceed State Average
		Benchmark: State Ave.	73%	63%	70%		
	Plumbing Apprentice	LC State	No Students	100%	90%	93%	Exceed State Average
		Benchmark: State Ave.	72%	74%	72%		
	Electrical Apprenticeship Idaho Journeyman	LC State	89%	91%	89%	89%[3]	Exceed State Average
		Benchmark: State Ave.	78%	77%	77%		

[3] Preliminary figure: Reporting of Electrical Journeyman testing was moved to the Idaho Division of Occupational and Professional Licenses (IDOPL). LC State has not received test results back from IDOPL for its program assessment.

Performance Measure: Certificates and degrees

Definition: The count of degrees/certificates awarded at each degree-level.[4]

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan[5] and LC State target of 1,050 total completions by AY 2035-36.[6]

Certificates & Degrees	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 26 (2025-26)	FY 30 (2029-30)
Certificates	51	62	83	62	Available Summer '26	Available Summer '30
Benchmark:	28	23	24	25	27	27
Associates	218	204	314	299	Available Summer '26	Available Summer '30
Benchmark:	442	256	262	269	282	295
Baccalaureates	599	580	554	541	Available Summer '26	Available Summer '30
Benchmark:	666	496	509	521	546	571
Graduate Certificates		2	1	1	Available Summer '26	Available Summer '30
Benchmark:	New benchmark methodology will be established once baseline is established.					

[4] Consistent with IPEDS Completions Survey definitions.

[5] Goal 3, Objective C, Performance Measure II

[6] Benchmarks re-aligned in FY22 to current version of Idaho State Board of Education's K-20 Strategic Plan assuming peer comparable retention and completion rates.

Performance Measure: Workforce training completion

Definition: Completions of LC State's Workforce Training courses[7].

The benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 26-30 (2025-26 thru 2029-30)
Duplicated Completions	2,756 (95%)	2,362 (94%)	2,596 (95%)	1,908 (87%)	
Benchmark: Maintain	94%	94%	94%	94%	94%

[7] Completions measured by course because most Workforce Training offerings are designed as singular courses.

Lewis-Clark State College Strategic Plan

Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options

Performance Measure 1: Number of online and evening/weekend programs.

Definition: The number of degrees or certificates offered online or during evening or weekend hours.

Benchmark: While LC State began adding online degrees/certificates and evening & weekend programs of study beginning with the FY21 academic year, overall the relative percentage of fully online offerings is planned to remain at approximately 20% of the overall program mix.

Course Delivery Methods	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26 (2025-26)	FY 30 (2029-30)
Online[8]	40	42	49	57	61	62		
Benchmark	37	42	42	42	42	42	42	42
Achievement	MET	MET	MET	MET	MET	MET		
Evening/ Weekend[9]	7	7	7	7	7	7		
Benchmark	2	6	7	7	7	7	7	7
Achievement	MET	MET	MET	MET	MET	MET		

[8] List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

[9] The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS). A portion of these programs is available through weekend and evening delivery and number of the courses are offered online. Liberal Arts and Business Administration associate's degrees moving towards evening/weekend delivery.

Performance Measure 2: Proportion of courses in which course content is delivered online

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).

Benchmark: One hundred percent (100%) of courses have content available to students through the LMS.

Web Enhanced Courses	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
% Sections	69%[10]	79%	89%	97%	99%	99%	
Benchmark		100%	100%	100%	100%	100%	100%
Achievement		NOT MET	NOT MET	NOT MET	NOT MET	NOT MET	

[10] Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

Objective B: Ensure high quality program outcomes

Performance Measure 1: Licensing & certification

Definition: The proportion of LC State test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Licensing/Cert. Exams			FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Professional Degrees	NCLEX Registered Nurse[11]	LC State	95%	94%	92.8%	90.8%	97.3%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	87%	85%	82.3%	80.2%	93%		
		Achievement	MET	MET	MET	MET	MET		
	ARRT Radiology	LC State	76%	86%	90%	73%	93%	Not Yet Available	Exceed National Average
		Benchmark: Nat'l Ave.	88%	84%	83.5%	84%	82%		
		Achievement	NOT MET	MET	MET	NOT MET	MET		
	PRAXIS Teacher Education[12]	LC State	171	166	166	165	164	Not Yet Available	Meet State Average Scores
		Benchmark: State Ave.	170	168	167	168	166		
		Achievement	MET	NOT MET	NOT MET	NOT MET	NOT MET		
	ASWB Social Work	LC State	86%	77%	66.7%	73.3%	Not Yet Available		Exceed National Average
		Benchmark: Nat'l Ave.	69%	69%	64.5%	67.9%			
		Achievement	MET	MET	MET	MET			

[11] FY 18-21 test results for first time test takers reported for April through March. FY 22 test results are for the 2021-2022 fiscal year.

[12] Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

Licensing/Certification Exams			FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Workforce Training	HVAC Apprentice	LC State	100%	50%	50%	90%	92%	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	75%	73%	63%	70%			
		Achievement	MET	NOT MET	NOT MET	MET			
	Plumbing Apprentice	LC State	83%	No Students	100%	90%	93%	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	71%	72%	74%	72%			
		Achievement	MET	--	MET	MET			
	Electrical Apprentice-ship Idaho Journeyman	LC State	91%	89%	91%	89%	89%[13]	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	77%	78%	77%	77%			
		Achievement	MET	MET	MET	MET			

[13] Preliminary figure: Reporting of Electrical Journeyman testing was moved to the Idaho Division of Occupational and Professional Licenses (IDOPL). LC State has not received test results back from IDOPL for its program assessment.

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative

Connecting Learning to Life has been verified as a curricular component of LC State 2- and 4-year degree programs, making experiential and applied learning a signature hallmark of an LC State education. 'Connecting' experiences fall under *applied learning*[14] or *experiential learning*[15]. Defined broadly to include internships, practica, apprenticeships, service learning, research, co-curricular engagement, etc., students complete applied or experiential learning within their chosen majors; and /or may reach outside their major for hands-on, co-curricular experiences. Performance measures are added or modified when plans result in measurable outcomes.

Performance Measure 1: Curricular programing of applied and experiential learning opportunities

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer graduates opportunities for applied and/or experiential learning. Likewise, long-term goals include educating for AI - integrating AI knowledge, skills and abilities into courses and programs to equip students for the future.

<table>
<tr><th>Curricular Applied & Experiential Learning</th><th>FY 20
(2019-20)</th><th>FY 21-22
(2020-21 thru 2021-22)</th><th>FY 23
(2022-23)</th><th>FY 24
(2023-24)</th><th>FY 25
(2024-25)</th><th>FY 26-30
(2025-26 thru 2029-30)</th></tr>
<tr><td>Apprenticeships</td><td rowspan="8">Developed Signature Certificates that knit together academic and Career & Tech. Edu (CTE) coursework</td><td rowspan="8">Marketed availability of Signature Certificates</td><td colspan="3" rowspan="8">Continue to emphasize experiential learning across the curriculum by:
Building internship/practica/clinical credits into degree programs.
Promoting Prior Learning Assessment opportunities for working adults
Working with Student Employment & Career Center to promote internship experiences.</td><td rowspan="8">100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.</td></tr>
<tr><td>Directed Study</td></tr>
<tr><td>Field Experiences</td></tr>
<tr><td>'Hands-on' courses</td></tr>
<tr><td>Internships, Practica & Clinicals</td></tr>
<tr><td>Performance Arts</td></tr>
<tr><td>Service Learning</td></tr>
<tr><td>Undergraduate Research</td></tr>
</table>

[14] Applied learning = hands-on application of theory.

[15] Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

Performance Measure 2: Co-Curricular programing of applied and experiential learning opportunities

Definition: Co-curriculum programming engaging students in applied and/or experiential learning outside of their chosen program's curriculum. Examples displayed in the table below. Micro-credentials, now measurable, identified in table below.

Benchmark: 100% of LC State graduates participate in applied and/or experiential learning.

<table>
<tr><th>Co- Curricular Applied & Experiential Learning</th><th>FY 20 (2019-20)</th><th>FY 21 (2020-21)</th><th>FY 22 (2021-22)</th><th>FY 23 (2022-23)</th><th>FY 24 (2023-24)</th><th>FY 25 (2024-25)</th><th>FY 26-30 (2025-26 thru 2029-30)</th></tr>
<tr><td rowspan="2">Micro-Credentials</td><td colspan="3">Leadership Certificate Awardees</td><td>4</td><td>5</td><td>6</td><td rowspan="15">100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.</td></tr>
<tr><td colspan="3">Career Readiness Certificate Awardees</td><td>2</td><td>6</td><td>8</td></tr>
<tr><td>Intramural athletics</td><td rowspan="13">Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students.

Elements of co-curricular transcript & tracking software were launched with minor delay. Continued to expand functionality of software.</td><td rowspan="13">Co-curricular transcript, integrated with the Do More App, made functional.

Expanded student clubs, organizations and in-person leadership development opportunities

Career Readiness micro-credential unveiled in spring 2021 semester.</td><td rowspan="13">Career Fair Oct. '21 offered in a live format.

Attendance of students & businesses increased from prior year.

Exploring the possibility of including programming for regional high school students.

Special breakout sessions connecting regional high schools' students and employers were conducted.</td><td rowspan="13">Increase of micro credentials planned for coming year.

Expanded job fair offerings to meet healthcare needs in spring 2023 semester.

Invested in menu of outdoor recreation programming to expand experiential learning</td><td rowspan="13">Job fair offerings now include one for healthcare industries and another located at Coeur d'Alene center.

Hosted interactive sessions between students & employers and onsite visits for students in their fields of interest.

Outdoor recreation, club and intramural sports programs expanded</td><td rowspan="13">Hosted two annual Career Fairs and 24 career development sessions with direct employer engagement. Career Readiness and Student Success Center office hours extended on Tuesdays. Professional photo station created for professional headshots. The Spring Club Fest and Spring Student Leadership Conference expanded club information and leadership development opportunities.</td></tr>
<tr><td>Intercollegiate athletics</td></tr>
<tr><td>Club Sports</td></tr>
<tr><td>Leadership in clubs or organizations</td></tr>
<tr><td>Career Development</td></tr>
<tr><td>Peer mentorship</td></tr>
<tr><td>Reserve Officer Training Corps (ROTC)/Military Education</td></tr>
<tr><td>Residence life leadership</td></tr>
<tr><td>Student government</td></tr>
<tr><td>LC Work Scholars</td></tr>
<tr><td>Work study/experience including tutoring</td></tr>
<tr><td>Study abroad</td></tr>
</table>

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of undergraduate degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

The benchmarks are derived from financial modeling of institutional viability and expansion. Based on this, LC State's "sweet spot" non-annualized enrollment goal is 3,000-3,300 FTE and 4,000-4,400 HC, when excluding dual credit students. How that campus-wide goal extrapolates to direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 26 (Fall '25)	FY 30 (Fall '29)
FTE	420	407	382	393	353	407	Available Fall '25 Census	Available Fall '29 Census
Benchmark	429	436	442	449	456	463	470	483
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		

Performance Measure 2: Adult enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are above the age of 24.

The benchmarks are derived from financial modeling of institutional viability and expansion[16]. Based on this, LC State's "sweet spot" non-annualized enrollment goal is 3,000-3,300 FTE and 4,000-4,400 HC, when excluding dual credit students. How that campus-wide goal extrapolates to adult enrollment is articulated in the table below.

Adult Learner (>24) Enrollment	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 26 (Fall '25)	FY 30 (Fall '29)
FTE	608	618	541	517	530	559	Available Fall '25 Census	Available Fall '29 Census
Prison Education Program				9	33	81		
Benchmark	641	651	661	671	681	691	701	721
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		

[16] More information on LC State's financial modeling of institutional viability and expansion can be found here: https://www.lcsc.edu/budget/budget-office-resources

Performance Measure 3: Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).[17]

The benchmarks are derived from financial modeling of institutional viability and expansion[18]. Based on this, LC State's "sweet spot" non-annualized enrollment goal is 3,000-3,300 FTE and 4,000-4,400 HC, when excluding dual credit students. How that campus-wide goal extrapolates to online headcount is articulated in the table below[19].

Online Headcount	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 26 (Fall '25)	FY 30 (Fall '29)
HC	1,368	1650	1596	1471	1,464	1,556[20]	Available Fall '25 Census	Available Fall '29 Census
Benchmark	1,507	1,531	1,555	1,578	1,602	1,625	1649	1,697
Achievement	NOT MET	MET	MET	NOT MET	NOT MET	NOT MET		

[17] Same definition as that used on the IPEDS Fall Enrollment Survey.

[18] More information on LC State's financial modeling of institutional viability and expansion can be found here: https://www.lcsc.edu/budget/budget-office-resources

[19] This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

[20] Figure is preliminary.

Performance Measure 4: Direct transfer enrollment

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

The benchmarks are derived from financial modeling of institutional viability and expansion[21]. Based on this, LC State's "sweet spot" non-annualized enrollment goal is 3,000-3,300 FTE and 4,000-4,400 HC, when excluding dual credit students. How that campus-wide goal extrapolates to direct transfer enrollment is articulated in the table below.

Direct Transfer Enrollment	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 26 (Fall '25)	FY 30 (Fall '29)
FTE	171	168	163	156	146	132	Available Fall '25 Census	Available Fall '29 Census
Idaho Community Colleges				63	62	41		
Co-Enrollment[22]				4.5	4	1		
Benchmark	151	174	177	179	181	184	186	191
Achievement	MET	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		

[21] More information on LC State's financial modeling of institutional viability and expansion can be found here: https://www.lcsc.edu/budget/budget-office-resources

[22] Co-enrollment agreements exist with College of Western Idaho, College of Eastern Idaho, College of Southern Idaho, North Idaho College, and Walla Wall Community College.

Performance Measure 5: Nonresident enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

The benchmarks are derived from financial modeling of institutional viability and expansion[23]. Based on this, LC State's "sweet spot" non-annualized enrollment goal is 3,000-3,300 FTE and 4,000-4,400 HC, when excluding dual credit students. How that campus-wide goal extrapolates to nonresident enrollment is articulated in the table below.

Nonresident Enrollment	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 26 (Fall '25)	FY 30 (Fall '29)
Asotin Co. Resident FTE[24]	149	136	129	142	141	150	Available Fall '25 Census	Available Fall '29 Census
Benchmark	152	155	157	160	162	165	167	172
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		
Nonresident FTE	319	326	351	367	345	357	Available Fall '25 Census	Available Fall '29 Census
Benchmark:	334	339	344	350	355	340	346	376
Achievement	NOT MET	NOT MET	MET	MET	NOT MET	NOT MET		

[23] More information on LC State's financial modeling of institutional viability and expansion can be found here: https://www.lcsc.edu/budget/budget-office-resources

[24] Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: https://www.lcsc.edu/student-accounts/tuition-and-fees

Performance Measure 6: Annual enrollment[25]

Definition: The total distinct head count and FTE of students enrolled within the academic year.

The benchmarks are derived from financial modeling of institutional viability and expansion[26]. Based on this, LC State's "sweet spot" non-annualized enrollment goal is 3,000-3,300 FTE and 4,000-4,400 HC at Fall Census, when excluding dual credit students. Annual benchmark figures are calculated based on the average proportion of Fall enrollment compared to annual enrollment.

Annual Enrollment	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26 (2025-26)	FY 30 (2026-27 thru 2029-30)
HC	5,291	4,835	4,636	4,661	4,674	Available Summer '25	Available Summer '26	Available Summer '30
Non-Dual Credit HC	3,822	3,369	3,116	3,118	3,113			
Benchmark						3,444	3,775	5,100
Achievement								
FTE	5,421	5,084	4,929	4,876	4,871	Available Summer '25	Available Summer '26	Available Summer '30
Non-Dual Credit FTE	4,810	4,476	4,282	4,208	4,190			
Benchmark						4,508	4,826	6,100
Achievement								

[25] State Board of Education postsecondary system wide measure.

[26] More information on LC State's financial modeling of institutional viability and expansion can be found here: https://www.lcsc.edu/budget/budget-office-resources

Objective B: Increase credential output

Performance Measure 1: Certificates and degrees

Definition: The count of degrees/certificates awarded at each degree-level.[27]

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan[28] and LC State target of 1,050 total completions by AY 2035-36.[29]

Certificates & Degrees	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26 (2025-26)	FY 30 (2029-30)
Certificates	26	51	62	83	62	Available Summer '25	Available Summer '26	Available Summer '30
Benchmark:	21	28	23	24	25	26	27	27
Achievement	MET	MET	MET	MET	MET			
Associates	365	218	204	314	299	Available Summer '25	Available Summer '26	Available Summer '30
Benchmark:	436	442	256	262	269	275	282	295
Achievement	NOT MET	NOT MET	NOT MET	MET	MET			
Baccalaureates	505	599	580	554	541	Available Summer '25	Available Summer '26	Available Summer '30
Benchmark:	646	666	496	509	521	534	546	571
Achievement	NOT MET	NOT MET	MET	MET	MET			
Graduate Certificates			2	1	1	Available Summer '25	Available Summer '26	Available Summer '30
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

[27] Consistent with IPEDS Completions Survey definitions.

[28] Goal 3, Objective C, Performance Measure II

[29] Benchmarks re-aligned in FY22 to current version of Idaho State Board of Education's K-20 Strategic Plan assuming peer comparable retention and completion rates.

Performance Measures 2: Graduates

Definition: The unduplicated count of graduates by degree-level.[30]

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan[28] and LC State target of 1,050 total completions by AY 2035-36.[29]

Graduates	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26 (2025-26)	FY 30 (2029-30)
Certificates	25	42	54	75	57	Available Summer '25	Available Summer '26	Available Summer '30
Benchmark:	20	30	23	24	25	26	27	27
Achievement	MET	MET	MET	MET	MET			
Associates	357	206	192	282	275	Available Summer '25	Available Summer '26	Available Summer '30
Benchmark:	420	424	256	262	269	275	282	295
Achievement	NOT MET	NOT MET	NOT MET	MET	MET			
Baccalaureates	491	589	571	545	526	Available Summer '25	Available Summer '26	Available Summer '30
Benchmark:	622	628	496	509	521	534	546	571
Achievement	NOT MET	NOT MET	MET	MET	MET			
Graduate Certificates	New		2	1	1	Available Summer '25	Available Summer '26	Available Summer '30
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

[30] Graduates of multiple degree-levels are counted once in each category of degree/certificate level.

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment[31]

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree[32].

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan[28] and LC State target of 1,050 total completions by AY 2035-36.[29]

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24 (2018 Cohort)	FY 25 (2019 Cohort)	FY 26-30 (2020-24 Cohorts)
Entered as Bacc.-Seeking	Bacc.	31%	32%	29%	37%	32%	Available Spring 2026	
	Benchmark:	33%	34%	39%	39%	39%	39%	39%
	Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	36%	37%	35%	45%	40%	Available Spring 2026	
	Benchmark:	39%	40%	38%	38%	38%	38%	38%
	Achievement	NOT MET	NOT MET	NOT MET	MET	MET		

[31] State Board of Education postsecondary system wide measure.

[32] One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment

Definition: The proportion of first-time, full-time entering baccalaureate-seeking students who achieved a baccalaureate, associate, or certificate within 100% normative time to degree.

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan[28] and LC State target of 1,050 total completions by AY 2035-36.[29]

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23 (2019 Cohort)	FY 24 (2020 Cohort)	FY 25 (2021 Cohort)	FY 26-30 (2022-26 Cohorts)
Entered as Bacc.-Seeking	Bacc.[33]	20%	23%	22%[34]	21%[34]	23%[34]		
	Cert. & Assoc.	3%	4%	5%	8%	9%		
Benchmark		24%	23%	23%	23%	23%	23%	23%
Achievement		NOT MET	MET	NOT MET	NOT MET	MET		

[33] Consistent with IPEDS Graduation Rates Survey definitions.

[34] Figure is preliminary: State policy has been interpreted to mean institutions are required to report data out of cadence with federal reporting.

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time, full-time, baccalaureate-seeking students**[35] who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year[36] who graduated or returned to attend LC State by the following fall of the subsequent academic year.

The benchmarks align with the Idaho State Board of Education's K-20 Strategic Plan[28] and LC State target of 1,050 total completions by AY 2035-36.[29]

Retention	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26 (2025-26)	FY 30 (2029-30)
First-Time, Full-Time, Baccalaureate-Seeking, Students[37]	61%	63%	63%	64%	62%	Available Fall 2025	Available Fall 2026	Available Fall 2030
Benchmark:	63%	65%	66%	67%	68%	68%	68%	68%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			
All Degree-Seeking Students	76%	74%	76%	77%	78%	Available Fall 2025	Available Fall 2026	Available Fall 2030
Benchmark:	79%	81%	82%	83%	84%	84%	84%	84%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			

[35] State Board of Education postsecondary system wide measure.

[36] Those enrolled as degree-seeking students on census day (October 15th for fall terms and March 15th for spring terms).

[37] The students included in this cohort represent approximately 12% of the entire degree-seeking student body. The more meaningful version of retention measures whether all degree-seeking students retain from term to term as they continue throughout their degree.

Performance Measure 6: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LC State.

The benchmarks are established by the Director of Workforce Training, and take into account regional market demand and worker demographics.

Workforce Training Enrollments	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Duplicated Headcount	2,893	2,513	2,737	2,199	2,633		
Benchmark:	3,650	3,700	3,750	3,800	3,800	3,800	3,800
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		

Performance Measure 7: Workforce training completion

Definition: Completions of LC State's Workforce Training courses[38].

The benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Duplicated Completions	2,756 (95%)	2,362 (94%)	2,596 (95%)	1,908 (87%)	2,498 (95%)		
Benchmark: Maintain	94%	94%	94%	94%	94%	94%	94%
Achievement	MET	MET	MET	NOT MET	MET		

[38] Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster and Support Campus Community Culture

Objective A: Connecting College to Community

Performance Measure 1: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events arts and cultural programming offered through LC State's Center for Arts & History.

Benchmark: Steady increase in community participation.

Community Participation	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Duplicated Headcount	Plan: inventory programs to include following year. Tracking to be implemented with programming.	Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	4,239	2,929[39]	2,543[40]	2,036[41]	Benchmark established once baseline is better understood

[39] Reported figure reflects July 2022 through March 2023 participation.

[40] Reported figure reflects July 2023 through February 2024 participation.

[41] Reported figure reflects July 2024 through December 2024 participation.

Goal 4: Increase and Leverage Institutional Resources to Support College's Mission

Objective A: Supporting Access through Affordability

Performance Measure 1: Average Net Price[42]

Definition: Average net price for full-time, first-time degree-seeking undergraduates paying the in-state or in-district tuition rate who were awarded grant or scholarship aid from federal, state or local governments, or the institution.[43]

Benchmarks: More affordable than the average net price of all State Board approved peer institutions.[44]

Net Price	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
$	$10,957	$13,267	$11,476	$12,508	$15,917	Available Feb. '26	Available Feb. '31
Benchmark	$12,466	$12,203	$12,986	$14,569	Available Fall '25	Available Fall '26	Available Fall '31
Achievement	MET	NOT MET	MET	MET			

[42] State Board of Education postsecondary system wide measure

[43] Consistent with IPEDS Cost Survey definition.

[44] LC State's comparison to the average net price of State Board approved peers can be viewed at Net Price Report - Institutional Research & Effectiveness | Lewis-Clark State

Objective B: Grow Foundation Support and Grant Funding

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns).

Foundation Support		FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
LC State Foundation	Employee Giving Campaign[45]	41%	35%	34%	36%	36%	37%	45%
	Annual Day of Giving	Piloted	Took place May 2021	Did not occur/ staffing changes	$66,965[46]	$137,187	$490,625	College-wide Giving Day
	Foundation Fee	Implemented Jan. 1st, 2020		$9,389	$48,659[47]	$54,909	$6,317[48]	Goal: $11,000

[45] One-year lag from measurement to reporting, therefore FY23 depicts results for FY22.

[46] Athletics only.

[47] $40,000 from one large donation.

[48] July 1, 2024 – December 20, 2024

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: $100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grants & Contract Funding	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 26-30 (2025-26 thru 2029-30)
Federal	$1,600,805	$ 841,935	$ 860,174	$1,062,446	$1,168,828	Available after July 1, 2025.	Institutional Financial Diversification
State & Local[49]	$3,218,872	$ 3,175,967	$ 3,362,640	$2,534,985	$3,098,724		
Private	$298,885	$ 185,950	$ 29,447	$23,745	$20,558		
Gifts[50]	$2,361,794	$ 2,886,613	$ 3,483,723	$1,298,932	$2,701,169		
Total	$7,480,356	$7,090,465	$ 7,735,984	$4,920,108	$6,989,279		
Benchmark: +$100,000 annually[51]	$5,335,809	$5,435,809	$ 5,535,809	$ 5,635,809	$ 5,735,809		
Achievement	MET	MET	MET	NOT MET	MET		

[49] This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort.

[50] Including grants that do not have restrictions or reporting requirements.

[51] Benchmark reflects $100,000 above the baseline, which is the historical four-year average of total grant funds ($5,135,809).

Key External and Internal Factors

LC State is the most affordable of the Idaho public, 4-year institutions of higher education who collectively have the 10th lowest average cost of attendance in the U.S.[52] In this context, LC State produces career ready graduates through high quality instruction. All LC State programs of study offer graduates opportunities for applied &/or experiential learning. LC State continues to produce graduates from professional programs, like registered nursing, social work and electrical apprenticeships, who pass their professional certification examinations at consistently higher rates than national and/or state averages. LC State produces enough graduates to support its share of statewide graduate production as previously outlined in the Idaho State Board of Education's K-20 Strategic Plan. By examining LC State's graduation rates and credential output, students appear to be opting for short term credentialing (associates degrees and certificates) when they had initially sought to pursue a bachelor's degree.

The following assumptions about external and internal factors will continue to impact the institution.

Lewis-Clark State College…

1. Will continue to be a modestly selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first-generation students, admitting students with various degrees of college preparation.
2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound (e.g., incarcerated), and are working adults.
3. Is maintaining its enrollment goal to serve 3,000-3,300 FTE, which while challenging in a post-pandemic world, punctuated by declining local, regional and national high school graduating classes, is an aspirational target to which the institution remains committed.
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit particularly as it relates to LC State's graduate credentialling.
5. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
6. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue.
7. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
8. The updated Campus Master plan was approved by the SBOE can be found at: Microsoft Word - FY2021 Campus Master Plan - External - FINAL (lcsc.edu).
9. Will continue to advocate for increased per-capita investment in LC State via state funding in support of LC State's mission, strategic goals, position and role in Idaho's education ecosystem as a small school experience.

[52] Source: *Education Data Initiative*: https://educationdata.org/average-cost-of-college-by-state

Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives were rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The Strategic Plan document has been modified and streamlined annually to reflect our post-pandemic realities with goals operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LC State's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders. LC State will engage a campuswide strategic plan update initiative beginning spring 2026, pending legislative statute change in LC State's name from "Lewis-Clark State **College**" to "Lewis-Clark State **University**".

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

	State Board of Education Goals	
Institutional Goals & Objectives	***Goal 2: Educational Access***	***Goal 3: Educational Attainment***
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming		
Objective A: Optimize course and program delivery options	✓	✓
Objective B: Ensure high quality program outcomes		✓
Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative	✓	✓
Goal 2: Optimize Student Enrollment, Retention and Completion		
Objective A: Increase the college's degree-seeking student enrollment	✓	✓
Objective B: Increase credential output		✓
Goal 3: Foster and Support Campus Community Culture		
Objective A: Connecting College to Community	✓	✓
Goal 4: Increase and Leverage Institutional Resources to Support College's Mission		
Objective A: Supporting Access through Affordability	✓	✓
Objective B: Grow Foundation Support and Grant Funding		✓

Table 1: The Idaho State Board of Education (SBOE) has three goals in its strategic plan, two of which are presented here in alignment with LC State's strategic plan goals and objectives. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.

College of Eastern Idaho

Strategic Plan 2026-2030

June 1, 2025

College of Eastern Idaho

FY 2026-2030

Strategic Plan

MISSION STATEMENT

To provide open access to affordable, quality education that meets the needs of students, regional employers, and community.

VISION STATEMENT

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION:

1. Student Access: Measured by student enrollment as reported in the PSR-1 Annual report

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Annual Enrollment Headcount	2,627	3,225	3,468	3,689	3,873	4,242
Annual FTE	1,097	1,212	1,258	1,376	1,445	1,582

2. Student Retention: Measured by the percentage of degree-seeking, first-time, full-time fall-enrolled students that are retained in the following fall as reported in the IPEDS Fall Enrollment Report.

					Benchmark	
from IPEDS report	Fall 2020-Fall 2021	Fall 2021-Fall 2022	Fall 2022-Fall 2023	Fall 2023-Fall 2024	2026	2030
First-time, Full-time Fall to Fall Retention	47%	50%	64%	60%	64%	71%

3. Student Success: Measured by the percentage of degree-seeking, first-time, full-time freshmen graduating within 150% of time as reported in the IPEDS Graduation Rates Report.

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
First-time, full-time 150% of time graduation rate	46%	47%	35%	37%	42%	47%

4. Affordability Measure: Ensure that CEI students pay an affordable tuition rate by ensuring CEI tuition remains less than the WICHE average (Source: WICHE weighted state average undergraduate tuition and fees for a public two-year institution, excluding California)

					Benchmark	
	FY 2021	FY 2022	FY 2023	Fall 2024	2026	2030
CEI tuition & fees	$3,870	$4,200	$4,200	$4,200	---	---
WICHE	$4,078	$4,217	$4,326	$4,489	---	---
CEI as % of WICHE	95%	99.5%	97%	93.5%	<100%	<100%

CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION

5. Pre-College Readiness Increase: The number of pre-college-readiness students who achieved at least one educational functioning level improvement (Source: Internal reporting)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Gained educational level	71	98	117	132	138	145

6. Employees Trained: The number of students enrolled in workforce training (Source: Internal Reporting)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Workforce Training Headcount, duplicated	14,582	17,494	20,068	14,460	15,183	16,701

7. Go-On Rate: The go-on rate, as evidenced by the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation: (Source: Internal Reporting)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Percentage of Annual Enrollment who entered CEI within 1 year of High School	31.3%	35.0%	43.9%	35.2%	38%	43%

8. Reaching Idaho's Students: The percentage of degree-seeking students taking at least one course with a distance education component to ensure CEI is serving place bound, employed, and other students with diverse learning needs. (Source: IPEDS 12-month enrollment)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Percentage of Students taking a Distance Ed course	71%	73%	74%	81%	83%	86%

9. Consistent Course Quality: The pass rate gap difference between distance and face-to-face courses to ensure all students receive a consistently high-quality learning experience regardless of modality (Source: Internal Reporting)

					Benchmark	
	FY 2021	FY 2022	FY 2023	Fall 2024	2026	2030
Difference	6%	5%	5%	7%	4%	3%

10. Positive Placement in Careers: Increase career technical education graduates placed into their desired careers. (Source: Placement Rates)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Positive Placement of Career Technical Education Completers	96%	99%	97%	98%	100%	100%

GOAL 1: INCREASE EDUCATIONAL READINESS, ENSURING THAT CEI PROVIDES A RIGOROUS, UNIFORM, AND THOROUGH EDUCATION TO EMPOWER ITS STUDENTS TO BE LIFELONG LEARNERS WHO ARE PREPARED FOR OUR REGION'S WORKFORCE OPPORTUNITIES.

Objective A: Increase the number of participants in workforce training. (Source: Internal Reporting)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Workforce Training Headcount, duplicated	14,582	17,494	20,068	14,460	15,183	16,701

Objective B: Increase the number of students prepared to enter collegiate training or workforce. (Source: Internal reporting.)

I. Increase the number of students enrolled in the GED program who are Idaho residents (not including ESL)
II. Increase the number of students who complete their GED
III. Increase the number of students who achieve at least one educational functioning level improvement (Source: Internal reporting)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Enrolled	246	214	227	212	222	244
Completed	37	42	20	40	42	44
Gained educational level	71	98	117	132	138	145

Objective C: Increase the number of applicants/students receiving Center for New Direction services (CND) (Source: Internal Reporting)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
CND Clients Served	318	264	266	286	300	314

Objective D: Close the pass rate gap between distance and face-to-face courses to ensure all students receive a consistently high-quality learning experience regardless of modality

					Benchmark	
	FY 2021	FY 2022	FY 2023	Fall 2024	2026	2030
Course Pass Rate: F2F	89%	88%	90%	90%	92%	94%
Course Pass Rate: Distance	83%	83%	85%	83%	88%	92%
Difference	6%	5%	5%	7%	4%	3%

GOAL #2: INCREASE EDUCATIONAL ACCESS TO AN AFFORDABLE, QUALITY EDUCATION
College of Eastern Idaho ensures that it increases access to quality, affordable education for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective A: Increase the annual number of students who have a state-funded or foundation-funded scholarship or grant to ensure that aspiring professionals of all economic means can access stellar education. (Source: Internal Reporting)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
State Funded	81	86	96	98	250	106
Foundation Funded	194	211	260	248	273	286

Objective B: Increase the numbers and percentage of degree/certificate seeking students who received a Pell grant, which shows that CEI its commitment to providing accessible education for those with substantial financial challenges. (Source: Student Financial Aid IPEDS)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Number of students awarded a Pell grant	664	640	625	898	942	987
Percentage of all degree/certificate seeking students awarded federal Pell grants	37%	30%	47%	49%	51%	54%

Objective C: Increase the go-on rate, as evidenced by the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation: (Source: Internal Reporting)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Percentage of Annual Enrollment who entered CEI within 1 year of High School	31.3%	35.0%	43.9%	35.2%	38%	43%

Objective D: Increase the percentage of degree-seeking students taking at least one course with a distance education component to ensure CEI is serving place bound, employed, and other students with diverse learning needs. (Source: IPEDS 12-month enrollment)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Percentage of Students taking a Distance Ed course	71%	73%	74%	81%	83%	86%

Objective E: Increase the percentage of males in annual credit-seeking enrollment to increase equitable access to the state's educational and vocational resources. (Source: IPEDS 12-month enrollment).

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Percentage of males in annual enrollment	33.1%	39.5%	40.9%	39.5%	43%	45%

Objective F: Increase credit-seeking student enrollment (Source: PSR-1 Annual report)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Annual Enrollment Headcount	2,627	3,225	3,468	3,689	3,873	4,647
Total percentage of change from previous fiscal year	+9.4%	+22.7%	+7.4%	+6.4%	+5%	+15%

Objective G: Ensure that CEI students pay an affordable tuition rate by ensuring CEI tuition remains less than the WICHE average (Source: WICHE weighted state average undergraduate tuition and fees for a public two-year institution, excluding California)

					Benchmark	
	FY 2021	FY 2022	FY 2023	Fall 2024	2026	2030
CEI tuition & fees	$3,870	$4,200	$4,200	$4,200	---	---
WICHE	$4,078	$4,217	$4,326	$4,489	---	---
CEI as % of WICHE	95%	99.5%	97%	93.5%	<100%	<100%

GOAL 3: INCREASE STUDENT ATTAINMENT

College of Eastern Idaho fuels a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials.

Objective A: Increase the total number of certificates/degrees produced, disaggregated (Source: PMR-State Measure #120)

I. Certificates of less than one year
II. Certificates of at least one academic year
III. Associate degrees

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Certificates <1 year	9	3	1	5	10	20
Certificates >1 year	110	103	116	153	161	168
Associate Degrees	229	276	278	319	335	351

Objective B: Increase the number of unduplicated graduates/completers (Source: PMR-State Measure #170)

I. Certificates of less than one year
II. Certificates of at least one academic year
III. Bachelor and Associate degrees
IV. Total Completers

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Completers of Certificates<1 year	9	3	1	5	10	20
Completers of Certificates>1 year	110	102	115	148	155	162
Completers of Degrees	222	263	263	304	320	335
All completers	330	363	368	440	462	484

Objective C: Increase the number of first-time, part-time, fall-enrolled students that are retained or graduate in the following fall. (Source: IPEDS Fall Enrollment Report)

					Benchmark	
	Fall 2020-Fall 2021	Fall 2021-Fall 2022	Fall 2022-Fall 2023	Fall 2023-Fall 2024	2026	2030
First-time, Part-time Fall to Fall Retention	39%	42%	45%	46%	48%	51%

Objective D: Increase the first-time, full-time, fall-enrolled students that are retained or graduate in the following fall (Source: IPEDS Fall Enrollment Report)

					Benchmark	
from IPEDS report	Fall 2020-Fall 2021	Fall 2021-Fall 2022	Fall 2022-Fall 2023	Fall 2023-Fall 2024	2026	2030
First-time, Full-time Fall to Fall Retention	47%	50%	64%	60%	64%	71%

Objective E: Increase percent of first-time, full-time, freshmen graduating within 150% of time (Source: IPEDS Graduation Rates)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
First-time, full-time 150% of time graduation rate	46%	47%	35%	37%	42%	47%

Objective F: Increase career technical education graduates placed into their desired careers. (Source: Placement Rates)

					Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	2026	2030
Positive Placement of Career Technical Education Completers	96%	99%	97%	98%	100%	100%

Key External Factors

1. Increased need for a more flexibly educated workforce

CEI has the largest workforce program in the state and a fifty-year history of providing employer-driven, market-responsive education. Institutional sustainability demands that workforce and credit-bearing programs purposefully collaborate. Credit-bearing students need more short-term credentials to prove their performance on key industry requirements, and workforce students need clear pathways and stackable credentials that re-invite them back as lifelong learners. We are purposefully developing bridges across the silos in program review, data collection, educational pathways, and others. We are also developing cross marketing on and off campus, so all stakeholders know the full range of our educational resources.

2. Inflation and population growth pressure

Inflation, supply chain complications, and job market pressure require extraordinary care to ensure that our resources are best allocated to achieve mission fulfillment. CEI is a human-centric organization. Employees are our greatest resource and investing in their success will ensure effective recruiting and retention. We will continue to identify ways to minimize expenses, develop public-private partnerships, and develop alternate revenue sources to ensure that we can always move the mission forward.

3. Greater need for nimble educational programming

CEI is committed to increasing stakeholder guidance, both on- and off-campus. We know that those closest to the problems will have the most specific answers, and our administration needs open, supported pathways to get unfiltered feedback. To strengthen on-campus channels, administration clarified reporting pathways, and it seeks bilateral communication through the Senates, committees, and campus-wide strategic conversations. We established faculty-inclusive/led committees that will deepen our academic freedom, academic integrity, professional development programs, prior learning assessment, and others. Overseen by the Academic Standards Committee, these committees will be working through an organized, shared process that identifies key research, develops published processes, evaluates their efficacy, and shares results throughout our community. Off campus, our administrators have set a goal to strengthen our K-12, advisory boards & community outreach. We use our Futuring Summits and other venues to discuss those expansions, share insights, and use that knowledge to create pragmatic, measurable priorities.

4. Careful conservation and growth of stakeholder investment

Our administration has used a futuring process since CEI's inception. Futuring is an evolutionary process that combines regular conversations and collaborative research to assess our strategic position. We identify current and emerging patterns, trends, and expectations to define our future direction, and we determine the most effective measures to evaluate each developmental stage. Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.

Each year, administration invites a broad range of content experts to a futuring summit to study economic trends, industry trends, and stakeholder expectations. We are developing a research-

based, data-driven development process that develops those identified trends into actionable tasks. This will allow us to best leverage our limited material and human resources, while minimizing risk.

5. Greater proof of higher education's value to its stakeholders

We have clear, published course-level and program-level outcomes. We are consciously developing the program-level outcomes to create a comprehensive, connected, and cohesive curriculum that is aligned with market needs. As a new institution, we are only just building enough student populations to expand our range of consistent credit-bearing programs. Even the definition of a program is receiving careful evaluation. Our faculty are researching widely to ensure that we build enough pathways that students can transfer easily into their program of choice. That is being balanced against the need for broadly available course offerings that can be completed on a clear track, on time, and with guidance on price-to-earnings implications.

SBOE GOAL 1: EDUCATIONAL READINESS		
CEI GOAL 1: INCREASE EDUCATIONAL READINESS		
Objective A: Increase number of workforce training participants Measure: WTCE Headcount	Objective B: Increase number of students prepared to enter collegiate or workforce training Measure: College & Career Readiness Measures	Objective C: Increase number of at-risk students receiving specialized assistance Measure: Population of Center for New Directions
Objective D: Close pass rate gap between F2F and distance ed courses Measure: Course pass rates		
SBOE GOAL 2: EDUCATIONAL ACCESS		
CEI GOAL 2: INCREASE EDUCATIONAL ACCESS		
Objective A: Increase annual number of students who have a scholarship. Metric: State & Foundation scholarships	Objective B: Increase numbers of Pell grant recipients Metric: Number and student body percentage of recipients	Objective C: Increase the go-on rate Metric: Annual enrollment of CEI students within 1 year of high school graduation
Objective D: Increase distance education enrollees. Metric: Percentage taking a course with distance components	Objective E: Increase percentage of males Metric: Percentage of males in annual enrollment	Objective F: Increase credit-seeking enrollment Metric: Unduplicated annual enrollment count
Objective G: Keep tuition affordable Metric: Comparison to WICHE average		
SBOE GOAL 3: EDUCATIONAL ATTAINMENT		
CEI GOAL 3: INCREASE EDUCATIONAL ATTAINMENT		
Object A: Increase the number of credentials attained Measure: Count of degrees and credentials	Objective B: Increase number of CEI completers Metric: Unduplicated count of completers at all certificate & degree levels	Objective C: Increase the fall-to-fall part-time retention rate Metric: First-time, part-time fall-to-fall retention rate

Objective D: Increase full-time retention Metric: First-time, full-time retention rate	Objective E: Increase full-time graduation rate Metric: First-time, full-time graduation rate	Objective F: CTE students place into chosen careers. Metric: Placement rate

Contact For More Information

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COLLEGE OF SOUTHERN IDAHO
2025-2029 (FY2026-FY2030)
STRATEGIC PLAN

OUR MISSION

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

OUR VISION

To improve the quality of life of those impacted by our services.

OUR VALUES

- **Community:** The College of Southern Idaho, the Magic Valley's community college, commits to effectively serving the educational, intellectual, cultural, and economic needs of the communities we serve.

- **Equal Opportunity:** The College of Southern Idaho recognizes and embraces the belief that all individuals should be provided with an equal opportunity to pursue instruction and training. The College is a place of fairness, civility, and collegiality, and celebrates the benefits of learning and growth that come from a commitment to equal opportunity for all.

- **Innovation:** The College of Southern Idaho exemplifies a spirit of innovation that positions the College as an educational and community leader throughout our service area.

- **Quality:** The College of Southern Idaho ensures that offerings meet or exceed the level of quality demanded by stakeholders, and honor the substantial investment that users make in the College.

Statewide Performance Measures Established by the Idaho State Board of Education

These metrics are required by the Idaho State Board of Education and have been highlighted here. These metrics are also included in the body of the plan.

- Student Access
  - Measured by student enrollment as reported on the PSR-1 Annual Report.

	Current Data				Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2026	FY 2030
Annual Enrollment Headcount	12,994	14,386	15,178	16,623	TBD	TBD
Annual Enrollment FTE	4,105	4,448	4,600	4,900	TBD	TBD

- Student Retention
  - Measured by the percentage of degree seeking first-time, full-time fall-enrolled students that are retained in the following fall on the IPEDS Fall Enrollment Report.

	Current Data				Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2026	FY 2030
First time, full-time fall to fall retention	66%	60%	64%	64%	66%	75%

- Student Success
  - Measured by the percentage of degree seeking first-time, full-time freshmen graduating within 150% of time on the IPEDS Graduation Report.

	Current Data				Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2026	FY 2030
First-time, full-time 150% graduation rate	36%	44%	43%	40%	45%	50%

- Student Affordability
  - In-state, in-district tuition

	Current Data				Benchmark	
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2026	FY 2030
In-state, in-district tuition	$140 per credit	$140 per credit	$140 per credit	$147 per credit	NA	NA

Critical Institutional Performance Measures for the Idaho State Board of Education

These metrics are being highlighted here at the request of the Idaho State Board of Education. They are also included in the body of the plan.

- Increase the percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI)

	Current Data				Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2026	FY 2030
Student success in college-level math	48% (484/1,012)	51% (384/759)	44% (231/525)	42% (139/332)	48%	50%

- Increase the percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI)

	Current Data				Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2026	FY 2030
Student success in college-level English	71% (151/214)	69% (115/168)	71% (72/101)	67% (54/80)	70%	70%

- Increase the percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI)

	Current Data				Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2026	FY 2030
Student completion of college-level math	50% (517/1030)	50% (597/1183)	52% (641/1225)	48% (619/1285)	53%	58%

- Increase the percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS)

	Current Data				Benchmark	
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2026	FY 2030
First-time, full-time 150% graduation rate	31%	31%	34%	35%	NA	30%**

- Increase the percentage of students completing 30 or more credits per academic year (Source: CSI)

	Current Data				Benchmark	
	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY 2026	FY 2030
Students completing 30 or more credits per year	13%	13%	13%	14%	15%	20%

OUR STRATEGIC PLAN

Guided by the values of community, equal opportunity, innovation, and quality, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.

STRATEGIC GOAL 1: STUDENT ACCESS

Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.

Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.

Performance Measures:

1.1.1 Grow dual credit enrollment at a rate that matches or exceeds the growth of Region IV school districts (Source: State Board of Education Dual Credit Report)

	FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY 2026	**FY 2030**
Headcount	**7,472**	**8,866**	**9,682**	**11,066**	**11,066**	**TBD#**
Credits	**42,793**	**51,897**	**57,488**	**69,614**	**69,614**	**TBD#**

Benchmark: Maintain current enrollment levels, despite slight contraction of Region IV K-12 enrollment [1] (by 2026)

1.1.2 Increase the Region IV high school immediate and three-year "college-going" rates (Source: State Board of Education and CSI)

	FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY 2026	**FY 2030**
Fall Immediate	**43%**	**45%**	**42%**	**41%**	**45%**	**60%***
Within 3 Years	**64%**	**64%**	**57%**	**55%**	**65%**	**80%***
Subset of "Fall Immediate" attending CSI	**59%**	**54%**	**51%**	**48%**	**60%**	**70%**

Benchmark: 45% immediate, 65% within 3 years, and 60% attending CSI [2] (by 2026)

Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.

Performance Measures:

1.2.1 Increase Workforce Development enrollment (Source: Workforce Development and Training Report)

	FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY 2026	**FY 2030**
Total Enrollments	**7,992**	**6,459**	**7,190**	**7,414**	**8,320**	**9,090**

Benchmark: 8,320 (by 2026) [3]

Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.

Performance Measures:

1.3.1 Increase CSI unduplicated headcount of non-dual credit students (Source: PSR 1 Fall Snapshot Report) (Statewide Performance Measure)

FY22 (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**FY25** (2024-2025)	**Benchmark**	
				FY 2026	**FY 2030**
3,883	3,905	3,958	4,260	4,400	4,750

Benchmark: 4,400 [4] (by 2026)

1.3.2 Increase CSI full time equivalency (FTE) enrollment for all credit-bearing students (Source: PSR 1 Fall Snapshot Report)

FY22 (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**FY25** (2024-2025)	**Benchmark**	
				FY 2026	**FY 2030**
3,590	3,702	3,963	4,480	4,600	4,900

Benchmark: 4,600 [5] (by 2026)

1.3.3 Increase CSI annual enrollment for all credit-bearing students (Source: PSR 1 Annual Enrollment Report) *(Statewide Performance Measure)*

	FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY 2026	**FY 2030**
Headcount	12,994	14,386	15,178	16,623	TBD	TBD
FTE	4,105	4,448	4,600	4,900	TBD	TBD

Benchmark: NA (New measure; benchmarks yet to be set by CSI)

1.3.4 Maintain access for students by offering affordable tuition rates (Source: CSI) *(Statewide Performance Measure)*

FY23 (2022-2023)	**FY24** (2023-2024)	**FY25** (2024-2025)	**FY26** (2025-2026)	**Benchmark**	
				FY 2026	**FY 2030**
$140 per credit	$140 per credit	$140 per credit	$147 per credit	NA	NA

Benchmark: NA (New measure; benchmarks yet to be set by CSI)

STRATEGIC GOAL 2: STUDENT RETENTION

Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.

Objective 2.1: Establish robust systems and processes that support student retention.

Performance Measures:

2.1.1 Increase the percentage of new first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS) *(Statewide Performance Measure)*

	FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY 2026	**FY 2030**
CSI	66%	60%	64%	64%	66%	75%**
Peer Institutions	53%	53%	58%	58%		

Benchmark: 66% [6] (by 2026); 75% [6] (by 2030)

Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.

Performance Measures:

2.2.1 Increase the percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI)

FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
				FY 2026	**FY 2030**
48% (484/1,012)	51% (384/759)	44% (231/525)	42% (139/332)	48%	50%

Benchmark: 48% [7] (by 2026); 50% [7] (by 2030)

2.2.2 Increase the percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI)

FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
				FY 2026	**FY 2030**
71% (151/214)	69% (115/168)	71% (72/101)	67% (54/80)	70%	70%

Benchmark: 70% [7] (by 2026/2030)

2.2.3 Increase the percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI)

FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
				FY 2026	**FY 2030**
50% (517/1030)	50% (597/1183)	52% (641/1225)	48% (619/1285)	53%	58%

Benchmark: 55% [7] (by 2026); 60% [7] (by 2030)

STRATEGIC GOAL 3: STUDENT SUCCESS

Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.

Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.

Performance Measures:

3.1.1 Match or exceed our peer institutions in the percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) ***Statewide Performance Measure (Statewide Performance Measure)***

	FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
					FY 2026	**FY 2030**
CSI	36%	44%	43%	40%	45%	50%**
Peer Institutions	34%	34%	35%	37%		

Benchmark: 45% [8] (by 2026); 50% [8] (by 2030)

3.1.2 Increase the percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS)

FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
				FY 2026	**FY 2030**
31%	31%	34%	35%	NA	30%**

Benchmark: NA [8]

3.1.3 Increase the number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions)

FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
				FY 2026	**FY 2030**
1,094	1,143	1,132	1,239	1,262	1,342

Benchmark: 195 Certificates/1067 Degrees [9] (by 2026) (SBOE)

3.1.4 Increase the number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions)

FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
				FY 2026	**FY 2030**
979	1,027	1,079	1,149	NA	NA

Benchmark: NA [9]

3.1.5 Increase the percentage of students completing 30 or more credits per academic year (Source: CSI)

FY21 (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Benchmark**	
				FY 2026	**FY 2030**
13%	13%	13%	14%	15%	20%

Benchmark: 15% [10] (by 2026)

3.1.6 Reduce the median credits earned at graduation (Source: CSI)

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
				FY 2026	FY 2030
72	69	68	69	69	69

Benchmark: 69 [11] (by 2026)

Objective 3.2: Ensure that instructional and student support services provide equal opportunity for all.

Performance Measures:

3.2.1 Increase the retention and graduation rates of entering students with high school GPAs of 3.0 or lower (Source: College of Southern Idaho)

Metric	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY 2026	FY 2030
Fall-to-Fall Retention	58%	46%	54%	***	60%	75%**
150% of Time Graduation	19%	22%	25%	***	28%	50%**

Benchmark: Eliminate Gap by 2029 [12]

Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.

Performance Measures:

3.3.1 Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
				FY 2026	FY 2030
98%	99%	93%	96%	97%	97%

Benchmark: Maintain placement at or above the average for the previous four years (97%) [13] (by 2026)

3.3.2 Transfer rates of non-CTE CSI graduates within 3 years of CSI graduation (Source: CSI)

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
				FY 2026	FY 2030
66% (2017-2018 Graduates)	67% (2018-2019 Graduates)	58% (2020-2021 Graduates)	58% (2021-2022 Graduates)	65%	65%

Benchmark: 65% [14] (by 2026)

[#] FY 2030 benchmarks have not yet been set by the college for these metrics and/or cannot be set due to the benchmark being reliant on data from previous years.

**** This benchmark has been established by the Idaho State Board of Education.**

*****Data is currently unavailable due to software conversion.**

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which have been shown to significantly impact enrollment.
- Changes in local, state, and/or federal funding levels.
- Changes to accreditation requirements.

- Circumstances of and strategies employed by our partners (e.g., K-12, higher education institutions, local industry).
- Emergencies (pandemics, natural disasters, etc.).
- Legal and regulatory changes.

EVALUATION PROCESS:
The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on the achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

NOTES:

[1] The college has set a benchmark for dual credit growth that matches the growth rate of student enrollment in K-12 school districts in Region IV of the State of Idaho (Region IV Enrollment vs CSI Dual Enrollment report). This measure is updated annually and supports the Idaho State Board of Education's Goal 2.A.I (90% or more of high school graduates are funded for one or more advanced opportunity). Region IV enrollment growth source: https://www.sde.idaho.gov/finance/#attendance.

[2] The college is working to increase the immediate Region IV "go on" rate in general, as well as the proportion who attend CSI. This benchmark has been set based upon Utah's pre-pandemic "go on" rate. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years). Source: Idaho Office of the State Board of Education

[3] Growth rates have been established based upon a current uptick in interest in the trades and Idaho Launch marketing and funding. Following this initial jump in enrollment, a more sustainable 3% growth rate has been established.

[4] The college has established a goal of enrolling 4,750 non-dual credit students per semester by 2030. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years).

[5] The college has established a goal of increasing FTE to 4,900 in the fall of 2030. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years).

[6] The benchmark for first-time, full-time, degree seeking students for FY25 has been set as a stretch benchmark considering several college initiatives focused on retaining students, and in line with Amarillo College (TX), a CSI's established peer comparator institutions that is exemplary in this area. The full group of CSI peer institutions has an average retention rate of 58%. The FY30 benchmark reflects the Idaho State Board of Education's established goal for this metric. This measure supports the Idaho State Board of Education's Goal 3.A.I (75% or more of students retained to the second year). The most recent data reflects an entry cohort one year prior to FY date. For example, FY24 data reflects a Fall 2022 entry cohort.

[7] English and math remediation and subsequent completion benchmarks reflect the decreasing populations of students being placed into remediation. The gateway math completion metric reflects ongoing work in this area. The FY26 benchmark demonstrates CSI's continued commitment to helping students complete a gateway math course as quickly as possible, while the FY30 benchmarks match the State Board of Education's previous state goal.

[8] This benchmark has been established considering recent positive trends in this area and several initiatives the college has undertaken to increase completion rates. The benchmark also aligns with the exemplary success rates shown at Hutchinson Community College, a CSI's established benchmark institution. The full group of CSI peer institutions has an average 150% of time graduation rate of 37%. This measure supports the Idaho State Board of Education's Goal 3.B.I (50% per year). The college has chosen to set a benchmark for the 150% of time completion rate, but not for the 100% of time completion rate. This is due to the lack of availability of comparison data for peer institutions at the 100% time to completion rate. However, the college does recognize the Idaho State Board of Education's Goal of 30% in this area and has already exceeded that target.

[9] Benchmarks reflect targets previously established by the Idaho State Board of Education. Benchmarks have been set for the numbers of certificates and degrees completed each year, rather than for the number individual graduates.

[10] In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not and are more likely to complete a certificate or degree, the college is working to encourage students to enroll in 30 or more credits per year. This measure supports the Idaho State Board of Education's Goal 3.A.II (55% or more per year).

[11] The college has worked to reduce the number of credits earned at graduation through advising and the use of focused graduation plans.

[12] Research at CSI has revealed that the most significant predictor of college success for entering students is high school grade point average. With the goal of addressing challenges within college completion rates, CSI has elected to track the success of students who arrive at CSI with a low high school grade point average, and to strategically direct services toward them in order to close achievement gaps between those students and students who enter with a grade point average of 3.0 or higher. The college is currently unable to accurately pull high school GPA for students following a recent conversion to a new Student Information System. Once the conversion is stabilized, the college will begin tracking this data again.

[13] This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

[14] The college is working to better support students who intend to transfer after graduation. Most recent data reflects an entry cohort three years prior to FY date. For example, FY24 data reflects fall 2020 entry cohort.

Alignment with Idaho State Board of Education FY2025-2029 Strategic Plan	State Board of Education Goals		
	Goal 1: EDUCATIONAL READINESS	*Goal 2: EDUCATIONAL ACCESS*	*Goal 3: EDUCATIONAL ATTAINMENT*
College of Southern Idaho Goals and Objectives			
GOAL #1: STUDENT ACCESS			
Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.			
Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.		✓	
Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.		✓	
Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.		✓	
GOAL #2: STUDENT RETENTION			
Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.			
Objective 2.1: Establish robust systems and processes that support student retention.			✓
Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.			✓
GOAL #3: STUDENT SUCCESS			
Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.			
Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.			✓
Objective 3.2: Ensure that instructional and student support services provide equal opportunity for all.			✓
Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.			✓

COLLEGE OF WESTERN IDAHO

Strategic Plan

2026-2030

MISSION STATEMENT

College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce.

VISION STATEMENT

The College of Western Idaho will be a best-in-class community college that provides quality, affordable, and accessible education by delivering innovative and cost-effective programming that empowers students, leads to economic and social mobility, and meets evolving community needs.

STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION

Student Access

Measured by student enrollment as reported on the PSR-1 Annual Report.

Student Enrollment	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Targets	
					FY26	FY30
Total Student Headcount	20,885	21,132	21,358	21,945	23,240	27,629
Total Student FTE	6,703	6,470	6,411	6,635	NA	NA

Total student headcount and FTE sourced from the Idaho State Board of Education PSR 1 Annual Enrollment Report, which includes only credit student headcounts.

Student Retention

Measured by the percentage of first-time, full-time degree/certificate-seeking students that are retained the following fall, as reported in the IPEDS Fall Enrollment survey.

First-Time, Full-Time Fall-to-Fall Retention Rate	FY21 (Fall 2019 Cohort)	FY22 (Fall 2020 Cohort)	FY23 (Fall 2021 Cohort)	FY24 (Fall 2022 Cohort)	Targets	
					FY26 (Fall 2024 Cohort)	FY30 (Fall 2028 Cohort)
	58%	57%	57%	63%	65%	73%

IPEDS retention rate measures the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the following fall.

Student Success

Measured by the percentage of first-time, full-time degree/certificate-seeking students that graduated within 150% of time, as reported in the IPEDS Graduation Rates survey.

	FY21 (Fall 2018 cohort)	FY22 (Fall 2019 cohort)	FY23 (Fall 2020 cohort)	FY24 (Fall 2021 cohort)	Targets	
					FY26 (Fall 2023 Cohort)	FY30 (Fall 2027 Cohort
Percent of first-time, full-time students graduating within 150% of time	**25%**	**27%**	**27%**	**31%**	**34%**	**42%**

IPEDS graduation rate measures full-time, first-time degree or certificate seeking students who completed their program within 150% of normal time (i.e., for a two-year associate's degree, 150% of normal time would be completing in three years).

Student Affordability

Measured by CWI's IPEDS Average Net Price compared to Idaho Public 4-Year institutions in the CWI service area.

CWI IPEDS Average Net Price is 50% or less than the IPEDS Average Net Price at Idaho public universities in service area (ISU, BSU, U of I)	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
CWI IPEDS Average Net Price	**$7,167**	**$7,694**	**$7,880**	**$7,208**		
ISU, BSU, and U of I IPEDS Average Net Price (average)	**$14,039**	**$14,758**	**$15,034**	**$15,256**		
CWI IPEDS Average Net Price as a percentage of Idaho Public Universities in service area (ISU, BSU, U of I)	**51%**	**52%**	**52%**	**47%**	**≤50%**	**≤50%**

IPEDS Average Net Price is the average yearly price charged to first-time, full-time degree/certificate-seeking undergraduate students receiving student aid after deducting such aid.

CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION

Transfer Rate

Percent of students who enroll at a 4-year institution within one year of attaining a CWI credential	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Targets	
					FY26	FY30
	56%	56%	52%	53%	≥61%	≥61%

Transfer rate measures the percentage of CWI Academic Transfer graduates that transferred to a 4-year institution within one year of attaining a CWI credential.

Job Placement Rate

Work-based Learning Center Job Placement Rate	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
% of graduates reporting they are employed, continuing education, or enlisted on the post-graduation survey	NA	59%	87%	88%	93%	97%

Positive Job Placement is defined as the percentage of graduates that were employed, continuing education, or enlisted in the military at the time of completing the survey. The post-graduation survey is conducted for 6 months after graduation. The survey response rate in FY24 was 45%.

Program Completions Associated with High-Wage / High-Demand Jobs

	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
% of graduates completing programs associated with high-wage/high-demand jobs	72%	72%	73%	75%	78%	86%

High-wage/high-demand jobs list sourced from the Idaho Department of Labor Statewide Occupational Projections, Idaho Hot Jobs 2020-2030.

COLLEGE OF WESTERN IDAHO STRATEGIC PLAN

GOAL 1: Student Success

Objective A: Advance Student Success by Optimizing the Student Lifecycle

I. Increase Enrollment *(Student Access Statewide Performance Measure)*

	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Targets	
					FY26	FY30
Dual Credit	**11,312**	**12,255**	**13,052**	**13,521**	**14,228**	**17,115**
Academic Transfer	**8,551**	**7,865**	**6,748**	**6,665**	**7,220**	**7,798**
Career & Technical Education (CTE)	**1,022**	**1,012**	**1,558**	**1,759**	**1,792**	**2716**
Workforce Development	**5,878**	**6,015**	**6,046**	**6,239**	**6,409**	**6,884**
Adult Education	**1,965**	**3,197**	**3,408**	**3,718**	**3,867**	**4,176**
Total Headcount	**28,728**	**30,344**	**30,812**	**31,902**	**33,516**	**38,690**

Enrollment is measured by unduplicated headcount. Dual Credit, Academic Transfer, and CTE headcounts sourced from the Idaho State Board of Education PSR 1 Annual Enrollment Report. Workforce Development headcount sourced from Workforce Training Network Report, Idaho Career and Technical Education. Adult Education headcount is sourced from the Adult Education Workforce Innovation and Opportunity Act (WIOA) Title II Report, Idaho Career and Technical Education (ignores minimum attendance).

II. Improve IPEDS Retention Rates *(Student Retention Statewide Performance Measure)*

	FY21 (Fall 2019 Cohort)	FY22 (Fall 2020 Cohort)	FY23 (Fall 2021 Cohort)	FY24 (Fall 2022 Cohort)	Targets	
					FY26 (Fall 2024 Cohort)	FY30 (Fall 2028 Cohort)
First-Time, Full-Time Retention Rate	**58%**	**57%**	**57%**	**63%**	**65%**	**73%**

	FY21 (Fall 2019 Cohort)	FY22 (Fall 2020 Cohort)	FY23 (Fall 2021 Cohort)	FY24 (Fall 2022 Cohort)	Targets	
					FY26 (Fall 2024 Cohort)	FY30 (Fall 2028 Cohort)
First-Time, Part-Time Retention Rate	**43%**	**44%**	**43%**	**48%**	**50%**	**58%**

IPEDS retention rate measures the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the following fall.

III. Improve IPEDS 150% graduation rate *(Student Success Statewide Performance Measure)*

Percent of first-time, full-time students graduating within 150% of time	**FY21** (Fall 2018 cohort)	**FY22** (Fall 2019 cohort)	**FY23** (Fall 2020 cohort)	**FY24** (Fall 2021 cohort)	**Targets**	
					FY26 (Fall 2023 Cohort)	**FY30** (Fall 2027 Cohort
	25%	**27%**	**27%**	**31%**	**34%**	**42%**

IPEDS graduation rate measures full-time, first-time degree or certificate seeking students who complete their program within 150% of normal time (i.e., for a two-year associate's degree, 150% of normal time would be completing in three years).

IV. Improve Transfer Rates

Percent of students who enroll at a 4-year institution within one year of attaining a CWI credential	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Targets**	
					FY26	**FY30**
	56%	**56%**	**52%**	**53%**	**≥61%**	**≥61%**

Transfer rate measures the percentage of CWI Academic Transfer graduates that transferred to a 4-year institution within one year of attaining a CWI credential.

V. Increase Attained Secondary School Diploma and Enrolled in Postsecondary Education/Training or Employed Rate

Percentage of Adult Education students who attained a secondary school diploma/GED and either enrolled in postsecondary education/training, or were employed within 1 year of exit	**FY21** (2020-2021)	**FY22** (2021-2022)	**FY23** (2022-2023)	**FY24** (2023-2024)	**Targets**	
					FY26	**FY30**
	29%	**22%**	**18%**	**19%**	**24%**	**32%**

Objective B: Undifferentiated Outcomes for All

I. Improve IPEDS 150% graduation rate for underserved populations

Graduation rate gap between White and Hispanic/Latino students	**FY21** (Fall 2018 cohort)	**FY22** (Fall 2019 cohort)	**FY23** (Fall 2020 cohort)	**FY24** (Fall 2021 cohort)	**Targets**	
					FY26	**FY30**
White graduation rate	**27%**	**28%**	**29%**	**33%**		
Hispanic/Latino graduation rate	**20%**	**24%**	**21%**	**24%**		
Gap	**7%**	**4%**	**8%**	**9%**	**≤3%**	**≤3%**

Graduation rate gap between Pell recipients and non-Pell recipients	**FY21** (Fall 2018 cohort)	**FY22** (Fall 2019 cohort)	**FY23** (Fall 2020 cohort)	**FY24** (Fall 2021 cohort)	**Targets**	
					FY26	**FY30**
Pell graduation rate	**21%**	**26%**	**25%**	**27%**		
Non-Pell graduation rate	**29%**	**27%**	**28%**	**33%**		
Gap	**8%**	**1%**	**3%**	**6%**	**≤3%**	**≤3%**

Graduation rate gap between male and female students	**FY21** (Fall 2018 cohort)	**FY22** (Fall 2019 cohort)	**FY23** (Fall 2020 cohort)	**FY24** (Fall 2021 cohort)	**Targets**	
					FY26	**FY30**
Male graduation rate	**32%**	**31%**	**30%**	**35%**		
Female graduation rate	**18%**	**22%**	**24%**	**26%**		
Gap	**14%**	**9%**	**6%**	**9%**	**≤3%**	**≤3%**

IPEDS graduation rate measures full-time, first-time degree or certificate seeking students who complete their program within 150% of normal time for the program. (i.e., For a two-year associate's degree, 150% of normal time would be completing in three years.)

GOAL 2: Affordable and Accessible Education

Objective A: Deliver Quality, Affordable Education

I. CWI Tuition & Fees and Peer Comparisons

Charge 50% or less than the average tuition/fees at Idaho public universities in service area (ISU, BSU, U of I)	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
CWI Tuition & Fees	$3,336	$3,336	$3,336	$3,336		
ISU, BSU, and U of I Average Tuition & Fees	$8,081	$8,091	$8,239	$8,651		
CWI Tuition & Fees as a percentage of Idaho Public Universities in service area (ISU, BSU, U of I)	41%	41%	40%	38%	≤50%	≤50%

Reflects tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students, as reported to IPEDS.

II. CWI IPEDS Average Net Price and Peer Comparisons *(Student Affordability Statewide Performance Measure)*

CWI IPEDS Average Net Price is 50% or less than the IPEDS Average Net Price at Idaho public universities in service area (ISU, BSU, U of I)	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
CWI IPEDS Average Net Price	$7,167	$7,694	$7,880	$7,208		
ISU, BSU, and U of I IPEDS Average Net Price (average)	$14,039	$14,758	$15,034	$15,256		
CWI IPEDS Average Net Price as a percentage of Idaho Public Universities in service area (ISU, BSU, U of I)	51%	52%	52%	47%	≤50%	≤50%

CWI IPEDS Average Net Price is 80% or less than the IPEDS Average Net Price of Regional & National Peers	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
CWI IPEDS Average Net Price	$7,167	$7,694	$7,880	$7,208		
Regional & National Peers IPEDS Average Net Price (average)	$7,629	$8,488	$8,118	$9,403		
CWI IPEDS Average Net Price as a percentage of Regional and National Peers	94%	90%	97%	76%	≤80%	≤80%

IPEDS Average Net Price is the average yearly price charged to first-time, full-time degree/certificate-seeking undergraduate students receiving student aid after deducting such aid.

Objective B: Ensure Accessible Education

I. Open-Access Institution

Open Access Admission Policy	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
CWI is Open Access (Yes/No)	Yes	Yes	Yes	Yes	Yes	Yes

GOAL 3: Advance the Local and Global Workforce

Objective A: Meet Evolving Workforce Needs

I. Increase Job Placement Rates

Work-based Learning Center Job Placement Rate	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
% of graduates reporting they are employed, continuing education, or enlisted on the post-graduation survey	**NA**	**59%**	**87%**	**88%**	**93%**	**97%**

Positive Job Placement is defined as the percentage of graduates that were employed, continuing education, or enlisted in the military at the time of completing the survey. The post-graduation survey is conducted for 6 months after graduation. The survey response rate in FY24 was 45%.

II. Increase Program Completions Associated with High-Wage / High-Demand Jobs

	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
% of graduates completing programs associated with high-wage/high-demand jobs	**72%**	**72%**	**73%**	**75%**	**78%**	**86%**

High-wage/high-demand jobs list sourced from the Idaho Department of Labor Statewide Occupational Projections, Idaho Hot Jobs 2020-2030.

III. Deliver Workforce Development Programs to Meet Business Needs

	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
Workforce Development transcripted credits designed to meet business needs	**NA**	**NA**	**1,004**	**945**	**1,064**	**1,149**

Workforce Development transcripted credits are awarded to students through Prior Learning Assessments for work-based and non-instructional experience.

GOAL 4: Inclusive Culture

Objective A: Foster a High Performing Organization Driven by a Culture of Engagement, Respect and Accountability

I. Maintain Employee Engagement

	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
CWI Employee Engagement Score	**Not Available**	**80**	**78**	**Not Available**	**80**	**90**

The CWI Employee Engagement Score is out of 100 and is derived from an employee survey that assesses factors such as job satisfaction, alignment with CWI mission, workplace relationships (manager and peer), and perceptions of leadership and career growth opportunities.

II. Improve Inclusive and Welcoming Environment Student Survey Score

	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
Percent of students who agreed that CWI's "policies, practices and procedures promote an inclusive and welcoming environment for all students."	**88%**	**80%**	**86%**	**82%**	**91%**	**99%**

Based on results from the annual Student Satisfaction Inventory Survey.

III. Improve Engagement Student Survey Score

	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
Engagement Score on the Student Satisfaction Inventory Engagement Survey	**NA**	**NA**	**70**	**71**	**74**	**82**

Based on results from the annual Student Satisfaction Inventory Survey. The Engagement Score is out of 100 and is derived from responses to survey questions related to student engagement with faculty.

IV. Improve Respect Student Survey Score

	FY21	FY22	FY23	FY24	Targets	
					FY26	FY30
Respect Score on the Student Satisfaction Inventory Engagement Survey	NA	NA	85	87	88	94

Based on results from the annual Student Satisfaction Inventory Survey. The Respect Score is out of 100 and is derived from responses to survey questions regarding whether students feel that they are treated with respect by faculty, staff, and other students.

Key External Factors

There are a number of key external factors that can have significant impact on CWI's ability to fulfill the mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. Thirty-five percent of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. It is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community.
- Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education. Current trends in the local economy indicate strong employment rates, which may also be impacting CWI enrollment.

North Idaho College

2026 - 2030
Strategic Plan

OUR MISSION
North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

OUR VISION
As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

OUR VALUES *North Idaho College is dedicated to these core values that guide its decisions and actions.*	
Student Success	A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.
Educational Excellence	High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.
Community Engagement	Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.
Stewardship	Economic and environmental sustainability through leadership, awareness and a responsiveness to changing community resources.
Diversity	A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

STATEWIDE PERFORMANCE MEASURES ESTABLISHED BY THE IDAHO STATE BOARD OF EDUCATION

The following measures, established by the Idaho State Board of Education, are highlighted on this page to make them easier to locate. Each of these measures are also included in the body of the plan.

Student Access: Annual credit student enrollment and FTE at the end-of-term for the full reporting year (summer, fall, spring) as reported to the Idaho State Board of Education on the PSR-1 Report. Students who exclusively audit all courses during the annual year are excluded, per PSR-1 instructions. [4 [CCM 279] ^]

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
Annual Headcount	6,092	5,711	5,470	5,054	5,155	5,580
Annual FTE	2,876	2,784	2,593	2,386	2,433	2,634

^ Statewide Performance Measure
See also Goal 1: Measure 1.4

Student Retention: Student retention rates (fall to fall) for first-time, full-time, degree/certificate-seeking students as reported to IPEDS, Fall Enrollment survey component. [2 [CCM 025] ^]

	FY 2021 Fall 2019	FY 2022 Fall 2020	FY 2023 Fall 2021	FY 2024 Fall 2022	FY 2026 Benchmark	FY 2030 Benchmark
NIC	56.1%	61.6%	59.2%	58.9%	59.0%	59.6%

^ Statewide Performance Measure
See also Goal 1: Measure 1.2

Student Success: First-time, full-time, degree/certificate-seeking students who completed their program within 150% of normal time as reported to IPEDS, Graduation Rates survey component. [8 [CCM 196] ~ ^]

	FY 2021 Fall 2018	FY 2022 Fall 2019	FY 2023 Fall 2020	FY 2024 Fall 2021	FY 2026 Benchmark	FY 2030 Benchmark
NIC	28.3%	26.4%	35.7%	37.5%	38.0%	40.0%

** IPEDS Peer comparator data not yet available
~ Mission Fulfillment Measure
^ Statewide Performance Measure
See also Goal 2: Measure 2.2

Student Affordability: Annual student tuition & fees for the year based on in-district students taking 15 credits per semester, fall and spring. [6 [CCM 278] ^]

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	$4,245	$4,245	$4,245	$4,245	N/A**	N/A**
WICHE average without CA	$4,757	$4,846	$4,730	$4,688		
NIC % of WICHE average	89%	88%	90%	91%		

^ Statewide Performance Measure
** New measure; benchmarks yet to be set by NIC
See also Goal 1: Measure 1.6

CRITICAL INSTITUTIONAL PERFORMANCE MEASURES FOR THE IDAHO STATE BOARD OF EDUCATION

The following six measures are unique to North Idaho College and are core to the institution's operation and strategic plan. These measures are highlighted on these two pages to make them easier to locate. Each of these measures are also included in the body of the plan.

Persistence Rate: Overall credit student persistence rates (fall to spring) as reported to the National Community College Benchmark Project (NCCBP Form 4). Includes both full- and part-time students. Dual Credit students are not included in this cohort. 3 [CCM 272] ~

	FY 2021 Fall 2020	FY 2022 Fall 2021	FY 2023 Fall 2022	FY 2024 Fall 2023	FY 2026 Benchmark	FY 2030 Benchmark
NIC	71.7%	74.4%	74.8%	75.6%	75.8%	76.7%
NCCBP Peer Group Median	69.5%	71.4%	70.8%	72.3%		

~ Mission Fulfillment Measure
See also Goal 1: Measure 1.3

Dual Credit Matriculation: NIC Dual Credit students who matriculated at NIC within one year following their high school graduation. 7 [CCM 227]

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	26.6% 2020 High School Graduates	26.5% 2021 High School Graduates	22.7% 2022 High School Graduates	22.2% 2023 High School Graduates	24.8%	28.8%

See also Goal 2: Measure 2.1

Percent Completed or Transferred in Two Years: First-time, full-time, degree/certificate-seeking students who completed a degree or certificate, or transferred, within two years as reported to the National Community College Benchmarking Project (NCCBP Form 2). 9 [CCM 273] ~

	FY 2021 Fall 2019	FY 2022 Fall 2020	FY 2023 Fall 2021	FY 2024 Fall 2022	FY 2026 Benchmark	FY 2030 Benchmark
NIC	24.1%	31.1%	38.5%	34.6%	34.7%	35.1%
NCCBP Peer Group Median	37.5%	35.5%	41.9%	41.9%		

~ Mission Fulfillment Measure
See also Goal 2: Measure 2.3

Internships/Apprenticeships/Clinicals: Number of students enrolled in an internship, apprenticeship or clinical course. 15 [CCM 275]

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	938	1,043	1,189	1,437	1,451	1,510

See also Goal 3: Measure 3.6

Total Lives Touched: Annual Enrollment at end-of-term for the full reporting year (summer, fall, spring) including Credit, Workforce Training, Area Agency on Aging, Adult Education, and Head Start. Credit students who exclusively audit all courses during the annual year are included in these counts.[17] [CCM 277] ~

	FY 2021 2020-21	FY 2022 2021-22	FY 2023 2022-23	FY 2024 2023-24	FY 2026 Benchmark	FY 2030 Benchmark
Total Lives Touched **	20,870	20,395	20,840	21,437	21,651	22,531
Credit Students	6,098	5,717	5,478	5,060		
Academic	3,698	3,449	3,170	2,899		
Dual Credit	1,670	1,636	1,750	1,650		
Career & Technical	730	632	558	511		
Non-Credit	14,772	14,678	15,362	16,377		
Workforce Training	4,417	3,850	4,482	4,641		
Area Agency on Aging	9,797	10,212	10,406	11,202		
Adult Education	284	316	248	254		
Head Start	274	300	226	280		

** This measure is based on unduplicated counts within each grouping; however, a small number of students may fall into more than one category over the school year.
~ Mission Fulfillment Measure
See also Goal 4: Measure 4.2

Departure Rates: Total number of departure occurrences, other than retirement, as a percentage of full-time regular (non-temporary) employees. As reported to the National Community College Benchmarking Project (NCCBP Form 19). [19] [CCM 262] ~

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	9.3%	18.3%	18.1%	17.9%	17.1%	13.7%
NCCBP Peer Group Median	10.3%	12.6%	11.4%	9.8%		

~ Mission Fulfillment Measure
See also Goal 5: Measure 5.2

GOAL 1 - STUDENTS
Enhance Student Access and Support Services to Strengthen Student Success

Goal 1 Objectives

- Simplify the admission process and reduce barriers making it easier to enroll.
- Execute effective retention strategies ensuring students are engaged and supported in achieving their educational goals.
- Develop and implement targeted strategies that attract various student populations by promoting the benefits of attending and completing programs.

Goal 1 Performance Measures

1.1 Retention Rate: Overall credit student retention rates (fall to fall) as reported to the National Community College Benchmark Project (NCCBP Form 4). Includes both full- and part-time students. Dual Credit students are not included in this cohort. [1] [CCM 271] ~

	FY 2021 Fall 2020	FY 2022 Fall 2021	FY 2023 Fall 2022	FY 2024 Fall 2023	FY 2026 Benchmark	FY 2030 Benchmark
NIC	47.8%	48.8%	50.6%	53.3%	53.4%	54.0%
NCCBP Peer Group Median	46.9%	46.9%	48.6%	51.2%		

~ Mission Fulfillment Measure

1.2 Student Retention: Student retention rates (fall to fall) for first-time, full-time, degree/certificate-seeking students as reported to IPEDS, Fall Enrollment survey component. [2] [CCM 025] ^

	FY 2021 Fall 2019	FY 2022 Fall 2020	FY 2023 Fall 2021	FY 2024 Fall 2022	FY 2026 Benchmark	FY 2030 Benchmark
NIC	56.1%	61.6%	59.2%	58.9%	59.0%	59.6%
IPEDS Peer Group Median	51.8%	55.3%	56.3%	59.6%		

^ Statewide Performance Measure

1.3 Persistence Rate: Overall credit student persistence rates (fall to spring) as reported to the National Community College Benchmark Project (NCCBP Form 4). Includes both full- and part-time students. Dual Credit students are not included in this cohort. [3] [CCM 272] ~

	FY 2021 Fall 2020	FY 2022 Fall 2021	FY 2023 Fall 2022	FY 2024 Fall 2023	FY 2026 Benchmark	FY 2030 Benchmark
NIC	71.7%	74.4%	74.8%	75.6%	75.8%	76.7%
NCCBP Peer Group Median	69.5%	71.4%	70.8%	72.3%		

~ Mission Fulfillment Measure

1.4 Student Access: Annual credit student enrollment and FTE at the end-of-term for the full reporting year (summer, fall, spring) as reported to the Idaho State Board of Education on the PSR-1 Report. Students who exclusively audit all courses during the annual year are excluded, per PSR-1 instructions. 4 [CCM 279] ^

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
Annual Headcount	6,092	5,711	5,470	5,054	5,155	5,580
Annual FTE	2,876	2,784	2,593	2,386	2,433	2,634

^ Statewide Performance Measure

1.5 Credit and Non-Credit Annual Enrollment: Unduplicated annual enrollment of credit and non-credit students. Credit students who exclusively audit all courses during the annual year are included in these counts. 5 [CCM 146/149]

NIC	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
Total Credit + Non-Credit **	10,515	9,567	9,960	9,701	9,895	10,711
Credit Students						
Academic	3,698	3,449	3,170	2,899	2,957	3,201
Dual Credit	1,670	1,636	1,750	1,650	1,683	1,822
Career & Technical	730	632	558	511	521	564
Non-Credit Students						
Workforce Training	4,417	3,850	4,482	4,641	4,734	5,124

** This measure is based on unduplicated counts at end-of-term (i.e., credit total is unduplicated and non-credit total is unduplicated); however, an unduplicated count between the two groups is not available at this time.

1.6 Student Affordability: Annual student tuition & fees for the year based on in-district students taking 15 credits per semester, fall and spring. 6 [CCM 278] ^

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	$4,245	$4,245	$4,245	$4,245	N/A**	N/A**
WICHE average without CA	$4,757	$4,846	$4,730	$4,688		
NIC % of WICHE average	89%	88%	90%	91%		

^ Statewide Performance Measure
** New measure; benchmarks yet to be set by NIC

GOAL 2 - PROGRAMS
Provide Streamlined, Flexible Pathways to Success that Empower Students to Reach their Educational Goals

Goal 2 Objectives

- Design and implement pathways for Transfer and Career Technical Education (CTE) students that increase opportunities, ensuring alignment with business and industry needs, higher education partners, and academic standards.
- Enhance instructional support, including tutoring, advising, and other academic resources tailored to individual learning needs.
- Ensure clarity and transparency by communicating information about educational pathways, expectations, outcomes, and career opportunities to students, empowering them to make informed decisions about their academic journey.
- Develop and strengthen dual credit partnerships by fostering seamless transitions to post-secondary education, ensuring continuity and alignment in educational pathways.

Goal 2 Performance Measures

2.1 Dual Credit Matriculation: NIC Dual Credit students who matriculated at NIC within one year following their high school graduation. [7] [CCM 227]

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	26.6% 2020 High School Graduates	26.5% 2021 High School Graduates	22.7% 2022 High School Graduates	22.2% 2023 High School Graduates	24.8%	28.8%

2.2 Student Success: First-time, full-time, degree/certificate-seeking students who completed their program within 150% of normal time as reported to IPEDS, Graduation Rates survey component. [8] [CCM 196] ~ ^

	FY 2021 Fall 2018	FY 2022 Fall 2019	FY 2023 Fall 2020	FY 2024 Fall 2021	FY 2026 Benchmark	FY 2030 Benchmark
NIC	28.3%	26.4%	35.7%	37.5%	38.0%	40.0%
IPEDS Peer Group Median	33.3%	30.7%	33.8%	**		

** IPEDS Peer comparator data not yet available
~ Mission Fulfillment Measure
^ Statewide Performance Measure

2.3 Percent Completed or Transferred in Two Years: First-time, full-time, degree/certificate-seeking students who completed a degree or certificate, or transferred, within two years as reported to the National Community College Benchmarking Project (NCCBP Form 2). [9] [CCM 273] ~

	FY 2021 Fall 2019	FY 2022 Fall 2020	FY 2023 Fall 2021	FY 2024 Fall 2022	FY 2026 Benchmark	FY 2030 Benchmark
NIC	24.1%	31.1%	38.5%	34.6%	34.7%	35.1%
NCCBP Peer Group Median	37.5%	35.5%	41.9%	41.9%		

~ Mission Fulfillment Measure

GOAL 3 – PARTNERS

Expand and strengthen relationships with business, industry, educational, and community partners

Goal 3 Objectives

- Strengthen community awareness and engagement at all campus sites through regular, strategic communication and collaboration with stakeholders aligning goals and maximizing mutual benefits.
- Strengthen partnerships with the Coeur d' Alene Tribe and other regional tribes by actively engaging in collaborative initiatives that respect and support tribal communities' educational and economic goals.
- Enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students.

Goal 3 Performance Measures

3.1 Workforce Training Market Penetration: Percentage of NIC's service area population enrolled annually in non-credit courses as reported to the National Community College Benchmarking Project (NCCBP Form 14a). Headcount is unduplicated. [10] [CCM 280] ~

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	1.74%	1.52%	1.64%	1.68%	1.76%	2.08%
NCCBP Peer Group Median	0.73%	0.69%	0.92%	0.85%		

~ Mission Fulfillment Measure

3.2 Cultural Activities Market Penetration: Community participation in cultural activities held at the institution as a percentage of NIC's service area population as reported to the National Community College Benchmarking Project (NCCBP Form 14b). Cultural Activities participation counts are duplicated and may include, but are not limited to, exhibits, performances, dance, and music activities. Summer Theater rehearsals are not included. [11] [CCM 264] ~

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	Data for this year unavailable	10.67%	14.44%	15.61%	15.76%	16.40%
NCCBP Peer Group Median		1.44%	2.60%	4.36%		

~ Mission Fulfillment Measure

3.3 Sporting Events Market Penetration: Community participation in intercollegiate sporting events held at the institution as a percentage of NIC's service area population as reported to the National Community College Benchmarking Project (NCCBP Form 14b). [12] [CCM 265] ~

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	Data for this year unavailable	5.64%	7.19%	5.95%	6.05%	6.45%
NCCBP Peer Group Median		2.31%	2.72%	3.08%		

~ Mission Fulfillment Measure

3.4 Public Meetings Market Penetration: Community participation in public meetings held at the institution by non-college organizations as a percentage of NIC's service area population as reported to the National Community College Benchmarking Project (NCCBP Form 14b). [13] [CCM 266] ~

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	Data for this year unavailable	1.10%	2.81%	4.87%	5.21%	6.58%
NCCBP Peer Group Median		5.02%	4.25%	4.82%		

~ Mission Fulfillment Measure

3.5 Industry Partners: Number of new industry partners in NIC's service area that were established or maintained. [14] [CCM 274]

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	42	37	46	39	41	43

3.6 Internships/Apprenticeships/Clinicals: Number of students enrolled in an internship, apprenticeship or clinical course. [15] [CCM 275]

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	938	1,043	1,189	1,437	1,451	1,510

GOAL 4 – SYSTEMS
Create a Unified Educational System Among the College and its Centers

Goal 4 Objectives

- Provide seamless integration of academic programs, resources, and services among the college campus and its centers to ensure a consistent, cohesive, and streamlined educational experience for all students.
- Strengthen information-sharing networks between the main campus and its centers, and marketing to the NIC service region, to develop clear and consistent messaging.

Goal 4 Performance Measures

4.1 Region 1 High School Market Share: Enrollment by high school as a percentage of the combined senior classes in that county. [16] [CCM 276] ~

	FY 2021 Fall 2020	FY 2022 Fall 2021	FY 2023 Fall 2022	FY 2024 Fall 2023	FY 2026 Benchmark	FY 2030 Benchmark
NIC	15.6%	15.7%	13.0%	12.8%	13.4%	15.4%

~ Mission Fulfillment Measure

4.2 Total Lives Touched: Annual Enrollment at end-of-term for the full reporting year (summer, fall, spring) including Credit, Workforce Training, Area Agency on Aging, Adult Education, and Head Start. Credit students who exclusively audit all courses during the annual year are included in these counts.[17] [CCM 277] ~

	FY 2021 2020-21	FY 2022 2021-22	FY 2023 2022-23	FY 2024 2023-24	FY 2026 Benchmark	FY 2030 Benchmark
Total Lives Touched **	20,870	20,395	20,840	21,437	21,651	22,531
Credit Students	6,098	5,717	5,478	5,060		
Academic	3,698	3,449	3,170	2,899		
Dual Credit	1,670	1,636	1,750	1,650		
Career & Technical	730	632	558	511		
Non-Credit	14,772	14,678	15,362	16,377		
Workforce Training	4,417	3,850	4,482	4,641		
Area Agency on Aging	9,797	10,212	10,406	11,202		
Adult Education	284	316	248	254		
Head Start	274	300	226	280		

** This measure is based on unduplicated counts within each grouping; however, a small number of students may fall into more than one category over the school year.
~ Mission Fulfillment Measure

GOAL 5 - INFRASTRUCURE

Achieve Organizational Efficiency and Effectiveness by Fostering a Dynamic College Environment that Invests in Employees, Facilities, and Technologies to Support Student Success

Goal 5 Objectives

- Review and update NIC's compensation to ensure competitiveness and alignment with industry standards while incentivizing and encouraging employee development.
- Ensure effective and efficient resource allocation to support strategic plan objectives.
- Align common campus measures to the strategic plan objectives and action plans and improve data reporting capabilities for the college.
- Identify opportunities to modernize campus technology solutions that promote automation, process improvement and integration.
- Ensure campus facilities support and encourage learning and collaboration.
- Expand access to housing and resources by working with community partners to address student needs for affordable housing, transportation, and other essential services and ensure they have the support necessary to succeed.

Goal 5 Performance Measures

5.1 Composite Financial Indicator Score: As reported to the National Community College Benchmarking Project (NCCBP Form 22). [18] [CCM 169] ~

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	7.96	5.99	6.47	6.25	6.33	6.63
NCCBP Peer Group Median	6.67	6.43	6.58	5.93		

~ Mission Fulfillment Measure

5.2 Departure Rates: Total number of departure occurrences, other than retirement, as a percentage of full-time regular (non-temporary) employees. As reported to the National Community College Benchmarking Project (NCCBP Form 19). [19] [CCM 262] ~

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	9.3%	18.3%	18.1%	17.9%	17.1%	13.7%
NCCBP Peer Group Median	10.3%	12.6%	11.4%	9.8%		

~ Mission Fulfillment Measure

5.3 Year to Year Deferred Maintenance: Dollar amount invested in deferred maintenance projects. The college sets an annual target for the investment of funds for deferred maintenance projects. [20] [CCM 171]

	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2026 Benchmark	FY 2030 Benchmark
NIC	$193,639	$223,586	$270,539	$184,700	$231,900	$231,900

Key External Factors

- North Idaho College is currently under a probation status imposed by the Northwest Commission on Colleges and Universities to resolve three recommendations by April 1, 2026
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

Details of Implementation

The North Idaho College Strategic Plan is a comprehensive document that will guide the institution over the next five years as it fulfills its mission and vision, meeting the needs of its students and community. The Strategic Plan reflects NIC's mission, vision, and values, and provides direction for long-term success. It was developed collaboratively among the many NIC stakeholders and articulates broad, overarching goals for the future.

The Strategic Plan was created after a comprehensive planning process that involved analyzing internal and external data and gathering feedback from diverse groups such as faculty, staff, students, administrators, and community representatives. A dedicated Strategic Planning Steering Committee (SPSC) convened regularly to examine data trends, planning assumptions, stakeholder input, as well as challenges and opportunities for North Idaho College over the next five years.

Footnotes

[1] Benchmark reflects improvement against NIC's NCCBP peer group for this measure. NIC is currently less than 1% below the 66th percentile. Benchmark set to move up to the 75th percentile by 2030. [CCM 271]

[2] Benchmark reflects improvement against NIC's IPEDS peer group for this measure. NIC is currently below the 50th percentile. Benchmark set to move up to the 50th percentile by 2030. Statewide Performance Measure. [CCM 025]

[3] Benchmark reflects improvement against NIC's NCCBP peer group for this measure. NIC is currently below the 75th percentile. Benchmark set to move up to the 75th percentile by 2030. [CCM 272]

[4] Benchmark reflects continued sustainable growth in annual credit enrollment and FTE at 2% per year based on college initiatives. Statewide Performance Measure. [CCM 279]

[5] Benchmark reflects continued sustainable growth at 2% per year based on college initiatives. [CCM 146/149]

[6] Benchmark based on WICHE unweighted average tuition and fees for 2-year institutions excluding CA from Tuition and Fees dashboard. Report can be found at https://www.wiche.edu/policy-research-/data-resources/tuition-fees/. [CCM 278]

[7] This measure represents the percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. National Student Clearinghouse results are used to calculate these numbers. Numbers are as of 4/22/2025. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented. Benchmark set to grow 1 percentage point per year based on college initiative. [CCM 227]

[8] Benchmark reflects improvement against NIC's IPEDS peer group for this measure. NIC is currently above the peer group median. Benchmark set to improve graduation rate .5 percentage points per year based on college initiatives. Statewide Performance Measure. [CCM 196]

[9] Benchmark reflects improvement against NIC's NCCBP peer group for this measure. NIC is currently below the 33rd percentile. Benchmark set to move up to the 33rd percentile by 2030. [CCM 273]

[10] NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Benchmark reflects improvement against NIC's NCCBP peer group for this measure. NIC is currently below the 80th percentile. Benchmark set to move up to the 80th percentile by 2030. [CCM 280]

[11] NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Zoom counts, as applicable, are not included. Benchmark reflects continued sustainable growth in cultural activities attendance at 1% per year based on college initiatives [CCM 264]

[12] NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Zoom counts, as applicable, are not included. Benchmark reflects improvement against NIC's NCCBP peer group for this measure. NIC is currently below the 66th percentile. Benchmark set to move up to the 66th percentile by 2030. [CCM 265]

[13] NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. Service area population includes all age groups and is based on most recent census estimates. Zoom counts, as applicable, are not included. Benchmark reflects improvement against NIC's NCCBP peer group for this measure. NIC is currently below the 60th percentile. Benchmark set to move up to the 60th percentile by 2030. [CCM 266]

[14] NIC's Service area (also known as Region 1) includes Benewah, Bonner, Boundary, Kootenai, and Shoshone counties. This measure aligns with NIC's goal to expand and strengthen relationships with business, industry, educational, and community partners. Benchmark reflects continued sustainable growth in relationships with industry partners at 1% per year based on college initiatives [CCM 274]

[15] This measure aligns with NIC's goal to enhance work-based learning opportunities by deepening collaborations with businesses and industries to provide practicums, internships, apprenticeships, and hands-on training for students. Benchmark reflects continued sustainable growth in internships, apprenticeships, and clinical experience opportunities at 1% per year based on college initiatives. [CCM 275]

[16] Benchmark reflects continued sustainable growth in the percentage of students in Region 1 who attend NIC. Benchmark set to improve market share by county at .5 percentage points per year based on college initiatives. [CCM 276]

[17] Benchmark reflects continued sustainable growth in total lives touched at 1% per year based on college initiatives. [CCM 277]

[18] The CFI is a financial measurement of an institution's health and is a blend four core ratios: Primary Reserve Ratio, Net Operating Revenues Ratio, Return on Net Position Ratio and Viability Ratio. The range for CFI is from -4 to 10. A score of 3 or higher represents a relatively strong financial position and indicates that an institution is in a position to direct institutional resources to allow transformation. Benchmark reflects improvement against NIC's NCCBP peer group for this measure. NIC is currently below the 66th percentile. Benchmark set to move up to the 66th percentile by 2030. [CCM 169]

[19] Benchmark reflects improvement against NIC's NCCBP peer group for this measure. NIC is currently above the peer group max for this measure. Lower percentiles are more desirable for this measure. Benchmark set to reduce departure rates to a level equal to the peer group max percentile by 2030. [CCM 262]

[20] Benchmark set to reflect the current annual budget for deferred maintenance. [CCM 171]

FY2025-FY2029

Idaho Department of Education Strategic Plan

MISSION STATEMENT

To support Idaho students, educators, and school leaders with the tools and resources needed to achieve academic excellence through strategic thought, leadership, and policy alignment.

VISION STATEMENT

All Idaho students have access to a high-quality education that prepares them for their future with skills and job readiness to become engaged, successful citizens.

GUIDING VALUES

Listen with intention.

Lean into collaboration.

Lead with integrity.

GOAL 1: MODERNIZE THE EDUCATION FUNDING STRUCTURE

A: Determine costs of providing K-12 education in Idaho and recommend more equitable funding.

I. To evaluate and report rural education costs vs. urban costs and define each. Complete by 12/1/25.
II. Identify differences in rural and urban Local Education Agency (LEA) costs through five-year historical comparisons of LEAs. Complete by 12/1/25.
III. To evaluate and report virtual vs. brick-and-mortar Local Education Agency (LEA) expenditures. Complete by 12/1/25.
IV. Develop a budget with increased discretionary funding flexibility for Local Education Agencies (LEA). Complete by 12/1/25.
V. Explore changes to K-12 funding model that reflects contemporary needs (i.e., 1994 versus 2025 and beyond).
    a. Create a budget to meet needs, complete by 12/31/25.
VI. Compare the differing funding needs of Local Education Agencies (LEA) which provide 4 day vs. 5 day school weeks. Complete by 11/1/25.

B: Stabilize Federal funding dependence without decreasing support for underserved students.

I. Quantify Local Education Agency (LEA) dependence on federal funding for employees and programs. Complete by 11/1/25.
II. Suggest alternatives to increased federal funding dependence through state budget and policy options. Complete by 11/1/25.
III. Evaluate and report what is needed and gained in stabilizing federal funding to Idaho. Complete by 1/1/26.

C: Reduce district dependency on school levies and bonds through increased responsibility of other stakeholders.

I. Report values of bonds and levies that have passed and failed (past 20+ years) and provide analysis. Complete by 12/31/25.
II. To determine the reported uses of supplemental levies in Idaho by school district.
    a. Perform regional analysis to determine regional trends. Complete by 12/31/25.
III. Analyze the effect of FY 2023-2024 K-12 funding increases to recommend adjustments. Complete by 12/1/25.

IV. Explore additional state budget and policy options that will reduce reliance on supplemental levies. Complete by 12/31/25.
V. Analyze and recommend options for updating state support for facilities. Complete by 5/15/26
    a. To explore a revolving loan option, to be completed by 1/1/26.
VI. Analyze and recommend options for state funded building construction. Complete by 1/1/26.

D: Examine the value/roots/motivation/benefits of per pupil funding.

I. Re-evaluate the support unit calculation and provide recommendations. Complete by 12/31/25.
II. Re-evaluate seat time/attendance calculation. Complete by 12/31/25.

E: Align funding with Idaho Department of Education Goals.

I. Review existing K-12 budget line items and their alignment with Department goals. Complete by 9/1/25.
II. Align Department administrative structure and director activities and goals with Department goals. Complete by 12/31/25.

GOAL 2: STUDENT ACHIEVEMENT GOALS: ENSURE IDAHO KIDS ARE READING AT GRADE LEVEL BY 3RD GRADE AND ON GRADE LEVEL FOR MATH

A: Improve Idaho student achievement growth.

I. Directly train three Idaho schools in the 2023/24 SY in the Professional Learning Community (PLC) process.
    a. Develop background for future development.
    b. Year 2: Train 10+ Local Education Agencies (LEAs) with Professional Learning Community (PLC) process. Complete by 7/30/26.
II. Offer four early literacy, face-to-face professional development opportunities, with an emphasis on Dyslexia. Complete by 8/30/26.
III. Idaho Department of Education to personally visit 75% (approximately 135) of school districts and public charter schools in SY 2025-2026. Complete by 7/30/26.
IV. Idaho Department of Education will assist 10 school districts in the critique and selection of research-based curricula that has proven effective with Idaho students. Complete by 7/30/26.

V. Create visually clear (easy to read) student cohort data in reading and math. Complete by 7/1/26.
VI. Provide effective science of reading literacy professional development for teachers of kindergarten through 3rd grade. Complete by 12/31/27
VII. Establish statewide reading goals for "below basic" readers on Idaho Reading Indicator (IRI). Complete by 12/15/25.

B: Improve the mental and behavioral health of Idaho students

I. Work with education and community partners to identify existing resources. Complete by 12/15/25
    a. Identify, highlight, and replicate existing/successful Idaho-based programs. Complete by 3/31/26.
    b. Identify gaps in mental health services for Idaho students, complete by 12/15/25.
II. To provide support advocacy for parents meeting with schools and assist with conflict resolution. Complete by 7/1/27.
III. Support professional development for special education teachers and directors. Complete by 7/1/27.
IV. To assist general education teachers to clearly understand the differences between mental health issues and special education needs. Complete by 7/1/27.

C: Train education stakeholders in developing and implementing meaningful assessment tools

I. Solicit stakeholder input around the state-required Idaho Reading Indicator (IRI) assessment. Complete by 5/15/26.
    a. Develop a Request for Proposal (RFP) for the Idaho Reading Indicator (IRI), complete by 2/28/26.
II. Develop and release a Request for Proposal (RFP) for the Idaho Standards of Achievement Test (ISAT). Complete by 10/15/25.
III. Solicit stakeholder input around the Idaho dyslexia screening tool, complete by 2/1/27.
    a. Develop a Request for Proposal (RFP) for the Idaho dyslexia screening tool. Complete by 6/30/27.

D: Identify essential standards for math and science

I. Provide blueprint for effective mathematics instruction for all grades, founded in a new Idaho Comprehensive Math Plan. Complete by 10/15/25.

a. Establish a work group to identify essential standards for math. Complete by 4/30/26.
    i. Create an Idaho Department of Education document identifying essential standards for math. Complete by 6/30/26.

II. Establish a work group to identify essential standards for English Language Arts (ELA). Complete by 8/30/26.
    a. Create an Idaho Department of Education document identifying essential standards for ELA. Complete by 4/30/27.

III. Establish a work group to identify essential standards for science. Complete by 8/30/27.
    a. Create an Idaho Department of Education document identifying essential standards for science. Complete by 4/30/26.

IV. Review and discuss ESSA-required summative assessment options with USDOE. Complete by 2/15/26.

GOAL 3: POSITION IDAHO TO ATTRACT AND RETAIN EXCEPTIONAL TEACHERS AND LEADERS

A: recruit new teachers and administrators to Idaho K-12 schools.

I. Define measurability of recruitment and determine benchmark. Complete by 11/15/25.
II. Provide incentives for teacher candidates in approved teacher prep programs. Complete by 12/1/25.
III. Determine surrounding states starting salaries. Complete by 12/31/25.

B: Retain Idaho's highest performing teachers

I. Support school districts in providing high quality mentorship for educators, focusing on educators in their first three years. Complete by 6/30/26.
II. Accumulate ideas for specifically defining mentoring in Idaho education. Complete by 2/15/26
III. Ensure that every school district can access quality mentoring for their staff. Complete by 3/15/26.
IV. Support the required training for school board members. Complete by 4/1/26.

C: Retain Idaho's highest performing administrators

I. To provide orientation training for new superintendents, ongoing.

II. Provide training for all superintendents (Idaho Superintendent's Network), ongoing.
III. Idaho Department of Education will assist education partners in school board training related to hiring and evaluating superintendents. Complete by 6/30/27.

GOAL 4: PREPARE IDAHO STUDENTS FOR LIFE AS WELL AS COLLEGE AND CAREER

A: Prepare students for all options following high school graduation

I. Award grant monies from Idaho Career Ready Students. Complete by 12/31/25.
II. Track Launch enrollment. Complete by 7/1/26.
III. Idaho Career Ready Students granting council membership. Complete by 7/1/26.
IV. Increase high-school student participation in Advanced Opportunities, on-going.
V. To increase high school student engagement in exploring post-secondary opportunities, on-going.
    a. Promote completion of the Free Application for Federal Student Aid (FAFSA).
    b. Promote the Apply Idaho process/application.
VI. Increase the rate at which high school graduates pursue postsecondary opportunities.

B: Improve Financial Literacy of Idaho Students

I. Work towards a full credit for the required class. Complete by 6/1/27.
II. Leverage free curriculums.

C: Implement New Graduation Requirements

I. Work on implementing new graduation requirements, including standards and guidance for a new digital literacy course, templates and reporting for Local Education Agency (LEA) localized pathways, and templates for the new future readiness project. Complete by 7/30/27.

KEY EXTERNAL FACTORS

Movement toward meeting these goals is contingent on many factors outside the control of the Idaho Department of Education, from economic and demographic changes that impact the types of students served by Local Education Agencies (LEAs) and the dollars that LEAs have

available, to the nature of public education, which is highly decentralized. We recognize that local boards make day-to-day operating decisions and determine the goals at the local level.

This strategic plan, and the specific activities it covers, outlines our Department's efforts to pull as many levers as possible to increase the student achievement of Idaho's students and create as many opportunities as possible for student success after high school.

IDAHO
Division of Career Technical Education

We prepare Idaho's youth and adults for high-skill, in-demand careers.

Strategic Plan

FY2026 - FY2030

Strategic Plan

Mission statement

The mission of Idaho's career technical education (CTE) system is to prepare Idaho's youth and adults for high-skill, in-demand careers.

Vision statement

The vision of the Idaho Division of Career Technical Education (IDCTE) is for career technical education delivered through the system to provide:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

Goal 1: Career technical educational system alignment

Ensure that all components of the CTE system are integrated and coordinated between secondary, postsecondary and workforce to maximize opportunities for all students.

Objective A: Alignment of CTE programs between the technical colleges and ensure that secondary program standards align to those postsecondary programs.

Performance Measure I: Percent of secondary programs that were reviewed and revalidated to meet current industry standards.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
N/A	9%	33%	-	20%	20%

Benchmark based on revalidating program standards at least once every five years.

Performance Measure II. Percent of technical college programs aligned with Idaho's high-need[1] occupational areas.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
N/A	N/A	94%	-	>95%	>95%

[1]High-need is defined using the Idaho LAUNCH in-demand careers matrix which factors in job openings, wages, economic mobility, and the education requirements for each occupation in Idaho.

Benchmarks reflect our mission to meet Idaho's workforce needs, while recognizing that labor market demands may shift faster than program updates.

Objective B: Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

Performance Measure I: Number of distinct secondary programs reviewed and/or visited for program quality.[1]

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
125	211	188	-	200	300

[1]Program quality reviews and visits are completed by IDCTE's Program Quality department.
FY26 benchmark determined by averaging baseline data from FY23 and FY24, and FY30 benchmark determined by increasing 50% over the following five years (average 10% increase per year).

Performance Measure II. Number of industry members[1] that completed a criticality survey for program standards.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
N/A	496	276	-	330	330

[1]Industry members may be duplicated if they completed multiple surveys.
Benchmarks based on revalidating 11 program standards a year, with the goal of 30 industry responses per program.

Goal 2: Educational attainment

Idaho's CTE programs will meet the education and workforce needs of Idaho residents necessary to thrive in the changing economy.

Objective A: Ensure all local education agencies (LEAs) can offer a CTE pathway program.

Performance Measure I: Percent of eligible LEAs[1] that offered CTE courses or programs.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
Offered a CTE course					
78%	78%	81%	-	89%[4]	100%[4]
Offered a cluster program[2]					
51%	52%	56%	-	62%[5]	65%[5]
Offered a pathway program[3]					
57%	58%	58%	-	62%[5]	65%[5]

[1]Eligible LEAs include school districts or public charter schools that serve grades 7-12.
[2]Cluster programs provide introductory and intermediate courses as an introduction to CTE and the opportunity to learn workplace readiness expectations.
[3]Pathway programs provide specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program.
[4]Benchmarks determined by applying the 4% annual growth rate from FY23 to FY24.
[5]Benchmarks determined by applying a non-linear growth rate over the FY22 to FY24 baseline percentages.

Objective B: Increase retention and recruitment of qualified CTE instructors.

Performance Measure I: Percent of instructors with limited occupational specialist certificates who earned their standard occupational specialist renewable certificate within three years based on cohort year.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
Secondary					
N/A	N/A	58%	-	70%	85%
Postsecondary					
N/A	N/A	56%	-	70%	85%

Preliminary benchmarks. Future benchmarks will be based on trend data.

Performance Measure II: Percent of secondary CTE instructional staff who remained teaching in Idaho.[1]

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
One-Year					
84%	83%	85%	-	86%	90%
Two-Year[2]					
77%	73%	73%	-	76%	80%
Three-Year[2]					
66%	68%	65%	-	68%	72%

[1]Data sourced from ISEE.

[2]Two-year and three-year retention rates are based on consecutive years of employment.

Benchmarks based on 1% annual increase over the average baseline from FY22 to FY24.

Objective C: Adult Education programs will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Performance Measure I: Percent of Adult Education students who attained a recognized secondary or postsecondary credential.[1]

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
N/A	N/A	19%	-	25%	35%

[1]A recognized credential means an industry credential that an employer requires or gives preference to for entry into a job.

Preliminary benchmarks. Future benchmarks will be based on trend data.

Performance Measure II: Percent of GED completers[1] who passed the GED.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
63%	63%	82%	-	85%	90%

[1] GED completers are students who completed all four GED subtests.

Benchmarks based on exceeding the national GED pass rate.

Objective D: Increase use of SkillStack® and availability of microcredentials.

Performance Measure I: Number of microcredentials awarded to non-secondary students[1].

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
360	879	3,604	-	3,964	4,324

[1]Non-secondary students include those associated with workforce training centers, Idaho Department of Correction/Juvenile Corrections, and other educational entities outside of secondary programs.
Benchmarks determined by applying a 10% and 20% increase over FY24.

Objective E: CTE students will successfully transition from secondary to postsecondary education to the workplace through a statewide career pathways model.

Performance Measure I: Percent of secondary concentrators[1] who graduated from high school having attained postsecondary credits in their relevant CTE program.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
42.3%	42.1%	26.2%[2]	-	44.0%	TBD

[1]A secondary concentrator is a student who has completed at least two courses in a single CTE program.
[2]Decrease is attributed to a methodology change beginning in FY24 which increased the total number of secondary concentrators.
Benchmark based on the federal Perkins state determined performance level. Five-year benchmark unavailable due to federal timeline.

Performance Measure II: Percent of postsecondary concentrators[1] who earned a recognized credential.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
40.1%	40.2%	37.3%	-	42.9%	TBD

[1]Postsecondary concentrators are students enrolled in a CTE program who earned at least 12 credits within a CTE program or completed a CTE program if the program encompasses fewer than 12 credits or the equivalent in total.
Benchmark based on the federal Perkins state determined performance level. Five-year benchmark unavailable due to federal timeline.

Performance Measure III: Percent of CTE capstone graduates who earned the workforce readiness and CTE diploma.[1]

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
53%	72%	82%	-	85%	90%

[1]Numbers are reported by LEAs and include duplicate students if students belong to more than one pathway and earn criteria for the diploma in multiple pathways.
Benchmarks based on applying a non-linear growth model, with gradual increases based on trends from FY22 to FY24.

Performance Measure IV: Percent of secondary CTE students who passed the Workplace Readiness Assessment (WRA).

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
71%	71%	73%	-	75%	75%

Benchmark based on IDCTE's target pass rate of 75% for the WRA.

Performance Measure V: Number of Career Technical Student Organization (CTSO) affiliated students.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
11,826	12,403	12,730	-	13,366	14,639

Benchmarks based on applying a linear growth model of 2.5%.

Performance Measure VI: Number of students who participated in work based learning (WBL) or individualized occupational training (IOT) courses in an approved program.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
1,787	1,980	2,307	-	2,584	2,630

Benchmarks based on applying a non-linear growth model, with gradual increases based on trends from FY22 to FY24.

Goal 3: Workforce readiness

The CTE system will provide a framework and pathways that allow learners to fully participate in their community, postsecondary educational, and workforce opportunities.

Objective A: CTE students will demonstrate college and career readiness.

Performance Measure I: Percent of secondary concentrators[1] who went on to postsecondary education (college-going rate).[2]

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
47%	57%	27%[3]	-	35%	40%

[1]A secondary concentrator is a student who has completed at least two courses in a single CTE program.
[2]Data sourced from National Student Clearinghouse.
[3]Decrease is attributed to a methodology change beginning in FY24 which increased the total number of secondary concentrators.
Preliminary benchmarks. Future benchmarks will be based on trend data following the methodology change.

Performance Measure II: Percent of secondary concentrators[1] who responded to a placement survey and reported being employed, in advanced training, military service, or a service program.[2]

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
Employed					
68%	26%	39%	-	30%	35%
Advanced training, military, or community service					
14%	7%	30%	-	30%	35%

[1]A secondary concentrator is a student who has completed at least two courses in a single CTE program.
[2]Data sourced from student survey responses.
Benchmarks based on applying a non-linear growth model, with gradual increases based on averages from FY22 to FY24.

Performance Measure III: Percent of postsecondary program completers[1] who were positively placed.[2,3]

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
78.4%	82.6%	73.6%	-	80.7%	TBD

[1] A postsecondary program completer is a CTE student who received a certificate or degree defined in Board Policy III.E.
[2]A student that is considered positively placed has remained in postsecondary education, is in advanced training, military service, a service program, or employed.
[3]Data sourced from student survey responses and National Student Clearinghouse.
Benchmark based on the federal Perkins state determined performance level. Five-year benchmark unavailable due to federal timeline.

Performance Measure IV: Percent of secondary capstone students who passed the Technical Skills Assessment (TSA).

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
68.0%	72.0%	71.0%	-	74.0%	TBD

Benchmark based on the federal Perkins state determined performance level. Five-year benchmark unavailable due to federal timeline.

Objective B: Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.

Performance Measure I: Percent of increase in wages for Adult Education participants.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
TBD	TBD	TBD	-	TBD	TBD

Baseline data and benchmarks are pending and will be included upon receipt of data.

Performance Measure II: Percent of workforce training apprentices who passed the applicable licensing exams for HVAC, Electrical, and Plumbing.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
TBD	TBD	TBD	-	TBD	TBD

Baseline data and benchmarks are pending and will be included upon receipt of data.

Performance Measure III: Number of Fire Service events.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
Training events					
191	213	303	-	333	379
Testing events					
95	133	144	-	158	180

Benchmarks based on applying a 10% and 25% increase over FY24.

Performance Measure IV: Number of Integrated Education and Training (IET) completers[1].

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
320	174	131[2]	-	150	200

[1]IET completers are individuals who enroll in an adult education course that delivers adult education, workplace preparation and workforce training concurrently and contextually, and upon completion of that course attain an industry recognized certificate or pass an industry related exam required by an employer.
[2]Decrease is attributed to improved data collection methodology and a refined definition of IET completers. Preliminary benchmarks. Future benchmarks will be based on trend data following the methodology change.

Objective C: Expand employer and community engagement.

Performance Measure I: Number of industry partners using SkillStack® Recruit.

FY22 (2021-22)	FY23 (2022-23)	FY24 (2023-24)	FY25 (2024-25)	Benchmark FY26	Benchmark FY30
Total registered					
32	51	65	-	75	90
Actively using					
8	4	2	-	8	18

Benchmarks reflect modest growth in total registrations and target active usage at 10% and 20% of total registered industry users.

Key external factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career technical education programs.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of IDCTE to conduct statewide data analyses.

Evaluation process

Objectives will be reviewed at least annually, and more frequently if data is available. The IDCTE Leadership Team and CTE Advisory Council will review the data in terms of its alignment with objectives and assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative process to support the agency's goals and objectives.

Idaho Division of Vocational Rehabilitation (IDVR)

Strategic Plan

for

State Year 2026-2030

Prepared April 2025

Content and Format

The Strategic Plan (Plan) is divided into three sections. The first two sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each program (Vocational Rehabilitation and the Council for the Deaf and Hard of Hearing), independently outline specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting the Division, and SBOE's strategic plan evaluation process.

This Plan covers State Fiscal Years (SFY) 2026 through 2030.

The Idaho Division of Vocational Rehabilitation (IDVR) underwent profound operational and strategic shifts that necessitated a comprehensive revision of its goals, objectives, and performance measures between the 2024 Strategic Plan (SFY 2025–2029) and this 2025 Strategic Plan (SFY 2026–2030). The final section elaborates on the factors driving change within IDVR.

The Idaho Division of Vocational Rehabilitation's Strategic Plan for SFY 2026–2030 reflects updated goals, objectives, and performance measures, shaped by an evolving focus on financial stewardship, service sustainability, and operational excellence. While IDVR's mission and vision are targeted for refinement during this strategic cycle, the Division's steadfast commitment to empowering individuals with disabilities remains unchanged. Updated performance measures ensure continued alignment with IDVR's core purpose and position the agency to navigate current conditions while advancing long-term success for the people we serve.

Alignment with Idaho State Board of Education 2024 Strategic Plan

The Idaho Division of Vocational Rehabilitation (IDVR) maintains strong alignment with the Idaho State Board of Education (SBOE) Strategic Plan, particularly in supporting Goals 2 and 3 related to education access, attainment, and workforce readiness for students with disabilities. IDVR continues to facilitate pathways to post-secondary education and employment by supporting 2-year, 4-year, graduate, and apprenticeship opportunities for eligible Idahoans. Credential attainment and measurable skill gains are central to IDVR's performance tracking under Goal 1, Objective 1 of this Strategic Plan. Through its Pre-Employment Transition Services (Pre-ETS), IDVR also provides students with work-based learning experiences, career exploration activities, job readiness training, and counseling on post-secondary opportunities. IDVR remains

firmly committed to preparing Idaho's youth for successful transitions into higher education and the workforce, in alignment with the Board's vision for student success.

Vocational Rehabilitation

Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

Vocational Rehabilitation

Goal 1: Enhance Financial Stewardship and Compliance

Objective 1.1: Ensure IDVR's Financial Sustainability

Strengthening oversight, improving fiscal controls, and maintaining compliance with federal and state regulations to ensure IDVR's financial sustainability.

- Strategies:
    - Enhance financial monitoring processes to ensure timely and accurate reporting.
    - Strengthen internal controls to prevent over-obligations and noncompliant expenditures.
    - Develop and implement contemporary strategic forecasting and financial modeling for better projections with IDVR's spending authority.
    - Develop staff training programs focused on fiscal responsibility, grant management, and compliance best practices.
    - Monitor, refine, and document completion of control activities.

Performance Measure 1.1.1: Percentage of staff trained on new RSA vetted fiscal policies, procedures, and internal controls.

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
--	--	--	0%	Available July 2025	95%	95%

Relation to Goal: Ensures staff are equipped to implement strengthened internal controls, promoting financial stewardship and regulatory compliance under Goal 1.

Objective 1.2: Address Fiscal Deficiencies and Improve Internal Controls

Meeting federal requirements for financial accountability and reporting accuracy.

- Strategies:
    - Address IDVR's corrective action plan to address high-risk grantee designation.
    - Establish clear guidelines for allowable and unallowable costs in compliance with 2 C.F.R. 200 and 34 CFR 361.48.
    - Ensure RSA-17 financial reports are accurate through establishment of a reconciliation process between IDVR's Case Management System

(Aware) and Idaho's Enterprise Resource Planning system (LUMA) submitted accurately.

Performance Measure 1.1.2: New controls established and functioning as intended as measured by required financial reports (RSA-17) submitted and accepted on time.

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
--	--	--	--	Available July 2025	100%	100%

Relation to Goal: Demonstrates IDVR's commitment to financial accuracy and accountability, supporting achievement of Goal 1.

Objective 1.3: Ensure Compliance with Pre-Employment Transition Services (Pre-ETS) Requirements

Mitigating risk of noncompliance with federal 15% Pre-ETS spending requirements while optimizing services. Additionally adhere to Idaho legislature intent language for SFY 2026 to target 17% for Pre-ETS expenditures.

- Strategies:
  - Develop a forecasting model to align Pre-ETS spending with mandated allocations.
  - Regularly review and adjust Pre-ETS programs to meet both compliance and service effectiveness.
  - Collaborate with educational institutions to optimize resource utilization for Pre-ETS.

Performance Measure 1.1.3: Pre-employment expenditures are at least 15 percent but no more than 17 percent.

1.1.3.1 Maintain ≥15% Pre-ETS spending annually
1.1.3.2 Maintain Pre-ETS spending within ±2% of 17% target for SFY 2026 (JFAC Intent Language)

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
--	--	--	15%	Available July 2025	17%	17%

Relation to Goal: Compliance with federal and state fiscal mandates ensures sustainable financial practices in support of Goal 1.

Objective 1.4: Achieve or Exceed Federally Negotiated Primary Performance Indicators (PPIs)

Achievement of these Primary Performance Indicators (PPIs) fulfills federal program requirements and demonstrates IDVR's commitment to service quality, program effectiveness, and financial stewardship. Strong performance on these indicators supports IDVR's efforts to sustain its financial and operational recovery while promoting employment success for Idahoans with disabilities. IDVR has established a stretch goal of maintaining performance growth expectations under the more difficult conditions of operating under an Order of Selection waitlist.

Strategies:

- Monitor and review PPI data quarterly to ensure progress toward negotiated targets.
- Implement targeted interventions to improve performance on indicators lagging benchmarks.
- Incorporate PPI performance review into staff training, supervision, and continuous improvement processes.
- Integrate PPI outcomes into fiscal and operational decision-making to support alignment with RSA and State Board of Education priorities.

Performance Measures 1.1.4: The following core Primary Performance Indicators are measured and reported annually to Rehabilitation Services Administration.

Performance Measure	SY2021	SY2022	SY2023	SY2024	SY2025	Benchmark	
						SY2026	SY2030
1. Employment Rate – 2nd Qtr after Exit	60.2%	63.2%	65.2%	64.5%	Avail July 2025	66%	68.5%
2. Employment Rate – 4th Qtr after Exit	58.2%	57.3%	62.7%	61.1%	Avail July 2025	63.7%	66.3%
3. Median Earnings – 2nd Qtr after Exit (per quarter)	$4,125	$4,456	$4,944	$5,380	Avail July 2025	$5,075	$5,500
4. Credential Attainment	41.9%	56.9%	61.1%	59.7%	Avail July 2025	65.2%	67.7%
5. Measurable Skill Gains	55.7%	58.6%	57.1%	58.9%	Avail July 2025	*58.9%	61.4%

Relation to Goal: Demonstrates effectiveness and quality of VR service delivery tied to compliance, stewardship, and employment outcomes, advancing Goal 1.
Benchmarks: All PPI benchmarks are negotiated with RSA for a two-year period in alignment with the Combined State Plan cycle. Benchmarks for SYs 25 & 26 were negotiated in April 2024 and are reflected in this plan.[1]Benchmarks for SY27 & 28 will be negotiated in May 2026.

Benchmarks for SY2029 are projected. Note: WIOA Title-IV programs have suspended Measurable Skill Gains as sanctionable for SY 2024 while the indicator is under further federal review.
Note: Data for SY2023 for PPI's 1 & 3 above reflects RSA's cohort period 7/1/2023-6/30/2024 & data for PPI's 2 and 4 above reflects RSA's cohort period 1/1/2023–12/31/2023 as they reach two and four quarters back to monitor program impact over time.

Goal 2: Optimize Service Delivery and Program Efficiency

Objective 2.1: Manage Order of Selection (OOS) to Address Backlog and Service Efficiency

Ensuring sustainable service delivery by addressing backlog, prioritizing high-need participants, reducing waste, and strictly adhering to allowable costs.

- Strategies:
  - Refine service prioritization to ensure participants receive only the necessary services, eliminating excess or non-essential supports.
  - Increase internal service delivery capacity to reduce reliance on external vendors and control costs.
  - Conduct periodic review of waitlist to determine likelihood of service utilization/promote accuracy for fiscal projections.
  - Implement a cost-containment strategy ensuring all issued services are strictly allowable (at the level of need) and aligned with program goals.
  - Develop data-driven decision-making tools to manage the backlog efficiently and equitably.

Performance Measure 2.1.1: Timely processing of applications as measured by the percentage of eligibilities (including disability priority assignment) completed within 60 days of application date (excluding formal Trial Work Plans).

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
--	--	--	90%	Available July 2025	90%	95%

Relation to Goal: Supports efficient service processing essential to managing OOS and resource sustainability under Goal 2.

Objective 2.2: Enhance Employer Partnerships and Job Placement Opportunities

Expanding employer collaboration to increase placements and reduce reliance on long-term VR supports.

- Strategies:

- Develop targeted outreach programs to engage employers in hiring individuals with disabilities.
- Offer training and support to employers on accommodating diverse workforces.
- Establish measurable goals for employer engagement and track progress.

Performance Measure 2.2.2: Percentage of multiple contacts within a year for Idaho employers

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
--	--	--	30%	Available July 2025	45%	60%

Relation to Goal: Supports efficient service processing essential to managing OOS and resource sustainability under Goal 2.

Goal 3: Strengthen Workforce Development and Retention

Objective 3.1: Strengthen IDVR's Readiness to Maximize Utilization of Available Resources

Relation to Goal: Preparing IDVR's workforce to effectively transition off Order of Selection (OOS) categories through enhanced training, process improvements, and financial calibration.

- Strategies:
  - Develop and implement training programs to ensure staff is equipped to transition into serving individuals on the waitlist.
  - Strengthen financial stewardship education to align staff understanding with IDVR's fiscal recalibration efforts including leveraging local level partners and maximize comparable benefits.
  - Improve internal process efficiency to enhance service delivery when OOS categories begin reopening.
  - Develop and conduct periodic readiness assessments to evaluate the agency's capacity to move off OOS while maintaining compliance and cost control.

Performance Measure 3.1.1 Percentage of Staff Trained on RSA vetted Corrective Action driven policies and procedures (field services-based training).

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
--	--	--	N/A	Available July 2025	95%	95%

Relation to Goal: Enhances workforce readiness and strengthens compliance competencies necessary for OOS transition and sustaining program integrity under Goal 3.

Objective 3.2: Improve Staff Training and Internal Controls
Addressing deficiencies in financial oversight through updated guidance, enhanced training, and targeted monitoring.

- Strategies:
  - Train staff on grant management, allowable expenditures, and period-of-performance compliance.
  - Develop a financial controls manual outlining required documentation and processes.
  - Implement regular review processes to ensure compliance with updated policies and that policies remain current, clearly articulating control responsibilities.
  - Articulation of an updated monitoring protocol which impacts all pilliars of IDVR.

Performance Measure 3.1.1 Percentage of IDVR Administration trained on RSA vetted policies and procedures (ensuring strong financial controls through an administration-based training).

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
--	--	--	N/A	Available July 2025	100%	100%

Relation to Goal: Enhances workforce readiness and strengthens compliance competencies necessary for OOS transition and sustaining program integrity under Goal 3.

Goal 4: Improve Community Rehabilitation Program (CRP) Collaboration

Objective 4.1: Reevaluate and Adjust CRP Service Rates
Ensuring rate structures sustain quality services while maintaining fiscal control and promoting better quality service.

- Strategies:
  - Conduct a comprehensive analysis of current CRP rates and service costs.
  - Engage CRP partners in discussions to ensure rates are fair and sustainable.
  - Implement rate adjustments that reflect the true cost of services while maintaining fiscal responsibility.

Performance Measure 4.1.1: Percentage of core VR plan CRP services operating under contract with differentiated rates approved by Idaho Division of Purchasing, and RSA.

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
0%	0%	0%	0%	Available July 2025	100%	100%

Relation to Goal: Ensures quality, cost-effective service delivery to IDVR participants by improving CRP engagement and sustainability, supporting Goal 4.

Note: These core services are listed in IDVR's CRP Manual February 2025 revision under Section 2: CRP Service Definitions and Fee Schedule.

Objective 4.2: Strengthen CRP Documentation, Referral Processes, and Service Quality
Ensuring Team Members and CRP partners have clear documentation, improving appropriate referrals, and monitoring service duration variability for increased accountability and effectiveness.

- Strategies:
  - Strengthen documentation for CRP partners and internal staff to ensure clarity on service expectations and compliance.
  - Provide training for IDVR staff on CRP services, ensuring appropriate referrals based on service needs and participant eligibility.

- Implement a variability analysis snapshot to assess service duration and utilization trends, facilitating informed discussions between CRPs and IDVR.
- Monitor service hour utilization to ensure an appropriate level of individualized services while minimizing waste.
- Establish clear performance metrics and accountability measures for CRP partners, with ongoing evaluations to ensure service effectiveness.
- Work with the State Rehabilitation Council to implement satisfaction surveys for participants who are still engaged in plans (in addition to satisfaction surveys after closure).

Performance Measure 4.2.1: Participant Satisfaction at Closure with at least one associated CRP Service on a formal VR plan.

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
80.73%	84.90%	77.76%	87.33%	Available July 2025	90%	95%

Relation to Goal: Measures participant satisfaction as a direct outcome of improved CRP service quality and engagement under Goal 4.

Goal 5: Strengthen Fiscal Forecasting and Risk Management

Objective 5.1: Develop and Implement a Comprehensive Fiscal Forecasting Strategy

Ensuring financial sustainability by developing a robust fiscal forecasting framework that aligns with WIOA requirements and modern workforce and agency trends.

- Strategies:
  - Develop an enterprise-wide fiscal forecasting model that accounts for WIOA conditions and evolving workforce dynamics.
  - Use data analytics to enhance decision-making, ensuring program funding aligns with long-term workforce trends and service demand.
  - Implement an Enterprise Risk Dashboard that clearly communicates risk ownership across frontline staff, second-line oversight, and third-line audit and compliance functions.
  - Provide clear agency-wide guidance on expected risk management responsibilities at all levels of the organization.

Performance Measure 5.1.1:

Document and track utilization of the Enterprise Risk Dashboard across all designated staff and leadership roles.

5.1.1.1 Achieve 100% quarterly updates to the Enterprise Risk Dashboard beginning SFY 2027, including documented (at least) quarterly review with the Strategic Leadership team.

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
N/A	N/A	N/A	N/A	Available July 2025	100%	100%

Relation to Goal: Embeds enterprise risk management into agency governance processes, strengthening fiscal forecasting under Goal 5.

5.1.1.2 Achieve 95% VR staff compliance with risk management role acknowledgment and training annually (for roles with assigned risk ownership responsibilities).

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2030
--	--	--	*100%	Available July 2025	100%	100%

Relation to Goal: Ensures agency-wide awareness and execution of risk ownership, enhancing fiscal resilience and forecasting accuracy aligned with Goal 5.

*Completed by 4/1/2024

Role of CDHH

The Council for the Deaf and Hard of Hearing (CDHH) is an independent agency. This is a flow-through council for budgetary and administrative support purposes only, with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social interaction opportunities for persons who are deaf or hard of hearing.

1. **Objective**: Continue to provide information and resources.

Performance Measure 1.1: Track when information and resources are given to consumers.

Benchmark: 2 or more new brochures or information packets created in SY26

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2029
59 Library loans 40 pkgs of info 166 FB posts 11,340 clear masks & paper masks distributed	70 Library loans 80 pkgs of info 169 FB posts 14,578 people reached	50 Library loans 33 pkgs of info 2,136 FB posts 29 IG posts 19,382 people reached	20 Library Loans 15 pkgs of info 2,400 Social Media posts 26,000 people reached	Available July 2025	40 Library Loans 30 pkgs of info 2,600 Social Media posts 27,000 people reached	80 Library loans 60 pkgs of info 2,600 FB posts 300 IG posts 30,000 People reached

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. **Objective**: Continue to increase awareness.

Performance Measure 2.1: Deliver presentations and training to various groups through education and social media.

Benchmark: 49 or more presentations delivered in SY26

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2029
51	49	62	54	Available July 2025	54	70 *SY28(70)*

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. **Objective:** Continue encouraging consultation and cooperation.

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

Benchmark: Track all calls in SY26

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2029
48	50	44	55	Available July 2025	57	60 *SY28(55)*

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. **Objective:** The Council's office will provide the network.

Performance Measure 4.1: Track when information is provided.

Benchmark: Track all calls in SY26

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2029
7,173 calls	5,299 calls/text 12,155 emails	15,417 calls/text 29,380 emails	12,200 calls/text 34,000 emails	Available July 2025	Track	Track

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.

1. **Objective:** The Council will determine the availability of services available.

Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs

Benchmark: Meet goal in SY26

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2029
Met	Met	Met	Met	Available July 2025	Meet goal	Meet goal

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. **Objective:** The Council will make available copies of policies concerning deaf and hard-of-hearing issues.

Performance Measure 6.1: Materials that are distributed about public policies

Benchmark: Meet goal in SY26

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2029
Met	Met	Met	Met	Available July 2025	Meet goal	Meet goal

Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.

1. **Objective**: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

Benchmark: Track all complaints in SY26

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2029
160 ADA Issues	155 ADA Issues	184 ADA Issues	204 ADA Issues	Available July 2025	Track Issues	Track Issues

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. **Objective:** The Council will submit reports.

Performance Measure 8.1: Reports will be accurate and detailed

Benchmark: Complete for SY26

SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	Benchmark	
					SY 2026	SY 2029
Completed	Completed	Completed	Completed	Available July 2025	Pending	Pending

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division are addressed below:

Why Metrics Changed in the 2025-2030 Strategic Plan

The Idaho Division of Vocational Rehabilitation (IDVR) underwent profound operational and strategic shifts that necessitated a comprehensive revision of its goals, objectives, and performance measures between the 2024 Strategic Plan (SFY 2025–2029) and the 2025 Draft Strategic Plan (SFY 2026–2030).

Three major shifts help explain the changes:

- Strategic Lens Shift: The 2024 Strategic Plan emphasized expansion, seeking to grow the participant base through extensive outreach and engagement activities. In contrast, the 2025 Draft Plan adopts a new lens, focused on program sustainability through targeted, risk-informed service delivery. This shift reflects the critical need to balance program resources, maintain compliance, and mitigate fiscal and operational risks.
- Operational and Environmental Factors:
    - Federal Oversight and Corrective Action: Following RSA's high-risk grantee designation, IDVR operates under intensified fiscal scrutiny, requiring documented corrective actions to strengthen internal controls and financial management.
    - Order of Selection (OOS) Implementation: With full implementation of OOS in Fall 2024, IDVR closed all service categories for new applicants due to insufficient financial resources. Moving forward, IDVR will prioritize reopening access for individuals with the Most Significant Disabilities (MSD) first when financial conditions allow.
    - Fiscal Constraints: Solid fiscal projections for future operations become possible this year, however not before this strategy must be submitted, as the Division work through Specific Conditions imposed by our federal funding stakeholder and works to restate past fiscal reports.
    - Personnel Reductions and Strategic Hiring: IDVR operates with a significantly reduced workforce intended to achieve salary savings. The staffing shortage is not compatible with the prior strategy to engage in

outreach, meet volume targets, and sustain previous levels of participant growth and service engagement.

Together, these factors have led to a necessary recalibration of IDVR's goals, strategies, and performance measures to focus on sustainable service delivery, internal risk management, financial stewardship, and regulatory compliance.

EVALUATION PROCESS

The State Board of Education Planning, Policy, and Governmental Affairs Committee reviews the Idaho Division of Vocational Rehabilitation strategic plan on an annual basis. Changes may be brought forward to the Board for consideration in future meetings. This review and re-approval take into consideration performance measures reported to the Board in the October meeting.

FY 2026-2030
STRATEGIC PLAN

MISSION STATEMENT
We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

VISION STATEMENT
Inspire, enrich and educate the people we serve, enabling them to make a better world.

SBoE GOAL 1: EDUCATIONAL READINESS (student-cente-red)
Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

IdahoPTV Objective:

Objective: Be a relevant, educational and informational resource to all citizens.

Performance Measures:
I. Number of educational outreach and training events for teachers, students and parents.[1]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
58	135	97	164		130	160

II. Average number per month during the school year of local unique users utilizing PBS learning media.[2]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
9,997	7,567	7,059	8,356		7,500	8,500

SBoE Goal 2: EDUCATIONAL ACCESS
Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:
I. Number of DTV translators.[3]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
46	46	46	46		46	46

II. Percentage of Idaho's population within our signal coverage area.[4]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
98.8%	98.9%	98.9%	98.9%		98.9%	98.9%

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:
Number of partnerships with other Idaho state entities and educational institutions.[5]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
55	68	129	153		100	125

Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.[6]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
1,979,811	857,687	880,086	679,477		750,000	850,000

II. Number of visitors to IdahoPTV/PBS video player.[7]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
915,331	1,900,128	1,925,505	1,548,261		1,500,000	1,700,000

III. Number of alternative delivery platforms and applications on which our content is delivered.[8]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
13	14	15	18		21	21

Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:
Number of broadcast hours of educational programming.[9]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
24,918	23,835	23,228	24,379		23,000	23,000

Objective E: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.[10]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
12,329	11,876	11,628	12,245		12,000	12,000

Objective F: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.[11]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
2,431	1,592	1,552	1,104		1,200	1,300

Objective G: Provide high-quality, educational television programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.[12]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
81	67	73	68		55	60

Objective H: Operate an effective and efficient organization.

Performance Measures:
I. Total FTE in content delivery and distribution.[13]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
18	16.8	17.8	17		<24	<24

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.[14]

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	FY25 (2024-2025)	Benchmark	
					FY26	FY30
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes	Yes/Yes/Yes

KEY EXTERNAL FACTORS

Funding – As outlined in the Legislative Budget Book, Idaho Public Television has two functional areas: (1) a statewide delivery system; and (2) content creation and acquisition. The General Fund supports the maintenance and administration of the statewide delivery system, which delivers educational, governmental, informational, emergency information, and cultural content via a statewide infrastructure that reaches 98.8% of Idaho households. The delivery system also feeds cable, satellite, and internet-attached devices. Idaho Public Television's funding depends upon a combination of State General Funds; annual grants from the Corporation for Public Broadcasting (CPB), a private non-profit, that receives its revenue from Congress; Federal grants; and private donations from individuals, corporations and foundations. All four of these sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. Historically the largest portion of funding for Idaho Public Television comes from voluntary private contributions. Idaho Public Television ranks in the top one-third of Public Broadcasting Service (PBS) stations nationwide for overall donor revenue and donor retention. Average contribution per donor is $173.58 per year. Philanthropic giving is directly affected by many external factors such as global events, federal and state charitable giving laws, and inflated cost-of-living factors that diminish discretionary giving budgets. In FY 2024 IdahoPTV received funding for infrastructure projects from the Idaho Permanent Building Fund Advisory Council to replace aging transmitters and antennas at four of five hilltops adjacent to large population areas around the state. Although these funds are helpful and are used to replace vital infrastructure projects for broadcasting content, they also assist with public safety aspects of our work.

Regulatory Changes – With the greatest portion of Idaho Public Television funding coming from private contributions, the changes to federal tax policy have the distinct potential to impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those departments, policies and regulations could impact operations.

With the recent Administration change, the FCC is signaling a possible new way of interpreting FCC rules and regulations, including underwriting.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices and platforms (smartphones, smart TVs, social media, etc.), in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs and to make sure our content and services are available when and where viewers want to access them. Because of these new viewing platforms, the ability of public television stations to raise private contributions and other revenue continues to be a significant challenge.

Television Standard – A new television broadcast standard, ATSC 3.0, is still being rolled out in different markets around the U.S. This new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. As of this writing, adoption of this new standard is still voluntary. We do not know if it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to make this technology change happen. A competitive grant from FEMA for upgrading old technology to new ATSC 3.0 technology, which has better emergency alerting systems, has been made available but may be in question due to changes at FEMA. It is currently paused.

Aging Equipment and Public Safety – Much of the equipment in our statewide broadcast network has been depreciated, and the expected lifespan has been surpassed. A long-range plan and funding strategy have been developed, and we are looking at avenues in state government, private and federal grants, as well as other private funds, to support capital replacement. IdahoPTV is working closely with the Idaho Military Division-Public Safety Communications to ensure that digital microwave connectivity for our signal and that of first responders is available. We work with Idaho Office of Emergency Management to build upon existing strategies and explore emerging technologies in emergency communication, an area of mutual interest. This effort seeks to leverage best practices and technological advances to ensure that within their shared service areas, the public is provided with vital emergency information and crisis related communication such as: providing live broadcast and media pool coverage of disaster related events; transmission of mandatory national alerts via the Emergency Alert System, including geo-targeted Amber Alerts, weather and emergency information distributed to all broadcast markets in the state; the backup alert signals for wireless carriers in the state called Wireless Emergency Alerts (WEA), which is currently delivered using PBS' Warning, Alert and Response Network (WARN) and IdahoPTV's infrastructure.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives (OSBE), an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, America's Public Television Stations, and National Educational Telecommunications Association.

We have a statewide advisory Friends board, currently 29 directors and 17 emeritus directors, with broad community and geographic representation. This board meets formally on a quarterly basis. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, Domo Business Analytics (in partnership with PBS analytics) and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions.

We prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues. We are also required to submit to the FCC and public all sponsors that appear on our air.

IdahoPTV continues to do qualitative and quantitative research on existing programs. Surveys have been conducted and research has been executed by external entities to design content, define platform use, and metrics for success. It has proved a useful tool to launch a new series or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits and communications plans. We have also used surveys and other analytical tools to look at what our education department is doing for Idaho communities and how people see our work. We see this as a way to better understand and serve all Idahoans on all platforms.

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1. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
2. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
3. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies. Translators are low-power transmitters which are commonly used to extend the reach of broadcast signal into rural areas.
4. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
5. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
6. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
7. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
8. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics. Alternative delivery methods are defined by Internet delivered content through apps, hardware and websites and include platforms such as YouTubeTV, Hulu Live, Amazon Prime, PBS app, etc. Alternate methods change from time to time but are generally seen as expanding our reach.
9. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
10. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
11. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
12. Benchmark is based on industry standard combined with desired level of achievement.
13. Benchmark is based on industry standard combined with analysis of workforce needs. 24 FTE's is the standard number of personnel needed for content distribution based on peer group comparison in the PBS system.
14. Benchmark is based on industry standard of best practices.

IPCSC

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Strategic Plan 2025-2029

Idaho Public Charter School Commission

514 W Jefferson St Ste. 303

Boise, Idaho 83702

Phone: (208)332-1561

Alan Reed, Chairman

Korey Mereness, Director

Part I. Agency Overview

Agency overview

The Idaho Public Charter School Commission (IPCSC) is Idaho's state-level charter school authorizing entity. The IPCSC is made up of 7 appointed commissioners who serve as the governing body and 5 employees who execute the day-to-day work.

For charter schools that are not managed by a district office, the authorizer's role is to ensure that the operations, financial health, and academic outcomes of a charter school justify the school's use of public funds. At its core, the IPCSC is a risk-management team that serves a variety of stakeholders, including students, taxpayers, policy makers, school boards, and school administrators.

Mission: The IPCSC's mission is to cultivate exemplary public charter schools.

Vision - The IPCSC envisions that living our mission will result in:

- Quality - Idaho families have exemplary charter school options.
- Autonomy – Reward high-performing charter schools with enhanced autonomy.
- Accountability - Charter schools meet standards defined in the performance framework.
- Compliance - Charter schools operate in compliance with laws, rules, and regulations.
- Advocacy - The IPCSC advocates for student and public interests.

Values – The IPCSC values the following approach to executing our work:

- Professionalism – The IPCSC acts with respect and decorum.
- Efficiency – The IPCSC provides service with efficiency.
- Credibility – The IPCSC is a source of accurate information.
- Integrity – The IPCSC makes data-driven decisions that serve its mission and vision.
- Communication – The IPCSC communicates with and listens to stakeholders.

Part II. Performance Measures

Summary
Goal 1: Strengthen Academic Framework Application
Objective: Improve consistency in evaluating the academic quality of charter petitions and renewals.
Key Actions:

- Conduct regular team-wide training and reviews of the Academic Framework.
- Maintain and update academic evaluation tools and checklists.
- Review trends in student outcomes to adjust academic criteria as needed.

Performance Indicators:

- 100% staff completion of academic framework trainings.
- Academic checklist used in 100% of petition and renewal reviews.

Goal 2: Standardize Operational Framework Use
Objective: Enhance the assessment of governance, leadership, and compliance standards across charter schools.
Key Actions:

- Implement ongoing training for staff and school boards on operational expectations.
- Maintain a clear, accessible Operational Framework Reference Guide.
- Monitor governance effectiveness through annual reporting and evaluations.

Performance Indicators:

- 100% staff and board access to operational guidance materials.
- Annual internal audit confirms 100% application of framework standards.

Goal 3: Institutionalize Financial Framework Metrics
Objective: Promote fiscal transparency, risk mitigation, and uniformity in financial assessments.
Key Actions:

- Conduct training on fiscal health indicators and financial risk analysis.
- Use financial review checklists and standardized tools in all financial evaluations.
- Review charter school financial data annually to ensure fiscal health.

Performance Indicators:

- All staff trained in financial framework application.
- Annual evaluations indicate 100% framework alignment.

Goal 4: Support Charter School Development and Capacity-Building
Objective: Foster high-quality charter school growth and sustainability through professional development and technical assistance.
Key Actions:

- Work with agency partners to facilitate extra support for charter schools.
- Identify and contact charter school that may benefit from additional support.

Performance Indicators:

- Minimum of 5 charter school identified for this support.

Goal 5: Expand Educational Accountability and Support
Objective: Provide proactive support to schools across their life cycles to improve performance and student outcomes.
Key Actions:

- Utilize IPCSC's framework metrics to ensure viability of charter schools.
- Establish a mentorship network between established and emerging charter schools.

Performance Indicators:

- At least 75% of schools access IPCSC-provided support services each year.
- 90% of participating schools report increased confidence in operational and instructional capacity.

Part III: Monitoring and Accountability
Lead Assignments:

- Framework Leads will oversee academic, operational, and financial monitoring.
- IPCSC Team will coordinate the extra support for identified charter schools.

Progress Monitoring:

- Biannual strategic plan reviews.
- Annual performance report detailing KPI progress and adjustments.

Compliance Alignment:

This plan meets all strategic planning requirements under Idaho Code §67-1901–1905 and DFM guidance, including measurable objectives, timelines, and review processes.

SUBJECT

Temporary Rule – Docket No. 08-0203-2503, Rules Governing Thoroughness

REFERENCE

June 2024	Board approved temporary rule, Docket 08-0203-2402, updating content standard approval dates.
August 2024	Board approved temporary rule, Docket 08-0203-2403, updating Special Education Manual and approval dates.
August 2024	Board Approved Proposed rule, Docket 08-0203-2401, updating incorporated by reference, graduation requirements, and removal of special education sections.
November 2024	Board Approved Pending rule, Docket 08-0203-2401, updating incorporated by reference, graduation requirements, and removal of special education sections.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03, *Rules Governing Thoroughness*
Idaho Code Title 67, Chapter 52, Idaho Administrative Procedures Act
Sections 33-116, 33-118, and 33-1612, Idaho Code

BACKGROUND/DISCUSSION

IDAPA 08.02.03, Rules Governing Thoroughness, sets out provisions aimed at ensuring a thorough system of public education. These minimum requirements include, but are not limited to: content standards, high school graduation requirements, comprehensive statewide assessment system, and Idaho's state and federal accountability framework.

The Board adopts updates to the Special Education Manual. The Special Education Manual is incorporated by reference in IDAPA 08.02.03.

The Idaho Special Education Manual was recently revised to update the eligibility criteria for Specific Learning Disability (SLD) following an inquiry from the U.S. Department of Education's Office of Special Education Programs (OSEP) in 2023. Due to timing and procedural requirements for public input under IDEA, one section of the eligibility criteria could not be addressed during that revision.

The language in Chapter 4, Section 7 of the manual specifies that all disabilities except for Developmental Delay are eligible for special education for students from the age of 3. Currently, Specific Learning Disabilities are eligible for special education for students beginning in kindergarten. It is necessary to pursue a temporary rule to ensure that local education agencies begin the 2025-2026 school

year with a federally compliant Special Education Manual. Without this change taking place for the 2025-2026 school year, OSEP could put restrictions on the IDEA grant to the state (approximately 71 million with 90% distributed to LEAs).

IMPACT

Should the Board approve, and the Governor promulgate, this temporary rule would go into effect on August 20, 2025, and expire upon the legislature adjourning sine die at the conclusion of the 2025 legislative session.

As some of the revision to this rule are exempt from negotiation and need to be in place prior to the start of the school year, but other revisions under consideration do not, this temporary rule is being presented separately from a forthcoming proposed, permanent rule. The final proposed rule, which will include the revisions presented in this temporary rule, will be considered by the 2026 legislature. These revisions would be codified upon the concurrent resolution of both committee floors with identical action as of sine die of the 2026 legislative session.

ATTACHMENTS

Attachment 1 – Notice of Rulemaking Adoption of Temporary Rule - Rules Governing Thoroughness
Attachment 2 – Temporary Rule Docket No. 08-0203-2503 - Rules Governing Thoroughness

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed temporary rule Docket Number 08-0203-2503, as presented in Attachment 1.

BOARD ACTION

I move to approve temporary rule – Docket 08-0203-2503, as submitted in Attachment 1 contingent upon the Board's receipt of the Governor's approval to promulgate the temporary rule.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08 – STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-2503 *(OARC will assign)*

NOTICE OF RULEMAKING - ADOPTION OF TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule is August 20, 2025.

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Sections 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule:

The Idaho Special Education Manual was recently revised to update the eligibility criteria for Specific Learning Disability (SLD) following an inquiry from the U.S. Department of Education's Office of Special Education Programs (OSEP) in 2023. Due to timing and procedural requirements for public input under IDEA, one section of the eligibility criteria could not be addressed in the same revision.

The language in Chapter 4, Section 7 of the manual specifies that all disabilities except for Developmental Delay are eligible for special education for students from the age of 3. Currently, Specific Learning Disabilities are eligible for special education for students beginning in kindergarten.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)b, Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

The problem cannot be addressed by non-regulatory measures. It is necessary to pursue a temporary rule to ensure that local education agencies begin the 2025-2026 school year with a federally compliant special education manual. Without this change taking place for the 2025-2026 school year, OSEP could put restrictions on the IDEA grant to the state (approximately 71 million with 90% going to LEAs).

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: NA

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary and proposed rule, contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586).

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before July 24, 2024.
DATED this 17th day of May, 2024.

Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632

08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.
All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (3-15-22)

001. SCOPE.
These rules govern the thorough education of all public school students in Idaho. (3-15-22)

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-15-22)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

a. Arts and Humanities Categories: (3-15-22)

i. Dance, as revised and adopted on June 12, 2024; (7-1-25)

ii. Interdisciplinary Humanities, as revised and adopted on June 12, 2024; (7-1-25)

iii. Media Arts, as adopted on June 12, 2024. (7-1-25)

iv. Music, as revised and adopted on June 12, 2024; (7-1-25)

v. Theater, as revised and adopted on June 12, 2024; (7-1-25)

vi. Visual Arts, as revised and adopted on June 12, 2024; (7-1-25)

vii. World languages, as revised and adopted on June 12, 2024. (7-1-25)

b. Computer Science, adopted on June 12, 2024. (7-1-25)

c. Driver Education, as revised and adopted on June 12, 2024. (7-1-25)

d. Health, as revised and adopted on August 24, 2022. (4-6-23)

e. Information and Communication Technology, as revised and adopted on June 12, 2024. (7-1-25)

f. Physical Education, as revised and adopted on August 24, 2022. (4-6-23)

g. Social Studies, as revised and adopted on June 12, 2024. [**note – Grade 4 Social Studies and Grade 6-12 U.S. World History 1 remain as adopted on November 28, 2016.*] (7-1-25)

h. College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)

02. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of

Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

03. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

04. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on November 21, 2024. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. ~~(7-1-25)~~(8-20-2025)

005. -- 006. (RESERVED)

SUBJECT

Proposed Rule – Docket No. 08-0202-2501, Rules Governing Uniformity

REFERENCE

August 2024	Board approved proposed rule docket 08-0202-2401, aligning teacher apprenticeship and certification with statute and federal law amendments.
November 2024	Board approved pending rule docket 08-0202-2401, aligning teacher apprenticeship and certification with statute and federal law amendments.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity
Idaho Code Title 67, Chapter 52, Idaho Administrative Procedures Act

BACKGROUND

Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47.

Executive Order 2020-01, *Zero Based Regulations*, created an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule, according to a schedule established by the Division of Financial Management (DFM). no later than legislative adjournment *sine die* in 2026. HB563 (2024) amended Section 67-5292, Idaho Code, to establish an ongoing five-year cycle for review of all administrative rules. The Office of the Administrative Rules Coordinator will publish a schedule for rule review prior to the expiration of Executive Order 2020-01.

DISCUSSION

Notice of Intent to Promulgate Rules regarding Docket No. 08-0202-2401 – IDAPA 08.02.02 *Rules Governing Uniformity*, was published in the June 4, 2025 (Vol 25-6) Idaho Administrative Rules Bulletin.

The proposed changes to subsection 08.02.02.076, *Code of Ethics for Idaho Professional Educators,* aim to reduce unethical interactions between educators and students by limiting educator/student communications to district approved devices and platforms that can be viewed and monitored by district staff. Communication tends to be more professional when personal accounts are not used, and educators are aware that communication with students is not private. Additionally, changes clarify that it is unethical to use a district device or network to engage in any sexually explicit activity, not just accessing pornography. Finally, proposed language provides that co-mingling public funds with any personal account is unethical, not just personal bank accounts. The final change regarding the code of ethics section is to clarify that professionalism is not limited to conduct with colleagues but encompasses all professional conduct.

Additional amendments include adding the word “standard” before the CTE Administrator certificate, indicating it falls within the same classification as other standard certificates and is eligible for reinstatement. The rule also clarifies requirements for using alternative routes to add endorsements for current certificate holders, eliminates duplicative language regarding minimum required coursework for all CTE instructional staff, and includes a reference to the new lifetime certificate.

IMPACT

If the State Board of Education approves the proposed rule, it will be submitted to the Division of Financial Management Office of the Administrative Rules Coordinator and will be published as a proposed rule.

A 21-day public feedback period follows the publication of proposed rules. During this time, stakeholders and members of the public may provide additional feedback on the drafted text. Once approved, pending rules will be submitted for final publication and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

ATTACHMENTS

Attachment 1 – Notice of Rulemaking, Proposed rule
Attachment 2 – Proposed Rule Docket No. 08.0202.2501, Rules Governing Uniformity
Attachment 3 – Negotiated Meeting Feedback summary

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed rule Docket Number 08.0202.2501, as presented in Attachment 2.

BOARD ACTION

I move to approve proposed rule – Docket Number 08.0202.2501, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08 – STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-2501

NOTICE OF RULEMAKING - PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Article IX, Section 2, Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 15, 2025.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than one (1) day prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

The proposed changes to subsection 08.02.02.076, Code of Ethics for Idaho Professional Educators aim to reduce unethical interactions between educators and students by limiting educator/student communications to district approved devices and platforms that can be viewed and monitored by district staff. Communication tends to be more professional when personal accounts are not used, and educators are aware that communication with students is not private. Additionally, changes clarify that it is unethical to use a district device or network to engage in any sexually explicit activity, not just accessing pornography. Finally, proposed language provides that co-mingling public funds with any person account is unethical, not just personal bank accounts. The final change regarding the code of ethics section is to clarify that professionalism is not limited to conduct with colleagues but encompasses all professional conduct.

Additional amendments, add the word “standard” prior to the CTE Administrator certificate, indicating it is in the same classification as other standard certificates and eligible for reinstatement as well as other general clarification around current requirements for using alternative routes to add endorsement for current certificate holders, eliminating duplicative language regarding minimum required coursework for all CTE instructional staff, and adds a reference to the new lifetime certificate.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: NA

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: NA

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 4, 2025 Idaho Administrative Bulletin, Volume 25-6

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: NA

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586.

DATED this 21st day of August

Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632

08.02.02 – RULES GOVERNING UNIFORMITY

(BREAK IN CONTINUITY OF SECTIONS)

015. IDAHO EDUCATOR CREDENTIAL.
All standard educator certificates are valid for five (5) years and are renewable, subject to the applicable renewal requirements set by the state board of education and any applicable conditions applied to an individual's certificate by the professional standards commission. (3-15-22)

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree or higher from an accredited college or university and who meets the following requirements or successfully completes an interim certificate requirements: (4-6-23)

a. Minimum Credit Hours. Earned a minimum of twenty (20) semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho comprehensive literacy plan; and (3-15-22)

b. Student Teaching. Complete a minimum of ten (10) undergraduate or six (6) graduate semester credit hours, of student teaching; and (3-15-22)

c. Complete a state board approved educator preparation program and receive an institutional recommendation from the program specifying the grade ranges and subjects for which the applicant is eligible to receive an endorsement; (4-6-23)

i. To receive endorsement in two (2) fields of teaching, preparation must consist of completion of at least thirty (30) semester credit hours in one (1) field of teaching, and completion of at least twenty (20) semester credit hours in a second field of teaching. (3-15-22)

ii. To receive endorsement in (1) field of teaching, preparation must consist of completion of at least forty-five (45) semester credit hours in a single subject area; (3-15-22)

d. Meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (4-6-23)

02. Standard Pupil Service Staff Certificate. Persons who serve as school counselors, school psychologists, school social workers, and school nurses are required to hold the Standard Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as a speech-language pathologist, school audiologist, occupational therapist, or physical therapist may be required, as determined by the local educational agency, to hold a Standard Pupil Service Staff Certificate with respective endorsements for which they qualify. (4-6-23)

a. School Counselor Endorsement. To be eligible for a School Counselor endorsement, a candidate must have satisfied the following requirements. (3-15-22)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling, including sixty (60) semester credits, from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (3-15-22)

ii. An institutional recommendation is required for a School Counselor endorsement. (3-15-22)

b. School Counselor – Basic Endorsement. (3-15-22)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a School Counselor – Basic endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. (3-15-22)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic endorsement. Renewal date will remain the same as the initial credential. (3-15-22)

c. School Psychologist Endorsement. The renewal credit requirement may be waived if the applicant holds a current and valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for a school psychologist endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-15-22)

i. Completion of an approved thirty (30) semester credit hour master's degree in education or psychology and completion of an approved thirty (30) semester credit hour School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-15-22)

ii. Completion of an approved sixty (60) semester credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-15-22)

iii. Completion of an approved sixty (60) semester credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-15-22)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-15-22)

d. Interim Certificate – School Psychologist Endorsement. This certificate will be issued to those who do not meet the educational requirements but hold a master's degree or higher in psychology and are working toward a standard pupil service staff certificate with school psychologist endorsement. This certificate will be issued for three (3) years while the applicant is meeting the educational requirements or obtaining the applicable experience leading to certification. If the educational requirements cannot be met within the three (3)-year time frame of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant. (3-15-22)

e. School Nurse Endorsement. To be eligible for a school nurse endorsement, a candidate must complete one (1) of the following options: (3-15-22)

i. Possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-15-22)

ii. Possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing; have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any other area of pediatric, adolescent, or family nursing experience. (3-15-22)

f. Interim Certificate - School Nurse Endorsement. This certificate will be issued to those who do

not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. This non-renewable certificate will be issued for three (3) years while the applicant is meeting the educational or experience requirements. (3-15-22)

g. Speech-Language Pathologist Endorsement. To be eligible for a speech-language pathologist endorsement, a candidate must possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Speech-Language Pathology offered through the American Speech-Language-Hearing Association and/or a current and valid speech-language pathologist license issued by the appropriate Idaho state licensing board. (3-15-22)

h. Interim Certificate - Speech-Language Pathologist Endorsement. This certificate will be issued to those who do not meet the educational requirements but hold a baccalaureate degree in speech-language pathology and are pursuing a master's degree. This certificate will be issued for three (3) years while the applicant is meeting the educational requirements. If the educational requirements cannot be met within the three (3)-year timeframe of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant if the applicant holds a valid occupational license or is supervised by a speech-language pathologist with a standard pupil service certificate. (3-15-22)

i. Audiology Endorsement. To be eligible for an audiology endorsement, a candidate must possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Audiology offered through the American Speech-Language-Hearing Association and/or a current and valid audiologist license issued by the appropriate Idaho state licensing board. (3-15-22)

j. School Social Worker Endorsement. To be eligible for a school social worker endorsement, a candidate must meet the following requirements: (3-15-22)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-15-22)

ii. An institutional recommendation from a state board approved program; and (3-15-22)

iii. The successful completion of a school social work practicum in a preschool through grade twelve 12 (Pre-K-12) setting. Post-LMSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a Pre-K-12 setting; and (3-15-22)

iv. A current and valid social work license pursuant to chapter 32, title 54, Idaho Code, and the rules of the State Board of Social Work Examiners. (3-15-22)

k. Occupational Therapist Endorsement. To be eligible for an occupational therapist endorsement, a candidate must have a current and valid occupational therapy license issued by the Occupational Therapy Licensure Board of Idaho. The candidate must maintain current and valid occupational therapy licensure for the endorsement to remain valid. (3-15-22)

l. Physical Therapist Endorsement. to be eligible for a physical therapist endorsement a candidate must have a current and valid physical therapy license issued by the Idaho Physical Therapy Licensure Board. The candidate must maintain current and valid physical therapy licensure for the endorsement to remain valid. (3-15-22)

03. Standard Administrator Certificate. Persons who serve as superintendent, director of special education, secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or are assigned to conduct the summative evaluation of certified staff are required to hold an Administrator Certificate. The certificate may be endorsed for service as school principal, superintendent, or director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special

education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. (3-15-22)

a. School Principal Endorsement. To be eligible for the School Principal endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold a master's degree from an accredited college or university. (3-15-22)

ii. Have four (4) years of full-time certificated experience working with students, while under contract in an accredited school setting. (3-15-22)

iii. Complete an administrative internship in a state-approved program, or have one (1) year of experience as an administrator. (3-15-22)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and competencies in the Idaho Standards for School Principals. (3-15-22)

v. Receive an institutional recommendation for a School Principal endorsement. (3-15-22)

b. Superintendent Endorsement. To be eligible for the Superintendent endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-15-22)

ii. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting. (3-15-22)

iii. Complete an administrative internship in a state board approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent. (3-15-22)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration must include demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho standards for superintendents and the Idaho Standards for School Principals. (3-15-22)

v. Receive an institutional recommendation for a Superintendent endorsement. (3-15-22)

c. Director of Special Education Endorsement. To be eligible for the Director of Special Education endorsement, a candidate must meet the following requirements: (3-15-22)

i. Hold a master's degree from an accredited college or university; (3-15-22)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-15-22)

iii. Provide verification of a state board approved program of graduate study of school administration for the preparation of directors of special education at an accredited college or university. This program shall include demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho Standards for Directors of Special

Education and the Idaho Standards for School Principals. Coursework shall include knowledge and competence in understanding the Individuals with Disabilities Education Act, utilizing the Idaho Special Education Manual, special education funding and fiscal accountability, results-driven leadership and accountability in special education, and instructional, behavioral, and management strategies for supporting students in the least restrictive environment. (3-15-22)

iv. Have completed an administrative internship in the area of administration of special education; and (3-15-22)

v. An institutional recommendation is required for Director of Special Education endorsement. (3-15-22)

04. Career Technical Certification Requirements. Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-15-22)

a. Standard Degree Based Career Technical Certificate. Persons who hold a degree based career technical certificate are eligible to teach in a career technical area, subject to the grade range(s) and subject area(s) of the valid endorsement(s) attached to the certificate. All degree based career technical certificates require candidates to meet the Idaho Core Teaching Standards. The degree based career technical certificate is valid for five years. A degree based career technical certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and meets the following requirements: (3-15-22)

i. Earned a minimum of twenty (20) semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho Comprehensive Literacy Plan; (3-15-22)

ii. Earned a minimum of twelve (12) semester credit hours in career technical education foundation coursework to include principles and philosophies of career technical education, evaluation and assessment in career technical education, leadership and career technical student organization leadership, career guidance and transition, occupational analysis and curriculum development, and lab safety; (3-15-22)

iii. Accumulated one thousand (1,000) clock hours of related industry experience, or practicum as approved by the higher education institution, in the respective field of specialization; (3-15-22)

iv. Completed a total of at least ten (10) undergraduate semester credit hours or six (6) graduate semester credit hours of student teaching: (3-15-22)

v. Completed a state board approved educator preparation program and received an institutional recommendation specifying the grade ranges and subjects for which the person is eligible to receive an endorsement; (3-15-22)

(1) To receive endorsement in two (2) fields of teaching, preparation must consist of at least thirty (30) semester credit hours in one (1) field of teaching and completion of at least twenty (20) semester credit hours in a second field of teaching. (3-15-22)

(2) To receive endorsement in one (1) field of teaching, preparation must consist of completion of at least forty-five (45) semester credit hours in a single subject area. (3-15-22)

vi. Met or exceeded the state qualifying score on the state board-approved content area and pedagogy assessments. (3-15-22)

vii. The renewal credits required in Section 060 may be waived if the applicant holds a current, valid certificate from the National Board for Professional Teaching Standards at the time of renewal. Credits must be earned during the validity period of the certificate. (4-6-23)

b. Career Technical Education Program Standard Administrator Certificate. The career technical education program administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the career technical education program administrator certificate. The certificate is valid for five (5) years and must meet the renewal requirements pursuant to Section 060 of these rules to renew. ~~(4-6-23)~~( )

i. Qualify for or hold an advanced occupational specialist certificate or hold an occupational endorsement on a degree based career technical certificate; provide evidence of a minimum of four (4) years teaching, three (3) of which must be in a career technical education discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work to include required credits in. education finance, administration and supervision of personnel, and legal aspects of education. Remaining coursework may be selected from: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-15-22)

ii. Hold a superintendent or principal endorsement on a standard administrator certificate and provide evidence of either a minimum of four (4) years teaching, three (3) of which must be in a career technical discipline; or successful completion of a Division of Career Technical Education career technical education leadership institute; or completion of course work including credits in: principles and foundations of career technical education, career technical student organizations, occupational analysis, curriculum design, one or more externships with career technical education industry advisor partners totaling 100 hours, and ongoing participation in technical advisory committee meetings associated with the school's career technical education programs. (4-6-23)

c. Industry-Based Occupational Specialist Certificate. Persons who hold an occupational specialist career technical certificate are eligible to teach in a career technical program pathway(s), subject to the grade range(s) and pathway areas(s) of the valid endorsement(s) attached to the certificate. All occupational specialist career technical certificates require candidates to meet the core teaching standards of the Idaho Standards for Initial Certification of Professional School Personnel. An occupational specialist career technical certificate may be issued to an experienced industry expert entering the teaching profession and meeting the following eligibility requirements: (3-15-22)

i. Possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined qualified under any one (1) of the following three (3) options: (3-15-22)

(1) Have three (3) years or six thousand (6,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or (3-15-22)

(2) Have a baccalaureate degree in the specific occupation or related area, plus one (1) year or two thousand (2,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or (3-15-22)

(3) Hold or have held an industry certification in a field closely related to the content area in which the individual seeks to teach as approved by the Division of Career Technical Education. (3-15-22)

ii. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-15-22)

(1) Pathway I - Coursework: Within the three-year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-15-22)

(2) Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored education pedagogy training and complete all requirements within the three-year validity period of the interim certificate. (3-15-22)

iii. Standard Occupational Specialist Certificate. (3-15-22)

(1) This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for renewable certification. (3-15-22)

(2) The Standard Occupational Specialist Certificate is valid for five (5) years and must meet the renewal requirements pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof. (4-6-23)

iv. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who are eligible for the Standard Occupational Specialist Certificate; and provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits. The Advanced Occupational Specialist Certificate is valid for five (5) years and must meet the renewal requirements pursuant to Section 060 of these rules to renew. (4-6-23)

05. Postsecondary Specialist Certificate. A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate is for distance education, virtual classroom programs, and public and postsecondary partnerships. (3-15-22)

a. To renew this certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-15-22)

b. The candidate must meet the following qualifications: (3-15-22)

i. Hold a baccalaureate degree or higher in the content area being taught; (3-15-22)

ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-15-22)

iii. Complete and pass a criminal history background check as required by Section 33-130, Idaho Code. (3-15-22)

06. American Indian Tribal Language Certificate. The five (5) federally recognized tribes of Idaho shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach tribal language(s) in accordance with Section 33-1280, Idaho Code. To be eligible for an American Indian Tribal Languages certificate an applicant designated to teach tribal language(s) shall submit a complete application. If approved the certificate shall be issued for five years and is renewable. (3-15-22)

07. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (3-15-22)

a. To be eligible for a Junior ROTC Instructor certificate, an applicant shall submit a complete application and provide a copy of their certificate(s) or letter of completion of an armed forces Junior ROTC training program. (3-15-22)

b. If approved the certificate shall be issued for five years and is renewable. (3-15-22)

08. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-15-22)

a. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-15-22)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-15-22)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-15-22)

016. IDAHO INTERIM CERTIFICATE.
A three (3) year interim certificate may be issued to applicants who hold a valid certificate or license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or who are engaged in or completed a non-traditional route or alternative authorization to certification as prescribed herein. An interim certificate gives the holder the same rights and responsibilities as an individual with a standard certificate. (4-6-23)

01. Interim Certificate Not Renewable. Interim certification is only available on a one (1) time basis except under extenuating circumstances approved by the State Department of Education or Division of Career Technical Education. An applicant must meet the requirements of the applicable alternate authorization route or non-traditional route to obtain a standard Idaho Educator Credential during the term of the interim certificate. (3-15-22)

02. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification through a state board approved non-traditional route to teacher certification program. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-15-22)

a. Individuals who possess a baccalaureate degree or higher from an institution of higher education accredited by an entity recognized by the state board of education may receive an interim instructional certificate. To receive the interim certificate, the individual must: (3-15-22)

i. Complete or enroll in a state board approved program; and (3-15-22)

ii. Pass the state board approved pedagogy and content area assessment. (3-15-22)

b. Standard certification. Upon completion of the non-traditional route the applicant must complete a two (2) year state board approved teacher mentoring program and receive two (2) years of Idaho evaluations with a

summative rating of proficient or better. (4-6-23)

03. Idaho Comprehensive Literacy Course. All Idaho teachers working on an interim certificate (alternate authorizations, nontraditional routes, reinstatement, or coming from out of state), must complete a state board approved Idaho Comprehensive Literacy course or assessment as a one-time requirement for standard instructional certificate. (3-15-22)

04. Teaching For Mathematical Thinking. All Idaho teachers or administrators with an interim certificate (alternate authorizations, nontraditional routes, reinstatements or coming from out of state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Education endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete the state board approved Teaching for Mathematical Thinking, course, as a one-time requirement for full certification. (4-6-23)

05. Reinstatement of Expired Certificate. An individual holding an expired standard Idaho certificate may be issued an interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain standard certification during the term of the interim certificate: ~~(3-15-22)~~( )

a. Two (2) years of Idaho evaluations, as applicable to the type of certification, with a summative rating of proficient or better; (4-6-23)

b. Measured annual progress on specific goals identified on the applicant's Individualized Professional Learning Plan; (3-15-22)

c. Completion of six (6) credit renewal requirement; and (4-6-23)

d. Completion of the Idaho Comprehensive Literacy Course or Teaching for Mathematical Thinking as provided herein. (3-15-22)

e. Individuals holding an expired certificate that was in good standing at the time the certificate expired, may have the certificate reinstated within one (1) year of the time the certificate expired by completing any outstanding professional development requirements that were pending at the time the certificate expired. (4-6-23)

06. Codes of Ethics. All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (3-15-22)

(BREAK IN CONTINUITY OF SECTIONS)

021. ENDORSEMENTS.

Holders of an Instructional Certificate, ~~or~~including Occupational Specialist Certificates must have one (1) or more endorsements attached to their certificate as applicable to the type of certification. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho educator preparation programs shall prepare candidates for endorsements in accordance with these certification requirements and the standards approved by the board. An official statement from the college of education of competency in a content area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to a certificate, an individual must complete the credit hour requirements as established by the state board of education and meet or exceed the state qualifying score on a board approved content, pedagogy or performance assessment. (4-6-23)

01. Clinical Experience Requirement. All standard endorsements require supervised clinical experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (4-6-23)

02. Alternative Authorization - Teacher to New Endorsement. This alternative authorization allows a local education agency to request additional endorsement for a candidate who holds an instructional certificate applicable to the type of endorsement.. This authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress on one (1) of the following options:~~(4-6-23)~~( )

a. Option I -- An official statement of competency in a teaching area or field from the college of education of an accredited college or university is acceptable in lieu of courses if the statement is created in consultation with the department or division in which the competency is established and is approved by the director of teacher education of the recommending college or university. (3-15-22)

b. Option II -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. Successful completion of a one (1) year, state board approved mentoring program must be completed during the first year to maintain the endorsement. (4-6-23)

c. Option III -- Content area assessment and mentoring. A candidate may add an endorsement by successfully completing a state board-approved content areas assessment and a one-year, state board-approved mentoring program within the first year of authorization. (3-15-22)

d. For all candidates ~~moving to~~ holding a career technical education certification~~an initial certification in a career technical education endorsement area~~, the candidate will be required to complete or have completed ~~coursework in principles and foundations of career technical education and career technical student organizations, training in occupational analysis and curriculum design, and~~ a minimum of two hundred (200) internship/externship or professional industry work experience hours in the career technical education endorsement area. ~~(4-6-23)~~( )

03. National Board Certification. An applicant holding an instructional certificate and current national board certification may add an endorsement in a corresponding content-specific area. (3-15-22)

(BREAK IN CONTINUITY OF SECTIONS)

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).
Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-15-22)

01. Aspirations and Commitments. (3-15-22)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-15-22)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-15-22)

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-15-22)

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of

developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (3-15-22)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (3-15-22)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (3-15-22)

02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (3-15-22)

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. All digital communication with students must occur on approved district devices and platforms. Unethical conduct includes, but is not limited to: ~~(3-15-22)~~( )

a. Committing any act of child abuse, including physical or emotional abuse; (3-15-22)

b. Committing any act of cruelty to children or any act of child endangerment; (3-15-22)

c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-15-22)

d. Committing any act of harassment as defined by local education agency policy; (3-15-22)

e. Soliciting, encouraging, or consummating a romantic relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-15-22)

f. Soliciting or encouraging any form of personal relationship with a student that a reasonable educator would view as undermining the professional boundaries necessary to sustain an effective educator-student relationship; (3-15-22)

g. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendos or sexual idiomatic phrases); (3-15-22)

h. Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (3-15-22)

i. Inappropriate contact with any minor or any student regardless of age using electronic or social media; (3-15-22)

j. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-15-22)

k. Conduct that is detrimental to the health or welfare of students; and (3-15-22)

l. Deliberately falsifying information presented to students. (3-15-22)

04. Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-15-22)

a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-15-22)

b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-15-22)

c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (3-15-22)

d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (3-15-22)

e. Possession of an illegal drug as defined in Title 37, Chapter 27, Idaho Code, Uniform Controlled Substances. ~~(3-15-22)~~( )

05. Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-15-22)

a. Fraudulently altering or preparing materials for licensure or employment; (3-15-22)

b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-15-22)

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-15-22)

d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-15-22)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (3-15-22)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-15-22)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (3-15-22)

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-15-22)

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-15-22)

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-15-22)

a. Misuse, or unauthorized use, of public or school-related funds or property including district devices and networks; ~~(3-15-22)~~( )

b. Failure to account for school funds collected from students, parents, patrons, or other donors from all sources, including online donation platforms; (3-15-22)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-15-22)

d. Co-mingling of public or school-related funds in personal ~~bank~~ account(s); (3-15-22)

e. Unauthorized ~~U~~use of school property for private financial gain; (3-15-22)

f. ~~Use of school computers to deliberately view or print pornography~~Engaging in sexually explicit activity on a school device or network including, but not limited to, viewing pornographic or sexually explicit images, engaging in sexually explicit conversations, or creating or exchanging any type of sexually explicit content; and, ~~(3-15-22)~~( )

g. Deliberate use of poor budgeting or accounting practices. (3-15-22)

07. Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-15-22)

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-15-22)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-15-22)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; ~~and,~~ (3-15-22)

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars ($50) as defined in Section 18-1359(b), Idaho Code~~.~~ and, (3-15-22)

e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the benefit of a student, class, classroom, or school. (3-15-22)

08. Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-15-22)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-15-22)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-15-22)

09. Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-15-22)

a. Abandoning any contract for professional services without the prior written release from the contract by the employing local education agency; (3-15-22)

b. Willfully refusing to perform the services required by a contract; and, (3-15-22)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-15-22)

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for

Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-15-22)

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-15-22)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (3-15-22)

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (3-15-22)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-15-22)

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities. ~~while~~A professional educator ~~-~~follow~~sing~~ generally recognized professional principles. Unethical conduct includes, but is not limited to: ~~(3-15-22)~~( )

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-15-22)

b. Committing any act of harassment toward a colleague; (3-15-22)

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-15-22)

d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (3-15-22)

e. Willfully interfering with the free participation of colleagues in professional associations; and (3-15-22)

f. Taking, possessing, or sharing images (digital, photographic, or video) of colleagues of a harassing, confidential, or sexual nature. (3-15-22)

(BREAK IN CONTINUITY OF SECTIONS)

State Department of Education

Summary of comments received: 08.0202.2501

1 comment, received during the negotiated rule meeting

- Comment summary received from the Policy Director Kristine Moriarty on July 15, 2025.

Comment summary

1. A representative from the Boise School District expressed concern that the change related to student/educator communications could inadvertently require non-school related communications an educator may have with their own children, friends of their children, or baby-sitters (for example) to take place on district approved devices and platforms.

SUBJECT

Proposed Rule – Docket No. 08-0203-2501, Rules Governing Thoroughness

REFERENCE

June 2024	Board approved temporary rule, Docket 08-0203-2402, updating content standard approval dates.
August 2024	Board approved temporary rule, Docket 08-0203-2403, updating Special Education Manual and approval dates.
August 2024	Board Approved Proposed rule, Docket 08-0203-2401, updating incorporated by reference, graduation requirements, and removal of special education sections.
November 2024	Board Approved Pending rule, Docket 08-0203-2401, updating incorporated by reference, graduation requirements, and removal of special education sections.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness
Idaho Code Title 67, Chapter 52, Idaho Administrative Procedures Act

BACKGROUND

Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47.

Executive Order 2020-01, *Zero Based Regulations*, created an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule, according to a schedule established by the Division of Financial Management (DFM), no later than legislative adjournment *sine die* in 2026. HB563 (2024) amended Section 67-5292, Idaho Code, to establish an ongoing five-year cycle for review of all administrative rules. The Office of the Administrative Rules Coordinator will publish a schedule for rule review prior to the expiration of Executive Order 2020-01.

DISCUSSION

Notice of Intent to Promulgate Rules regarding Docket No. 08-0203-2501 – Rules Governing Thoroughness, was published in the June 4, 2025 (Vol 25-6) Idaho Administrative Rules Bulletin.

The proposed change will revise subsection 004.04 of the Special Education Manual, which is incorporated by reference. . The incorporated by reference document was revised and approved in the previous year's, 2024-25, rulemaking cycle. The section of the manual updated was the Specific Learning Disability (SLD) section, following an inquiry from the U.S. Department of Education's Office

of Special Education Programs (OSEP) in 2023. Concurrently, the Idaho Department of Education underwent *a Differentiated Monitoring and Support 2.0 (DMS 2.0)* review by OSEP, which identified additional areas of concern. However, due to timing and procedural requirements for public input under the Individuals with Disabilities Education Act (IDEA), as well as rulemaking timelines set by the Department of Financial Management (DFM) and the Office of the State Board of Education (OSBE), these concerns could not be addressed in the same revision as the SLD update that was completed in the 2024-25 rulemaking cycle.

2025-26 manual updates and clarifications include: Specific Learning Disability (SLD) eligibility requirements; guidance related to charter school, private school, and home-school students; and guidance related to graduation requirements and discipline.

If the separate temporary rule, 08-0203-2503, is approved, it will be effective August 20, 2025, through *sine die* 2025. After the temporary rule expires, this rule will take its place.

IMPACT

If the State Board of Education approves the proposed rule, it will be submitted to the Division of Financial Management Office of the Administrative Rules Coordinator and will be published as a proposed rule.

A 21-day public feedback period follows the publication of proposed rules. During this time, stakeholders and members of the public may provide additional feedback on the drafted text. Once approved, pending rules will be submitted for final publication and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

ATTACHMENTS

Attachment 1 - Notice of Intent to Promulgate Rules
Attachment 2 - Proposed Rule Docket No. 08-0203-2501- Rules Governing Thoroughness
Attachment 3 - Redlined SPED Manual

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed rule Docket Number 08-0203-2501, as presented in Attachment 2.

BOARD ACTION

I move to approve proposed rule – Docket Number 08-0203-2501 as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08 – STATE BOARD OF EDUCATION

08.02.03 – RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-2501

NOTICE OF RULEMAKING - PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to sections 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 15, 2025.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than one (1) day prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

The proposed change will edit the incorporated by reference Special Education Manual document, subsection 004.04. The incorporated by reference document was revised and approved in the previous years, 2024-25, rulemaking cycle. The section of the manual updated was the Specific Learning Disability (SLD) section, following an inquiry from the U.S. Department of Education's Office of Special Education Programs (OSEP) in 2023. Concurrently, the Idaho Department of Education underwent a Differentiated Monitoring and Support 2.0 (DMS 2.0) review by OSEP, which identified additional areas of concern. However, due to timing and procedural requirements for public input under Individuals with Disabilities Education Act (IDEA), as well as rulemaking timelines set by the Department of Financial Management (DFM) and the Office of the State Board of Education (OSBE), these concerns could not be addressed in the same revision as the SLD update that was completed in the 2024-25 rulemaking cycle.

2025-26 manual updates and clarifications include: specific learning disability (SLD) eligibility requirements; guidance related to charter school, private school, and home-school students; and guidance related to graduation requirements and discipline.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: NA

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: NA

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 4, 2025 Idaho Administrative Bulletin, Volume 25-6

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: NA

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586.

DATED this 21st day of August

Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632

08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.
All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (3-15-22)

001. SCOPE.
These rules govern the thorough education of all public school students in Idaho. (3-15-22)

002-- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-15-22)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

a. Arts and Humanities Categories: (3-15-22)

i. Dance, as revised and adopted on June 12, 2024; (7-1-25)

ii. Interdisciplinary Humanities, as revised and adopted on June 12, 2024; (7-1-25)

iii. Media Arts, as adopted on June 12, 2024. (7-1-25)

iv. Music, as revised and adopted on June 12, 2024; (7-1-25)

v. Theater, as revised and adopted on June 12, 2024; (7-1-25)

vi. Visual Arts, as revised and adopted on June 12, 2024; (7-1-25)

vii. World languages, as revised and adopted on June 12, 2024. (7-1-25)

b. Computer Science, adopted on June 12, 2024. (7-1-25)

c. Driver Education, as revised and adopted on June 12, 2024. (7-1-25)

d. Health, as revised and adopted on August 24, 2022. (4-6-23)

e. Information and Communication Technology, as revised and adopted on June 12, 2024. (7-1-25)

f. Physical Education, as revised and adopted on August 24, 2022. (4-6-23)

g. Social Studies, as revised and adopted on June 12, 2024. [**note – Grade 4 Social Studies and Grade 6-12 U.S. World History 1 remain as adopted on November 28, 2016.*] (7-1-25)

h. College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)

02. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

03. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

04. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the

State Board of Education on ~~November 21, 2024~~August 20, 2025. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by- reference-or-rule/. (~~7-1-25~~)

005.-- 006. (RESERVED)

007. DEFINITIONS.

01. Achievement Standards. Define "below basic," "basic," "proficient," and "advanced" achievement levels on the Idaho Standards Achievement Tests (ISAT) and level one (1) through level six (6) on Idaho's English language assessment by setting scale score cut points. These cut scores are set by the state board of education and paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called achievement level descriptors and are provided by achievement level, by content area, and by grade. (4-6-23)

02. Advanced Opportunities. Advanced placement courses, Dual Credit courses, microcredentials, or International Baccalaureate programs. (7-1-25)

03. Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at http://www.collegeboard.com. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (3-15-22)

04. All Students. All public school students, grades K-12. (3-15-22)

05. Applied Science. Applying scientific knowledge to practical problems or situations. (7-1-25)

06. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (3-15-22)

07. Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the "Standards for the Assessment of Reading and Writing." (3-15-22)

08. Career Pathway Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, career technical education (CTE), or humanities aligned with the student's post-graduation goals. (3-15-22)

09. Career Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (3-15-22)

10. College and Career Readiness. College and career readiness is the attainment and demonstration of state board adopted competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. (3-15-22)

11. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (3-15-22)

12. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (3-15-22)

13. Diploma. A document awarded to a student by a secondary school to show the student has successfully completed the state and local education agency graduation requirements. Diplomas may be awarded to individuals who attended a secondary school prior to the year in which the student is requesting issuance of a diploma based on the graduation requirements in existence at the time the student attended. Determination of meeting past

graduation requirements may be determined based on proficiency as determined by the local education agency. Each local education agency may determine the format of the diploma, including the recognition of emphasis areas based on a student's completion of courses or courses or studies in an emphasis area or educational pathways, including but not limited to science, technology, engineering and math (STEM), career technical education, or arts and music. (3-15-22)

14. Dual Credit. Means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course. (7-1-25)

15. Idaho Standards Achievement Tests. Statewide assessments aligned to the state content standards and used to measure a student's knowledge of the applicable content standards. (3-15-22)

16. International Baccalaureate (IB). Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (3-15-22)

17. Localized Pathway. A framework of locally provided offerings that identifies core and elective credits, assessments, and other opportunities aligned to post-secondary goals. Local Education Agencies determine their own framework and students may select offerings aligned with localized pathways. (7-1-25)

18. Portfolio. A digital or physical collection of materials that documents and demonstrates a student's learning. (7-1-25)

19. Project Based Learning. A hands-on approach to learning that encourages students to create/ interpret/communicate an original work or project and assesses quality and success of learning through performance/ presentation/production of that work or project. (3-15-22)

20. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (3-15-22)

21. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (3-15-22)

22. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (3-15-22)

23. Unique Student Identifier. A number issued and assigned by the Board or designee to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (3-15-22)

24. Work-Based Learning. Structured learning experiences that connect classroom learning to the workplace. Work-based learning can include technical, academic and employability skills gained in a simulated or real work environment. (7-1-25)

008.– 101. (RESERVED)

102. INSTRUCTIONAL REQUIREMENTS.

01. Instruction and Programs. All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (3-15-22)

02. Standards. All students will meet standards established locally (at a minimum, the standards of the

state) through rigorous accountability, which includes challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (3-15-22)

103. INSTRUCTION GRADES 1-12.

01. Instruction. 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. (3-15-22)

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: (3-15-22)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (3-15-22)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (3-15-22)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, life sciences, and computer science. (3-15-22)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (3-15-22)

104. OTHER REQUIRED INSTRUCTION.
Other required instruction for all students and other required offerings of the school are: (3-15-22)

01. Elementary Schools. (3-15-22)

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

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness)
Computational thinking and digital literacy (4-6-23)

b. Additional instructional options as determined by the local school district. For example:

Languages other than English
Career Awareness (3-15-22)

02. Middle Schools/Junior High Schools. (3-15-22)

a. No later than the end of Grade eight (8) each student shall develop parent-approved student career pathway plans for their high school and post-high school options. The career pathway plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student career pathway plan is to outline a course of study and learning activities for students to become contributing members of society. A student career pathway plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and school district's or LEA's graduation standards in preparation for postsecondary goals. The school district or LEA 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 career pathway plan. A career pathway plan will not be required if the parent or guardian requests, in writing, that no career

pathway plan be developed. (3-15-22)

b. A student must have met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). (3-15-22)

c. Other required instruction for all middle school students:

Career exploration
Health (wellness)
Physical Education (fitness)
Computational thinking and digital literacy (4-6-23)

d. Other required offerings of the school:

Fine and Performing Arts
Career Technical Education
Advisory Period (middle school only, encouraged in junior high school) (3-15-22)

03. High Schools. (3-15-22)

a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of graduation. (3-15-22)

b. High schools will annually review and update with the student the student career pathway plans specified in Subsection 104.02.a. (3-15-22)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (3-15-22)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. (3-15-22)

a. Credits. One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-15-22)

b. Mastery. Students must demonstrate mastery of Idaho Content Standards in a format provided by the LEA. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the LEA. (7-1-25)

c. Credit Flexibility. The State Department of Education will support LEAs in the development of crosswalks and templates to assist in awarding credit for learning opportunities in ways that meet course requirements for high school graduation. (7-1-25)

d. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications, that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-15-22)

e. Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning including mathematics taken through career technical education programs. Engineering courses and computer science courses aligned to the state standards for grades nine (9) through (12), may be counted as a mathematics credit. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-25)

i. Students must complete secondary mathematics in the following areas: (3-15-22)

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (3-15-22)

(2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (3-15-22)

(3) Two (2) credits of mathematics of the student's choice. (3-15-22)

f. Science. Six (6) credits are required. Four (4) credits are required from at least two (2) of the four (4) content areas: physics, chemistry, earth and space, or life science. An additional two (2) credits in secondary sciences may include instruction in applied sciences, physics, chemistry, earth and space sciences, life sciences, engineering, or computer science. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-25)

g. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics and financial literacy (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (4-6-23)

h. Fine Arts or World Languages. Two (2) credits are required. Courses include instruction in visual arts, music, theatre, dance, or world languages aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (7-1-25)

i. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Each student shall receive a minimum of one (1) training on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (7-1-25)

j. Digital Literacy. One (1) credit is required. The course must include instruction that aligns with Idaho Content Standards associated with leveraging technology, digital citizenship, and computational thinking which are imbedded in the Information and Communication Technology Content Standards, and with leveraging the impacts of computing, algorithms, and programming, which are embedded in the Computer Science Standards. This requirement will apply to any student graduating after January 1, 2028. (7-1-25)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-15-22)

03. Senior Project. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or

degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. The senior project will last apply for the class of 2027, unless an LEA opts to early implement the future readiness project. (7-1-25)

04. Future Readiness Project. The future readiness project is a culminating project that demonstrates a student's application of college and career competencies and exploration of potential post high school options. All students beginning with the class of 2028 must complete a future readiness project by the end of grade twelve (12). The project must include an experiential component, such as a work-based, service-based, research-based, or portfolio-based component in which a student demonstrates the acquisition of Idaho college and career competencies. Experiences including, but not limited to apprenticeships, internships, volunteer work and extracurricular activities related to real-world skills acquisition will count toward this requirement. LEAs must determine how students will demonstrate the acquisition of college and career competencies and may require additional components. The State Department of Education will provide templates for LEAs and oversee the implementation of this provision. (7-1-25)

05. Localized Pathways. In order to assist students in structuring their secondary course selection electives, assessment, and supplemental activities, all LEAs shall develop and post publicly two or more localized pathways. Localized pathways are designed to inform students and parents/guardians of local opportunities aligned with post-secondary goals as identified in the student's career pathway plan. The State Department of Education shall support the implementation of this provision. This provision must be implemented by all LEAs no later than June 30, 2026. (7-1-25)

06. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-15-22)

07. Physical Education. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the LEA. (7-1-25)

08. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.08.a. through 105.08.c. of this rule are met. (7-1-25)

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-15-22)

b. The course meets the same content standards that are required in high school for the same course; and (3-15-22)

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-15-22)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.d. through 105.01.i. except as provided in 105.01.e.i. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.08.a. through 105.08.c. of this rule. (7-1-25)

09. Special Education Students. A student who is eligible for special education services under the

Individuals With Disabilities Education Improvement Act may, with the assistance of the student's Individualized Education Program (IEP) team, meet the graduation requirements through to the current Idaho Special Education Manual specifications. (3-15-22)

10. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the LEA. (3-15-22)

106. ADVANCED OPPORTUNITIES.

01. Advanced Opportunities Requirement. All high schools in Idaho shall be required to provide Advanced Opportunities, or provide opportunities for students to take courses at the postsecondary campus. (3-15-22)

02. Advanced Opportunities Early Graduation Scholarship Funding. (3-15-22)

a. Scholarship Calculation. (3-15-22)

i. The statewide average daily attendance-driven funding per enrolled pupil shall be calculated by adding the previous fiscal year's statewide distributions for salary-based apportionment, benefit apportionment and discretionary funds, and dividing the total by the previous year's statewide public school enrollment for all grades. (3-15-22)

ii. The statewide average daily attendance-driven funding per enrolled pupil shall be recalculated each fiscal year. (3-15-22)

iii. All benefits paid for scholarships and to public schools shall be based on the statewide average daily attendance-driven funding per enrolled pupil figure for the fiscal year in which the benefit is paid. (3-15-22)

b. Payments to Idaho Colleges and Universities. (3-15-22)

i. Annual scholarship payments will be made in one (1) installment during the first semester in which the student is enrolled, regardless of the number of years early the student graduated. Proof of enrollment in an Idaho public college or university must be obtained before any scholarship payment is made. (3-15-22)

ii. The State Department of Education will be responsible for making payments to the Idaho public colleges and universities attended by eligible students. The payments must be made no later than August 30 for the fall semester and January 30 for the spring semester. (3-15-22)

c. Payments to Public Schools. (3-15-22)

i. Public schools shall report to the State Department of Education, no later than June 15 of each school year, students who have graduated early. (3-15-22)

ii. The State Department of Education will make a single annual payment to public schools no later than October 1 of each year for all early graduates who are not attending the public school that school year as a result of early graduation. (3-15-22)

107. MIDDLE LEVEL CREDIT SYSTEM.

A school district or LEA must implement a credit system no later than grade seven (7) that includes components that address the credit requirements, credit recovery, alternate mechanisms and attendance. The LEA may establish credit requirements beyond the state minimum. (3-15-22)

01. Credit Requirements. Each LEA credit system shall require a student to attain a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level. (3-15-22)

02. Credit Recovery. A student who does not meet the minimum requirements of the credit system

shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level. (3-15-22)

03. Alternate Mechanism. An LEA may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms must be re-submitted to the Department when changes are made to the mechanism. (3-15-22)

04. Attendance. Attendance shall be an element included in the credit system, alternate mechanism or both. (3-15-22)

05. Special Education Students. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level. (3-15-22)

06. Limited English Proficient (LEP) Students. The Educational Learning Plan (ELP) team for LEP students, as defined in Subsection 112.05.g.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level. (3-15-22)

108. COLLEGE AND CAREER ADVISING GUIDANCE PROGRAMS.
In each Idaho school, a comprehensive advising program will be provided as an integral part of the educational program. A comprehensive guidance and counseling program includes these elements: (3-15-22)

01. Guidance. 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. (3-15-22)

02. Individual Planning. Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development. (3-15-22)

03. Response Services of Counseling, Consultation, and Referral. (3-15-22)

04. System Support Functions That Promote Effective Delivery of Guidance Services. (3-15-22)

109. (RESERVED)

110. ALTERNATIVE SECONDARY PROGRAMS.
Alternative instructional 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. 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, pursuant to Section 33-1001, Idaho Code. (4-6-23)

01. Instruction. Special instruction courses for at-risk youth enrolled in an alternative instructional program will include: (4-6-23)

a. Core academic content that meets or exceeds minimum state standards; (3-15-22)

b. A physical fitness and personal health component; (3-15-22)

c. Career and technical education component approved by the state division of career technical education; (3-15-22)

d. A personal finance, parenting, and child care component; and (3-15-22)

e. A personal and career counseling component. (3-15-22)

02. Graduation Credit. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (3-15-22)

03. Special Services. Special services for at-risk youth enrolled in alternative secondary programs include the following where appropriate: (3-15-22)

a. A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (3-15-22)

b. Direct social services that may include officers of the court, social workers, counselors/ psychologists. (3-15-22)

c. All services in accordance with the student's Individualized Education Program. (3-15-22)

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. 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. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (3-15-22)

02. Purposes. The purpose of assessment in the public schools is to: (3-15-22)

a. Measure and improve student achievement; (3-15-22)

b. Assist classroom teachers in designing lessons; (3-15-22)

c. Identify areas needing intervention and remediation, and acceleration; (3-15-22)

d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-22)

e. Inform parents and guardians of their child's progress; (3-15-22)

f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-22)

g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-22)

h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-22)

03. Content. The comprehensive assessment program will consist of 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, and a college entrance exam. (3-15-22)

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (3-15-22)

a. All students who are eligible for special education shall participate in the statewide assessment

program. (3-15-22)

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (3-15-22)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. (3-15-22)

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (3-15-22)

a. All students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (3-15-22)

b. Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (3-15-22)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.n. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (3-15-22)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

c. Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

e. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

f. Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)

g. Grade 6 - Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

h. Grade 7 - Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

i. Grade 8 - National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)

j. Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

k. Grade 10 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (4-6-23)

l. Grade 11 - High School Idaho Standards Achievement Test in English language usage and mathematics, science, Idaho Alternate Assessment, Idaho English Language Assessment, and college entrance exam (optional at the discretion of the student's parent). (4-6-23)

m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment, and college entrance exam (optional at the discretion of the student's parent). (4-6-23)

07. Comprehensive Assessment Program Schedule. (3-15-22)

a. The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (3-15-22)

b. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)

c. Idaho's English Language Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)

08. Achievement Standards. Assessment achievement standards, development standards, and performance level descriptors will be set by the State Board of Education in a schedule and format established by the Board and will be made available through the State Board of Education and Department of Education websites. Achievement standards, development standards, and performance level descriptors include, but are not limited to: (4-6-23)

a. The Idaho English Language Proficiency Assessment Achievement Standards. (4-6-23)

b. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. (4-6-23)

c. The Idaho Alternate Assessment Achievement Standards. (4-6-23)

09. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (3-15-22)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-22)

b. Statewide distribution of all assessment materials; and (3-15-22)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-15-22)

10. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school

districts. (3-15-22)

11. Test Security, Validity and Reliability. (3-15-22)

a. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (3-15-22)

b. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (3-15-22)

12. Demographic Information. Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (3-15-22)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-22)

a. The Idaho Standards Achievement Tests (grades 3-8 and High School). (3-15-22)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-22)

i. Language Arts/Communications. (3-15-22)

ii. Math. (3-15-22)

iii. Science. (3-15-22)

iv. Social Studies. (3-15-22)

v. Health. (3-15-22)

vi. Humanities. (3-15-22)

112. ACCOUNTABILITY.

School district, charter district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education. In addition to those measures identified in the state accountability framework, all school categories will administer an annual satisfaction and engagement survey to parents, students, and teachers. (4-6-23)

01. School Category. (3-15-22)

a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f. (3-15-22)

b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.

(3-15-22)

c. Alternative High Schools. (3-15-22)

02. Academic Measures. (4-6-23)

a. K-8, High School, and Alternative High School: (4-6-23)

i. Idaho Standards Achievement Tests (ISAT) Proficiency. (3-15-22)

ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education. At the high school and alternative high school level growth will be measured for students who remain in the testing cohort in both grade 8 and high school. (4-6-23)

i. ISAT proficiency gap closure. (3-15-22)

ii. English Learners achieving English language proficiency. (3-15-22)

iii. English Learners achieving English language growth toward proficiency. (3-15-22)

b. K-8 only: (4-6-23)

i. Idaho statewide reading assessment proficiency as applicable to the grades served. (4-6-23)

c. High School and Alternative High School specific: (4-6-23)

i. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-15-22)

ii. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (3-15-22)

03. School Quality Measures by School Category. (3-15-22)

a. K-8, High School, and Alternative High School: (4-6-23)

i. Communication with parents on student achievement (4-6-23)

ii. Chronic absenteeism (4-6-23)

b. K-8 Only (4-6-23)

i. Students in grade 8 enrolled in pre-algebra or higher. (3-15-22)

c. High School and Alternative High School: (4-6-23)

i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-15-22)

ii. Credit recovery and accumulation. (4-6-23)

d. High School only: (4-6-23)

i. Students in grade 9 enrolled in algebra I or higher. (3-15-22)

04. Reporting. Methodologies for reporting measures and determining performance will be set by the

State Board of Education. (3-15-22)

05. Annual Measurable Progress Definitions. For purposes of calculating and reporting progress, the following definitions shall be applied. (3-15-22)

a. Annual Measurable Progress. (3-15-22)

i. The State Department of Education will make determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school. (3-15-22)

ii. The State Board of Education will set long-term goals and measurements of interim progress targets toward those goals. The baseline for determining measurable student progress will be set by the State Board of Education and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-15-22)

b. Full Academic Year (continuous enrollment). (3-15-22)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. (3-15-22)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (3-15-22)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved progress in any statewide assessment used for determining proficiency. (3-15-22)

c. Participation Rate. (3-15-22)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-15-22)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (3-15-22)

(2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (3-15-22)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-15-22)

d. Schools. As used in this section, schools refers to any school within a school district or charter district and public charter schools. (3-15-22)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6)

inclusive, or any combination thereof. (3-15-22)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (3-15-22)

iii. A high school is any school that contains grade twelve (12). (3-15-22)

iv. An alternative high school is any school that contains grade twelve (12) and meets the requirements of Section 110 of these rules. (3-15-22)

v. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-15-22)

vi. A "new school" for purposes of accountability is a wholly new entity receiving annual measurable progress determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (3-15-22)

e. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-15-22)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-15-22)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-15-22)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-15-22)

iv. Limited English Proficient - individuals who do not score proficient on the state-approved language proficiency test and meet one (1) of the following criteria: (3-15-22)

(1) Individuals whose native language is a language other than English; or (3-15-22)

(2) Individuals who come from environments where a language other than English is dominant; or (3-15-22)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (3-15-22)

f. Graduation Rate. The graduation rate will be based on the rate of the cohort of students entering grade nine (9) during the same academic year and attending or exiting the school within a four (4) year or five (5) year period as applicable to the measure being determined. In determining the graduation cohort the school year shall include the students who complete graduation requirements prior to the start of the school district or charter schools next fall term. School districts may only report students as having graduated if the student has met, at a minimum, the state graduation requirements, pursuant to Section 105, and will not be returning to the school in following years to complete required academic course work. The State Board of Education will establish a target for graduation. All high schools must meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subgroups listed in Subsection 112.05.g. (3-15-22)

g. Additional Academic Indicator. The State Board of Education will establish a target for all additional academic and school quality measures. All schools must maintain or make progress toward the additional academic and school quality measure target each year. The additional academic and school quality measure targets

will be disaggregated by the subpopulations listed in Subsection 112.05.g. (3-15-22)

113. (RESERVED)

114. FAILURE TO MEET ANNUAL MEASURABLE PROGRESS.

01. Accountability Measures and Timelines. Accountability measures and timelines will be determined by the state board of education for school districts and schools who fail to meet annual measurable progress. (3-15-22)

02. Compliance with Federal Law. All schools and local educational agencies in this state shall comply with applicable federal laws governing specific federal grants. (3-15-22)

a. With respect to schools and local educational agencies in this state that receive federal grants under title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (Title I schools), the State Department of Education shall develop procedures for approval by the State Board of Education, consistent with federal law, that describe actions to be taken by local educational agencies and schools in this state in regard to schools that fail to meet interim and long-term progress goals. (3-15-22)

b. With respect to schools and local educational agencies in this state that do not receive federal grants under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, such non-Title I schools and local educational agencies shall be required to comply with federal law and state requirements with the procedures relating to failure to meet interim and long-term progress goals as provided in Subsection 114.02.a. of this rule, as if they were Title I schools, except that any provisions relating to the use of federal grants to pay for such expenses shall not be applicable to such non-Title I schools and local educational agencies. In such event, non-title I schools shall be required to fund such compliance costs from general operating funds. (3-15-22)

115. -- 117. (RESERVED)

118. HOME SCHOOL.
Any student not attending a public or private school within the state of Idaho may, as an alternative, receive educational instruction in a home school setting at the direction of the student's parent or guardian. A home schooled student is required to receive such instruction in subjects commonly and usually taught in the public schools of the state of Idaho. (3-15-22)

119. -- 127. (RESERVED)

128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (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 shall consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Career Technical Education, and State Department of Education personnel. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. The State Department of Education shall charge publishers submission fees of sixty dollars ($60) or equal to the retail price of each, whichever is greater, to defray the costs incurred in the curricular material review and adoption process. (3-23-22)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) 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, physical education, handwriting, literature, driver education, limited English proficiency. (3-23-22)

02. Multiple Adoptions. Multiple adoptions are Made in Each Subject Area. (3-23-22)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (3-23-22)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (3-23-22)

05. Local Policies. 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. (3-23-22)

06. Online Course Review and Approval Process. The State Department of Education shall administer the review and approval of online course providers and courses. Reviewers shall be certified Idaho classroom teachers. Online course providers are approved for a period of four (4) years. The State Department of Education shall charge online course providers submission fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and course provider review and approval process. (3-23-22)

129. -- 139. (RESERVED)

140. 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. (3-15-22)

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. (3-15-22)

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 Career Pathways Plans. Instruction will be organized to facilitate a successful transition into the workforce and further education. (3-15-22)

141. -- 159. (RESERVED)

160. SAFE ENVIRONMENT AND DISCIPLINE.

01. Each school district and public charter school will have a comprehensive school district or charter school wide policy and procedures encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Possessing Weapons on Campus
Substance Abuse - Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment

Drug-free School Zones
Building Safety including Evacuation Drills
Relationship Abuse and Sexual Assault Prevention and Response

(4-6-23)

a. Student health policies must include: (4-6-23)

i. seizure action plans identifying staff qualified to assist in the instance of a seizure, administration of seizure rescue medication, and any required staff training and timelines for training. (4-6-23)

ii. administration of medical inhalers, epinephrine auto-in-ejectors, insulin and blood glucose monitoring, pursuant to Section 33-520, Idaho code. (4-6-23)

iii Allowed uses of opioid-related overdose intervention, including any permissible uses of naloxone if approved by the local education agency for use. (4-6-23)

b. A review of these policies and procedures will be conducted annually. (See Section 33-1612, Idaho Code) (4-6-23)

161. -- 170. (RESERVED)

171. GIFTED AND TALENTED PROGRAMS.

01. Definitions. The following definitions apply only to Section 171 of these rules. (3-15-22)

a. Gifted/talented children. 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 Section 33-2001, Idaho Code. (3-15-22)

02. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (3-15-22)

a. Philosophy statement. (3-15-22)

b. Definition of giftedness. (3-15-22)

c. Program goals. (3-15-22)

d. Program options. (3-15-22)

e. Identification procedures. (3-15-22)

f. Program evaluation. (3-15-22)

03. Screening. The district's process for identifying gifted and talented students shall include the following steps: (3-15-22)

a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-15-22)

b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-15-22)

c. The district shall match student needs with appropriate program options. (3-15-22)

04. Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3-15-22)

a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (3-15-22)

b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. (3-15-22)

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (3-15-22)

172. -- 199. (RESERVED)

200. K-12 IDAHO CONTENT STANDARDS.
Section 105 sets forth the minimum graduation requirements for all students graduating from Idaho public high schools, as authorized by Section 33-118, Idaho Code. The standards set forth in Section 004 are the minimum standards to be used by every school district in the state in order to establish a level of academic content necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state content standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. (4-6-23)

201. -- 999. (RESERVED)

DEPARTMENT OF SPECIAL EDUCATION

Special Education Manual ~~2024~~ 2025

~~*Approved*~~ *Adopted by the State Board of Education*

~~*November 21, 2024*~~ *August 20, 2025*

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Nondiscrimination Clause

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho ~~State~~ Department of Education not to discriminate in any educational programs or activities, or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the State Superintendent of Public Instruction, P.O. Box 83720, Boise, ID 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

Idaho Special Education Manual

The policies and procedures contained in this Idaho Special Education Manual have been developed by the ~~State Department of Education (SDE)~~ Idaho Department of Education and offered to local education agencies (LEAs) for adoption. This Manual has been approved by the State Board of Education, meets the IDEA eligibility requirement of 20 U.S.C. Section 1412, and is consistent with state and federal laws, rules, regulations, and legal requirements.

In the case of any conflict between Idaho Administrative Code (IDAPA) and the Individuals with Disabilities Education Act (IDEA), the IDEA shall supersede the IDAPA, and IDAPA shall supersede this Manual.

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ACRONYMS AND ABBREVIATIONS

Section 504	Section 504 of the Rehabilitation Act of 1973
AA	Alternate Assessment
ADA	Americans with Disabilities Act
~~A.D.A.~~	~~Average Daily Attendance~~
~~ADD~~	~~Attention Deficit Disorder~~
ADHD	Attention Deficit Hyperactivity Disorder
AT	Assistive Technology
BIP	Behavioral Intervention Plan
~~CALP~~	~~Cognitive Academic Language Proficiency~~
CAP	Corrective Action Plan
CEIS	Comprehensive Early Intervening Services
C.F.R./CFR	Code of Federal Regulations
CIP	Continuous Improvement Plan
DD	Developmental Delay
DHW	Department of Health and Welfare
DJC	Department of Juvenile Corrections

DR	Dispute Resolution
EBD	Emotional Behavioral Disorder
ECSE	Early Childhood Special Education
EL	English Learner
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESY	Extended School Year
FAPE	Free and Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
~~GED~~	~~General Education Development~~
IAES	Interim Alternative Educational Setting
~~IBI~~	~~Intensive Behavioral Interventions~~
IDAPA	Idaho Administrative Procedures Act
IDEA	Individuals with Disabilities Education Act
~~IDELR~~	~~Individuals with Disabilities Education Law Report~~
IEE	Independent Educational Evaluation

IEP	Individual Education Program
IFSP	Individual Family Services Plan
IPUL	Idaho Parents Unlimited, Inc.
IQ	Intelligence Quotient
ISAT	Idaho Standards Achievement Test
ITP	Infant/Toddler Program
JDC	Juvenile Detention Center
LEA	Local Education Agency
~~LEP~~	~~Limited English Proficiency~~
LI	Language Impairment
~~LD~~	~~Learning Disability~~
LRE	Least Restrictive Environment
MTSS	Multi-Tiered System of Support
OCR	Office of Civil Rights
OHI	Other Health ~~Impaired~~ Impairment
OI	Orthopedic Impairment
OT	Occupational Therapy

PBIS	Positive Behavioral Interventions and Supports
PBS	Positive ~~Behavioral~~ Behavior Supports
PII	Personally Identifiable Information
PLAAFP	Present Levels of Academic Achievement and Functional Performance ~~(Also known as PLOP for Present Levels of Performance)~~
~~PLOP~~	~~Present Levels of Performance (Also known as PLAAFP for Present Levels of Academic Achievement and Functional Performance)~~
PT	Physical Therapy
~~PTI~~	~~Parent Training and Information Center~~
RTI	Response to Intervention
SC~~I~~ID	Significant Cognitive ~~Impairment~~ Disabilities
SD	Standard Deviation
~~SDE~~	~~State Department of Education~~
SEA	State Education Agency
SEAP	Special Education Advisory Panel
SI	Speech Impairment
SLD	Specific Learning Disability

SP	Services Plan
SS	Standard Score
TBI	Traumatic Brain Injury
~~VI~~	~~Visual Impairment~~
~~WIOA~~	~~Workforce Innovation and Opportunity Act~~

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GLOSSARY

Academic achievement. A student's level of performance in basic school subjects, measured either formally or informally.

Accommodation. Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations ~~do~~ must not invalidate assessment results and do not fundamentally alter ~~the~~ grade-level standard requirements. ~~(or course expectations).~~

Adaptation. Changes to curriculum, instruction, or assessments that fundamentally alter ~~the~~ grade-level requirements of the Idaho Content Standards~~,~~ but ~~that~~ enable a student with a disability that significantly impacts performance an opportunity to participate. Adaptations include strategies such as reading the reading portion of a test, using spelling/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and invalidate assessment results and provide non-comparable results.

Adaptive behavior. Behavior that displays an age-appropriate level of self-sufficiency and social responsibility which includes the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, direction, functional academic skills, work, leisure, health, or safety.

Administrative hearing. A formal legal proceeding conducted by a government agency or an appointed official (called a hearing officer) to resolve disputes involving rules, regulations, or laws overseen by that agency.

Adult student. A student with a disability, age eighteen (18) or older, to whom rights have transferred under the IDEA and Idaho Code, and who has not been deemed legally incompetent by a court or deemed ineligible to give informed consent by the IEP team.

Adverse effect ~~**Impact**~~ (adverse impact ~~effect~~). A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that their educational performance is significantly and consistently below the level of ~~similar age~~ similar-age, grade-level peers, preventing the student from benefitting from general education. ~~The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning.~~ See ~~also~~ "~~educational~~ Educational performance."

~~**Adult student**. A student with a disability, age eighteen (18) or older, to whom rights have transferred under the IDEA and Idaho Code, and who has not been deemed legally incompetent by a court or deemed ineligible to give informed consent by the IEP team.~~

Age-appropriate activities. Activities that typically-developing children of the same age would be performing or would have achieved.

Age of majority. The age at which, by law, a child assumes the responsibilities of an adult. In Idaho, the age of majority is eighteen (18).

~~**Aggregated data**. Information that is considered as a whole. In this Manual, the term refers to collective data on all students, including students with disabilities.~~

Alternate assessment. An academic assessment based on alternate academic achievement standards that have been reduced in depth, breadth, and complexity from the ~~Idaho Content Standards~~ general education assessment. The alternate assessment (AA) is intended only for those students with the most significant cognitive ~~impairments~~ disabilities, representing about 1% of the total student population.

Alternative school. ~~A public-school placement option that may be utilized for students who are not succeeding in the traditional school environment but may benefit through the use of modified curriculum or flexible programming.~~ A public-school option that has been established to provide instructional courses and programs designed to serve eligible at-risk youth so they can earn a high school diploma.

Americans with Disabilities Act (ADA) of 1990. A federal law prohibiting discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

Articulation. The ability to speak distinctly and connectedly.

Articulation disorder. Incorrect productions of speech sounds, including omissions, distortions, substitutions and/or additions that may interfere with intelligibility.

~~**American with Disabilities Act (ADA) of 1990**. A federal law prohibiting discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.~~

Assessment. The formal or informal process of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. It is an integral component of the evaluation process. A test is one method of obtaining valid and reliable information within the assessment process. Assessment data may also include observations; interviews; medical reports; data regarding the effects of general education accommodations, adaptations, and interventions; and other formal or informal data.

Assistive technology device. Any item, piece of equipment, or product system whether acquired commercially, off ~~a~~ the shelf, modified, or customized that is used to increase, maintain, or

improve the functional capabilities of a student with a disability. Excludes surgically implanted medical devices.

Assistive technology service. Any service that directly assists a student with a disability with the assessment, selection, acquisition, or use of an assistive technology device. The term includes the evaluation of the need of the student; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services with existing education and rehabilitation plans and programs; training or technical assistance for a student and/or family; and training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the student.

~~**Attention deficit disorder (ADD)**. A biologically based mental disorder that has these typical characteristics: short attention span; distractive behavior; difficulty following directions and staying on task; and an inability to focus behavior. The disorder compromises many skills needed for academic success, including starting, following through with, and completing tasks; moving from task to task; and following directions.~~

Attention deficit hyperactivity disorder (ADHD). A ~~biologically based mental disorder in which a person has inappropriate degrees of inattention, impulsiveness and hyperactivity.~~ A developmental disorder characterized by an ongoing pattern of inattention, hyperactivity, or impulsivity.

Audiologist. A licensed health care professional who diagnoses and supports management of hearing loss, counseling to auditory needs across environments, and fitting of hearing technology.

Audiology. A related service that includes identification of students with hearing loss, determination of the range, nature, and degree of hearing loss, provision of habilitative activities, creation and administration of programs for prevention of hearing loss, counseling and guidance to students, parents and teachers regarding hearing loss, and the determination of student need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating effectiveness of amplification.

Autism. A disability category in which a developmental disability, generally evident before age three (3), significantly affects verbal or nonverbal communication skills and social interactions and adversely affects educational performance. Other characteristics often associated with autism include engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Basic reading skills. For the purpose of specific learning disability eligibility, includes sight word recognition, phonics, and word analysis. Essential skills include identification of individual sounds and the ability to manipulate them, identification of printed letters and sounds associated with letters, and decoding of written language.

Behavioral intervention plan (BIP). A plan comprising practical and specific strategies designed to increase or reduce a definable behavior. These strategies address preventative techniques, teaching to skill deficits by identifying replacement behaviors based on the function of the behavior, ~~how to~~ and responding effectively to either reinforced desired behavior or re-teach in response to challenging behaviors. An effective BIP also includes a Crisis Plan when needed. ~~or resolve behaviors, and crisis management, if necessary.~~

Benchmark. A major milestone which describes the progress the student is expected to marked toward annual goals within a specified period of time. Similar to an objective.

Blindness or low vision. An IDEA disability category characterized by low vision that, even with correction, adversely affects a student's educational performance. The term includes partial sight, which refers to the ability to use vision as one channel of learning if educational materials are adapted, and blindness.

Braille. A tactile system of reading and writing, used by students who are blind or visually impaired, with an official code composed of Braille characters or cells that consist of various patterns of raised dots corresponding to alphabetic letters, punctuation marks and other symbols.

Business day. A workday (Monday through Friday) except for federal and state holidays, unless specifically included.

Calendar day. Used interchangeably with day unless otherwise indicated as a business day or a school day.

Case manager. A member of the evaluation and/or IEP team (usually the special education teacher) who is designated to perform administrative functions for the team, including: (1) setting up meetings; (2) ensuring appropriate forms are completed; (3) ensuring timelines are met; and (4) includes the responsibility of coordinating and overseeing the implementation of the IEP.

CCEIS. See "Comprehensive coordinated early intervening services."

CEIS. See "Voluntary coordinated early intervening services."

Change of placement. A change in educational placement relates to whether the student is moved from one type of educational program ~~-- i.e., regular class --~~ to another type ~~-- i.e., home instruction~~. ~~Or it~~ It may also occur when there is a significant change in the student's educational program even if the student remains in the same setting.

Change of placement for disciplinary reasons. A removal from the current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) school days in a school year. Factors such as the length of the removal, the proximity of the removals to one another, the total amount of time the student is removed ~~are indicators of a pattern~~, and whether the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals are indicators of a pattern.

Charter school LEA. A publicly funded, nonprofit, nonsectarian public school that operates as its own local education agency (LEA) or district. Charter LEAs may be authorized by the local school district or the Idaho Public Charter School Commission. Charter LEAs are required to provide services in accordance with IDEA and Section 504 of the Rehabilitation Act of 1973 and the ADA.

Charter school within a district. A publicly funded, nonprofit, nonsectarian public school that is created by a formal agreement (charter) between the charter board of directors and the board of trustees of the local school district and operates independently within the district. It is governed by the conditions of its approved charter, performance certificate, and federal and state laws. It is the responsibility of the local district to ensure that students attending such charter schools receive appropriate services as required by IDEA and Section 504 of the Rehabilitation Act of 1973 and the ADA.

Chemical restraint. Using drugs or medication to control behavior; not including those prescribed by and administered in accordance with the directions of a qualified health professional.

Child. An individual who has not attained age eighteen (18).

Child count. For purposes of the annual report required under IDEA, the State must count and report the number of ~~children~~ students with disabilities receiving special education and related services on any date between October 1 and December 1 of each year.

Child find. A process to locate, identify, and evaluate individuals ages three (3) through the day before the student's twenty-second (22nd) birthday ~~to twenty-one (21)~~ who are suspected of having a disability and in need of special education.

Civil action. A judicial action that any party who is aggrieved by the final decision of a due process hearing officer may bring in either a federal district court or a state court of competent jurisdiction (as designated by Idaho law).

~~**Cognitive academic language proficiency (CALP)**. CALP refers to language used during formal academic instruction and learning. CALP skills include listening, speaking, reading, and writing about subject area content material, and are essential to school success. It may take five to seven years for an English language learner to develop CALP.~~

Compensatory education or compensatory services. Educational services or remedies which are above and beyond those normally due a student under the State's education law. The principle is acknowledged by most courts that have considered the issue to be an appropriate equitable remedy when a student has been denied free appropriate public education. Educational services ~~Services~~ that would put the student in the same position had they not been denied a FAPE.

Complaint. (State complaint) A formal, written, and signed statement submitted to the Idaho ~~State~~ Department of Education by an individual or organization that contains one or more

allegations and the facts on which the statement is based that a district or agency has violated a requirement of IDEA within the last year (365 days).

Comprehensive coordinated early intervening services (CCEIS). Mandated services funded by a portion of IDEA Part B funds and designed to address significant disproportionality in special education by providing early support and interventions to students ages three (3) through grade twelve (12), particularly those who need additional academic or behavioral support, but who are not yet identified as needing special education.

Concurrent deficits. The presence of multiple challenges or limitations that occur simultaneously in both adaptive functioning and intellectual functioning to approximately the same degree. As it relates to the eligibility criteria for Intellectual Disability, concurrent deficits are two (2) standard deviations below the mean plus or minus the standard error of measurement at the ninety-five (95) percent confidence level.

~~**Coordinated early intervening services (CEIS).** Services for students (K-12) who need additional academic and behavioral support to succeed in a general education environment. These students have not been identified has having a disability under the IDEA.~~

Consensus. Following the opportunity for each member to provide input and gain clarification, the resulting outcome where each member agrees to support the decision of the group. Consensus is both the commitment ~~general agreement~~ to support the decision, and the process of reaching such agreement to support the decision.

Consent. Voluntary, written approval of a proposed activity, as indicated by a parent/adult student signature. The parent/adult student must be fully informed of all relevant information in his or her native language or other mode of communication and must understand all information relevant to the activity to make a rational decision.

~~**Conservator**. A person appointed by the court to handle financial decisions for a person who is incapacitated or debilitated. In Idaho the conservator has all of the powers conferred in Idaho Statute 15-5-424 and any additional powers conferred by law on trustees in this state. In addition, a conservator of the estate of an unmarried minor under the age of eighteen (18) years, as to whom no one has parental rights, has the duties and powers of a guardian of a minor described in section 15-5-209 of this code until the minor attains the age of eighteen (18) or marries, but the parental rights so conferred on a conservator do not preclude appointment of a guardian as provided by part 2 of this chapter, Idaho Statute 15-5-424.~~

Controlled substance. Any drug so designated by law whose availability is restricted; i.e., so designated by federal Controlled Substances Acts. Included in such classifications are narcotics, stimulants, depressants, hallucinogens, and marijuana. ~~(~~[See Schedule I, II, III, IV or V in section (c) of the Controlled Substances Act (21 U.S.C. 812(c).]~~)~~

Core academic subjects. These include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography under the ESEA.

Corporal punishment. Knowingly and purposely inflicting physical pain on a student as a disciplinary measure.

~~**Core Content Connectors.** Alternate academic achievement standards in English/Language Art and Mathematics aligned with the Idaho Content Standards, which have been reduced in depth and complexity. The Idaho alternate assessment in English/Language Arts and Mathematics are based on these standards.~~

Corrective action plan (CAP). A plan that orders an ~~district~~ LEA as a result of an IDEA complaint to take corrective actions to resolve violations of IDEA ~~legal deficiency~~ as found by the Idaho Department of Education ~~SDE.~~

Counseling services. A related service which include services provided by qualified social workers, psychologists, guidance counselors, and other qualified personnel, including personnel qualified to provide services exclusively in a school setting.

Critical life skill. Skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance students' integration with individuals without disabilities. Skills may include such things as toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

Dangerous weapon. A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Data-based decision making. The collecting of information that can be charted or graphed to document performance over time followed by an analysis of the information to determine needed changes in instruction, policies, programs, or procedures.

Day. Refers to a calendar day unless otherwise indicated as a business or school day.

Deaf-blindness. An IDEA disability category in which a student demonstrates hearing and low vision ~~visual impairments~~, and where the combination of these two disabilities causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

Deaf or Hard of Hearing. A ~~child with~~ condition of hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance.

Detained youth. Anyone aged three (3) through the day before the person's twenty-second (22nd) birthday ~~twenty-one (21)~~ who is being held for a crime regardless of whether or not that person has appeared before the court.

~~**Developmental achievement.** Gains a student makes which follow the pedagogic theory that all children learn in the same basic way and in the same sequence, although at different rates.~~

Developmental delay. An IDEA disability category used only for students ages three (3) through nine (9) for whom a significant delay exists in one or more of the following ~~skill~~ broad developmental areas: cognitive development, physical development, communication development, social or emotional development, or adaptive development. ~~receptive/expressive language; cognitive abilities; gross/fine motor functioning; social/emotional development; or self-help/adaptive functioning.~~ The use of this category is optional for ~~district~~ LEAs.

Disaggregated data. Information that is reported and/or considered separately on the basis of a particular characteristic. ~~In this Manual, the term refers to data on special education students as a group that are reported and/or considered separately from the same data on all students in a school, district, or state.~~

Discipline. Actions taken in response to a student's violation of the student code of conduct ~~code~~.

Disclosure. The access to or the release, transfer, or other communication of education records or personally identifiable information contained in these records by oral, written, electronic, or other means.

Disproportionality. A disparity or inequality. ~~In this Manual, the~~ The term refers to a statistical range of data where students of a specific race or ethnicity are identified in either greater or fewer numbers than expected when compared to the representation of that race or ethnicity within the general school population. The areas addressed in the IDEA are: (1) identification as a student with a disability; (2) identification of a student with a specific category of disability; ~~and~~ (3) placement in a particular educational setting; and (4) the incidence, duration of any type of disciplinary actions, including suspensions and expulsions.

District. A local educational agency (LEA) inclusive of the following terms: a local district, a state authorized charter school, a state operated program, and a traditional school. See ~~also~~ "LEA."

~~**Dropout**~~ **Drop out**. ~~A student who has~~ To voluntarily ~~left~~ leave an education system before completion of state graduation requirements. A student who has dropped out ~~and~~ is not known to be enrolled in any other educational program.

Dual enrollment. ~~A child of school-age who is enrolled in a nonpublic school (including a homeschool) or a public charter school and enrolled in a public school to participate in public school programs and activities, Idaho Statue 33-203.~~ Occurs when a child of school age who is enrolled in a private school or public charter school or is homeschooled requests to also enroll in a traditional school district (public non-charter school) or another public charter school in order to participate in public school programs and activities. See ~~also~~ "nonpublic school" and "nonpublic student."

Due process hearing. An administrative hearing conducted by an ~~SDE~~ Idaho Department of Education-appointed hearing officer to resolve disputes on any matter related to identification, evaluation, educational placement, or the provision of a free appropriate public education under the IDEA.

Dyslexia. A type of disability recognized by the IDEA as a type of SLD. According to the International Dyslexia Association, dyslexia is characterized by "difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction." See "Specific learning disability."

Early Learning Guidelines (eGuidelines). See "Idaho Early Learning Guidelines (eGuidelines)."

~~**Educational performance**. A student's educational performance in achievement, developmental, and/or functional skills.~~

Education record. A student's record containing personally identifiable information maintained by an educational agency or institution, or by a party acting for the agency or institution, which may include, but is not limited to print, handwriting, computer media, video or audio tape, film, microfilm, and microfiche, but is not within the exceptions set out in the Family Educational Rights and Privacy Act (FERPA). The documents in the education record used to determine current eligibility and monitor current progress are considered part of the education record and are maintained. After the required retention period, items ~~Items~~ in the educational record that are no longer used, or have been summarized, may be removed from the educational record after written parental notification.

Educational performance. A student's educational performance in academic achievement, developmental, social, emotional, behavioral, and/or functional skills.

Educational services. Required services provided to a student which includes: the opportunity to continue to participate appropriately in general education instruction and curriculum, services outlined in the student's IEP, and participation with nondisabled peers to the same extent as the student participates with nondisabled peers in the current placement.

Educational services agency, other public institution or agencies. (1) An educational service agency, as defined in 34 CFR §300.12; and (2) Any other public institution or agency having administrative control and direction of a public elementary school or secondary school, including a public nonprofit charter school that is established as an LEA under State law.

Elementary school. ~~The term "elementary school" means a~~ A nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law, 34 CFR §300.13. An elementary school

includes a grade configuration of grades one (1) through eight (8) inclusive, or any combination thereof, Section 33-116, Idaho Code.

~~**Eligibility/evaluation team**. A group of people, including the parent/adult student, charged with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the IEP team (although not necessarily the same individuals) and other qualified professionals, as appropriate.~~

Emotional behavioral disorder (EBD). An IDEA disability category in which a student has a condition exhibiting one or more of five behavioral or emotional characteristics over a long period of time, and to a marked degree, that adversely affects educational performance. The term *does not* include students who are socially maladjusted unless it is determined they have an emotional behavioral disorder. The term emotional behavioral disorder *does* include students who are diagnosed with schizophrenia.

English Learner (EL). When used with respect to an individual, this means an individual

A) who is aged three (3) through the day before the twenty-second (22nd) birthday;
B) who is enrolled or preparing to enroll in elementary or secondary school;
C) (i) who was not born in the United States or whose native language is a language other than English; or
(ii) who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the him or her:
    a. the ability to meet the State's "proficient" level of achievement on State assessments;
    b. the ability to successfully achieve in classrooms where the language of instruction is English; or
    c. the opportunity to participate fully in society.

Essential components of reading instruction. The term means explicit and systematic instruction in (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, including oral reading skills, and (5) reading comprehension strategies.

Evaluation. A term that means using all required procedures to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Evaluation team. A group of people, including the parent/adult student, charged with the responsibility to make decisions regarding evaluation, assessments, and eligibility. This team includes the same membership as the IEP team (although not necessarily the same individuals) and other qualified professionals, as appropriate.

Expedited due process hearing. ~~An administrative hearing conducted by an SDE-appointed hearing officer to resolve disputes concerning discipline for which shortened timelines are in effect in accordance with the IDEA.~~ An administrative hearing with an expedited timeline that is only available to resolve disputes concerning discipline and/or placement related to discipline.

Expulsion. Removal of a student from school for an extended period of time. For general education students, services usually cease during an expulsion.

Extended school year (ESY). A program to provide special education and related services to an eligible student with a disability beyond the conventional number of instructional days in a school year and at no cost to the parents. An ESY program must be based on an IEP team decision and meet Idaho standards.

Extracurricular activities. Programs sponsored by an ~~district~~ LEA that are not part of the required curriculum but are offered to further the interests and abilities of students, e.g., athletics, special interest groups, or clubs sponsored by the LEA.

~~**FAPE**. (See "Free appropriate public education.")~~

~~**FERPA**. (See "Family Educational Rights and Privacy Act.")~~

Facilitation. A voluntary process during which a neutral and impartial individual, contracted by the ~~SDE~~ Idaho Department of Education, is appointed to conduct an IEP team or other special education related meeting.

Family Educational Rights and Privacy Act (FERPA). A federal law protecting the privacy of students and parents by mandating that personally identifiable information about a student contained in education records must be kept confidential unless otherwise provided by law. FERPA also contains provisions for access to records by parents, students, staff, and others.

FAPE. See "Free appropriate public education."

Fluency disorder. Stoppages in the flow of speech that are abnormally frequent and/or abnormally long. These interludes take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

FERPA. See "Family Educational Rights and Privacy Act."

Free Appropriate Public Education (FAPE). A basic IDEA requirement which states that special education and related services are provided at public expense (free); in conformity with an appropriately developed IEP (appropriate); under public supervision and direction (public); and include preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the Idaho ~~State~~ Department of Education (education).

Functional achievement and performance. Gains made by a student which include programming in community living, reading, communication, self-care, social skills, domestic maintenance, recreation, and employment or vocational skills. Also called independent living skills.

Functional behavioral assessment (FBA). A systematic process for defining problem behavior and gathering medical, environmental, social, and instructional information that can be used to hypothesize about the function of student behavior.

General education curriculum. The curriculum ~~that is~~ designed for all students, usually consisting of ~~a common~~ core ~~of~~ subjects and curriculum areas adopted by a district, ~~that are~~ aligned to the Idaho ~~Achievement~~ Content Standards or district standards. ~~The general education curriculum is defined by either the Idaho Achievement Standards or the district content standards if they are as rigorous.~~

General education instruction. Grade-level, standards-aligned instruction in the regular education setting provided by qualified personnel.

General education interventions. Educational interventions designed to address ~~the students~~ student needs using tiered systems of support in general education ~~the core~~ and supplemental interventions. Such interventions may include whole-school approaches, scientifically based programs, and positive behavior supports, including accommodations and instructional interventions based on an individual student's skill deficit(s), designed to remedy, improve, or eliminate the skill deficit and conducted in the general education environment. ~~These interventions may also include professional development for teachers and other staff to enable such personnel to deliver scientifically based literacy instruction and/or instruction on the use of adaptive and instructional software.~~

Goal. A measurable statement of desired progress. In an IEP, annual goals must include academic and functional goals designed to meet a ~~child's~~ student's needs that result from his or her disability, enable the ~~child~~ student to be involved in and make progress in the general curriculum, and meet the ~~child's~~ student's other educational needs that result from the ~~child's~~ student's disability.

Graduation. The point in time when a student meets the ~~district~~ LEA and State requirements for receipt of an Idaho high school diploma.

Graduation meeting adapted requirements. The point in time when a student meets the graduation requirements outlined in the IEP but does not meet LEA and State requirements for graduation. The student is considered to have graduated by meeting adapted requirements and maintains the right to FAPE through the day before the twenty-second (22nd) birthday as long as other eligibility requirements are met.

Graduation meeting LEA and state requirements. The point in time when a student has met LEA and State requirements that apply to all students with or without accommodations in the classroom.

Guardianship. A judicial determination under which a competent adult has the legal right and duty to deal with problems, make decisions, and give consent for an adult with a disability (at least eighteen (18) years of age) who cannot act on his or her own behalf. The court will specify the nature and scope of the guardian's authority.

Health services. See "School health services."

Hearing officer. An individual appointed to conduct an impartial due process hearing procedures consistent with the IDEA.

High school. A component of the secondary school level, typically encompassing grades nine (9) through twelve (12). ~~Idaho Statute 33-119 defines secondary school as grades seven (7) through twelve (12) inclusive of any combination thereof.~~ See "secondary school."

Homebound student. A student whose IEP team determines the ~~child's~~ student's home is the least restrictive environment.

Homeless children and youth. Children and youth who lack a fixed, regular, and adequate nighttime residence as defined in the McKinney-Vento Homeless Assistance Act.

Homeschool. An education program delivered by parents who have decided to provide instruction in the home and not in a public or private school. A homeschool is a nonpublic school~~,~~ but is not considered a private school. A virtual public school is not a homeschool.

~~**Homeschooled students**~~ **Homeschool student**. A ~~homeschooled~~ student ~~is one~~ whose parents have decided to provide an educational program in the home with instruction provided by the parents. A homeschool student is considered a nonpublic school student~~,~~ but is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Honig Injunction. A court order to remove a special education student from school or the current educational placement due to factors of dangerousness. ~~Districts~~ LEAs are required to continue with the provision of FAPE.

Idaho Content Standards. Educational standards in math and English language arts detailing what K-12 students should know at the end of each grade and establishing consistent standards across the ~~states~~ state, as well as ensuring that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or enter the workforce.

Idaho Early Learning Guidelines (eGuidelines). Educational standards for young children designed to assist in guiding development and learning. These standards provide age-appropriate guidelines for children aged three (3) through the third (3rd) grade.

IEP. See "Individualized education program."

Illegal drug. A controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Illegal use of drugs. The unlawful use, possession, or distribution of substances identified under the Controlled Substances Act~~,~~ but does not include the use of a drug taken under supervision by a licensed health care professional.

Independent educational evaluation (IEE). One or more assessment(s) conducted by a qualified examiner(s) who is not employed by or contracted by the public agency or ~~district~~ LEA responsible for the education of the student in question.

Independent living skills. See "Functional achievement and performance."

Individualized education program (IEP). A written document (developed collaboratively by an IEP team made up of parents and school personnel) ~~which~~ that outlines the special education program for a student with a disability. This document is developed, reviewed, and revised ~~at~~ by an IEP team ~~meeting~~ at least annually.

Individualized education program (IEP) team. A team established by the IDEA and comprised of but not limited to the student's general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and other knowledgeable persons. The team is responsible for developing an IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually.

Individualized family service plan (IFSP). A written individualized plan for an infant or toddler ~~(~~[birth to three (3) years of age]~~)~~ with a disability that is developed by a multidisciplinary team, including the parents, under Part C of the IDEA.

Individuals with Disabilities Education Act (IDEA). A federal law ensuring services to children with disabilities. The IDEA governs how states and public agencies provide early intervention, special education, and related services to individuals with disabilities. Infants and toddlers with disabilities (birth to two) and their families receive services under IDEA Part C. Children and youth ~~(~~[ages three (3) through the day before the twenty-second (22nd) birthday] ~~to twenty-one (21)~~ receive special education and related services under IDEA Part B.

Informal Removal. Informal removal includes action taken outside of IDEA's discipline provisions by school personnel in response to student behavior which results in the student being excluded for all or part of a school day or for an indefinite period of time. This includes: removal for a portion of a school day that a student has been suspended; removal of the student from class; removal from LEA-provided transportation; sending the student home early; repeated reliance on law enforcement or school resource officer (SRO) intervention to manage behavior; or calling a parent/guardian to pick up a student. Informal removals are considered disciplinary

removals and must be counted in the ten (10) consecutive or cumulative removals leading to change in placement.

Initial provision of service. The first time that a child with a disability is provided special education and related services. This is also referred to as the "initial placement" and means the first time a parent is offered special education and related services for their child after an initial evaluation and eligibility determination.

In-lieu of transportation. ~~Alternate method of transporting students to and from school.~~ In place of, or instead of, providing transportation. It generally refers to a situation where an LEA offers payment or another form of compensation instead of traditionally-provided transportation.

In-school suspension (ISS). Removal from the IEP-determined placement within the school setting. ISS is considered a disciplinary removal unless all three components of educational services are provided to the student: participation in general education instruction and curriculum, access to services outlined in the student's IEP, and participation with nondisabled peers to the same extent as the student participates with nondisabled peers in the current placement.

Instructional intervention. An action or strategy based on an individual student's skill deficit(s) ~~problem~~ that is designed to remedy, improve, or eliminate the skill deficit ~~identified problem~~.

Intellectual disability. An IDEA disability category in which ~~significant sub-average~~ significantly below-average general intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance. ~~The terms "mental retardation" and "cognitive impairment" were previously used to refer to this condition.~~

Intelligence quotient (IQ). A number used to express the apparent relative intelligence of an individual. This is most referenced in this Manual as it relates to Intellectual Disability.

Interagency agreement. A written document that defines the coordination between the state and/or public/private agencies and/or ~~districts~~ LEAs with respect to the responsibilities of each party for providing and funding special education programs and special education and related services.

Interim alternative educational setting (IAES). The educational setting in which ~~a district~~ an LEA may place a student with a disability, for not more than forty-five (45) school days, if the student while at school, on school premises or at a school function carries a weapon or possesses a weapon; knowingly possesses, uses, sells or solicits the sale of illegal drugs or controlled substances; or has inflicted serious bodily injury upon another person. An IAES may also be ordered by a due process hearing officer based upon evidence that maintaining the current placement is substantially likely to result in injury to the student or others.

Interim IEP. A short-term IEP with all the components of a standard IEP developed by the IEP team. It may be used for students transferring from other districts pending the development of the standard IEP or other purposes as needed.

Interpreting services. A related service for students who are deaf or hard of hearing that includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services. Students who are deaf-blind may require special interpreting services. ~~The process of providing accessible communication between and among persons who are deaf, hard of hearing, or deaf-blind, and those who are hearing. The process includes, but is not limited to, communication between American Sign Language or other form of manual communication and English. The process may also involve various other modalities that involve visual, gestural and tactile methods including oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell.~~

Itinerant specialist or itinerant teacher. A teacher who ~~normally~~ typically travels and provides services to students in different schools or in the home or consults with teachers and administrators.

Joint custody. A court order awarding custody of a minor child to both parents and providing that physical and/or legal custody shall be shared by the parents.

Joint legal custody. A court order providing that the parents of a child are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of the child.

Joint physical custody. A court order awarding each parent significant periods of time in which a child resides with or is under the care and supervision of each parent. The actual amount of time is determined by the court.

Junior high. See "Middle school."

Language impairment. An IDEA disability category in which a delay or disorder exists in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems and which adversely affects the student's educational performance. A language impairment may involve any one or a combination of the following: the form of language (morphological and syntactic systems); the content of language (semantic systems); and/or the function of language in communication (pragmatic systems).

Language therapy. A related service which includes identification of students with language impairments, diagnosis and appraisal of specific language impairments, referral for professional habilitation of language impairments when necessary, and provision of language services for the habilitation or prevention of communicative impairments.

Learning disability. See "specific learning disability."

Least restrictive environment (LRE). The IDEA requirement that students with disabilities, including those in public or private institutions or other care facilities, be educated with students who are nondisabled to the maximum extent appropriate.

Limited English Proficiency (LEP). The condition of having restricted ability to read, write, speak, or understand English, often requiring language assistance for effective communication, most often because English is not the primary language.

~~**Limited English proficient (LEP)**. An individual aged three (3) to twenty-one (21), who is enrolled or preparing to enroll in elementary or secondary school, he or she was not born in the United States or his or her native language is a language other than English; he or she is a Native American or Alaska Native, or a native resident of the outlying areas; he or she comes from an environment where a language other than English has had a significant impact on the individuals level of English language proficiency; or the individual is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. The LEP individual's difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the him or her the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.~~

Listening comprehension. For the purpose of specific learning disability eligibility, refers to the understanding of the implications and explicit meanings of words and sentences of spoken language. This includes following directions, comprehending questions, and listening and comprehending in order to learn (e.g., auditory attention, auditory memory, and auditory perception). Listening comprehension also includes the ability to make connections to previous learning.

~~**Local district.** See "district" and "local educational agency (LEA)."~~

Local educational agency (LEA). A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools. See "district."

Low vision or blindness. See "Blindness or low vision."

Manifestation determination. A determination by the parent and relevant members of the IEP team of whether or not the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the LEA's failure to implement the IEP.

Mathematics calculation. For the purpose of specific learning disability eligibility, this refers to the knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

Mathematics problem solving. For the purpose of specific learning disability eligibility, refers to the ability to apply mathematical concepts and understandings to real-world situations, often through word problems. It is the functional combination of computation knowledge and application knowledge and involves the use of mathematical computation skills and fluency, language, reasoning, reading, and visual-spatial skills in solving problems. Essentially, it is applying mathematical knowledge at the conceptual level.

McKinney-Vento Homeless Assistance Act. This law is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this law, state educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Mechanical restraint. The use of any device or equipment to restrict a student's freedom of movement. This term does not include devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical or related services professional and that are used for the specific and approved purposes for which such devices were designed, such as: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Mediation. A voluntary, confidential, and structured process during which an ~~SDE~~ Idaho Department of Education-contracted individual is appointed to serve as an impartial and neutral third party to ~~help~~ helps parents and ~~district~~ LEA or agency personnel resolve an IDEA-related conflict. Mediation usually results in a written, legally-binding agreement that is mutually acceptable to both parties and enforceable in court.

Medicaid services (school-based). Those services, ~~assessment~~ assessments, and plan development for students receiving Medicaid which ~~school district~~ LEAs may bill for reimbursement with the consent of the parent.

Medical services. ~~Medical services mean services~~ Services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

Middle school. ~~A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12).~~ Generally refers to grades six (6) through eight (8), which is the educational stage between elementary and high school. The term "middle school" is often interchangeable with the term "junior high."

Migrant student. A student who has not graduated from high school or completed a high school equivalency diploma ~~certificate~~ and resides within a family that ~~is composed of~~ includes one or more migrant ~~fisher~~ fishing or agricultural workers. The student has moved within

the preceding thirty-six (36) months in order for the family to obtain or seek this type of temporary or seasonal employment that is a principal means of livelihood.

Monitoring. An activity conducted by the Idaho ~~State~~ Department of Education to review an LEA's ~~school district's~~ compliance with federal laws, regulations, and state rules.

Multiple disabilities. ~~An IDEA disability category in which two or more deaf-blindness), whose combination causes such severe educational needs that the student cannot be accommodated in special education services designed solely for one of the impairments.~~ An IDEA disability category in which a student has two or more co-existing, severe impairments, one of which usually includes an intellectual disability or another lifelong, developmental disability. Students with multiple disabilities exhibit impairments that are lifelong, significantly interfere with independent functioning, and necessitate environmental accommodations or adaptations to enable the student to participate in school and society.

Multi-tiered system of support (MTSS). See "Tiered interventions." ~~A systemic educational practice of matching educational instruction and interventions to the needs of students. MTSS is a data-driven model involving frequent monitoring of student progress to determining if interventions are needed to improve individual student outcomes using evidenced-based practices.~~

Native language. The language or mode of communication normally used by an individual or, in the case of a student, the language normally used by the student's parents. In all direct contact with a student, the native language would be the language or mode of communication normally used by the student in the home or learning environment.

New teacher. ~~A teacher who has less than one (1) year of teaching experience.~~ A teacher in the first one to two years in their current role. An LEA may choose to expand this definition to encompass teachers new to the State, LEA, building, or teaching assignment.

Nonprofit. A school, agency, organization, or institution owned and operated by one (1) or more nonprofit corporations or associations, no part of the net earnings of which benefits, or may lawfully benefit, any private shareholder or individual.

Nonpublic school. An educational institution or program providing instruction outside a public school, including but not limited to a private school or homeschool.

Nonpublic student. Any student who receives educational instruction outside of a public school, including but not limited to a private school or homeschool student.

~~**Nonprofit**. The term 'nonprofit,' as applied to a school, agency, organization, or institution, means a school, agency, organization, or institution owned and operated by one (1) or more nonprofit corporations or associations no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.~~

Nursing services. See "School health services."

Objectives. Measurable, intermediate steps that describe the progress the student is expected to make toward an annual goal in a specified amount of time~~; similar to a benchmark~~. Objectives are required in every IEP goal area when a student qualifies to take the Alternate Assessment.

Occupational therapist. A professional licensed by the Occupational Therapy Licensure Board of Idaho who, in a school setting, is responsible for assessing fine motor skills, including students' ~~student's~~ use of hands and fingers, and developing and implementing plans for improving related motor skills. The occupational therapist focuses on daily living skills such as eating, dressing, schoolwork, play, and leisure.

Occupational therapy. A related service provided by a qualified occupational therapist for improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation, improving the ability to perform tasks for independent living.

Office of ~~special education programs~~ Special Education Programs (OSEP). The branch of the Office of Special Education and Rehabilitative Services (OSERS) within the U.S. Department of Education which is responsible for administering programs relating to the free appropriate public education to all eligible beneficiaries under the IDEA.

Oral expression. For the purpose of specific learning disability eligibility, the ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures. It relates to a student's ability to express ideas, explain thinking, retell stories, categorize, ~~and~~ compare and contrast concepts or ideas, make references, and problem solve verbally.

Orientation and mobility (O&M) services. Services provided by qualified personnel to ~~blind and visually impaired low vision~~ students with blindness or low vision ~~by qualified personnel~~ to enable these students to attain systematic orientation to and safe movement within the home, school, and community, including teaching (1) spatial and environmental concepts and use of information received by the senses to establish, maintain, or regain orientation and line of travel; (2) use of the long white cane, or a service animal, as appropriate to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; (3) understanding and use of remaining vision and distance low vision aids; and (4) other concepts, techniques, and tools.

Orthopedic impairment. An IDEA disability category that includes severe orthopedic impairments that adversely ~~affects~~ affect a student's educational performance and are caused by congenital anomaly (e.g., clubfoot, absence of an appendage, etc.); disease (e.g., poliomyelitis, bone tuberculosis, etc.); or from other causes (e.g., cerebral palsy, amputations, ~~and~~ fractures or burns that cause contracture, etc.).

Other health impairment (OHI). An IDEA disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that results in limited alertness with the respect to the educational environment that is due to chronic or acute health problems ~~(~~such as asthma, ~~ADD or~~ ADHD, cancer,

diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and/or Tourette syndrome and stroke.~~) to such a degree that it adversely affects the student's educational performance.~~

Out-of-school suspension (OSS). OSS means removal from the school and the IEP-determined placement for all or part of a school day. OSS is always considered a disciplinary removal as it, by definition, ceases one or more of the required components of educational services (participation in general education instruction and curriculum, access to services outlined in the student's IEP, and participation with nondisabled peers to the same extent as the student participates with nondisabled peers in the current placement). OSS must be counted in the ten (10) consecutive or cumulative removals constituting a change in placement.

Paraprofessional. A non-certified, non-licensed individual who is employed by ~~a district~~ an LEA and who is appropriately qualified, trained, and supervised in accordance with state standards to assist in the provision of special education and related services.

Parent. As defined by IDEA, a parent is: (1) a biological or adoptive parent of a child; (2) a foster parent if the parent's authority to make educational decisions for the student has been terminated by law ~~who has lived with the child for six (6) or more months~~; (3) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); (4) ~~An~~ an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or (5) ~~A~~ a surrogate parent who has been appointed by the ~~school district~~ LEA. If the child is a ward of the state, the judge overseeing the child's case may appoint the surrogate. The surrogate may not be an employee of the state or ~~local education agency~~ LEA or any other agency that is involved in the education or care of the child, ~~has~~ must have no personal or professional interest which conflicts with the interest of the child, ~~has~~ and must have knowledge and skills that ensure adequate representation of the child.

Parent counseling and training. A related service which includes helping a parent understand child development and the special needs of the student and acquire skills to support the implementation of the student's IEP.

Part B. Part of the IDEA that relates to the assistance to states for the education of students with disabilities who are ages three (3) through the day before the student's twenty-second (22nd) birthday. ~~semester in which a student turns twenty-one (21).~~ Part B is administered by the Idaho ~~State~~ Department of Education and carried out by ~~school districts~~ LEAs and other public agencies.

Part C. Part of the IDEA that relates to the assistance to states for the education of children with disabilities and the early intervention programs for infants and toddlers, ages birth through two (2), with disabilities. In Idaho, Part C is administered by the Department of Health and Welfare.

~~**Peer-reviewed research**. A higher level of non-biased research, which has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.~~

Personally identifiable information (PII). Includes but is not limited to:~~,~~ student's name, name of parent or other family member, address of student or family, social security number, student number, list of personal characteristics, or other information that would make it possible to identify the student with reasonable certainty.

Phonology. ~~The process used in our language that has common elements (sound patterns) which affect different sounds.~~ The sound system of a language and the rules that govern the combination of these sounds.

Phonology disorders. ~~Phonology disorders are errors involving~~ Errors affecting the understanding and use of phonemes~~,~~ and sound patterns and the rules governing their combinations.

Physical escort. Temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of directing a student to a safe location. Physical escorting that involves methods used to immobilize a student's movement should be considered a physical restraint.

Physical restraint. Personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. The term physical restraint does not include a physical escort.

Physical therapist. A professional licensed by the Idaho Physical Therapy Licensure Board who, in the school setting, assesses students' needs and provides interventions related to gross motor skills. In working with students with disabilities, the physical therapist provides treatment to increase muscle strength, mobility, endurance, physical movement, and range of motion; improve posture, gait, and body awareness; and monitor function, fit, and proper use of mobility aids and devices.

Physical therapy. A related service provided by a qualified physical therapist for improving gross motor skills, including treatment to increase muscle strength, mobility, endurance, physical movement, and range of motion; improve posture, gait, and body awareness; and monitor function, fit, and proper use of mobility aids and devices.

~~**Plan for improving results (PIR)**. A plan developed collaboratively between the SDE and a district to address needs identified as a result of the district's self-evaluation and/or an SDE monitoring visit.~~

Positive behavior~~al intervention and~~ supports ~~(PBIS)~~. Positive reinforcement, rewards, or consequences provided to a ~~child~~ student for specific instances of behavior that impedes learning or the learning of others ~~(or refraining from behavior)~~ as appropriate for the purpose of allowing the student to meet his or her behavioral goals/benchmarks.

Positive behavioral intervention and supports (PBIS). An evidence-based, multi-tiered framework that schools use to improve student outcomes and school climate by focusing on preventing problem behaviors and promoting positive behaviors and social-emotional skills for all students. See "Tiered interventions."

Power of attorney. The designation, in writing, by a competent person of another to act in place of or on behalf of another person.

~~**Present level of performance (PLOP) or**~~ **Present levels of academic achievement and functional performance (PLAAFP)**. ~~Used interchangeably, these area a~~ A statement of the student's current level of achievement or development in an area of need and how the student's disability affects his or her involvement and progress in the general education curriculum offered to students without disabilities. For preschool students, as appropriate, how the disability affects the child's participation in age-appropriate activities.

Private school. A nonpublic school that is not funded by or under federal or state control or supervision. A homeschool is not a private school.

Private school student. Any student who receives educational instruction in a school not funded by or under federal or state control or supervision is considered a nonpublic private school student. A homeschool student is not a private school student.

Problem-solving team. A required general education team, the name of which may vary, which shall be established at the local level~~, whose name may vary,~~ with the purpose ~~to problem solve~~ of establishing a process to plan accommodations and tiered interventions in general education and to ensure that referrals to consider a special education evaluation are appropriate. ~~regarding the educational needs of any student.~~ Procedures, meeting schedules, and team membership are established locally. The team ~~is likely to~~ shall include general educators and administrators and could include counselors, specialists, and special education personnel. Parent participation is valuable but not required.

Procedural safeguards. The requirements of Part B of the IDEA that are designed to allow a parent/adult student to participate meaningfully in decisions concerning an appropriate educational program for a student with a disability and, if necessary, dispute such decisions. Also referred to as special education rights. The written notification of these rights, titled *Procedural Safeguards Notice,* shall be offered to parents at least annually.

Professional development. High-quality comprehensive programs that are essential to ensure that persons responsible for the education or transition of students with disabilities possess the skills necessary to address the educational and related needs of these students. ~~These should be scientifically-based and reflect successful practices including strategies for recruiting, hiring, preparing, and retaining personnel.~~

Professional staff. An individual who holds certification from the Idaho Department of Education and/or professional licensure.

Psychological services. A related service which includes administering and interpreting assessments related to the student's educational performance and conditions related to

learning; consulting with other staff members in planning school programs to meet the student's special educational needs; planning and managing a program of psychological services, including psychological counseling for students and parents; and assisting in developing positive behavioral intervention strategies.

Public agency. The SEA and LEAs, including Idaho school districts and public charter schools, and any other public subdivisions of Idaho that are responsible for providing education to children with disabilities.

Public expense. When ~~a district~~ an LEA or public agency either pays for the full cost of an evaluation or special education services or ensures that it is otherwise provided at no cost to the parent; for example, through joint agreements with other state agencies.

Qualified personnel. An individual who holds the appropriate certification, qualifications, and/or professional licensure to perform the assigned duties.

Reading components. The term "reading" means a complex system of deriving meaning from print that requires all of the following skills, which are the essential components of reading instruction: (1) Phonemic awareness: The skills and knowledge to understand how phonemes, or speech sounds, are connected to print; (2) Phonics: The ability to decode unfamiliar words; (3) Reading fluency: The ability to read fluently; (4) Vocabulary development: Sufficient background information and vocabulary to foster reading comprehension; and (5) Reading comprehension: The development of appropriate active strategies to construct meaning from print.

Reading comprehension. For the purpose of specific learning disability eligibility, refers to the ability to understand and make meaning of written text and includes a multifaceted set of skills. Reading comprehension is influenced by oral language development including new vocabulary acquisition, listening comprehension, working memory, application of comprehension-monitoring strategies, and understanding of text structure including titles, paragraphing, illustrations, and other details. Reading comprehension is significantly affected by basic reading skills.

Reading fluency. For the purpose of specific learning disability eligibility, refer to the ability to read words and text accurately, using age-appropriate chunking strategies and a repertoire of sight words, and with appropriate rate, phrasing, and expression (prosody). Reading fluency facilitates reading comprehension.

Reasonable measures (Reasonable efforts). A combination of ~~recorded~~ written and/or oral efforts with documentation to meet notification requirements of the ~~district~~ LEA to parents/adult students.

Reasonable time. A period of ten (10) calendar days unless there are exceptional circumstances that warrant a shortened period of time such as an emergency or disciplinary meeting.

Recreation, including therapeutic recreation. A related service which includes assessment of leisure function, therapeutic recreation services, recreation programs in schools and community agencies, and leisure education.

Reevaluation. A periodic evaluation conducted at least every three years, or more frequently if conditions warrant~~,~~ or if the student's parent or teacher requests an evaluation of a student already identified as eligible for services under the IDEA. Reevaluations may not occur ~~not~~ more than once a year, unless the parent and the ~~district~~ LEA agree otherwise ~~or may be waived by the parent and LEA~~.

Regular due process hearing. An administrative hearing provided on a regular timeline that is available to resolve issues related to the identification, evaluation, educational placement, or the provision of FAPE to a student.

Rehabilitation counseling services. A related service provided by qualified personnel in individual or group sessions that focus specifically on career development, employment, preparation, achieving independence, and integration in the workplace and community of a student with a disability. This also includes vocational rehabilitation services provided through vocational rehabilitation programs.

Related services. Refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education and includes the following: speech therapy, language therapy, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, interpreting services, medical services for diagnostic or evaluation purposes, school health/nursing services (excluding surgically implanted medical devices), social work services in schools, and parent counseling and training.

Resolution session. A meeting involving the parents, relevant members of the IEP team, and a representative of the district who has decision-making authority, required prior to a due process hearing if the parent has requested the due process hearing.

Response to intervention (RTI). A formal process within a tiered system of support for evaluating student response to scientifically research-based interventions, consisting of the core components of: (1) problem identification, (2) problem analysis, (3) applying research-based, tiered interventions, and (4) progress monitoring/decisions rules. As used in the IDEA, RTI is only mentioned as an alternative to the severe discrepancy criteria in determining whether a student has a Specific Learning Disability. See "Tiered interventions."

~~**Resolution session**. A meeting involving the parents, relevant members of the IEP team, and a representative of the district who has decision-making authority, required prior to a due process hearing if the parent has requested the due process hearing.~~

School-age. Includes all persons between the ages of five (5) ~~(~~[i.e., turns five (5) on or before September 1]~~)~~ and the day before the student's twenty-second (22nd) birthday ~~twenty-one (21) years~~ who reside in Idaho. For students with disabilities who qualify for special education and related services under the IDEA, school-age begins at age three (3) and

continues through the day before the student's twenty-second (22nd) birthday. ~~the semester of school in which the student attains the age of twenty-one (21).~~

School day. Any day, including a partial day, when all students are in attendance at school for instructional purposes.

School health services. ~~School health services and school nurse services means~~ A related service which includes health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

School psychologist. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Psychology and is charged with the responsibility to conduct assessments and determine a student's cognitive, academic, social, emotional, and/or behavioral functioning. This professional also provides direct services to students, consults with ~~district~~ LEA staff, and may be a member of the evaluation and/or IEP team.

Scientifically-based research (SBR). ~~Scientifically based research (as~~ As defined in the ESEA,~~)~~ ~~means~~ research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.~~; and includes research that (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.~~

Screening. An informal, although organized, process~~,~~ of gathering information related to student performance. ~~identifying students who are not meeting or who may not be meeting Idaho Content Standards.~~

Seclusion. The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Secondary school. The term "secondary school" means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that it does not include any education beyond grade twelve (12). The term secondary school is not defined in Idaho Code. See "~~high~~ High school."

Section 504 of the Rehabilitation Act of 1973. A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

Secular. An adjective used to describe a private, non-religious educational entity.

Serious bodily injury (SBI). Bodily injury which involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of bodily member, organ, or mental faculty. To warrant an IAES on this basis, the injury must be severe. Minor injuries are not sufficient.

Services plan (SP). Services plan means a written statement that describes the special education and related services the district will provide to a parentally-placed child with a disability enrolled in a private school who ~~has been designated~~ is eligible to receive services, including the location of the services and any transportation necessary.

Setting. The location, generally either a special education environment or a general education environment, where special education services occur. The setting does not necessarily refer to a physical location.

Significant cognitive ~~impairments~~ disabilities. A designation given to a small number of students with disabilities for the purposes of their participation in ~~AAs~~ alternate assessments. Having significant cognitive ~~impairments~~ disabilities is not solely determined by an IQ test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive ~~impairments~~ disabilities have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55).

Social work services in school. A related service which may include preparing a social or developmental history on a student with a disability, group and individual counseling with the student and family, working in partnership with parents and others on those problems in the student's living situation that affect the student's adjustment in school, mobilizing school and community resources to enable the student to learn as effectively as possible in his or her educational program, and/or assisting in developing positive behavioral intervention strategies

~~**Social worker**. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Social Work and helps students and teachers address social and emotional issues. This professional may be a member of the evaluation and/or IEP team.~~

~~**Socially maladjusted**~~ **Social maladjustment**. A ~~child who has a~~ persistent pattern of violating societal norms ~~with~~ characterized by behaviors such as truancy, substance abuse, and/or a perpetual struggle with authority.~~, is easily frustrated, impulsive, and manipulative.~~ This can exist concurrently with an emotional behavioral disorder.

Social worker. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Social Work and helps students and teachers address social and emotional issues. This professional may be a member of the evaluation and/or IEP team.

Special education. Specially designed instruction, ~~or speech/language therapy~~ at no cost to the parent, to meet the unique needs of a student with a disability ~~including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education~~.

Special educational placement. Refers to the provision of special education services along the continuum of placements under the least restrictive environment requirements, rather than a specific place or location, such as a specific classroom or school. The balance of setting and services to meet an individual student's needs.

Specially designed instruction. Adapting the content, methodology, or delivery of instruction to address the unique needs of an eligible student that result from the student's disability and to ensure access to the general education curriculum so that the student can meet the ~~education standards~~ Idaho Content Standards ~~of that district~~ that apply to all students.

Specific learning disability (SLD). A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, ~~of~~ intellectual disability, ~~of~~ emotional behavioral disorder, or ~~of~~ environmental, cultural, or economic disadvantage.

Speech impairment. A ~~speech-language~~ disorder~~,~~ such as a speech fluency disorder, impaired articulation/phonology, ~~a language impairment,~~ or a voice impairment that adversely affects a student's educational performance.

Speech-language pathologist. A professional holding an Idaho Pupil Personnel Services Certificate who can assess and treat ~~persons~~ students with speech, language, voice, and fluency disorders. This professional coordinates with and may be a member of the evaluation and IEP teams.

Speech therapy. A related service which includes identification of students with speech impairments, diagnosis and appraisal of speech impairments, referral for professional habilitation of speech impairments when necessary, and provision of speech services for the habilitation or prevention of communicative impairments.

Standard deviation. A number that indicates how spread out or how varied the scores are in a group of students.

Standard score. A number that shows how a student's performance compares to that of other students of the same age or grade. Typically, standard scores are reported based on a mean (or average) of one hundred (100) and standard deviation of fifteen (15).

State educational agency (SEA). The Idaho Department of Education is the SEA and is primarily responsible for the State supervision of public elementary and secondary schools.

Stay-put. A requirement that a district or agency maintains a student with a disability in his or her present educational placement while a due process hearing or subsequent judicial proceeding is pending, unless the parties agree otherwise.

Student (school-age). For resident children with disabilities who qualify for special education and related services under the IDEA and subsequent amendments thereto, and applicable state and federal regulations, "school-age" shall begin at the attainment of age three (3) and shall continue through the day before the student's twenty-second (22nd) birthday. ~~semester of school in which the student attains the age of twenty-one (21) years.~~

~~**Stay put.** A requirement that a district or agency maintain a student with a disability in his or her present educational placement while a due process hearing or subsequent judicial proceeding is pending unless the parties agree otherwise.~~

Substantial evidence. A legal term that means "beyond a preponderance of the evidence" or "beyond more likely than not."

Summary of performance (SOP). A document given to secondary students when a student exits special education as a result of earning a diploma or aging out. This document describes the student's academic achievement and functional performance along with recommendations to assist the student in meeting post-secondary goals.

Supplementary aids and services. ~~Supplementary aids and services means aids~~ Aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Supports for school staff. A related service which includes training, equipment, assistive technology, or other supports required to ensure staff have the skills and tools necessary to address the needs of a student with a disability

Surrogate parent. An individual assigned and trained by ~~a district~~ an LEA or an agency to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified or located for a particular student or when the child is a ward of the state.

Suspension. A temporary stop, delay, interruption, or cessation of educational service due to a violation of the student conduct code. This may include in-school suspension. See "Informal removal," "In-school suspension," "Out of school suspension," and "Transportation suspension."

Tiered interventions (Tiered systems of support). A comprehensive prevention framework designed to improve developmental, social, emotional, academic, and behavioral outcomes using a continuum of evidence-based strategies and supports. Within a tiered framework, educators implement universal strategies and supports designed for all children; targeted strategies and supports for children with additional needs; and intensive strategies and supports to meet the specific needs of individual children. See "Response to intervention," "Multi-tiered systems of support," and "Positive behavioral interventions and support."

Traditional public school. ~~"Traditional public school" means any~~ Any school existing or to be built that is operated and controlled by a school district in this state as per Idaho Statute, Chapter 33-~~-~~5202A~~(7)~~.

Transition age student. A student whose upcoming IEP will be in effect for any part of the time that ~~when~~ the student is sixteen (16) through the day before their twenty-second (22nd) birthday. ~~to twenty-one (21) years of age.~~

Transition services. A coordinated set of activities for a student with a disability designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. Services are based on individual student needs addressing instruction, related services, community experiences, employment, post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Transportation suspension. Suspension or removal from LEA-provided transportation as a disciplinary measure. When a student's IEP lists transportation as a related service, removal or suspension of transportation services is considered a disciplinary removal and must be counted in the ten (10) consecutive or cumulative days of removal leading to a change in placement.

Traumatic brain injury (TBI). An IDEA disability category that refers to an injury to the brain caused by an external physical force and resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory perception and motor abilities, psychosocial behavior, physical

functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

Travel training. Instruction to students with significant cognitive ~~impairments~~ disabilities and any other students with disabilities who require instruction to enable them to develop an awareness of the environment in which they live and to learn the skills necessary to move effectively and safely from place to place within the home, school, and community.

Twice exceptional. Twice exceptional students are identified as gifted/talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual or performing arts) and also identified with a disability defined by State eligibility criteria (SLD, EBD, Autism, Orthopedic ~~Impairments~~ Impairment, etc.) that qualifies the student for special education and related services. ~~an IEP.~~

Unilateral action. An action that was taken outside of the special education process and the action was not the result of an IEP team decision.

Unilateral placement in private school by a parent. A decision by a parent, at his or her own discretion, to remove his or her child with a disability from a public school and enroll the student in a private facility because the parent believes that the ~~district~~ LEA did not provide FAPE in a timely manner.

Unilateral removal by the LEA. When the LEA, without the agreement or participation of the IEP team, specifically the parent, denies the provision of educational services to a student. This typically happens through some type of exclusionary discipline.

Universal design. A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies.

~~**Visual impairment including blindness**. An IDEA disability category characterized by an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes partial sight, which refers to the ability to use vision as one channel of learning if educational materials are adapted, and blindness.~~

Voice disorder. ~~(See "speech impairment")~~ Refers to the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition. See "Speech impairment."

Voluntary coordinated early intervening services (CEIS).Voluntary services funded by a portion of IDEA Part B funds and provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment.

Voluntary enrollment in a private placement. Enrollment by a parent of a student with a disability in a private facility or homeschool for religious, philosophical, curricular, or other personal reasons.

Ward of the state. A child who, as determined by the State where the child resides, is a foster child (unless the foster parent meets the definition of a "parent" in Section 34 CFR §300.30), a ward of the State, or in the custody of a public child welfare agency.

Weapon. (See "dangerous weapon.")

Workplace Readiness Standards. Standards designed to ensure students graduate from high school properly prepared with skills employers prioritize as the most important. The standards provide a means through which students may acquire and exhibit leadership qualities, as leadership development principles are embedded in most, if not all, of the standards.

Written expression. For the purpose of specific learning disability eligibility, the processes related to the transcription of ideas and thoughts into a written product, such as handwriting and spelling. It also involves generative processes such as the communication of ideas, thoughts, and feelings. Required skills include using oral language, thought, grammar, text fluency, sentence construction, and planning to produce a written product.

Written notice. A written statement provided by the ~~district~~ LEA to a parent/adult student within a reasonable amount of time before proposing or refusing to initiate or change ~~to~~ the identification, evaluation, educational placement, or the provision of FAPE.

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LEGAL CITATIONS

Introduction

The legal citations and topical reference for this Manual follow the chapter outlines and present references to federal and state statutes, regulations and rules for the enforcement of IDEA. The citations listed are the primary references for each chapter and section, not an all-inclusive reference list.

The entire IDEA and regulations are posted on the U.S. Department of Education website.

Idaho statutes and rules.

Some of the policies/procedures stated in this Manual are based upon case law and letters of clarification from the U.S. Office of Special Education Programs (OSEP).

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Chapter 1: Legal Citations

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Purpose of IDEA Child Find	300.1 300.111	~~IDAPA 08.02.03.109.02.a~~ ~~IDAPA 08.02.03.109.02.d~~
2.	Procedural Safeguards	300.121 300.504	~~IDAPA 08.02.03.109.05~~
3.	Student Eligibility under the IDEA	300.8 300.122 300.306-311	Idaho Code § 33-2001(3) Idaho Code § 33-2001(5) ~~IDAPA 08.02.03.109.03~~
4.	Free Appropriate Public Education (FAPE)	300.17 300.39 300.101-300.102 300.148	Idaho Code § 33-201 Idaho Code § 33-2002 Idaho Code § 33-2010 Idaho Code § 20-504(a)(3) ~~IDAPA 08.02.03.109.02.a~~
5.	~~District~~ LEA Programs and Services	300.107-300.110 300.117	Idaho Code § 33-2002
6.	Individualized Education Program (IEP)	300.22 300.320-300.328	~~IDAPA 08.02.03.109.04~~
7.	Least Restrictive Environment (LRE)	300.114-300.120	~~IDAPA 08.02.03.109.04.c~~
8.	Summary of Activities that May Lead to Special Education Services	300.102(a) 300.112 300.116 300.124 300.300-300.307 300.309-300.311 300.320-300.324 300.503-300.504 300.622	~~IDAPA 08.02.03.109.02.h~~ Idaho Code § 33-2002 ~~IDAPA 08.02.03.109.03~~ ~~IDAPA 08.02.03.109.04~~

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Chapter 2: Free Appropriate Public Education (FAPE)

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Definition of Free Appropriate Public Education (FAPE)	300.17	
2.	Provision of FAPE	300.101-300.111 300.132 300.209	Idaho Code § 33-201 Idaho Code § 33-2002 Idaho Code § 33-2009 Idaho Code § 33-2010 Idaho Code § 20-504a ~~IDAPA 08.02.03.109.02.c~~
3.	FAPE Considerations Procedural Safeguards	300.101-300.111 300.154 300.209 300.504	~~IDAPA 08.02.03.109.02 a~~ ~~IDAPA 08.02.03.109.02 c~~

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Chapter 3: Child Find

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	~~District~~ LEA Responsibility	300.111 300.131	~~IDAPA 08.02.03.109.02.a~~ ~~IDAPA 08.02.03.109.02.c~~ ~~IDAPA 08.02.03.109.02.d~~ ~~IDAPA 08.02.03.109.02.h~~
2.	Locating Students	300.111 300.124 300.154	~~IDAPA 08.02.03.109.02.a~~ ~~IDAPA 08.02.03.109.02.c~~ ~~IDAPA 08.02.03.109.02.d~~ ~~IDAPA 08.02.03.109.02.h~~
3.	Identification	300.302 300.226	~~IDAPA 08.02.03.109.02.h~~
4.	Referral to Consider a Special Education Evaluation	300.174 300.301 300.302 300.305 300.306 300.308 300.309 300.504	~~IDAPA 08.02.03.109.02.a~~ ~~IDAPA 08.02.03.109.02.h~~

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Chapter 4: Eligibility

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Evaluation Team	300.306(a)(1) 300.304(c)(1)(iv) 300.308	~~IDAPA 08.02.03.109.03~~
2.	Purpose of an Evaluation	300.15 300.305	~~IDAPA 08.02.03.109.03~~
3.	Written Notice and Consent for Assessment	300.9 300.29 300.300 300.301 300.503	~~IDAPA 08.02.03.109.02.a~~
4.	Information from Other Agencies or ~~District~~ LEAs	300.622	~~IDAPA 08.02.03.109.02.a~~
5.	Evaluation and Eligibility Determination Procedures	300.8 300.39 300.300-300.301 300.304-300.311	~~IDAPA 08.02.03.109.02.a~~ ~~IDAPA 08.02.03.109.03~~
6.	Reevaluation and Continuing Eligibility	300.300 300.303 300.305-300.306 300.308	~~IDAPA 08.02.03.109.02.a~~
7.	State Eligibility Criteria	300.8 300.307-300.311	~~IDAPA 08.02.03.109.03~~

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Chapter 5: Individualized Education Programs

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	IEP Initiation	300.320-300.328 300.22 300.39 300.501 300.306(c)(2) 300.321	~~IDAPA 08.02.03.109.04~~
2.	IEP Development

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Chapter 6: Least Restrictive Environment

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Least Restrictive Environment Considerations	300.114-300.120	~~IDAPA 08.02.03.109.04.a~~ ~~IDAPA 08.02.03.109.04.c~~
2.	~~District~~ LEA Responsibility for Continuum of Settings and Services	300.115-300.116	~~IDAPA 08.02.03.109.04.a~~ ~~IDAPA 08.02.03.109.04.c~~
~~3.~~	~~Federal Reporting of LRE~~	~~300.600-604~~	~~IDAPA 08.02.03.109.04.g~~

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Chapter 7: Discontinuation of Services, Graduation, and Grading

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Discontinuation of Services	300.9 300.305 300.306 300.102 (a)(3) 300.503	Idaho Code § 33-201 Idaho Code § 33-209 ~~IDAPA08.02.03.109.07~~
2.	Graduation	300.102. (a)(3) (i-iii) 300.320 (b)(2)	~~IDAPA 08.02.03.109.07~~
3.	Transcripts and Diplomas		*Letter to Runkel,* 25 IDELR 387 (OCR 1996) 20 U.S. Code § 1412
4.	Grades, Class Ranking, and Honor Roll		*Letter to Runkel,* 25 IDELR 387 (OCR 1996)

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Chapter 8: Charter Schools

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Definition and Parent/Student Rights	300.7 300.209(a)	Idaho Code § 33-5205 Idaho Code § 33-5206
2.	Responsibility for Services	300.2 300.209(b-c)	Idaho Code § 33-5205 ~~IDAPA 08.02.03.109.02.a~~ ~~IDAPA 08.02.03.109.02.c~~
3.	Essential Components of a Special Education Program	300.209	Idaho Code § 33-5205 ~~IDAPA 08.02.03.109.02.c~~
4.	Charter Schools and Dual Enrollment		Idaho Code § 33-203 Idaho Code § 33-2002
5.	Funding	300.704(b)(4)(ix) 300.705 300.209	Idaho Code § 33-5208 Idaho Code § 33-1002B Idaho Code § 33-2004 Idaho Code § 33-2005 Idaho Code § 33-5208 (9)

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Chapter 9: Private School Students

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Definitions Private School Placements	300.13 300.36 300.130 300.145-300.148	Idaho Code § 33-203
2.	Students Voluntarily Enrolled by Parents	300.37 300.131-300.133 ~~300.134~~ ~~300.135 (a-b)~~ ~~300.137 (b)(2)~~ ~~300.136 (a)(1-2)~~ ~~300.136 (b)(1-3)~~ 300.111 (1)(i-ii) ~~300.131 (a-f)~~ ~~300.137 (a)~~ ~~300.138 (a)(1-2)~~ ~~300.138 (c)(2)~~ ~~300.132 (a-b)~~ ~~300.138 (2) (b)~~ ~~300.132 (b)~~ ~~300.138 (b) (2)~~ 300.320 300.323 (b) 300.139 (b) (1-2) 300.140 (a-c) ~~300.133~~ 300.144	~~IDAPA 08.02.03.109.02.d~~
3.	Students Placed by the ~~District~~ LEA	300.145-300.146 300.320-300.325	~~IDAPA 08.02.03.109.02.d~~
4.	Dual Enrollment by Parents	300.137(a)	Idaho Code § 33.203 ~~IDAPA 08.02.03.109.02.d~~
5.	Students Unilaterally Placed by their Parents when FAPE is Issued	300.148 300.101	~~IDAPA 08.02.03.109.02.d~~
6.	Out of State Students Residing in Residential Facilities	300.131	~~IDAPA 08.02.03.109.02.d~~

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Chapter 10: Homeschool

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Definitions		Idaho Code 33-203 Idaho Code 33-202
2.	LEA Responsibilities	300.101-102 300.111 300.504	
3.	Dual Enrollment		Idaho Code 33-203

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Chapter 11 ~~12:~~ Discipline

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
~~1.~~	~~General Discipline Provisions~~	~~300.530(b) 300.534~~	~~Idaho Code § 33-205~~
~~2.~~	~~Actions Involving a Change of Placement~~	~~300.530-300.532 300.536~~	
~~3.~~	~~FAPE Considerations~~	~~300.530-531~~	~~Idaho Code § 33-1501~~
~~4.~~	~~Procedures for a Manifestation Determination~~	~~300.503(c-f)~~	~~Idaho Code § 33-205~~
~~5.~~	~~Other Considerations~~	~~300.532(a) 300.532(c) 300.533 300.534~~	~~IDAPA 08.02.03.109.5.c IDAPA 08.02.03.109.5.f Idaho Code § 33-209~~
1.	Supporting Challenging Behavior		
2.	Educational Services and Types of Removal	300.530	
3.	Change of Placement	300.530-300.532 300.536	
4.	Manifestation Determination	300.530	
5.	Actions Following a Manifestation Determination	300.530-533	
6.	FAPE Considerations	300.530 U.S. Department of Education. (n.d.). *Positive, proactive approaches to supporting children with disabilities: A guide for stakeholders*. Retrieved from https://www2.ed.gov/policy/speced/guid/idea/positive-proactive-approaches.pdf U.S. Department of Education. (n.d.). *Questions and answers: Addressing the*	

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
		needs of children with disabilities and IDEA's discipline provisions (p. 26). Retrieved from https://www2.ed.gov/policy/speced/guid/idea/discipline-q-a.pdf U.S. Department of Education. (n.d.). *Supporting students with disabilities and avoiding the discriminatory use of student discipline under Section 504 of the Rehabilitation Act of 1973*. Retrieved from https://www2.ed.gov/policy/rights/guid/ocr/504-student-discipline.pdf	
7.	Restraint and Seclusion	U.S. Department of Education. (n.d.). *Students with disabilities and the use of restraint and seclusion in K-12 public schools*. Retrieved from https://www2.ed.gov/policy/seclusion/restraint-and-seclusion.pdf	Idaho Code 33-1224
8.	Other Considerations	300.532-534 Honig, 484 US 305; Light v. Parkway C-2 Sch. Dist., 41 F3d 1223 (8th Cir 1994). OSEP Memorandum 97-7, 26 IDELR 981 (OSEP 1997); 43 Fed Reg at 12,621 (1999).	

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Chapter 12 ~~11~~: Procedural Safeguards

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Procedural Safeguards Notice	300.504	~~IDAPA 08.02.03.109.05~~
2.	Domestic Considerations	300.30 300.519 300.320 300.520 300.530 ~~300.030~~	Idaho Code § 32-717A Idaho Code § 32-717B *Letter to Cox* 54 IDLER 60 (110 LRP 10357)
3.	Informed Consent	300.9 300.300	
4.	Written Notice	300.508(e) 300.503 300.300	~~IDAPA 08.02.03.109.05a~~
5.	Confidentiality and Access to Records	300.32 300.611 300.622 300.614 300.613 300.616 300.623-300.625 300.618-300.621	~~IDAPA 08.02.03.109.05k~~ Idaho Code § 32-717A Idaho Code § 33-133 (6)
6.	Independent Educational Evaluations	300.502	~~IDAPA 08.02.03.109.05j~~

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Chapter 13: Dispute Resolution

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
1.	Facilitation		
~~2.~~	~~Informal Conflict Resolution~~	~~300.506~~	~~IDAPA 08.02.03.109.05.b~~
~~3.~~2.	Mediation	300.506 300.151-300.152	~~IDAPA 08.02.03.109.05.b~~
~~4.~~3.	State Complaints	300.151-300.153 ~~300.507-300.508~~ ~~300.510-515~~ ~~300.518~~	~~IDAPA 08.02.03.109.05~~
~~5.~~4.	Due Process Hearings	300.507-300.518	~~IDAPA 08.02.03.109.01.d~~ ~~IDAPA 08.02.03.109.05.c,e,f~~
~~6.~~5.	Expedited Due Process Hearings	300.516 300.532	~~IDAPA 08.02.03.109.05.g~~
~~7.~~6.	Appeals and Civil Action	~~300.517~~ 300.516	
~~8.~~7.	Attorney Fees	300.517	

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~~Chapter 11: Improving Results~~

Chapter 14: General Supervision System Requirements

Legal Citations

Section	Topic	IDEA Regulations 34 CFR §	Idaho Code IDAPA Reference
~~1.~~	~~Monitoring Priorities and Indicators~~	~~300.600-604~~	~~IDAPA 08.02.03.109.02~~
~~2.~~	~~Early Intervening Services~~	~~300.226~~ ~~300.205 (d)~~ ~~300.208 (a) (2)~~ ~~300.711~~	~~IDAPA 08.02.03.109.02~~
~~3.~~	~~Personnel~~	~~300.156~~ ~~300.704 (b) (4) (vii)~~	~~IDAPA 08.02.03.109.02~~ ~~IDAPA 16.03.09~~
1.	Department's General Supervision Requirements	300.149 300.146 300.167-168	
2.	Integrated Monitoring Activities	300.149	
3.	Coordinated Early Intervening Services (CEIS) and Comprehensive Coordinated Early Intervening Services (CCEIS)	300.226 300.205 (d) 300.208 (a) (2) 300.646 300.711	
4.	Comprehensive Coordinated Early Intervening Services (CCEIS)	300.646	
5.	Personnel	300.156 300.704 (b) (4) (vii)	IDAPA 16.03.09

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CHAPTER 1: OVERVIEW

Three (3) federal laws have been passed to ensure educational opportunities for individuals with disabilities:

1. the Individuals with Disabilities Education Act (IDEA)
2. Section 504 of the Rehabilitation Act of 1973 (Section 504)
3. the Americans with Disabilities Act of 1990 (ADA)

The ~~last~~ most recent reauthorization of the IDEA was in 2004 and aligned the law with the Elementary and Secondary Education Act of 2001. In 2015, the Every Student Succeeds Act (ESSA) was passed. Revisions to the IDEA regulations were issued in 2007, 2008, 2013, ~~and~~ 2014, 2015, 2016, and 2017 ~~with additional regulatory changes to the IDEA currently pending~~. The IDEA preserves the basic structure and civil rights of previous reauthorizations and emphasizes both *access* to education and *improved results* for students with disabilities based on data and public accountability.

This Manual represents Idaho's interpretation of IDEA and, in combination with guidance issued by the Department, outlines procedural requirements for the implementation of the IDEA in Idaho. This Manual provides information regarding ~~district~~ LEA and charter responsibilities under the IDEA and relevant Idaho legal requirements.

Section 1. Child Find

Each ~~The~~ district or charter is a local education agency (LEA) and is required to ~~is responsible for~~ establish~~ing~~ and implement~~ing~~ an ongoing Child Find system. Child Find activities are conducted to create public awareness of special education programs; to advise the public of the rights of students; and to alert community residents of the need for identifying and serving students with disabilities from the age of three (3) through ~~the semester in which they turn~~ the age of twenty-one (21) inclusive, until the student's twenty-second (22nd) birthday.

The ~~district~~ LEA is also responsible for coordinating with the Department of Health and Welfare regarding the Child Find system for children ages birth through two (2) years. The Child Find system includes children with disabilities who are homeless, as defined by the McKinney-Vento Homeless Assistance Act (see Glossary), wards of the state, or attending private schools, regardless of the severity of the disability.

See Chapter 3 for more information on Child Find.

Section 2. Procedural Safeguards

A parent/adult student has specific procedural safeguards assured by the IDEA and state law. The ~~district~~ LEA provides a document titled *Procedural Safeguards Notice* to parents/adult

students. The *Procedural Safeguards Notice* ~~that contain~~ contains a full explanation of special education rights.

See Chapter ~~11~~ 12 for more information on procedural safeguards.

Section 3. Student Eligibility under the IDEA

To be eligible for services under the IDEA, a student must have a disability that:

1. meets the ~~Idaho state disability~~ State eligibility criteria as established in this manual;
2. adversely affects educational performance; and
3. results in the need for specially designed instruction ~~and related services~~.

The process used to make this decision ~~determination~~ is an evaluation to determine special education eligibility ~~called "eligibility evaluation."~~ During this process ~~an eligibility evaluation~~, an evaluation team (which includes educators and the parent/adult student) reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general education curriculum ~~in making the eligibility determination~~.

See Chapter 4 for more information on eligibility and evaluation.

Section 4. Free Appropriate Public Education (FAPE)

The ~~district (~~LEA~~)~~ is required to ensure that a free appropriate public education (FAPE) is available to students who reside ~~in~~ within the ~~district~~ LEA's boundaries and are eligible for special education. FAPE is individually determined for each student that qualifies for special education. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

See Chapter 2 for more information on FAPE.

Section 5. ~~District~~ LEA Programs and Services

The ~~district~~ LEA shall ensure that the same array of academic, nonacademic, and extracurricular activities and services is available to students with disabilities as is available to students without disabilities.

A. Educational Programs and Services

The ~~district~~ LEA shall take steps to ensure that students with disabilities have access to the variety of educational programs and services that are available to all other students served by the ~~district~~ LEA. These may include art, music, industrial arts, ~~consumer and homemaking education, vocational education~~ career technical education, and any other programs in which students without disabilities participate.

B. Physical Education

Physical education services, specially designed if necessary, shall be made available to every student with a disability receiving FAPE, unless the ~~district~~ LEA enrolls ~~children~~ students without disabilities and does not provide physical education to ~~children~~ students without disabilities in the same grades.

C. Nonacademic and Extracurricular Services and Activities

The ~~district~~ LEA shall take steps, including the provision of supplementary aids and services determined appropriate and necessary by the student's Individualized Education Program (IEP) team, to provide nonacademic and extracurricular services and activities in a manner that affords students with disabilities equal opportunity to participate in those services and activities. This includes counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the ~~district~~ LEA, referrals to agencies that provide assistance to persons with disabilities, and employment of students, including both employment by the ~~district~~ LEA and assistance in making outside employment available.

Section 6. Individualized Education Program (IEP)

The IEP is a document that outlines how a particular student with a disability will receive a ~~free appropriate public education (~~FAPE~~)~~ in the ~~least restrictive environment (~~LRE~~)~~. It is a working document that can be amended as the student's needs change. The IEP is created collaboratively by required IEP team members, including parents, the student, if appropriate, ~~the student's teachers,~~ and other ~~district~~ LEA personnel.

See Chapter 5 for more information on IEP development.

Section 7. Least Restrictive Environment (LRE)

The IDEA states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. The IEP team determines what constitutes LRE for the individual student. ~~This includes considering that~~ LRE requirements include ensuring that a continuum of alternative placements is available to meet the needs of ~~children~~ students with disabilities and for special education and related services.

See Chapter 6 for more information on LRE.

Section 8. Summary of Activities That May Lead to Special Education Services

This section describes the steps that may lead to special education services. The activities ~~that are~~ within each step are often sequential, but ~~could~~ may occur simultaneously. The process might occur in a different sequence for emergency or interim placements. ~~A flowchart of these steps is provided at the end of this chapter.~~

A. General Education Interventions ~~(carried out by the problem-solving team)~~

A general education problem-solving team, which may be referred to as a Response to Intervention (RTI) team or Multi-Tiered Systems of Support (MTSS) team, addresses student learning needs and ensures that referrals to consider special education are appropriate.

The general education problem-solving process ~~may~~ shall include comprehensive early intervening services based on whole-school approaches such as: a ~~three-~~tiered model using scientifically based reading (and other content area) programs, positive behavior supports, and a response-to-intervention system.

~~Accommodations and i~~Instructional and/or behavioral interventions shall be attempted during the problem-solving process. These ~~accommodations and~~ tiered interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and shall be clearly documented.

If the student shows adequate progress with tiered general education interventions ~~and accommodations~~, a referral to consider a special education evaluation may be unnecessary. However, if tiered general education interventions ~~and accommodations~~ need to be provided on an ongoing basis or if the student shows limited or no progress *and* the student's performance is significantly discrepant from peers, a referral to consider a special education evaluation may be warranted. Also, a parent of a student may initiate a referral for special education at any time. ~~and a district~~ An LEA may not deny that referral simply because the student ~~had~~ has not gone through the tiered general education intervention process.

See Chapter 4 for more information on problem-solving activities ~~and the three-tiered model~~.

B. Referral to Consider a Special Education Evaluation

Following the problem-solving team's review of the student's response to general education interventions, and/or if the team suspects that the student has a disability and may be in need of special education, the problem-solving team shall initiate a referral to consider a special education evaluation. The purpose of this referral is to bring a student to the attention of an evaluation team so that it can determine whether to conduct a special education evaluation.

A referral for a special education evaluation marks the point at which procedural safeguards are provided to the parent. The parent/adult student shall be involved in decisions once the ~~a written~~ referral to consider a special education evaluation process has begun ~~has been made to the evaluation team to consider a special education evaluation~~.

The evaluation team shall review existing data, which may include progress monitoring data ~~from the student's IEP,~~ and/or clinical assessments and information provided by the parent/adult student. The evaluation team~~, and~~ shall document the review process~~, to~~ and consider ~~determine~~ the need for further assessment. The evaluation team ~~will procure~~ shall obtain ~~the necessary~~ written ~~consents~~ consent prior to conducting ~~for additional~~ an initial evaluation and for subsequent assessments used to determine eligibility.

See Chapter 3 for more information on the referral process to consider a special education evaluation ~~and who can make a referral~~.

C. Written Notice and Written Consent ~~(completed by an evaluation team)~~

Before administering assessments as part of the special education evaluation, written notice shall be provided to the parent/adult student along with the procedural safeguards and written consent shall be ~~requested~~ obtained from the parent/adult student. The ~~district~~ LEA may use a single form that meets the requirements of written notice and consent for assessment. In addition, if the evaluation team needs information for an evaluation from a non-educational agency or an individual, such as a doctor, written consent for the release of information shall be obtained from the parent/adult student.

See Chapter 4 and Chapter ~~11~~ 12 for more information.

D. Evaluation and Eligibility Determination ~~(completed by evaluation team)~~

After receiving consent, the evaluation team shall schedule assessments and ensure they are conducted. The evaluation must be sufficiently comprehensive to identify all of the ~~child's~~ student's special education and related services needs. Next, the evaluation team reviews the assessment data, the response to general education targeted interventions, and parent/adult student input and recommendations to determine whether the student is eligible for special education services. T~~hen t~~he evaluation team then compiles an *Eligibility Report* using data collected from individual assessments and provides the parent/adult student with a copy of the report. The eligibility report shall address, to the extent required, the general education instruction provided ~~classroom~~, targeted interventions previously employed, and the student's response to those interventions.

For children transferring from the Infant Toddler Program (ITP), eligibility shall be determined and an IEP ~~developed~~ or Individual Family Services Plan (IFSP) developed and implemented ~~adopted~~ by the child's third (3rd) birthday. ~~See Chapter 5 for guidance on expectations.~~ If a child turns three (3) during the summer, and the child does not require Extended School Year (ESY) services, the IEP team shall determine when special education and related services will ~~may~~ begin, which may be in the new school year if the parent and LEA agree.

See Chapter 5 for more information on IEPs for children from ITP.

For ~~children~~ students ages three (3) through twenty-one (21) until the day before the student's twenty-second (22nd) birthday, the time between receiving consent for an initial evaluation and/or assessments and determining eligibility cannot exceed sixty (60) calendar days, ~~excluding periods when regular school is not in session for five (5) or more consecutive school days (IDAPA 08.02.03.109.03),~~ with the exception of ITP referrals which must be completed by the child's third (3rd) birthday. ~~The parent and district may agree, in writing, to extend the sixty (60) day period.~~ In exceptional circumstances, the timeline may be extended beyond the sixty (60) day period.

See Chapter 4 for ~~guidance~~ more information on timeline exceptions.

If the student is found not eligible for special education, the ~~district~~ LEA shall provide ~~written notice~~ *Written Notice* to the parent/adult student that the evaluation data does not indicate

eligibility under the IDEA ~~even though the parent is a member of the team that determines eligibility~~. The ~~district~~ LEA shall maintain documentation in ~~permanent~~ the student's educational records.

If the parent/adult student disagrees in whole or in part with the ~~district's~~ LEA's evaluation and/or the eligibility determination, he or she has the right to request ~~SDE~~ Idaho Department of Education mediation, file a due process hearing challenging the decision, or seek an independent educational evaluation (IEE).

See Chapter ~~11~~ 12 for more information.

E. IEP Development and Implementation ~~(completed by IEP team)~~

The following activities are included in the development and implementation of the IEP:

1. Conduct an IEP team meeting to develop and implement an IEP within thirty (30) calendar days of a determination that the student is eligible for special education and related services. For eligible students, the IEP can be developed at the same meeting at which eligibility is determined if all required IEP team members are present and agree to proceed.
2. After determining goals and services, determine the student's placement in the LRE in which the IEP can be implemented. ~~For those goals that are aligned to the alternate academic achievement standards, objectives and benchmarks shall be written.~~
3. Obtain documentation indicating participation in the IEP team meeting.
4. Obtain initial consent in writing from the parent/adult student for the ~~initial~~ provision of special education services.
5. Provide copies of the IEP to the parent/adult student and other participants, as appropriate.
6. Provide written notice to the parent/adult student ~~before implementing the IEP if the provision of FAPE or the educational placement is proposed to change or if the team refused to make a change based on the parent's request~~ to address proposals or refusals to initiate or change the identification, evaluation, or education placement of the student, or the provision of FAPE to the student.
7. Make arrangements for IEP services by informing staff of their specific responsibilities under the IEP.
8. Implement the IEP as soon as possible, but no later than within thirty (30) days of eligibility determination. ~~(See Chapter 4 for guidance on timeline exceptions.)~~
9. Provide the parent/adult student with periodic reports of the student's progress towards IEP goals ~~(such as quarterly or other periodic reports,~~, at a minimum, concurrent with the issuance of report cards~~)~~.

See Chapter 5 for more information on IEP development.

F. Review and Revision of IEP and Placement Decision ~~(completed by IEP team)~~

1. Send the parent/adult student a *Procedural Safeguards Notice* with an invitation to attend an IEP team meeting (required at least once annually).

2. Convene an IEP team meeting under these circumstances:

   a. when changes in the IEP are requested or if the student is not making progress. In addition, the IDEA allows changes to the IEP without an IEP team meeting between the annual review dates if the ~~district~~ LEA and parent agree; and

   b. at least annually to develop a new IEP.

3. Provide a copy of the ~~revised~~ amended IEP to the parent and the adult student when an IEP is amended or rewritten. In addition, written notice is required if the ~~district~~ LEA is proposing to change or refusing to change the educational placement or the provision of FAPE.

4. Under Idaho regulations, the parent/adult student has the right to file a written objection to an IEP program change or placement change. If, within ten (10) calendar days of receiving written notice from the ~~district~~ LEA, the parent/adult student files a written objection, the ~~district~~ LEA shall not implement the change(s) to which the parent/adult student objects for 15 calendar days.

See Chapter 5 for more information on IEP reviews and Chapter ~~11~~ 12 for more information about written objections.

~~See Chapter 5 for more information on IEP reviews.~~

G. Reevaluation ~~(completed by evaluation team)~~

Reevaluations are conducted by the evaluation team. A reevaluation shall be completed as follows: (a) at least every three years, (b) when requested by the student's teacher or the parent/adult student, and (c) whenever conditions warrant. ~~Approximately one month before conducting the reevaluation, the district shall inform the parent/adult student that a reevaluation is due. The parent/adult student and district may agree in writing that a three-year reevaluation is not necessary. In addition, a~~ A reevaluation ~~need~~ may not be conducted more than once per year unless the ~~district~~ LEA and the parents agree.

The evaluation team shall include the following activities in the reevaluation process:

1. Invite the parent/adult student to participate in the review of existing data and to determine what additional data, if any, is needed as part of the reevaluation. Unless the parent/adult student requests that the evaluation team members meet as a group in a formal meeting, data can be gathered from individual team members at various times using a variety of methods.

2. Obtain written consent from the parent/adult student if ~~additional~~ assessments shall be conducted. After gaining consent, ensure the completion of assessments and the

eligibility report~~s~~. The IDEA does not require consent for a reevaluation if the ~~district~~ LEA has made documented attempts to ~~get~~ obtain consent and the parent has not responded.

3. If the evaluation team determines that ~~additional~~ assessments are not needed to make an eligibility determination, provide ~~written notice~~ *Written Notice* to the parent/adult student of this decision and of the parent's/adult student's right to request assessments.

4. Prepare an *Eligibility Report* that details the eligibility requirements for the student, even when no new assessments are conducted. The report shall address each required eligibility component.

5. Make an eligibility determination as a team. Provide the parent/adult student with a final copy of the *Eligibility Report*.

6. Determine whether revisions to the IEP are necessary and implement an IEP, if the student continues to be eligible. If the student is not eligible, follow procedures to discontinue services.

See Chapter 4 for more information on reevaluation.

H. Discontinuation of Services

Provide ~~prior written notice~~ *Written Notice* to the parent/adult student informing them of the discontinuation of services when:

1. The evaluation team determines the student no longer meets eligibility requirements for special education services; or

2. The student meets the ~~district~~ LEA and State requirements that apply to all students for receipt of a regular high school diploma; or

3. The student reaches the day before the student's twenty-second (22nd) birthday ~~completes the semester in which he or she reaches the age of twenty-one (21) years.~~; or

4. Parent/adult student revokes consent for special education services.

When a student exits from special education as a result of graduating or aging out, the ~~district~~ LEA shall provide the student with a summary of his or her academic achievement and functional performance, along with recommendations on how to assist the student in meeting postsecondary goals.

See Chapter 7 for more information on the discontinuation of services.

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CHAPTER 2: FREE APPROPRIATE PUBLIC EDUCATION

The ~~district (local education agency)~~ LEA is required to ensure that a free appropriate public education (FAPE) is available to residents, homeless individuals and individuals from migrant families ages three (3) ~~to~~ through the age of twenty-one (21), until the day before the student's twenty-second (22nd) birthday, residing or enrolled in the ~~district~~ LEA and who are eligible for special education. FAPE is individually determined for each student with a disability. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the ~~glossary~~ Glossary.

Section 1. Definition of a Free Appropriate Public Education (FAPE)

The definition of FAPE under the IDEA means special education and related services that are:

1. ~~are~~ FREE: provided at public expense ~~(free)~~;
2. ~~are~~ APPROPRIATE: provided in conformity with an appropriately developed individualized education program~~, or~~ (IEP) ~~(appropriate)~~;
3. ~~are~~ PUBLIC: provided under public supervision and direction ~~(public)~~; and
4. EDUCATION: include an appropriate preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the ~~State~~ Idaho Department of Education ~~(education)~~.

Section 2. Provision of FAPE

A. ~~District~~ LEA Obligation

The ~~district~~ LEA is required to ensure that FAPE is available to students residing or enrolled in the ~~district~~ LEA who are eligible for special education. This includes students who reside in group, personal care, or foster homes, as well as institutions, if their legal guardian is a resident of Idaho, even though the guardian may reside in another Idaho ~~school district~~ LEA. It also includes students who are migratory or homeless as defined by the McKinney-Vento Homeless Assistance Act (see Glossary). If a student from another state is placed in Idaho by an out-of-state agency, parent, or ~~district~~ LEA, the placing ~~district~~ LEA, parent, or agency is responsible for the educational costs. If a student is placed in ~~a district~~ an LEA by an Idaho agency, the student is entitled to FAPE and the responsible agency is determined by Idaho Code regarding the specific situation.

The ~~district~~ LEA is obligated to make FAPE available to each eligible student in the ~~district~~ LEA as follows:

1. The ~~district~~ LEA shall provide FAPE to an individual who is at least three (3) years old and qualifies for special education services unless the parent/adult student has refused special education services. ~~Students aged three (3) to five (5) must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs.~~
2. The ~~district~~ LEA shall offer FAPE to parentally-placed ~~private school~~ students in

nonprofit private schools in accordance ~~to~~ with statutory and regulatory language~~, which states that parentally placed private school students with disabilities do not have an individual right to some or all of the special education and related services that the student would receive if enrolled in a public school~~.

3. A free appropriate public education shall be available to any individual ~~child~~ student with a disability who needs special education and related services, even though the ~~child~~ student has not failed or been retained in a course and is advancing from grade to grade.
4. ~~Note:~~ Participation in Comprehensive Early Intervening Services neither limits nor creates a right to FAPE.

See Chapters 5, 8, 9, 10, and 14 for more information about the FAPE obligation.

B. Limit to ~~District~~ LEA Obligation

A student with a disability who has been placed in a nonprofit private school or facility by the parent does not have an individual right to receive all or part of the special education and related services that the student would receive if enrolled in a public school. However, the LEA would have Child Find responsibilities. Students who are homeschooled are considered nonpublic school students; however, a student being homeschooled is not considered a private school student.

See Chapters 9 and 10 for more information about FAPE as it relates to parentally-placed private school students and homeschool students.

~~1. A student with a disability who has been placed in a private school or facility by the parent does not have an individual right to receive all or part of the special education and related services that the child would receive if enrolled in a public school. However, the district would have Child Find responsibilities. See Chapter 9 for more information.~~

~~2. Students who are homeschooled are considered nonpublic students for the purpose of dual enrollment, however a student being homeschooled is not considered a private school student. Students who are dually enrolled in a school district's general education program may be considered for a Section 504 plan if needed to provide supports and/or accommodations for those general education courses in which they are enrolled. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.~~

~~i. Homeschool students who are dually enrolled are considered to be nonpublic school students. The district shall allow homeschool students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:~~

~~1. enroll in general education courses under the same criteria and conditions as students without disabilities; and~~

~~2. receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed.~~

~~3. Homeschool students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.~~

C. When ~~District~~ LEA Obligation to Provide FAPE Ends

The ~~District's~~ LEA's obligation to provide FAPE to a student ends:

1. the day prior to the student's twenty-second (22nd) birthday ~~at the completion of the semester in which the student turns twenty-one (21) years old~~;
2. when the student meets the ~~district~~ LEA requirements and the Idaho Content Standards that apply to all students for receipt of a high school diploma; a high school diploma does not include an alternative degree that is not fully aligned with the Idaho Content Standards, such as a high school equivalency diploma ~~general educational development credential (GED)~~;
3. when the student no longer meets the eligibility criteria for special education services, as determined by the team after a reevaluation; or
4. when a parent/adult student has revoked consent for the continued provision of special education services.

D. Temporary Suspension of ~~FAPE~~ Educational Services

The ~~district~~ LEA is not required to provide ~~FAPE~~ educational services to an eligible student during ~~the~~ a suspension of ten (10) cumulative school days or less during a school year (unless the ~~district~~ LEA provides services to students who are not disabled who are also suspended); however, ~~FAPE~~ educational services must be provided following this ten (10) day exception.

Section 3. FAPE Considerations

~~(a) A. Case Law Interpretations of FAPE~~

~~The definition of FAPE has been further developed as a result of litigation between parents and districts.~~

~~In 1982, the United States Supreme Court in Board of Education of the Hendrick Hudson Central School District, et al. v. Rowley, et al. defined FAPE as:~~

~~1. an IEP developed in adequate compliance with the IDEA procedures; and~~

~~2. an IEP reasonably calculated to enable the student to receive educational benefit (the Rowley Standard).~~

~~In March 2017, the Court in Endrew F. v. Douglas County School District applies the Rowley Standard, indicating that a school must offer an IEP that is specially designed and reasonably calculated to enable a child to "make progress appropriate in light of the child's circumstances,",~~

~~emphasizing the unique needs of the child. The educational program offered "must be appropriately ambitious in light" of [Endrew F's] unique circumstances just as advancement from grade to grade is appropriately ambitious for most students in a regular classroom. They may differ [comparing Amy Rowley to Endrew F] but every child should have a chance to meet challenging objectives.~~

~~The Court expresses its confidence that school authorities will "be able to offer a cogent and responsive explanation for their decision", demonstrating that the IEP is reasonably calculated to enable the student to make progress in light of the student's individual circumstances.~~

~~B.~~A. Applicability to Charter and Alternative Schools

Federal law requires ~~the district to provide~~ that students with disabilities be provided educational choices comparable to those choices offered to students without disabilities. These choices include the opportunity to attend a public charter school or alternative public school. Students enrolled in public charter and alternative schools are entitled to FAPE and retain all of the rights and protections that are available under the IDEA.

~~C.~~B. Applicability to Detained Youth

Students with disabilities or suspected disabilities who are detained in city or county jails, juvenile detention centers, juvenile correctional facilities, or ~~in~~ Idaho prisons are entitled to FAPE.

1. Services to Youth Detained in City or County Jails: The ~~district~~ LEA in which the facility is located has the responsibility for Child Find and the provision of FAPE to eligible youth.

2. Services to Youth Detained in Juvenile Detention Centers (JDC): The ~~district~~ LEA in which the facility is located has the responsibility for the provision of FAPE to eligible youth. Typically, detention in a JDC is short term, and the student most likely returns to his or her home ~~district~~ LEA. While not obligated to do so, ~~If an district LEA has a student who is detained in a JDC not located within the district LEA boundaries,~~ the ~~district~~ home LEA may find it beneficial to coordinate school assignments through the JDC's education staff while the student is in the facility.

3. Services to Youth Placed in the Custody of the Department of Juvenile Corrections (DJC): When a student is placed in the custody of the Department of Juvenile Corrections, the responsibility for the provision of FAPE resides with the Department of Juvenile Corrections.

4. Services to Youth in the Custody of the Department of Correction (DOC): When a student is placed in the custody of the Department of Correction, the responsibility for the provision of FAPE resides with the Department of Correction. ~~through an agreement between the SDE and the Department of Correction.~~

~~D.~~C. Using Public and Private Insurance Funds to Provide FAPE

If a student is covered by a parent's private or public insurance or benefits, the ~~district~~ LEA may access this insurance only if the parent provides informed consent. The consent requirements are different for accessing a parent's private insurance as opposed to public insurance (such as Medicaid).

If ~~a district~~ an LEA proposes to access a parent's public insurance to cover any of the costs associated with the provision of special education and/or related services, the ~~district~~ LEA must do the following:

1. Provide written notification regarding the use of public benefits or insurance to the child's parents before accessing the child's or the parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter. The written notification must explain all of the protections available to parents to ensure that parents are fully informed of their rights before a public agency can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice must include a statement that the refusal to provide consent or the withdrawal of consent will not relieve the ~~district's~~ LEA's responsibility to ensure that all the required IEP services are provided at no cost to the parent. The notice must be written in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.

2. Obtain a one-time written consent from the parent after providing the written notification regarding use of public benefits or insurance before accessing the child's or the parent's public benefits or insurance for the first time. This consent must specify (a) the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular child); (b) the purpose of the disclosure (e.g., billing for services); and (c) the agency to which the disclosure may be made (e.g., Medicaid). The consent also must specify that the parent understands and agrees that the public agency may access the child's or parent's public benefits or insurance to pay for services. Such consent may be withdrawn at any time by the parent.

3. If the child on an IEP moves into a new ~~district~~ LEA, the new ~~district~~ LEA responsible for providing a FAPE must provide the parents with written notification regarding use of public benefits or insurance and must obtain consent before accessing the child's or parent's public insurance.

If ~~a district~~ an LEA is proposing to access a parent's private insurance to cover any of the costs associated with the provision of special education and/or related services, the ~~district~~ LEA must ~~get~~ obtain parental consent each time the ~~district~~ LEA proposes to access private insurance and must inform parents that their refusal to permit the LEA to access private insurance does not relieve that LEA of its responsibility to ensure that all required services are provided at no cost to parents.

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CHAPTER 3: CHILD FIND

The Child Find system involves three basic components leading to the determination of whether ~~or not~~ a student has a disability and requires special education. The components of Child Find are location, identification, and evaluation. This chapter describes location and identification activities. ~~The evaluation process is covered in Chapter 4.~~

See Chapter 4 for more information on the evaluation process.

Section 1. ~~District~~ LEA Responsibility

The ~~district~~ LEA is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having disabilities, ages three (3) through ~~the semester during which they turn~~ twenty-one (21) inclusive, until the day prior to the student's twenty-second (22nd) birthday, who may need special education, regardless of the severity of the disabilities. The ~~district~~ LEA is also responsible for coordinating with the Department of Health and Welfare (DHW) regarding the Child Find system for children ages birth through two (2) years. The ~~district~~ LEA may appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.

The Child Find system shall include all students ~~who~~ residing or enrolled in ~~within~~ the ~~district's~~ LEA ~~geographic boundaries~~ including students who are:

1. enrolled or may be enrolled in the ~~district~~ LEA~~, however, this would not include a student who is placed in that public school by another district~~;
2. enrolled in ~~charter and~~ alternative schools;
3. enrolled in charter schools;
4. enrolled in homeschool;
5. enrolled in ~~parentally placed~~ private elementary and secondary schools (including religious schools) located in the ~~district~~ LEA's geographic boundaries; including out-of-state parentally-placed private school ~~children~~ students with disabilities;
6. not enrolled in elementary or secondary school, including resident ~~children~~ students ages three (3) through five (5);
7. advancing from grade to grade;
8. highly mobile students (such as migrant and homeless students as defined by the McKinney-Vento Homeless Assistance Act ~~[see Glossary]~~); and
9. wards of the state.

Section 2. Locating Students

Locating students who may have disabilities involves coordinating with other agencies and promoting public awareness.

A. Coordination

For infants and toddlers, birth through two (2) years of age, Child Find is provided by the Idaho Infant/-Toddler Program (ITP). Although lead responsibility for the ITP has been designated to the DHW, interagency agreements provide for collaboration and coordination. The ~~district~~ LEA shall use local interagency agreements for efficient use of resources and ease of service accessibility for students and families.

B. Public Awareness

The ~~district~~ LEA shall take and document the necessary steps to ensure that ~~district~~ LEA staff and the general public are informed of the following:

1. the availability of special education services;
2. a student's right to a free appropriate public education (FAPE);
3. confidentiality protections; and
4. the referral process.

This information may be provided through a variety of methods, which may include ~~such as~~ distributing brochures or flyers, including information in school or ~~district~~ LEA publications, disseminating articles and announcements to newspapers, arranging for radio and television messages and appearances, speaking at faculty meetings or ~~district~~ LEA in-services, and making presentations.

Section 3. Identification

The identification component of Child Find includes screening, early intervening through tiered general education interventions ~~a problem-solving process~~, and referral to consider a special education evaluation. The procedural rights under the IDEA are afforded when the student is referred for a special education evaluation by the parent/adult student or the ~~district~~ LEA.

A. Screening

Screening is an informal, although organized, process~~,~~ of gathering information related to student performance. Screening information may be used for identifying students who are not meeting or who may not be meeting Idaho Content Standards or Idaho Early Learning Guidelines (eGuidelines). A variety of methods may be used to screen students, including performance on statewide assessments, curriculum-based measures, daily work in the classroom, teacher observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures.

Screening for instructional purposes is not an evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Although screening is an important part of the Child Find system, screening cannot be used to delay processing a referral to consider a special education evaluation where immediate action is warranted.

B. Tiered General Education Interventions ~~(Comprehensive Early Intervening Services)~~

~~Under the Local Education Agency (LEA) funding option, early intervening services~~ Tiered general education interventions are services for K-12 students who need additional academic and behavioral support to succeed in the *general education environment*. When a school's screening process reveals that a student ~~or groups of students are~~ is at risk of not meeting the Idaho Content Standards, the general education problem-solving team shall consider the student's ~~students'~~ need for tiered ~~"supported"~~ instructional and/or behavioral interventions ~~in order~~ to help the student~~s~~ succeed. These interventions are referred to as ~~early intervening services or~~ tiered general education interventions~~, accommodations, and strategies~~. It is important to remember that students who receive ~~early intervening~~ these interventions ~~services~~ are not currently identified as needing special education or related services and do not have a right to FAPE ~~a free appropriate public education. Therefore, the IDEA procedural safeguards are not applicable at this time.~~

~~Districts~~ LEAs shall implement ~~comprehensive coordinated services~~ tiered general education interventions and activities that involve providing educational and behavioral evaluations, services, and supports. These services may also include professional development for teachers and other staff to enable them to deliver ~~scientifically based~~ evidence-based academic and behavioral interventions with fidelity~~, including scientifically research-based literacy instruction, and where appropriate, instruction on the use of adaptive and instructional software~~.
~~Comprehensive Early Intervening Services (CEIS)~~ Tiered general education interventions should be based on whole-school approaches such as~~;~~ the three-tiered model, ~~scientifically~~ research-based curriculum and instruction, positive behavior supports, and a response to intervention (RTI) system.

~~If a district chooses to use up to 15% of IDEA Part B funds for CEIS for students in K-12 who are not currently identified as needing special education, but who need additional support in the general education environment, additional requirements may apply that will affect maintenance of effort. In addition, if IDEA Part B funds are used, the district must annually report to the SDE:~~

1. ~~The number of children receiving CEIS; and~~
2. ~~The number of children who received CEIS and subsequently received special education services during the preceding two-year period.~~

~~If a district is found to have a significant disproportionate representation in special education,~~

~~there are additional requirements for use of funds in CEIS. Please see Chapter 10 for more information on CEIS.~~

C. General Education Problem Solving

1. Establishing a Problem-Solving Team
    a. The ~~district~~ LEA shall establish a problem-solving team and a process to plan accommodations and tiered interventions in general education and to ensure that referrals to consider a special education evaluation are appropriate. Team membership is established by the school or the ~~district~~ LEA and ~~would likely~~ shall involve general educators and administrators, and ~~could~~ may include counselors, specialists, and special education personnel. While parent/adult student involvement is valuable and encouraged, the ~~district~~ LEA is not required to include the parent/adult student on the problem-solving team.
    b. When problem solving involves a child three to five (3-5) years of age, the team ~~should~~ shall seek input from family members, ~~child care~~ childcare programs, private preschools, or Head Start Programs, as appropriate. An early childhood problem-solving process needs to consider early childhood environments and the preschool student's need for supported instructional interventions in order for the student to participate in appropriate activities. ~~IDEA Part B funds cannot be used to provide CEIS to preschoolers.~~
2. Referrals to the Problem-Solving Team
    a. Referrals to the problem-solving team may come from a variety of sources including parents, students, other family members, public or private school personnel, agencies, screening programs, or as a result of annual public notice.
    b. Referrals may be made for ~~a variety of reasons dealing with~~ academic and/or behavioral concerns. ~~and may involve, but are not limited to, teaching strategies, material accommodations, social skills training, cooperative learning concepts, classroom organization, and scheduling.~~
3. Tiered Interventions
    a. Tiered ~~Interventions~~ interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, unless the student's performance indicates an evaluation is warranted or a parent makes a request for a referral for a special education evaluation.
    b. Tiered ~~Interventions~~ interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and should be clearly documented.
    c. Documentation of the student's response to tiered ~~success or failure of accommodations and~~ interventions provided shall be reviewed and discussed by the problem-solving team.
4. Problem-Solving Team Decisions Following General Education Intervention
    a. ~~Based on a review of data and information presented by the referring party and~~

~~others, the team has several decision options. In the case of a preschool student, data and information shall be gathered and reviewed from such settings as child care programs, private preschools, Head Start Programs, or the home.~~ Following an intervention, the problem-solving team shall review progress monitoring data from the intervention and other relevant information to determine what action is warranted. The team considers a variety of options, including whether to:

1) continue the general education intervention because the student is making adequate progress but needs more time to reach goals;
2) discontinue the general education intervention because the student has met their intervention goals;
3) modify ~~continue~~ the intervention ~~in a modified form~~ to better meet student needs;
4) explore services or programs outside of special education (such as Title I of the Elementary and Secondary Education Act, including English language programs; Section 504 accommodations; counseling); and/or
5) make a referral to consider a special education evaluation.

In the case of a preschool student, data and information shall be gathered and reviewed from such settings as childcare programs, private preschools, Head Start Programs, or the home.

Although problem-solving activities are an important part of the system, they cannot be used to delay processing a referral for consideration of a special education evaluation where immediate action is warranted. Either a parent or an LEA ~~a public agency~~ may initiate a request for an initial evaluation. If a parent initiates a referral for a special education evaluation, the evaluation cannot be delayed or denied due to the ~~child~~ student not completing the general education intervention process.

Section 4. Referral to Consider a Special Education Evaluation

A. Evaluation Team

The evaluation team is the group of ~~people~~ individuals established by the IDEA responsible ~~that has the responsibility~~ for making decisions regarding evaluation, assessments, and eligibility. The composition of the evaluation team will vary depending on the nature of the student's suspected disability and other relevant factors but must include qualified professionals and the parent of the student/adult student. The evaluation team shall include the same membership (although not necessarily the same individuals) as the IEP team and other professionals as needed to ensure that appropriate, informed decisions are made.

~~Unlike an IEP team, an~~ An evaluation team has the flexibility of conducting business with or without a meeting. The case manager can gather input from evaluation team members in a variety of ways. The parent/adult student shall be included in the evaluation team and shall be given the opportunity to indicate whether he or she wishes the team to hold a meeting with all members attending.

B. Referral to Consider a Special Education Evaluation

The procedure for ~~handling~~ ~~referrals~~ a referral to consider a special education evaluation for students suspected of having a disability includes the following:

1. Unless immediate action is warranted and documented, a referral to consider a special education evaluation is sent to the evaluation team *after* the problem-solving team has determined:
   a. the student's response to research-based interventions in general education (or age-appropriate activities for preschool) has not resulted in adequate progress; ~~and~~
   b. language and cultural issues are not the ~~main~~ ~~source of~~ primary factors in the student's academic or behavioral discrepancy from peers.; and
   c. a lack of appropriate instruction in reading and/or math is not the primary factor in the student's academic or behavioral discrepancy from peers.
2. A *Referral to Consider a Special Education Evaluation/Reevaluation* form shall be completed.
3. Procedural safeguards are activated when a referral is made to consider a special education evaluation. If the referral came from someone other than the parent/adult student ~~(see Glossary)~~ the parent/adult student shall be notified. In either case, the parent/adult student shall be provided ~~with~~ a copy of the *Procedural Safeguards Notice*. At the same time, the parent/adult student shall be afforded an opportunity to provide input regarding the need for and scope of the initial evaluation, including the opportunity to hold a meeting if desired.
4. The evaluation team (including the parent/adult student) reviews all available records, including family and health history, past school experiences, the results of general education interventions, and previous assessments and evaluations. The evaluation team shall decide what additional assessments, if any, are needed. This review and determination process can take place at a face-to-face meeting of the evaluation team or through an alternate format, unless the parent/adult student desires that a meeting be held.
   a. If the evaluation team determines that an evaluation is warranted, written notice shall be provided to the parent/adult student describing the proposed evaluation and written consent shall be obtained from the parent/adult student.
   b. If the evaluation team determines that an evaluation is not warranted at this time, the team ~~should seek other avenues for services~~ may consider meeting the student's needs through other means, such as tiered systems of support, research-based curriculum and instruction, individualized positive behavior supports, or an evaluation under Section 504 of the Rehabilitation Act of 1973 ~~to meet the student's needs~~. The person initiating the referral, if other than the parent/adult student, may be informed as to why the evaluation is not being conducted. Written notice of the ~~district's~~ LEA's refusal to evaluate a student for special education services shall be provided to the parent/adult student when ~~he or she makes~~ a referral for a special education evaluation ~~was~~ is made and the ~~district~~ LEA determines that the evaluation is not warranted.

~~Note: Districts are prohibited from requiring that a student obtain a prescription for a substance~~

~~covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation, or receiving services under the IDEA.~~

See Chapter 4 for more information on evaluation and eligibility.

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CHAPTER 4: EVALUATION AND ELIGIBILITY

~~Chapter 3 discusses Child Find procedures used to locate and identify students with suspected disabilities. This chapter contains the requirements for the special education evaluation and eligibility process, from referral to consider a special education evaluation through to the determination of eligibility.~~ This chapter contains the requirements for completing a special education evaluation from a referral to consider a special education evaluation through the determination of eligibility for special education services. The Idaho ~~State~~ Department of Education has provided State ~~Eligibility Criteria~~ eligibility criteria for special education services ~~for eligibility~~ consistent with the IDEA for ~~district~~ LEAs to use when ~~while~~ determining eligibility.

See Chapter 3 for more information on Child Find procedures used to locate and identify students with suspected disabilities.

Section 1. Evaluation Team

The evaluation team is a group of people outlined by IDEA ~~with the responsibility to make~~ who make decisions regarding evaluation, assessments, and eligibility. ~~This team includes the same membership as the individualized education program (IEP) team (although not necessarily the same individuals) and other qualified professionals asas needed to ensure that appropriate and informed decisions are made.~~ The specific composition of the evaluation team ~~reviewing existing data~~ will vary depending upon the nature of the student's suspected disability and other relevant factors. This tailored composition helps ensure that decisions are both appropriate and well-informed. The parent/adult student is a member of the evaluation team and shall be ~~provided~~ given an opportunity to provide input and participate in making team decisions. The evaluation team may ~~conduct its~~ review existing data and/or make an eligibility decision without a meeting unless the parent/adult student requests that a meeting be held. However, all required team members must participate in the evaluation and eligibility process.

Team Membership Requirements:

1. Parent/adult student;
2. District representative;
3. General education teacher;
4. Special education teacher; and
5. Other qualified professionals including individual(s) who can interpret assessment results and instructional implications.

The following qualified professionals are required team members when considering the following disability categories:

	ASD	EBD	Intellectual Dis.	Language Imp.	Multiple Dis.	Other Health Imp.	Specific Learning Dis.	Speech Imp.
School Psychologist	x	x	x		x	x*	x	

Speech Language Pathologist	x			x			x**	x

Additional Team Membership Requirements

~~The determination of whether a student suspected of having a *specific learning disability* shall be made by the student's parents and a team of qualified professionals, which shall include:~~

1. *The evaluation team for making an educational determination of ADHD when considering Other Health Impairment shall include a school psychologist.

2. The evaluation team for identifying a Specific Learning Disability shall include:

   a. the student's ~~regular~~ general education teacher; or if the ~~child~~ student does not have a ~~regular~~ general education teacher, a ~~regular~~ general education ~~classroom~~ teacher qualified to teach a ~~child~~ student of his or her age; ~~and~~

   b. a school psychologist ~~is a required member of the team.~~; and

   c. **when considering oral expression and/or listening comprehension as areas of concern under SLD, a speech language pathologist is a required member ~~who may collaborate with or replace the school psychologist as the professional required to conduct and interpret evaluative examinations~~.

See Chapter 5 for more information about IEP Team membership, roles, and responsibilities.

Section 2. Purpose of an Evaluation

The purpose of the evaluation process is to determine the eligibility of a student for special education services. This pertains to both initial determination and ~~three-year review of eligibility, or re-evaluation~~ reevaluation. ~~It is also a process for gathering important information about a student's strengths and special education and related services needs.~~ It is also a process for gathering information about a student's strengths and needs to inform the IEP team in determining special education and related service needs. An evaluation process shall include a variety of assessment tools and strategies to gather relevant functional, developmental, social, emotional, behavioral, and academic information about the student, including information provided by the parent.

A. Definitions

Although the terms "evaluation" and "assessment" are often interchanged, there are significant differences between the meanings of the two terms. ~~In an effort to clarify, the~~ The terms are defined as follows:

1. Evaluation refers to procedures used to determine whether a ~~child~~ student has a disability

and the nature and extent of the special education and related services that the ~~child~~ student needs.

2. Assessment is integral to the evaluation process and ~~includes~~ refers to the formal and informal processes of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. A test is one method of obtaining credible information. ~~within the assessment process. Tests may be standardized or non-standardized, criterion-referenced (e.g. curriculum-based measures), or norm-referenced, and usually elicit responses from students to situations, questions, or problems to be solved.~~ Assessment data may also include observations, interviews, medical reports, data regarding the effects of general education accommodations and interventions, and other formal or informal data.

~~The screening of a student by a teacher or specialist to determine appropriate *instructional* strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.~~

B. ~~Evaluation Components~~ Initiation of an Evaluation

A parent or a public agency may initiate a referral to consider a special education evaluation to determine whether an evaluation for special education is warranted.~~request for an initial evaluation to determine eligibility.~~ If warranted, ~~The~~ the ~~district~~ LEA shall conduct a ~~full,~~ comprehensive and ~~individual~~ individualized initial evaluation before determining eligibility and prior to the provision of special education and related services. If an evaluation is not warranted, written notice shall be provided to parent/adult student detailing the basis for the decision. ~~are provided to a student suspected of having a disability. A parent or a public agency may initiate a request for an initial evaluation to determine eligibility.~~

See Chapter 3 for more information about a referral to consider a special education evaluation.

~~To be eligible for services under the IDEA, a student must have a disability that:~~

~~1. meets the Idaho state disability criteria;~~

~~2. adversely affects educational performance; and~~

~~3. results in the need for specially designed instruction. and related services.~~

~~In addition, the information from the evaluation shall be used to consider the following:~~

~~1. the nature and extent of special education and related services needed by the student in order to participate and progress in the general education curriculum, or curriculum aligned to the Idaho Content Standards, or the Idaho Early Learning Guidelines (eGuidelines); and~~

~~2. the least restrictive environment (LRE) for the student.~~

~~The above information also pertains to evaluations for determining Part B eligibility for children transitioning from the Infant/Toddler Program (ITP).~~

Section 3. Written Notice, ~~and~~ Consent for Assessment, and Timelines

Written notice shall be provided and informed consent shall be obtained before assessments are administered to a student as part of an evaluation.

A. Written Notice Requirements

Written notice shall be provided to the parent/adult student within a reasonable amount of time in any of the following instances:

1. prior to conducting any new assessments;
2. to explain the LEA's refusal to initiate assessment or evaluation; and
3. when the evaluation team determines that new assessments are not required for an evaluation or to make an eligibility determination.

~~Written notice shall be provided to the parent/adult student within a reasonable time before the district proposes to initiate the evaluation or re-evaluation reevaluation of a student.~~ Written notice shall be in words understandable to the general public. It shall be provided in the native language or other mode of communication normally used by a parent/adult student unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the ~~district~~ LEA shall take steps to ensure: ~~the following:~~

1. the notice is translated orally or by other means in the native language or other mode of communication;
2. the parent/adult student understands the content of the notice; and
3. there is written evidence that the above two requirements have been met.

The written notice shall include ~~the following~~:

1. a description of the evaluation ~~or reevaluation~~ proposed or refused by the district;
2. an explanation of why the district proposes or refuses to assess or evaluate ~~or reevaluate~~ the student;
3. a description of any other options the district considered and the reasons why those options were rejected;
4. a description of each assessment, ~~procedure, test,~~ record, or report that the district used as a basis for the proposed or refused evaluation ~~or reevaluation~~;
5. a description of any other factors relevant to the evaluation ~~or reevaluation~~;
6. a statement ~~that the~~ of the parent/adult ~~student~~ student's ~~has~~ special education rights and how to obtain a copy of the *Procedural Safeguards Notice* (Note: If this is the initial evaluation, the parent/adult student must be provided ~~should get~~ a copy of the ~~*procedural safeguards*~~ *Procedural Safeguards Notice*~~with the initial notice of~~ when initiating the

referral to consider a special education evaluation process ~~special education evaluation~~); and

7. sources for parents to contact ~~in obtaining~~ for assistance in understanding the *Procedural Safeguards Notice.*

~~Written notice shall be provided to the parent/adult student within a reasonable time in the following instances:~~

~~1. to conduct any additional assessments and review initial information as part of the initial evaluation or reevaluation;~~

~~2. to explain refusal to initiate assessment; and~~

~~3. when the evaluation team determines that additional assessments are not required.~~

~~See Chapter 11 for more information on written notice~~.

B. Consent Requirements

Informed consent in special education is the process of ensuring that parents have the information they need to make a knowledgeable decision about a proposed activity for their student.

1. ~~Definition of Consent.~~ Consent means that the parent/adult student:
   a. has been fully informed in his or her native language or other mode of communication of all information relevant to the assessment and/or evaluation for which consent is sought;
   b. understands and agrees in writing (as indicated by signature) to the activities described; and
   c. understands that granting ~~of~~ consent is voluntary and may be revoked in writing at any time *before* ~~the~~ an assessment and/or evaluation is completed. However, once ~~the~~ an assessment and/or evaluation has been completed, revocation of consent cannot be used to ~~have the assessment disregarded~~ disregard the results of assessments already administered.
2. Consent for initial evaluation
   a. Informed written consent shall be obtained from the parent/adult student before the ~~district~~ LEA conducts ~~assessments~~ ~~as a part of~~ an initial evaluation of the student to determine whether the student qualifies for special education as a student with a disability. Written consent is required for initial evaluation even if the team determines no new assessments are necessary and the team is using only existing information to make the eligibility determination. ~~if he or she qualifies as a child with a disability;~~.
      1) If, after written consent has been obtained, the team determines the need to assess another area, written consent shall be sought for that area. The 60-day timeline does not change based on the new consent date. The evaluation shall

be completed within 60 days of the date that the original written consent was received by the LEA.

b. Parental consent for initial evaluation ~~should~~ shall not be construed as consent for initial provision of special education and related services~~;~~.

c. The ~~school district~~ LEA shall make and document reasonable ~~documented~~ efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the ~~child~~ student has a disability and to identify the educational needs of the ~~child~~ student. If a parent refuses consent, the ~~district~~ LEA does not violate its obligation to provide FAPE if it declines to pursue the evaluation. If the parent does not provide consent, the LEA ~~district~~ may offer an ~~SDE~~ Idaho Department of Education facilitated meeting~~,~~ or mediation, or request a due process hearing to challenge the decision.

See Chapter 13 for more information about dispute resolution processes.

d. If the ~~child~~ student is a ward of the State and is not residing with the ~~child's~~ student's parent, the ~~district~~ LEA is not required to obtain informed consent from the parent for an initial evaluation to determine eligibility if:

1) despite reasonable efforts to do so, the ~~district~~ LEA cannot locate the parent;

2) the rights of the parents of the ~~child~~ student have been terminated in accordance with Idaho law; or

3) the rights of the parent to make educational decisions have been subrogated by a judge in accordance with Idaho law and consent for initial evaluation has been given by an individual appointed by the judge to represent the ~~child~~ student.

~~e. If a district is using any data gathered during general education interventions for a student suspected of being a student with a disability, and that data may be used for a later eligibility determination, the district shall promptly request consent to evaluate the student.~~

C. Consent for Reevaluation

1. Written consent shall be sought for reevaluation that requires new assessments. Reevaluation consisting solely of review of existing data does not require written consent. This includes a review of the student's educational files/records. Written notice shall be provided when proposing to complete a reevaluation using only existing information.
2. Informed parental consent for a reevaluation ~~need not be obtained~~ is not required if the ~~public agency~~ LEA ~~can demonstrate~~ demonstrates ~~through documentation~~ and documents that it made reasonable efforts to obtain consent and the child's parent has failed to respond.

D. When Consent Is Not Required

Parental consent is *not* required for:

1. the review of existing data as part of an evaluation ~~or reevaluation~~;

2. ~~the administration of a test or other~~ an assessment that is administered to all students, unless consent is required for ~~of parents of~~ all students;
3. teacher or related service provider observations, ongoing classroom evaluations, or ~~criterion-referenced tests~~ measures that are used to determine the student's progress toward achieving goals on the IEP; and/or
4. screening by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation, which may include group or individual curriculum-based or norm-referenced measures.

E. Refusing Consent or Failure to Respond to a Request for Consent

The parent/adult student can refuse consent for assessment(s).

For an initial evaluation, if consent is refused or the parent/adult student fails to respond, the student cannot be ~~assessed~~ evaluated. However, the ~~district~~ LEA may request ~~SDE~~ Idaho Department of Education facilitation, mediation, or a due process hearing. If the mediation results in consent to assess, or if a hearing officer's decision indicates that ~~assessment~~ evaluation is appropriate and there is no appeal, then the student may be evaluated ~~assessed~~. However, the ~~district~~ LEA does not violate its obligations to provide FAPE if it declines to pursue the evaluation. Consent for the initial evaluation shall not be construed as consent for the initial provision of special education services should the student be deemed eligible.

~~If a parent of a child who is homeschooled or placed in a private school by the parents at their own expense does not provide consent for initial evaluation or reevaluation~~, If a student is homeschooled or placed in a private school by the parents at their own expense, and the parent does not provide consent for evaluation, or the parent fails to respond to a request to provide consent, the ~~district~~ LEA may not use ~~SDE~~ Idaho Department of Education mediation or due process procedures in order to gain consent and the ~~district~~ LEA is not required to consider the ~~child~~ student eligible for services.

~~Note:~~ An ~~district~~ LEA shall not use a parent's refusal for consent to one service or activity to deny the parent or student any other service, benefit, or activity. In the case of assessment, this means that a parent/adult student's refusal of consent to assess a particular area cannot be used by the LEA to refuse assessment in other areas. The student's evaluation team should work to reach consensus on the components required to complete a comprehensive evaluation.

See Chapter 12 ~~11~~ for more information on consent and reasonable efforts.

F. Timeline

The time between receiving written consent for initial assessment and/or evaluation and eligibility determination cannot exceed sixty (60) calendar days.~~, excluding periods when regular school is not in session for five (5) or more consecutive school days.~~ In unusual circumstances, an extension of the sixty (60) calendar day ~~period~~ timeline may apply for the purpose of initial assessment. These circumstances may include the following:

1. The ~~child~~ student enrolls ~~in a school~~ in another ~~school district~~ LEA after the sixty (60)

calendar day timeline ~~began~~ begins and prior to the determination of ~~by~~ the ~~child's~~ student's eligibility in the previous ~~school district~~ LEA. ~~If the new school district is making sufficient progress in determining eligibility,~~ In such cases, the parent and ~~the school district~~ LEA may agree in writing to a specific alternative timeline. ~~specific time when the evaluation will be completed.~~

a. Assessments shall be coordinated between the student's prior and subsequent schools to ensure prompt completion of the comprehensive evaluation.

2. The parent repeatedly fails or refuses to produce the student for an assessment or evaluation after the ~~district~~ LEA has made reasonable efforts to schedule. ~~an evaluation.~~

The time between eligibility determination and the development and implementation of the IEP ~~cannot~~ shall not exceed thirty (30) calendar days. ~~The implementation of the IEP shall not exceed thirty (30) calendar days from the eligibility determination, unless all parties agree to an extension.~~

For children transferring from Part C, the Infant Toddler Program (ITP), to Part B, eligibility shall be determined and an IEP developed by the child's third (3rd) birthday.

If a child turns three (3) during the summer, is eligible for special education, and does not require Extended School Year (ESY) services, special education and related services may begin in the new school year.

See Chapter 5 for additional information on collaboration with the ITP throughout the transition process.

~~In unusual circumstances, an extension of the sixty (60) day period may apply for the purpose of initial assessment. These circumstances may include the following:~~

~~1. The child enrolls in a school in another school district after the sixty (60) day timeline began and prior to the determination by the child's eligibility in the previous school district. If the new school district is making sufficient progress in determining eligibility, The parent and district may agree to a specific time when the evaluation will be completed.~~

~~2. The parent repeatedly fails or refuses to produce the student for an evaluation after the district has made reasonable efforts to schedule. an evaluation.~~

Section 4. Information from Other Agencies or ~~Districts~~ LEAs

Consent for release of information shall be received before the ~~district~~ LEA seeks to obtain information about the student from other agencies, unless otherwise authorized by law. Upon receipt of consent, the case manager will send an *Authorization to Exchange Confidential Information Form* ~~form~~ requesting information to individuals or agencies that have relevant information about the student. A copy of the signed *Authorization to Exchange Confidential Information Form* ~~for release of information shall be included with the letters and a copy~~ shall be retained in the student's confidential file. Sources of this additional information may include records from health and social service agencies, private preschool programs, legal service

agencies, and non-school professionals such as physicians, social workers, and psychologists.

Federal laws and regulations do not require consent for the ~~district~~ LEA to:

1. request information from other ~~districts~~ LEAs that the student has attended; or
2. send information to other ~~districts~~ LEAs in which the student intends to enroll.

~~For children transferring from the ITP, eligibility shall be determined and the IEP developed by the date that the child turns three (3) years of age. See Chapter 5 for additional information on collaboration with the ITP throughout the transition process.~~

Section 5. Evaluation and Eligibility Determination Procedures

A. Areas to Assess

The student shall be assessed in all areas of suspected need ~~related to the suspected disability~~, which includes areas such as functional, behavioral, developmental, and academic skills needed to participate and progress in the general education curriculum. If needed, qualified personnel shall conduct ~~an individual assessment of assistive technology needs, including~~ a functional evaluation in the individual's customary environment to determine the need for assistive technology. The evaluation of each student with a suspected disability shall be ~~full and~~ individualized and sufficiently comprehensive to identify all of the student's suspected special education and related service needs whether or not commonly linked to the disability category in which the student may be classified. ~~For youth with IEPs, no later than age sixteen (16), appropriate transition assessments shall be conducted.~~ Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), appropriate transition assessments shall be conducted.

Evaluation teams shall be especially mindful of cultural and linguistic differences during the evaluation and eligibility process. ~~Caution is advised in the selection of informal or formal assessments that are nonbiased, administration of assessments, interpretation, and application of outcomes in order to appropriately identify culturally or linguistically diverse students for special education services.~~ Teams should use caution when choosing assessments, whether informal or formal, to ensure the assessments are unbiased. Attention should be given to how the assessments are administered, interpreted, and applied to accurately identify culturally or linguistically diverse students who may need special education services.

B. Determination of Needed Initial or Reevaluation Data

As part of an initial evaluation or reevaluation, the evaluation team shall review existing evaluation data regarding the student including:

1. assessments and information provided by the parent/adult student concerning the student, including medical reports, clinical assessment or evaluation data, and other information from non-school providers;
2. current classroom-based assessments and observations, and/or data regarding the student's response to scientific, evidence-based ~~research-based~~ interventions;
3. observations by teachers and related service providers; and

4. results from statewide and districtwide ~~district wide~~ testing.

Based on that review, and input from the parent/adult student, the evaluation team will decide on a case-by-case basis what additional data, if any, are needed to determine:

1. whether the student meets State eligibility criteria as a student with a disability ~~for special education~~;
2. the student's present levels of academic and functional performance, including academic achievement and related developmental needs of the student;
3. whether the student needs specially designed instruction; or
4. whether any additions to the special education and related services are needed to enable the student to:
   a. meet the measurable annual goals set out in the student's IEP; and
   b. be involved in and progress in the general education curriculum (for preschool students, to participate in age-appropriate activities).

If the evaluation team determines ~~additional~~ new assessments are not required for the purpose of determining whether the student meets eligibility criteria during an ~~initial~~ evaluation ~~or a reevaluation~~, the ~~district~~ LEA shall provide written notice to the parent/adult student of the decision and the reasons for that decision.

The parent/adult student shall also be informed of his or her right to request assessments to determine eligibility and to determine the ~~child's~~ student's educational needs. The ~~district~~ LEA will provide written notice if a parental request for additional assessment is denied. In the case of an initial evaluation, written consent to conduct an initial evaluation for special education must be obtained, whether or not new assessments are required.

C. Assessment Procedures and Instruments

The ~~district~~ LEA shall ensure the evaluation or reevaluation meets the following requirements:

~~1. The child shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, motor abilities, and transition needs.~~

~~2. Assessments and other materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis.~~

~~3. Assessments and other materials shall be provided and administered in the student's native language, and in the form most likely to yield accurate information on what the student knows and can do academically, behaviorally, developmentally, and functionally unless it is not feasible to provide or administer. Attempts to provide a qualified examiner in the student's native language or mode of communication shall be documented.~~

~~4. In all direct contact with a student, the language normally used by the student in the home or learning environment shall be used. For an individual with blindness or deaf or hard of hearing, or for an individual with no written language, the mode of communication is that~~

~~which is normally used by the individual (e.g., sign languin the age, Braille, or oral communication).~~

5. ~~Materials used to assess a student with limited English proficiency shall be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than solely measuring the student's English language skills.~~

6. ~~A variety of assessment tools and strategies shall be used to gather relevant academic,, developmental, behavioral, and functional information about the student, including information provided by the parent/adult student and information related to enabling the student to be involved in and progress in the general education curriculum (or, for a preschooler, to participate in age-appropriate activities).~~

7. ~~Assessments are used for the purposes for which the assessments or measures are valid and reliable.~~

8. ~~Assessments shall be administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.~~

9. ~~Assessments and other evaluation materials shall include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient or standard score.~~

10. ~~Assessments shall be selected and administered to ensure that if a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those are the factors that the test purports to measure).~~

11. ~~No single measure or assessment may be used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student.~~

12. ~~The district shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.~~

13. ~~The district shall provide and use assessment tools and strategies that produce relevant information that directly assists persons in determining the educational needs of the student.~~

14. ~~All services and assessments shall be provided at no expense to the parent/adult student.~~

15. ~~Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with the child's prior and subsequent schools to ensure prompt completion of the full evaluation.~~

~~16. The evaluation shall be full and individualized and sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category.~~

1. The evaluation shall be individualized and sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the suspected disability category. This includes, if appropriate, assessment of health, vision, hearing, social and emotional skills, general intelligence, communication, motor skills, and transition needs.
2. All assessments shall be provided at no expense to the parent/adult student.
3. The LEA shall provide and use assessment tools and strategies that produce relevant information that directly assists the evaluation team in determining the educational needs of the student.
4. The LEA shall use technically sound instruments that are valid and reliable and are tailored to measure specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient or standard score.
5. A variety of assessment tools and strategies shall be used to gather relevant academic, developmental, behavioral, and functional information about the student, including information provided by the parent/adult student and information related to enabling the student to be involved in and progress in the general education curriculum (or, for a preschooler, to participate in age-appropriate activities).
6. No single measure or assessment may be used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student.
7. Assessments shall be administered by qualified and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
8. Assessments and other materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis.
9. Materials used to assess a student with limited English proficiency shall be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than solely measuring the student's English language skills.
10. Assessments and other materials shall be provided and administered in the student's native language and in the form most likely to yield accurate information on what the student knows and can do academically, behaviorally, developmentally, and functionally unless it is not feasible to provide or administer. Attempts to provide a qualified examiner in the student's native language or mode of communication shall be documented.
11. In all direct contact with a student, the language normally used by the student in the home or learning environment shall be used. For an individual with blindness/low vision, for an individual who is deaf or hard of hearing, or for an individual with no written language, the mode of communication is that which is normally used by the individual (e.g., sign language, Braille, or oral communication).

12. Assessments shall be selected and administered to ensure that if a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills unless those are the factors that the test purports to measure.

D. Eligibility Determination

Upon completion of the student's initial evaluation or reevaluation, the evaluation team will consider the findings and determine whether the student meets or continues to meet State eligibility criteria ~~found in Section 7 of this chapter~~. The evaluation team will draw upon information from a variety of sources, such as norm-referenced, standardized tests;~~,~~ parent/adult student input, teacher input, ~~physical condition~~ health history, social or cultural background;~~,~~ adaptive behavior;~~,~~ behavioral performance; and functional assessments to interpret evaluation data and determine eligibility.

See Section 7 of this chapter for more information on State eligibility criteria.

Special Rule for Eligibility Determination

A student cannot be identified as a student with a disability if the primary reason for such a decision is:

1. lack of appropriate instruction in reading, including the essential components of reading instruction as defined by the Elementary and Secondary Education Act—phonemic awareness;~~,~~ phonics;, vocabulary development;~~,~~ reading fluency, including oral reading skills; and reading comprehension strategies;
2. lack of appropriate instruction in math; or
3. Limited English Proficiency.

Related Services

Related services ~~means~~ include transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and include speech-language pathology and audiology services, interpreting services, psychological services, and physical and occupational therapy. Related services also include counseling services, orientation and mobility services, school health services, social work services, and parent counseling and training.

An IEP team may determine that a student found eligible for special education has a need for a related service. However, if a student with a disability needs only a related service and not special education, then the student is not eligible for the related service. ~~, unless it is considered to be special education under State standards, as in the case of speech therapy and language therapy.~~ In Idaho, speech and/or language services may be considered a special education service.

E. The Eligibility Report

The evaluation team shall prepare an Eligibility Report and provide a copy of the report to the parent/adult student.

The Eligibility Report shall include:

1. names and positions of all evaluation team members;
2. information regarding the student's need for specially designed instruction (special education and related services);
3. confirmation and supporting data that the disability is not primarily due to lack of appropriate instruction in reading, including the essential components of reading — phonemic awareness;~~,~~ phonics;~~,~~ vocabulary development;~~,~~ reading fluency, including oral reading skills; and reading comprehension strategies;~~,~~ or math;
4. information about how the student's disability adversely affects his or her educational performance;
5. ~~all~~ data on the student for all areas of suspected disability as required in the State eligibility criteria ~~Eligibility Criteria for the areas of suspected disability~~;
6. confirmation and supporting data that the student's learning difficulties are not primarily due to Limited English Proficiency;
7. the date of the eligibility determination; and
8. the name and position of all those administering assessments.~~; and~~
9. ~~in~~ In the case of Specific Learning Disability eligibility determination, the eligibility report shall include certification in writing that the report reflects each member's conclusions (agreement). ~~, and in~~ In the case of team member disagreement with the conclusions, a written statement shall be attached to the eligibility report presenting the dissenting team member's conclusions.

Section 6. Reevaluation and Continuing Eligibility

A. Reevaluation Requirements

The LEA shall ensure that a comprehensive, individualized reevaluation of each student with a disability is conducted in accordance with all the required evaluation procedures outlined in this chapter.

A reevaluation shall occur at least once every three (3) years. The evaluation team shall complete the reevaluation consideration process and the associated form to determine whether new assessment(s) are needed for the reevaluation. The evaluation team may agree that new assessments are not required to determine eligibility. Written notice shall be provided to the parent/adult student stating this decision and the reasons for it. The parent/adult student shall be notified of the right to request new assessment(s) as part of the reevaluation. An updated Eligibility Report documenting all eligibility criteria shall be completed by the reevaluation due date to establish and document continuing eligibility.

The LEA shall ensure that a reevaluation is conducted more frequently than every three (3) years if it is determined that the education or related service needs of the student, including present levels of academic achievement and functional performance, warrant a reevaluation; or the parent/adult student or the student's teacher requests a reevaluation.

A reevaluation may not occur more than once per year unless the parent/adult student and the LEA agree otherwise. If the parent makes a request within the year and the LEA does not agree, the LEA shall send written notice of refusal.

~~A reevaluation:~~

~~1. Shall occur at least once every three (3) years unless the parent/adult student and the district agree in writing that a three (3) year reevaluation is not necessary; and~~
~~a. However, an updated Eligibility Report, documenting all eligibility criteria, shall be completed by the reevaluation due date to establish and document continuing eligibility;~~
~~2. a reevaluation is not required more than once per year unless the parent/adult student and the district agree otherwise. If the parent makes a request within the year and the district does not agree, the district shall send written notice of refusal.~~

~~The district shall ensure a reevaluation is conducted more frequently than every three (3) years if:~~

~~1. it is determined that the education or related service needs, including academic achievement and functional performance, of the student warrants a reevaluation; or~~
~~2. if the parent/adult student or the student's teacher requests a reevaluation.~~

B. Reevaluation Prior to Discontinuation

1. The LEA ~~district~~ shall evaluate a student with a disability before the team determines that the student is no longer eligible for special education.

   a. If a parent/adult student refuses consent for assessment, an evaluation may be completed using existing information.

2. Reevaluation is not required in the following two circumstances:

   a. before the discontinuation ~~termination~~ of a ~~child's~~ student's eligibility due to graduation, if the student meets comparable academic requirements that are equally as rigorous as those required of nondisabled students and receives a regular diploma;

   b. before the discontinuation of a student's eligibility due to the student reaching maximum age (i.e., the day before their twenty-second [22nd] birthday). ~~the student has reached the end of the semester in which he or she turns twenty-one (21) years of age.~~

      1) Note: Although a reevaluation is not required in these two cases, the LEA ~~district~~ shall provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in

meeting his or her ~~post-school~~ post-secondary goals.

See Chapter 7 for more information about the Summary of Performance.

C. Informing the Parent/Adult Student

~~Approximately one month before~~ Before the reevaluation is due, contact shall be made with the parent/adult student informing him or her: ~~that:~~

1. that the reevaluation will be ~~scheduled~~ conducted; ~~within the month;, unless the district and parent/adult student agree it is unnecessary;~~
2. ~~whether~~ of the decision to conduct or not conduct new assessments for the reevaluation with appropriate written notice and/or written consent based on this decision; and
3. that input will be sought from the parent/adult student.

~~Note: The IDEA allows the process of reviewing existing data and determining what, if any, additional assessments are required without a meeting.~~

D. Nature and Extent of Reevaluation

Before any ~~reassessment~~ reevaluation of the student, the evaluation team will determine the nature and extent of the student's needs by reviewing existing data using the reevaluation consideration process and the associated form. ~~See Section 5 of this chapter for more information regarding the determination of needed data.~~

Based on this review, the evaluation team will proceed with one of the following options:

1. No New Assessments or Additional Information Needed
   a. If the evaluation team decides that no new or additional assessments are needed to determine whether the student continues to be eligible for special education services, the ~~district~~ LEA shall provide written notice to the parent/adult student of this decision and his or her right to request further assessment.
   b. If the parent/adult student requests ~~an~~ new or additional assessments ~~assessment~~ to determine whether the student continues to meet criteria for special education services under the IDEA, then the LEA is required to ~~district shall~~ conduct the assessments ~~assessment~~.
   c. If the parent/adult student requests an additional assessment for reasons other than eligibility, such as admission to college, then the ~~district~~ LEA shall consider the request and provide written notice of its decision.
2. ~~Additional~~ New Assessments Needed
   a. ~~Based on recommendations from~~ If the evaluation team determines that new assessments are needed, the ~~district~~ LEA will seek consent to administer the needed assessments and provide the parent/adult student with written notice regarding proposed assessments. If the parent/adult student fails to respond after the ~~district~~ LEA has made ~~taken~~ reasonable ~~measures~~ efforts to obtain consent for assessments as part of a reevaluation, the ~~district~~ LEA may proceed with the assessments. The

~~district~~ LEA shall maintain documentation of its ~~measures~~ efforts to seek consent.

b. See Section 3B of this chapter for a definition of reasonable ~~measures~~ efforts.

c. If the parent/adult student denies consent to reassess, no new assessments can be conducted ~~the student cannot be assessed~~. However, an evaluation may be conducted using existing information.

d. ~~However, the~~ The ~~district~~ LEA may request ~~SDE~~ Idaho Department of Education mediation or a due process hearing. If the mediation results in consent to assess, or if a hearing officer's decision indicates the assessment is appropriate and there is no appeal, then the student may be assessed. All reevaluation procedures shall be provided at no cost to the parent/adult student.

Informed parental consent for a reevaluation need not be obtained if the ~~district~~ LEA can demonstrate through documentation that it made reasonable efforts to obtain consent and the parent/adult student has failed to respond.

E. Eligibility Report for Reevaluations

The evaluation team shall consider evaluation findings and determine whether the student continues to meet criteria for special education services.

~~The evaluation team is required to prepare an Eligibility Report detailing how review of existing data demonstrates that the student continues to meet eligibility requirements even if no new assessments were conducted.~~ The evaluation team shall prepare an eligibility report detailing the review of existing data, the results of new assessments, and a summary demonstrating how the student continues to meet eligibility criteria. The eligibility report shall be completed even if no new assessments were conducted. The eligibility report shall address each required eligibility component and include results of previous assessments if they are being used to determine eligibility.

Refer to Section 5 of this chapter for eligibility requirements.

Section 7. State Eligibility Criteria

The LEA ~~district will~~ shall use the eligibility criteria and assessment procedures set forth ~~by the SDE Idaho Department of Education~~ in this Manual when ~~for placement in~~ determining eligibility for special education. This section contains ~~a~~ the definition and the eligibility criteria for each specific disability that shall be used to determine whether an individual qualifies as a student with a disability in need of special education.

All disabilities except ~~Specific Learning Disability (SLD) and~~ Developmental Delay (DD) are applicable for students from the age of three (3) through the day before the student's twenty-second (22nd) birthday. ~~their twenty-first (21) years of age~~. ~~For Specific Learning Disability, students must be legal kindergarten age through twenty-one (21) years.~~ Only students ages three (3) through nine (9) can be identified in the DD category. ~~Use of the DD category is optional for the district.~~ If the ~~district~~ LEA elects to use the DD category, it applies only to students from age three (3) up until their tenth (10th) birthday.~~, in addition to the criteria outlined in this chapter.~~

A. Three-Prong Test for Eligibility

To demonstrate eligibility for special education services all three of the following criteria shall be met and documented. This is often called the three-prong test for eligibility.

The Eligibility Report shall document each of the following three criteria:

1. the student has a disability according to the established ~~Idaho~~ State eligibility criteria;
2. the student's ~~condition~~ disability adversely affects educational performance; and
3. the student needs specially designed instruction.

Definitions:

~~Meets~~ **State Eligibility Criteria** ~~Requirements~~: The ~~state~~ State eligibility requirements for specific disabilities listed in this chapter.

Adverse ~~Impact~~ **Effect**: A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that the student's educational performance measures significantly and consistently below the level of similar-age, grade-level ~~similar age~~ peers, preventing the student from benefiting from general education. Educational performance refers to the student's performance in academic achievement, developmental, social, emotional, behavioral, ~~and or~~ and/or functional skills. ~~The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning.~~

Specially Designed Instruction: Special education is specially designed instruction, provided at no cost to the parents, to meet the unique needs of a student with a disability. Specially designed instruction means ~~adapted, as appropriate to meet the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the child to the general curriculum so that he or she can meet Idaho Content Standards that apply to all students.~~ adapting the content, methodology, or delivery of instruction to address the unique needs of an eligible student that result from the student's disability and to ensure access to the general education curriculum so that the student can meet the Idaho Content Standards that apply to all students.

B. Disability Categories

1. Autism Spectrum Disorder

Definition: An Autism Spectrum Disorder (ASD) is a developmental disability, generally evident in the early developmental period, before age three (3), significantly affecting ~~verbal or nonverbal~~ communication and social interaction, characterized by the following:~~, and adversely affecting educational performance.~~

a. Persistent deficits in social communication and ~~social~~ interaction across multiple contexts, currently or by history.~~:~~

b. Symptoms must be present in the early developmental period, generally before age three (3), but may not ~~become~~ fully manifest until social demands exceed limited capacities~~,~~ or

may be masked by learned strategies in later life.

c. Other characteristics often associated with ~~autism~~ ASD include, but are not limited to, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and hyper- or hypo-reactivity to sensory input.

d. Characteristics vary from mild to severe as well as in the number of symptoms present and are not primarily the result of intellectual disability, developmental delay, or an emotional behavioral disorder.

State Eligibility Criteria for Autism Spectrum Disorder (ASD): An evaluation team will determine that a student is eligible for special education services as a student with ~~autism~~ ASD when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;

b. The student has a developmental disability, generally evident in the early developmental period, before age three (3), that ~~significantly~~ affects social communication and social interaction;

c. The student must meet the disability definition (above) of an autism spectrum disorder as determined by an evaluation team ~~to include~~ that includes a school psychologist and a speech-language pathologist. The ~~A~~ team must consider a private evaluation or diagnosis of ASD provided by a parent from a psychiatrist, a physician, or a licensed psychologist as meeting the definition of autism spectrum disorder;

d. The student's ~~condition~~ disability adversely affects educational performance; and

e. The student needs specially designed instruction.

2. Visual Impairment Including Blindness or Low Vision

Definition: ~~Visual impairment means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. Partial sight~~ Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials. Low vision refers to the ability to use vision as one channel of learning if educational materials are adapted. ~~Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.~~

State Eligibility Criteria for ~~Visual Impairment~~ Blindness or Low Vision: An evaluation team will determine that a student is eligible for special education services as a student with blindness or low vision ~~a visual impairment~~ when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;~~.~~

b. The student has documentation of blindness or low vision ~~a visual impairment~~, as determined by a qualified professional, including one or more of the following:

i. Blindness – visual acuity of 20/200 or less in the better eye with the best possible correction at distance and/or near, or visual field restriction of 20 degrees or less in the better eye;

ii. ~~Visual Impairment~~ Low Vision – visual acuity better than 20/200 but worse than 20/70 in the better eye with the best possible correction at distance and/or near, or visual field restriction of 70 ~~degree~~ degrees or less but better than 20 degrees in the better eye;

iii. Eye condition – including oculomotor apraxia, cortical visual impairment, convergence insufficiency, or other condition;

iv. Progressive loss of vision which may affect a student's educational performance in the future;

v. Functional vision loss where acuity or visual field alone may not meet the criteria above;~~.~~

c. The student's ~~eye condition~~ disability, even with correction, adversely affects educational performance;~~.~~ and

d. The student needs specially designed instruction.

3. Deaf or Hard of Hearing

Definition: Deaf or Hard of Hearing refers to ~~means a child with~~ a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a ~~child's~~ student's educational performance.

State Eligibility Criteria for Deaf or Hard of Hearing: An evaluation team will determine that a student is eligible for special education services as a student who is deaf or hard of hearing when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;~~.~~

b. The student exhibits a hearing loss that hinders his or her ability to access, comprehend, and/or use linguistic information through hearing, with or without amplification;~~.~~

c. The student has been diagnosed by an audiologist as having a hearing loss;~~.~~

d. The student's ~~condition~~ disability adversely affects educational performance;~~.~~ and

e. The student needs specially designed instruction.

4. Deaf-Blindness

Definition: A student with deaf-blindness demonstrates simultaneous ~~both~~ hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be appropriately educated with special education services designed solely for students who are deaf/hard of hearing or blind/low vision ~~with deafness or blindness~~.

State Eligibility Criteria for Deaf-Blindness: An evaluation team will determine that a student is eligible for special education services as a student with deaf-blindness when all of the

following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;~~.~~

b. The student exhibits simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students who are deaf/hard of hearing or blind/low vision ~~with deafness or blindness~~;~~.~~

c. The student is diagnosed with vision loss by an optometrist or ophthalmologist ~~for vision loss~~ and with hearing loss by an ~~otologist,~~ audiologist~~, or physician for hearing loss to make a final diagnosis as deaf-blindness~~;~~.~~

d. The student's ~~condition~~ disability adversely affects educational performance;~~.~~ and

e. The student needs specially designed instruction.

5. Developmental Delay

Definition: The term developmental delay ~~may be used only for~~ is appropriate for students ages three (3) until their tenth (10th) birthday who do not clearly meet criteria for another disability category and are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following broad developmental areas:

a. cognitive development – includes ~~skills involving~~ perceptual discrimination, memory, reasoning, pre-academic/academic skills, and/or conceptual development;

b. physical development – includes ~~skills involving~~ coordination of ~~both~~ the large and/or small muscles of the body (~~i.e.,~~ e.g., gross, fine, and perceptual motor skills);

c. communication development – includes ~~skills involving~~ expressive and/or receptive communication abilities, verbal and/or nonverbal;

d. social or emotional development – includes ~~skills involving~~ meaningful social interactions with adults and/or other ~~children~~ students as well as those involved in emotional/behavioral regulation; and/or

e. adaptive development – includes ~~skills involved in~~ independent functioning in major life activities, as well as self-help/daily living skills (e.g., eating, dressing, toileting, etc.).

~~The category of developmental delay should not be used when the student clearly meets the eligibility criteria for another specific disability category.~~

A student who qualifies for special education under the category of developmental delay cannot qualify for special education services ~~under developmental delay~~ beyond his or her tenth (10th) birthday unless he or she has been determined to be eligible as having a disability other than developmental delay. If the student turns ten (10) before the due date of his or her next reevaluation, the evaluation team must conduct a reevaluation to determine whether the student is eligible under another disability category prior to the student's tenth (10th) birthday.

State Eligibility Criteria for Developmental Delay: An evaluation team may determine that a student is eligible for special education services as a student with a developmental delay when all

of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;~~.~~

b. The student is at least three (3) years of age but less than ten (10) years of age;~~.~~

c. The student does not clearly meet the eligibility criteria for another disability category;

d. The student has developmental and/or learning problems that are not primarily the result of limited English proficiency~~,~~ or cultural difference.~~, environmental disadvantage, or economic disadvantage~~;~~.~~

e. The student meets either of the following two criteria~~,~~ in one or more of the broad developmental areas listed below as measured by a score that combines multiple data points into a summary score, such as full scale, domain, composite, index, or quotient scores in the broad developmental area of concern:

1) Criteria:

i. The student functions at least 2.0 standard deviations below the mean in one broad developmental area (30 percent delay in age equivalency, or functions at or below the ~~3rd~~ 2nd percentile)~~.~~; or

ii. The student functions at least 1.5 standard deviations below the mean in two or more broad developmental areas (25 percent delay in age equivalency, or functions at or below the 7th percentile).

2) Broad Developmental Areas:

i. Cognitive development; ~~skills (e.g., perceptual discrimination, memory, reasoning, pre-academic/academic, and conceptual development);~~

ii. Physical development; ~~skills (i.e., fine, gross, and perceptual motor skills);~~

iii. Communication development; ~~skills (includes skills involving expressive and receptive communication abilities, both verbal and nonverbal);~~

iv. Social or emotional development; and/or ~~skills; or~~

v. Adaptive development;~~.~~ ~~skills, including daily living/self-help skills.~~

f. The student's ~~condition~~ disability adversely affects educational performance;~~.~~ and

g. The student needs specially designed instruction.

6. Emotional Behavioral Disorder

Definition: A student with an emotional behavioral disorder exhibits one or more of the following characteristics over a long period of time, and to a marked degree:~~, that adversely affects his or her educational performance:~~

a. an inability to learn that cannot be explained by intellectual, sensory, or health factors;

~~that is not primarily the result of intellectual disability; , or other health impairment~~

b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

c. inappropriate types of behavior or feelings under normal circumstances;

d. a general pervasive mood of unhappiness or depression;

e. a tendency to develop physical symptoms or fears associated with personal or school problems; or

f. Schizophrenia.

The term *does not* include ~~students who are socially maladjusted unless it is determined they have~~ social maladjustment unless it occurs concurrently with an emotional behavioral disorder.

State Eligibility Criteria for Emotional Behavioral Disorder: An evaluation team will determine that a student is eligible for special education services as a student with emotional behavioral disorder when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;~~.~~

b. The student has been ~~documented~~ identified as exhibiting characteristics consistent with the criteria (~~a-f~~ *a) i-vi* above ~~in this section~~) by one or more of the following: school psychologist, licensed psychologist, psychiatrist, physician, or ~~certified~~ licensed social worker;~~.~~

c. The student has been observed exhibiting one or more of the six (6) behavioral or emotional characteristics listed in the definition of emotional behavioral disorder; ~~disability.~~

d. The characteristic(s) has been observed:

   1) for a long period of time (at least 6 months); and

   2) by more than one knowledgeable observer; and

   3) in more than one setting; and

   4) at a level of frequency, duration, and/or intensity that is significantly different from other students' behavior in the same or similar circumstances;~~.~~

e. The student's ~~condition~~ disability adversely affects educational performance in the area(s) of academics, peer and teacher interaction, participation in class activities, and/or classroom conduct;~~.~~ And

f. The student needs specially designed instruction.

7. Intellectual Disability

Definition: Intellectual Disability is defined as significantly subaverage intellectual functioning that exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period.~~,and adversely affect the student's educational performance.~~

State Eligibility Criteria for Intellectual Disability: An evaluation team will determine that a student is eligible for special education services as a student with an intellectual disability when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;~~.~~

b. The student has a full-scale intelligence ~~standard~~ score or intelligence quotient (IQ) at or below a standard score of 70, plus or minus the standard error of measurement ~~(~~at the 95 percent confidence level~~)~~ of the test being used.~~, based on an~~ The assessment must be conducted by a licensed psychologist or certified school psychologist using an individually administered intelligence test;~~.~~

   1) If, due to the severity and complexity of a student's disability, an IQ score cannot be obtained, the school psychologist may determine the presence of Intellectual Disability using a preponderance of evidence which must include:

      i. an explanation of why an IQ score cannot be obtained;

      ii. evidence supporting the presence of an Intellectual Disability; and

      iii. scores indicating severe and global adaptive deficits at least two (2) standard deviations below the mean as measured by a norm-referenced assessment of adaptive skills using the global adaptive score.

   The preponderance of evidence approach is not to be used for students who are unable or unwilling to participate in an assessment solely due to behavior.

c. The student exhibits concurrent deficits in adaptive functioning unexpected for his or her age in at least two of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, or safety. "Concurrent deficits" means two (2) standard deviations below the mean, plus or minus the standard error of measurement at the 95 percent confidence level;

d. The student's ~~condition~~ disability adversely affects educational performance;~~.~~ and

e. The student needs specially designed instruction.

To prevent inappropriate identification of students as having an intellectual disability, caution ~~Caution~~ is advised when assessing students with cultural ~~and~~ or language ~~issues~~ differences ~~to prevent inappropriate identification of these students as having an intellectual disability~~. When determining eligibility, tests measuring intellectual ability shall be used with care; that is, only those tests designed and normed for the population being tested may be used. Tests measuring intellectual ability that are translated into another language by the examiner or an interpreter yield invalid test results and shall not be used.

8. ~~Speech or~~ Language Impairment~~: Language~~

Definition: A language impairment exists when there is a disorder or delay in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems. The impairment may involve any one or a combination of the following:

a. the form of language (morphological and syntactic systems);

b. the content of language (semantic systems); and/or

c. the function of language in communication (pragmatic systems).

A language disorder does not exist when language differences are due to non-standard English or regional dialect or when the evaluator cannot rule out environmental, cultural, or economic disadvantage as primary factors causing the impairment. If hearing may be an issue, the evaluation team should consider whether a hearing screening should be conducted, if one has not previously been completed. If the student has or is suspected of having hearing loss, the team must consider consulting the LEA Audiologist and Deaf and Hard of Hearing Teacher and/or Idaho Educational Services for the Deaf and Blind (IESDB). If the criteria for Deaf or Hard of Hearing have not been met, the student can be considered as having a Language Impairment when the State eligibility criteria below are met. ~~The evaluation team is encouraged to ask if a hearing screening has been completed.~~ ~~Also note, a student can be considered as having a Language Impairment if the criteria for Deaf or Hard of Hearing have not been met.~~

State Eligibility Criteria for Language Impairment: An evaluation team will determine that a student is eligible for special education and related services as a student who has a language impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. At least two procedures, ~~at least~~ one of which yields a standard score, are used to assess receptive language and/or expressive language.

c. The student has attained scores on a standardized measure that are 1.5 standard deviations or more below the mean, ~~or~~ at or below the 7th percentile, in ~~either~~ receptive or expressive language or the function of language in communication.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction. (~~Speech/language~~ Language therapy can be considered a special education service or ~~specially designed instruction or~~ a related service.)

Caution is advised when evaluating a student whose ~~native~~ primary language is other than English. The acquisition of the English language is not to be mistaken as a language impairment. When assessing a student whose primary language is not English and an appropriate standardized measure is not available in the student's primary language, the speech language pathologist may determine the presence of Language Impairment using a preponderance of evidence which must include:

a. information regarding the student's language history and background (e.g., language exposure for all languages spoken, age of acquisition for each language, use of each language);

b. developmental history, in order to consider patterns of development and to determine if other areas of development should also be considered during the evaluation;

c. assessment in both languages to differentiate between language difference and a Language Impairment. The assessment may include the following:

1) Standardized measures if they are culturally and linguistically appropriate and available in the student's primary language. The administration of these assessments should follow the guidelines of the testing manuals and be administered by a person competent in the language being assessed. An interpreter should not be used to translate a standardized language assessment not designed for the population represented by the student. Note: If there are not culturally and linguistically appropriate standardized tests available, the preponderance of evidence takes the place of required standardized assessment scores listed in the Language Impairment eligibility criteria.

2) Dynamic Assessment, a pretest-intervention-posttest approach to evaluate a student's learning of language. It is an approach that focuses on how a student learns and responds to instruction.

d. peer comparison information;

e. parent and teacher reports regarding the student's language use and performance in different settings; and

f. information regarding cultural considerations that may impact language development and assessment (e.g., cultural values, beliefs, practices, and dialect differences).

Required evidence (listed above) supporting the presence of a Language Impairment for multilingual learners must be present in the Eligibility Report.

NOTE: A student may receive language services if he or she is eligible for special education under another disability category and needs language services as a related service in order to benefit from special education without meeting the eligibility criteria for Language Impairment. As a special education or related service under another eligibility category, there is no specific score that indicates the need or lack of need for language therapy.

9. Multiple Disabilities

Definition: Multiple disabilities are two or more co-existing, severe impairments, one of which usually includes an intellectual disability, such as intellectual disability/blindness, intellectual disability/orthopedic impairment, etc. Students with multiple disabilities exhibit impairments that are ~~likely to be~~ life long, significantly interfere with independent functioning, and ~~may~~ necessitate environmental accommodations or adaptations to enable the student to participate in school and society. ~~The term does not include deaf-blindness.~~

If the student meets eligibility criteria for both Deaf or Hard of Hearing and Blind or Low Vision, the student would be identified under Deaf-Blindness, not Multiple Disabilities. However, a student who meets criteria under Deaf-Blindness and another disability listed below may meet the criteria for Multiple Disabilities.

At least one of the qualifying disabilities included **must** be:

Autism;

Blindness or Low Vision;

Deaf or Hard of Hearing;

Deaf-Blindness;

Intellectual Disability; or

Orthopedic Impairment.

The following disability categories may **not** be used to establish the two or more co-existing, severe impairments required for eligibility under Multiple Disabilities:

Developmental Delay;

Language Impairment;

Specific Learning Disability; or

Speech Impairment.

State Eligibility Criteria for Multiple Disabilities: An evaluation team will determine that a student is eligible for special education services as a student with multiple disabilities when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;~~.~~

b. The student meets eligibility criteria for two or more severe ~~concomitant~~ co-existing impairments as defined above, the combination of which causes such significant educational problems that the student cannot be accommodated by special education services designed solely for one of the disabilities;~~.~~

c. The student meets State eligibility criteria ~~Eligibility Criteria~~ as outlined for each disability category;~~.~~

d. The student's ~~condition~~ disability adversely affects educational performance;~~.~~ and

e. The student needs specially designed instruction.

10. Orthopedic Impairment

Definition: Orthopedic impairment means a severe physical limitation ~~that adversely affects a student's educational performance.~~ The term includes impairments caused by congenital anomaly (clubfoot, absence of an appendage, etc.), an impairment caused by disease (poliomyelitis, bone tuberculosis, etc.), ~~or~~ and an impairment from other causes (cerebral palsy, amputations, and fractures or burns that cause ~~contracture~~ contractures, etc.).

State Eligibility Criteria for Orthopedic Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an orthopedic impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;~~.~~

b. The student exhibits a severe orthopedic impairment. The term includes congenital anomalies, impairments caused by disease, and impairments from other causes that are so severe as to require special education services;~~.~~

c. The student has documentation of the condition by a physician or other qualified

professional;~~.~~

d. The student's ~~condition~~ disability adversely affects educational performance;~~.~~ and

e. The student needs specially designed instruction.

11. Other Health Impairment (OHI)

Definition: A student classified as having Other Health Impairment exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems. These health problems may include, but are not limited to, asthma, ~~attention deficit disorder (ADD),~~ attention deficit hyperactivity disorder (ADHD), cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, and stroke. ~~to such a degree that it adversely affects the student's educational performance.~~

A student with ~~ADD/~~ADHD may also be eligible under another category (generally Specific Learning Disability ~~specific learning disability~~ or Emotional Behavioral Disorder ~~emotional behavioral disorder~~) if he or she meets the criteria for that other category and needs special education and related services. All students with a diagnosis of ~~ADD/~~ADHD are not necessarily eligible to receive special education under the IDEA, just as all students who have one of the other conditions listed under Other Health Impairment ~~other health impairment~~ are not necessarily eligible, unless it is determined the disability adversely ~~affect~~ affects educational performance and the student requires specially designed instruction.

State Eligibility Criteria for Other Health Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an Other Health Impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;~~.~~

b. The student exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems;~~.~~

c. The student has been diagnosed by a physician with a condition consistent with an Other Health Impairment as described above. In the case of ~~ADD/~~ADHD, an educational determination may be provided by a school psychologist. Diagnosis from a licensed psychologist or other diagnostician provided to the LEA must be considered by the evaluation team;~~.~~

d. The student's ~~condition~~ disability adversely affects educational performance;~~.~~ and

e. The student needs specially designed instruction.

Educational Determination of ADHD: Attention-deficit/hyperactivity disorder (ADHD) is a condition characterized by an ongoing pattern of inattentive, hyperactive, and/or impulsive behaviors manifested to a significant degree, over time, and in more than one setting. While school personnel are not typically qualified to make a formal, clinical diagnosis of ADHD, an educational determination may be made by a certified school psychologist.

It is important that evaluation teams draw from a variety of sources of information to gather the most comprehensive view of the student's performance across environments. There is no single assessment or measure that identifies ADHD. An educational determination of ADHD must include:

a. Observation of the student in the general education classroom setting as well as any other educational settings in which the student's educational performance may be impacted;

b. Review of the student's educational, family, and medical history;

c. Formal assessment(s) comparing the student's inattentive, hyperactive, and/or impulsive behavior to that of other students of the same sex and age (rating scales, continuous performance assessments, etc.); and

d. Informal assessment(s) such as interviews, review of classroom work, feedback from staff or parents, behavior trackers, etc.

The school psychologist, in conjunction with the evaluation team, should also consider whether the following assessments are needed when making an educational determination of ADHD:

a. Intellectual/cognitive assessment;

b. Speech or language assessment;

c. Vision assessment;

d. Hearing assessment; and/or

e. Other assessments that may be necessary to support decision-making and/or rule out other conditions that may be impacting the student's educational performance.

An educational determination of ADHD should not be used to avoid consideration of another category that may better explain the student's learning difficulties.

12. Specific Learning Disability

Definition: Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The IDEA recognizes dyslexia as a type of SLD. According to the International Dyslexia Association, dyslexia is characterized by "difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction." When considering SLD, particularly in the areas of Basic Reading Skills and Reading Fluency, the evaluation team may determine if there is a need to conduct assessment(s) specific to dyslexia.

Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, ~~of~~ intellectual disability, ~~of~~ emotional behavioral disorder, or ~~of~~ environmental, cultural, or economic disadvantage.

State Eligibility Criteria for Specific Learning Disability: In determining whether a student ~~child~~ has ~~an SLD~~ a Specific Learning Disability, an evaluation that meets the procedures outlined in Section 5 of this chapter must be conducted, and the ~~child~~ student must meet, at a minimum, the following criteria:

a. **Exclusionary Factors.** The student's lack of achievement is not primarily the result of:

1) A visual, hearing, or motor impairment;

2) Intellectual disability;

3) Emotional behavioral disorder;

4) Environmental, cultural or economic disadvantage;

5) Limited English Proficiency;

6) A lack of appropriate instruction in reading, including the essential components of reading; and/or

7) A lack of appropriate instruction in math.

AND

b. **Evidence of Low Achievement.** The student demonstrates low achievement in the area(s) of suspected disability listed below as evidenced by a norm-referenced, standardized achievement assessment in the area(s) of:

1) Oral expression;

2) Listening comprehension;

3) Written expression;

4) Basic reading skills;

5) Reading comprehension;

6) Reading fluency;

7) Mathematics calculation; and/or

8) Mathematics problem solving.

AND

c. **Observation.** The student has been observed in their learning environment to document academic performance and behavior in ~~the~~ each area(s) of concern.

AND

d. **Response to Intervention OR Pattern of Strengths and Weaknesses.**

1) **Response to Intervention.** The student does not make sufficient progress in response to effective, evidence-based instruction and intervention for the student's age or to meet state-approved, grade-level standards in one or more of the following areas:

i. Oral expression;

ii. Listening comprehension;

iii. Written expression;

iv. Basic reading skills;

v. Reading comprehension;

vi. Reading fluency;

vii. Mathematics calculation; and/or

viii. Mathematics problem solving.

OR

2) **Pattern of Strengths and Weaknesses.** The student demonstrates a pattern of strengths and weaknesses in psychological processing skills that impact learning.

AND

e. **Adverse Impact**. The disability adversely impacts the student's educational performance.

AND

f. **Need for Specially Designed Instruction**. The student ~~requires~~ needs specially designed instruction.

Required Evidence

Required Evidence. The evaluation for determining initial Specific Learning Disability eligibility and requirements for parent notification and involvement shall be conducted in accordance with the procedures detailed in Chapter 4 of this Manual. To demonstrate initial student eligibility under this category, the following evidence must be provided:

a. **Exclusionary Factors.** The team must provide evidence that the student's learning difficulty is not primarily the result of:

1) A visual, hearing, or motor impairment;
If prior to or during the *Referral to Consider a Special Education Evaluation* process, a vision, hearing, and/or motor impairment was suspected or identified as an area of concern for the student, provide evidence that such impairment is not the primary factor in the student's learning difficulties.

2) Intellectual disability;
Provide evidence that the student does not have an intellectual disability that is best served under the category of Intellectual Disability as defined in this *Manual*.

3) Emotional behavioral disorder;
If prior to or during the *Referral to Consider a Special Education Evaluation* process, an emotional behavioral disorder was suspected or identified as an area of concern for the student, provide evidence that such impairment is not

the primary factor in the student's learning difficulties.

4) Environmental, cultural or economic disadvantage;
If prior to or during the *Referral to Consider a Special Education Evaluation* process, an environmental, cultural, and/or economic disadvantage was suspected or identified as an area of concern for the student, provide evidence that such factors are not the primary factor(s) in the student's learning difficulties.

5) Limited English Proficiency;
If the student is an English Learner, provide evidence that English language acquisition is not the primary factor in the student's learning difficulties~~. If the student is an English Learner,~~ and provide evidence that the student received meaningful and equitable access to general education curriculum and English Learner services.

6) A lack of appropriate instruction in reading, including the essential components of reading; or

Attendance. Provide evidence that the student has attended school regularly. If the student meets the criteria as a student who is or has been chronically absent, provide evidence that attendance is not the primary factor in the student's learning difficulties.

General Education Instruction. Provide evidence that the student has received grade-level, standards-aligned instruction in the regular education setting in reading. If the student has not received grade-level, standards-aligned instruction in reading, provide evidence that lack of access to general education instruction in reading is not the primary factor in the student's learning difficulties.

Qualified Personnel. Provide evidence that the student has received grade-level, standards-aligned instruction in the regular education setting in reading from a qualified teacher. If the student has not received grade-level, standards-aligned instruction in reading from a certified teacher, provide evidence that lack of instruction from qualified personnel in reading is not the primary factor in the student's learning difficulties.

7) A lack of appropriate instruction in math.

Attendance. Provide evidence that the student has attended school regularly. If the student meets the criteria as a student who is or has been chronically absent, provide evidence that attendance is not the primary factor in the student's learning difficulties.

General Education Instruction. Provide evidence that the student has received grade-level, standards-aligned instruction in the regular education setting in math. If the student has not received grade-level, standards-aligned instruction in math, provide evidence that lack of access to general education instruction in math is not the primary factor in the student's learning difficulties.

Qualified Personnel. Provide evidence that the student has received grade-level, standards-aligned instruction in the regular education setting in math from a qualified teacher. If the student has not received grade-level, standards-aligned instruction in math from a certified teacher, provide evidence that lack of instruction from qualified personnel in math is not the primary factor in the student's learning difficulties.

AND

b. **Evidence of Low Achievement**. Provide evidence of low achievement in each area of concern. These include:

1) Oral expression;
2) Listening comprehension;
3) Written expression;
4) Basic reading skills;
5) Reading comprehension;
6) Reading fluency;
7) Mathematics calculation; and/or
8) Mathematics problem solving.

This evidence must indicate performance that is significantly below the mean on a norm-referenced, standardized academic achievement assessment in each area of concern. Significantly below the mean is defined as 1.5 standard deviations (SD) below the mean, with a standard score (SS) of 78 or lower. When the preponderance of evidence indicates the likely presence of a Specific Learning Disability (SLD), a more lenient threshold of 1.0 standard deviations below the mean or a standard score of 85 or lower may be used.

Scores must be reported for each area of concern using:

1) A cluster or composite score comprised of two or more subtests; or
2) Two or more subtest scores.

There are cases when the use of norm-referenced assessment is not appropriate. For example, this may not be appropriate for students who are culturally and linguistically diverse. In such cases, teams may consider the preponderance of evidence when providing evidence of low achievement.

AND

c. **Observation.** Provide a record of an observation in the student's learning environment (including the regular education setting) of the student's behavior and academic performance in EACH academic area of concern. The observation(s) must be conducted by an evaluation team member other than the student's general education teacher and may be conducted in one or both of the following ways:

1) Use information from an existing, current, and relevant observation in routine classroom instruction and monitoring of the student's performance that was

conducted before the student was referred for an evaluation; or

2) Have at least one member of the team conduct observation(s) after the student has been referred for an evaluation and written parental consent has been obtained.

AND

d. **Response to Intervention OR Pattern of Strengths and Weaknesses in Psychological Processing.** All students being considered for Specific Learning Disability must participate in grade-level instruction delivered by qualified personnel and evidence-based intervention in general education in a tiered system of support (e.g., RTI or MTSS) prior to or as part of the referral process. Provide documentation of either failure to respond to scientific, evidence-based intervention (RTI) or the presence of a pattern of processing strengths and weaknesses that ~~impact~~ impacts learning.

*Provide evidence for items 1 and 2, below. Then provide evidence for **either** item 3 **OR** item 4, listed below.*

1. **Parent Notification of General Education Instruction and Intervention.** Documentation that prior to or as part of the intervention and referral process, parents were notified about:
   a. The state's policies regarding the amount and nature of student performance data collected and the general education services provided;
   b. Strategies for increasing the student's rate of learning; and
   c. The parents' right to request an evaluation.

   This requirement may be met by providing such notification to parents using the document provided by the Idaho Department of Education or through an LEA-created document that addresses the above-listed requirements.
2. **Effectiveness of Core Curriculum.** Provide documentation that instruction in the core curriculum is effective for most students. This is demonstrated using current data that helps establish that the grade-level, standards-aligned core curriculum is effective for most (50% plus 1) students based on growth and/or proficiency.

   If the referred student belongs to a population of students whose performance is regularly disaggregated, data for the disaggregated group shall also be reviewed and considered.
3. **Option 1:** Response to Intervention. Provide evidence that the student failed to respond to scientific, evidence-based intervention in specific area(s) of concern.
   a. Provide a description of each targeted intervention that was provided to address specific skill deficit(s) in each area of concern; and
   b. Provide evidence that progress was monitored on identified skill deficits in each area of concern using a standardized, norm-referenced or criterion-referenced progress monitoring measure.

1) For each area of concern, provide information about the progress made during the intervention(s). The information must include a visual representation (e.g., graph or table) and description of each of the following:
    i. Aimline;
    ii. Trendline;
    iii. Decision points;
    iv. The student's rate of improvement; and
    v. National or local norms describing expected performance for grade level peers.
2) Provide a summary of how the evaluation team used this information to determine that the student has not made sufficient progress toward grade-level expectations and performs significantly and consistently below grade level peers.

OR

4. **Option 2:** Pattern of Processing Strengths and Weaknesses. Provide evidence of a pattern of strengths and weaknesses in psychological processing skills that impact learning.

    Provide evidence that the student's psychological processing skills are linked to the failure to achieve adequately in the academic area(s) of concern. Evidence must rely on standardized assessments. These assessments must be conducted by a professional who is qualified to administer and interpret the assessment results. The student's performance on a psychological processing assessment demonstrates a pattern of strengths and weaknesses that helps ~~help~~ explain why and how the student's learning difficulties occur. Such tests may include measures of memory, phonological skills, processing speed as well as other measures which explicitly test psychological processing.

    a. Report and describe processing strengths and weaknesses.
    b. Provide a description of how the identified pattern of strengths and weaknesses helps ~~help~~ explain learning difficulties in the area(s) of concern.

AND

e. **Adverse Effect**. The disability adversely affects the student's educational performance.

AND

f. **Need for Specially Designed Instruction**. The student ~~requires~~ needs specially designed instruction.

In the case of Specific Learning Disability eligibility determination, the eligibility report shall include certification in writing that the report reflects each member's conclusions (agreement). In the case of team member disagreement with the conclusions, a written statement shall be attached to the eligibility report presenting the dissenting team member's conclusions.

13. Speech ~~or Language~~ Impairment~~: Speech~~

The term speech impairment includes articulation/phonology disorders, voice disorders, or fluency disorders that adversely impact a ~~child's~~ student's educational performance. The following eligibility criteria and minimum assessment procedures have been established for all three types of speech impairments.

a) Articulation/Phonology Disorder

Definition: Articulation is the ability to speak distinctly and connectedly. Articulation disorders are incorrect productions of speech sounds including omissions, distortions, substitutions, and/or additions that may interfere with intelligibility. Phonology is ~~the process used in our language that has common elements (sound patterns) which affect different sounds.~~ the sound system of a language and the rules that govern the combination of these sounds. Phonology disorders are ~~errors involving~~ errors affecting the understanding and use of phonemes~~,~~ and sound patterns~~,~~ and the rules governing their combinations.

a. An articulation/phonology disorder exists when:
    1) the disorder is exhibited by omissions, distortions, substitutions, or additions;
    2) the articulation interferes with communication ~~and calls attention to itself~~; and
    3) the disorder adversely affects educational or developmental performance.
b. An articulation/phonology disorder does not exist when:
    1) errors are temporary in nature or are due to temporary conditions such as dental changes;
    2) differences are due to culture, bilingualism or dialect, or from being non-English speaking; or
    3) there are delays in developing the ability to articulate only the most difficult blends of sound or consonants within the broad range for the student's age.

State Eligibility Criteria for Articulation/Phonology Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has an articulation/phonology disorder (speech impairment) when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
b. At least two procedures are used to assess the student, one of which yields a standard score.
c. The student must have a score that is at least 1.5 standard deviations below the mean, ~~or~~ at or below the 7th percentile, on a standardized articulation/phonological assessment, or the speech impairment is judged as moderate on the standardized measure. ~~for students ages three (3) through twenty-one (21) years.~~
d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction. (Speech~~/language~~ therapy can be considered a special education service or ~~specially designed instruction or~~ a related service.)

b) Fluency Disorder

Definition: A fluency disorder consists of stoppages in the flow of speech that ~~is~~ are abnormally frequent and/or abnormally long. The stoppages usually take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

a. A fluency disorder exists when an abnormal rate of speaking, speech, interruptions, repetitions, prolongations, blockages of airflow and/or voicing interferes with effective communication.

b. A fluency disorder does not exist when developmental dysfluencies are part of normal speech development and do not interfere with educational or developmental performance.

State Eligibility Criteria for Fluency Disorder: An evaluation team will determine that an individual is eligible for special education and related services as a student who has a fluency disorder (speech impairment) when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has a fluency rating of moderate or severe on the Fluency Communication Rating Scale for the student's age. ~~three (3) through twenty-one (21) years.~~ See the documents and resources provided on the ~~SDE~~ Idaho Department of Education website under ~~section of this~~ Chapter 4 for the Fluency Communication Rating Scale.

c. The student's disability adversely affects educational performance.

d. The student needs specially designed instruction. (Speech~~/language~~ therapy can be considered a special education service or ~~specially designed instruction or~~ a related service.)

c) Voice Disorder

Definition: Voice disorders are the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.

A student who has a suspected laryngeal-based voice disorder and has not been evaluated by an ear, nose, and throat (ENT) physician (otorhinolaryngologist/ otolaryngologist) may not receive voice therapy services from a speech-language pathologist.

a. A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:

1) interfere with communication;

2) draw unfavorable attention to the speaker;

3) adversely affect the speaker or listener; or

4) are inappropriate to the age and gender of the speaker.

b. A voice disorder does not exist ~~exists~~ when the vocal characteristics of quality, pitch, intensity, or resonance:

1) are the result of temporary physical factors such as allergies, colds, or abnormal tonsils or adenoids;

2) are the result of regional dialectic or cultural differences or economic disadvantage; or

3) do not interfere with educational or developmental performance.

State Eligibility Criteria for Voice Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has a voice disorder (speech impairment) when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has a voice production rating of moderate or severe on the Voice Rating Scale. ~~for students aged three (3) through twenty-one (21) years.~~ See the documents and resources provided on the ~~SDE~~ Idaho Department of Education website under ~~section of this~~ Chapter 4 for the Voice Rating Scale.

c. An ear, nose, and throat (ENT) physician's (otorhinolaryngologist) statement documents that voice therapy is not contraindicated.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction. (Speech~~/language~~ therapy can be considered a special education service or ~~specially designed instruction or~~ a related service.)

See the documents and resources provided on the ~~SDE~~ Idaho Department of Education website under ~~section of this~~ Chapter 4 for information on documenting adverse effects on educational performance for students with speech~~/language~~ disorders.

NOTE: A student may receive speech ~~or language~~ services if he or she is eligible for special education under another disability category and needs speech ~~or language~~ services as a related service in order to benefit from special education without meeting the eligibility criteria for speech ~~and language~~ impairment. As a special education or related service under another eligibility category, there is no specific score that indicates the need or lack of need for speech therapy.

14. Traumatic Brain Injury (TBI)

Definition: Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both~~, that adversely affects educational performance~~. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and/or speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

State Eligibility Criteria for Traumatic Brain Injury: An evaluation team will determine that a student is eligible for special education services as a student who has a traumatic brain injury when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;~~.~~
b. The student has an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both;~~.~~
c. The student has medical documentation of a traumatic brain injury;~~.~~
d. The student's ~~condition~~ disability adversely affects educational performance;~~.~~ and
e. The student needs specially designed instruction.

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CHAPTER 5: INDIVIDUALIZED EDUCATION PROGRAMS

If a student is eligible for special education services, they have met the requirements of eligibility under the IDEA. Eligibility requires a student to meet the following three prongs: 1) the student has a disability that meets ~~the~~ State eligibility criteria; 2) the disability adversely affects the student's educational performance; and 3) the student ~~requires~~ needs specially designed instruction to progress toward Idaho Content Standards that apply to all students.

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability including instruction conducted in the classroom, the home, hospitals, institutions, and other settings. The definition of special education also includes, but is not limited to, ~~the following:~~ instruction in physical education, speech~~/~~ or language ~~pathology~~ therapy services, travel training, and vocational education.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from ~~his or her~~ the student's disability and to ensure access to the general education curriculum so that the student can meet the Idaho Content Standards that apply to all students.

The Individualized Education Program (IEP) is a written document developed for each eligible student ~~with a disability and~~ which documents ~~the~~ specially designed instruction, including ~~and~~ related services. The IEP is the product of team collaboration among ~~a~~ the parent/adult student, ~~district~~ LEA personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services and educational program to meet those needs.

In developing each student's IEP, the IEP team shall consider:

1. the strengths of the student;
2. the concerns of the parents for enhancing the education of their child;
3. the results of the initial or most recent evaluation of the student;
4. the unique circumstances of the student; ~~and~~
5. the academic achievement, developmental, and functional needs of the student; and
6. special factors related to the student.

Section 1. IEP Initiation

A. Purpose of IEP Team Meeting

The primary purpose of an IEP team meeting is to design an appropriately ambitious IEP that meets the unique needs of a student with a disability. The IEP team determines the special education and related services reasonably calculated to enable the student to ~~receive educational benefits~~ make progress in light of the student's individual circumstances in the least restrictive

environment. The parent/adult student shall be invited to the meeting and participate meaningfully. (Note: transition age students must be invited to the IEP team meeting). ~~The~~ Each IEP team ~~member should~~ member shall come prepared to discuss specific information about the student~~'s unique circumstances~~ and the ~~type of services~~ educational program to be provided to address the student's unique circumstances.

The meeting format ~~should~~ shall invite open discussion that allows participants to identify and consider the unique circumstances of the student related to his or her disability and what is necessary ~~to provide~~ for the student to access ~~to~~, participate in, and make progress toward Idaho Content Standards in the general education curriculum. Placement decisions shall be considered *after* the special education services are determined and shall not be the determining factor in developing the IEP content.

Informal or unscheduled conversations involving ~~district~~ LEA personnel on various issues (e.g., teaching methodology, lesson plans, or coordination of service provisions) are not considered ~~a~~ to be an IEP meeting as long as no decisions are made regarding issues addressed on the student's IEP. ~~A meeting does not include preparatory~~ Preparatory activities in which ~~district~~ LEA personnel engage to develop a proposal or a response to a parent/adult student proposal that will be discussed at a later meeting are not considered to be an IEP meeting.

B. IEP Team Decision Making

The IEP team meeting serves as a communication ~~vehicle~~ tool between IEP team members, enabling them to make joint, informed decisions regarding the student's special education services as equal participants. All members of the IEP team are expected to work toward consensus regarding IEP decisions to ensure the student receives a free appropriate public education (FAPE).

Consensus means a ~~consent~~ commitment of all IEP team members to support the decision of the team, which requires that all members of the team have an opportunity for meaningful participation.

~~1. If there is lack of consensus between the parent/adult student, district personnel, and other IEP team members regarding an IEP decision, then school personnel on the IEP team should seek consensus within the school team and provide written notice to the parent/adult student.~~
~~2. If there is a lack of consensus among school personnel, then the district representative on the IEP team shall make the decision and provide written notice to the parent/adult student.~~
~~3. The parent/adult student should be made aware of the procedures in Section 2J of this chapter, "Parent/Adult Student Objection to the IEP," and their procedural safeguards, including due process rights.~~

If the parent/adult student, school personnel, and other IEP team members are unable to reach consensus regarding an IEP decision, then school personnel on the IEP team should seek consensus within the school team and provide written notice to the parent/adult student.

If school personnel are unable to reach consensus, then the LEA representative on the IEP team shall make the decision and provide written notice to the parent/adult student.

The parent/adult student will be made aware of their procedural safeguards, including due process rights.

See Section 2O of this chapter, "Parent/Adult Student Objection to the IEP," for more information about parent/adult student due process rights.

C. When IEP Team Meetings Are Held

An IEP team meeting shall be held for one or more of the following reasons:

1. to develop an IEP within thirty (30) calendar days of a determination that the student is eligible for special education and related services;
2. to conduct an annual review of the IEP, ~~review the IEP periodically, but~~ no ~~longer~~ more than one year (365 days) from the date of development of the current IEP;~~, with the IEP in effect at the beginning of each school year;~~
3. when another agency fails to deliver transition or other services outlined in the IEP to consider other options for how the student's needs may be met;
4. to consider revisions to the IEP if there is any lack of expected progress toward annual goals and/or in the general education curriculum~~, where appropriate~~;
5. at the reasonable request (as determined by the ~~district~~ LEA) of any member of the IEP team (Note: Written notice shall be provided to the parent/adult student who requests an IEP team meeting when ~~a~~ an ~~district~~ LEA refuses to hold one);
6. to review behavioral intervention strategies and/or to develop a behavior~~al~~ intervention plan as part of the IEP; and/or
7. to address the IDEA discipline requirements (see Chapter ~~12~~ 11).~~; and/or~~

~~8. to review the results of any reevaluation or independent educational evaluation (IEE).~~

NOTE: An IEP team meeting shall be considered to review the results of any reevaluation, clinical evaluation, or independent educational evaluation (IEE) received by the LEA.

NOTE: Under the IDEA, amendments to a student's annual IEP may occur without a meeting if the parents and LEA agree in writing~~ an IEP team meeting may not be required to amend the IEP (see IEP Amendments)~~.

See Section 3B of this chapter for more information about IEP Amendments.

D. IEP Team Members and Roles

The IEP team is a group of individuals responsible for developing, reviewing, or revising an IEP for a student with a disability.

Required IEP Team Membership and Roles

1. Parent/Adult Student

   In the IDEA, the ~~The~~ term "parent" means ~~refers to~~

   a. a biological or adoptive parent;

   b. a foster parent if the parent's authority to make educational decisions on behalf of the student has been terminated by law. The foster parent shall be an individual who has no interest that would conflict with the interests of the student;

   c. a ~~judicially decreed~~ guardian generally authorized to act as the student's parent or authorized to make educational decisions (does not include State agency personnel if the student is a ward of the state);

   d. a person acting in place of a biological or adoptive parent, including a grandparent, stepparent, or other relative, with whom the student lives or an individual who is legally responsible for the student's welfare; or

   e. a surrogate parent who has been appointed by the ~~district~~ LEA. ~~The term "acting in place of a biological or adoptive parent" includes persons such as a grandparent, stepparent, or other relative with whom the student lives, as well as persons who are legally responsible for a student's welfare. A foster parent may act as a parent if the natural parent's authority to make educational decisions on behalf of his or her child has been terminated by law. A foster parent shall be an individual who is willing to make educational decisions required of a parent, and has no interest that would conflict with the interests of the student.~~

   f. If ~~more~~ other individuals in addition to ~~than~~ the biological or adoptive parents meet the definition of parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree or order identifies a specific person or persons to make educational decisions for the student.

   g. An "adult student" is a student with a disability who is eighteen (18) years of age or older to whom special education rights have transferred under the IDEA and Idaho Code. ~~(See Chapter 11, Section 2C, for more information.)~~ In this case, the parent may attend the IEP team meeting as an individual who has knowledge or special expertise regarding the student, at the invitation of the adult student or the ~~district~~ LEA.

   h. The parent/adult student may not serve in another role other than that of parent/adult student.

   See Chapter 12 for more information about parent/adult student membership on the IEP team.

2. LEA Representative

   a. The ~~district~~ LEA representative or designee shall be qualified to provide or supervise the provision of special education to meet the unique needs of students with disabilities. The representative shall be qualified to provide or supervise the provision of specially designed instruction, shall be knowledgeable about the general education curriculum, and ~~and about the availability of resources in the district. They~~ shall have the authority to allocate resources ~~and~~ to ensure that the IEP will be implemented. Examples of the ~~district~~ LEA representative include the building principal, the special education director, the ~~district~~ LEA superintendent, or others who meet the criteria described above.

   b. This person may serve a dual role on the team if all of the criteria are met for both roles. ~~The district representative may be another member of the IEP team if all the criteria above are met~~.

3. General Education Teacher (not less than one)

   a. A general education teacher of the student is required to participate in developing the IEP if a student is, or may be, participating in the general education environment. The participating general education teacher must be ~~Regardless, a representative that is~~ knowledgeable ~~of the~~ about Idaho Content Standards and the general education curriculum at the student's grade level ~~shall be present~~.

   b. For preschool-age students, the general education teacher may be the kindergarten teacher or an appropriate designee. Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher, if that person meets ~~State and/or national~~ Idaho childcare licensing standards. The parent may not serve as the general education teacher.

   c. If a student is or may be participating in the general education curriculum or environment, not less than one of the student's general education teachers shall participate in developing the IEP~~, to the extent appropriate~~. The general education teacher's role in the development, review, and revision of the IEP includes:

      1) discussion of the student's involvement and progress in the general education curriculum, if known;

      2) discussion of appropriate positive behavioral interventions and other strategies for the student; and

      3) discussion of supplementary aids and services, program accommodations~~/~~ or adaptations, ~~to be provided by~~ and supports provided by ~~for~~ school personnel in the general education classroom.

   d. This person may not serve the dual roles of general education teacher and special education teacher.

4. Special Education Teacher (not less than one)

    a. This individual ~~generally will be~~ will generally be the student's special education teacher or service provider who is responsible for implementing the student's IEP. For example, in the case of a student receiving ~~primary~~ special education services from a speech-language pathologist, it ~~is~~ may be ~~more~~ appropriate for the speech-language pathologist to fill this role on the IEP team.

    b. This person may serve a dual role on the team if all of the criteria are met for both roles. However, this person may not serve the dual roles of general education teacher and special education teacher.

5. Other qualified professional(s) including individual(s) who can interpret assessment results and instructional implications

    a. This person may be someone who participated in the evaluation of the student. ~~He or she~~ This person shall be able to explain the results, the instructional implications, and the recommendations of the evaluation.

        1) This person may serve a dual role on the team if all of the criteria are met for both roles.

    b. In the case of a student with limited English proficiency, the IEP team must consider the language acquisition needs of the student as those needs relate to the student's IEP. The IEP team shall include one or more participants who have the requisite expertise about the student's language needs.

        1) This person may serve a dual role on the team if all of the criteria are met for both roles.

6. Individual(s) with Special Expertise

    a. At the discretion of the parent/adult student or the ~~district~~ LEA, other individuals who have knowledge or special expertise regarding the student, including related service personnel, may be included as IEP team members. The determination of having knowledge and special expertise regarding the student shall be made by the parent/adult student or school personnel ~~district person~~ who invited the individual to be a member of the IEP team.

7. Student

    a. Whenever appropriate, the IEP team should include ~~includes~~ the student with a disability. ~~A student shall be invited by the district to attend any IEP team meeting at which~~ When post-secondary goals and transition services ~~needed to assist the student in reaching those goals~~ will be discussed, the student shall be invited by the ~~district~~ LEA to attend the IEP team meeting. In Idaho, this requirement begins with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team). If the student is a minor, the parent shall make the

decision regarding the student's attendance. If the student does not attend the IEP team meeting, the ~~district~~ LEA shall take other steps to ensure that the student's preferences and interests are considered.

See Section 2M of this chapter for more information on transition services and goals.

Other Potential Team Membership and Roles (required when applicable)

8. Private School Representative

   a. If a student is enrolled in or referred to a private school, the ~~district~~ LEA shall ensure that a representative of the private school is invited to the Services Plan (SP) or IEP team meeting. If a representative cannot attend, the ~~district~~ LEA shall use other methods to ensure participation by the private school~~, including individual or conference telephone calls~~.

   See Chapter 9 for more information about private schools.

9. Transition Agency Representative

   a. If transition services are being discussed, a representative of any participating agency likely to be responsible for providing or paying for transition services shall be invited (with the ~~prior~~ written consent of a parent/adult student obtained prior to inviting the representative). If a representative does not attend, steps should be taken to obtain participation from the agency in transition planning.

10. Part C Coordinator or Representative

   a. A Part C coordinator or other representative may be invited by the ~~district~~ LEA to participate in the team IEP meeting for a preschooler transitioning to Part B services. Parents shall be informed of their right to request ~~an invitation for~~ that an Infant Toddler Program representative(s) be invited to attend the initial IEP team meeting.

~~Role~~	~~Description~~
~~Parent of the student~~ ~~or~~ ~~Adult Student if rights have transferred~~	~~The term "parent" refers to a biological or adoptive parent, foster parent, a judicially decreed guardian (does not include State agency personnel if the student is a ward of the state), a person acting in place of a parent, or a surrogate parent who has been appointed by the district. The term "acting in place of a biological or adoptive parent" includes persons such as a grandparent, stepparent, or other relative with whom the student lives, as well as persons who are legally responsible for a student's welfare. A foster parent may act as a parent if the natural parent's authority to make educational decisions on behalf of his or her child has been terminated by law. A foster parent shall be an individual who is willing to make educational decisions required of a parent and has~~

Role	Description
	no interest that would conflict with the interests of the student. If more than the biological or adoptive parents meet the definition of parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree or order identifies a specific person or persons to make educational decisions for the student. An "adult student" is a student with a disability who is eighteen (18) years of age or older to whom special education rights have transferred under the IDEA and Idaho Code. (See Chapter 11, Section 2C, for more information.) In this case, the parent may attend the IEP team meeting as an individual who has knowledge or special expertise regarding the student, at the invitation of the adult student or the district.
District Representative	The district representative or designee shall be qualified to provide or supervise the provision of special education to meet the unique needs of students with disabilities. The representative shall be knowledgeable about the general education curriculum and about the availability of resources in the district. They shall have the authority to allocate resources and to ensure that the IEP will be implemented. Examples of the district representative include the building principal, the special education director, the district superintendent, or others who meet the criteria described above. The district representative may be another member of the IEP team if all the criteria above are met.
Special Education Teacher/Provider – not less than one	This individual generally will be the student's special education teacher or service provider who is responsible for implementing the student's IEP. For example, in the case of a student receiving primary services from a speech-language pathologist, it is more appropriate for the speech-language pathologist to fill this role on the IEP team.
General Education Teacher – not less than one	A general education teacher of the student is required to participate in developing the IEP if a student is, or may be, participating in the general education environment. Regardless, a representative that is knowledgeable of the general education curriculum at the student's grade level shall be present. For preschool-age students, the general education teacher may be the kindergarten teacher or an appropriate designee. Designees at the preschool level may include a care provider, Head Start teacher,

Role	Description
	or community preschool teacher, if that person meets State and/or national licensing standards.
Individual who can interpret evaluation results and implications	This person may be someone who participated in the evaluation of the student. He or she shall be able to explain the results, the instructional implications, and the recommendations of the evaluation.
Student	Whenever appropriate, the IEP team includes the student with a disability. A student shall be invited by the district to attend any IEP team meeting at which post-secondary goals and transition services needed to assist the student in reaching those goals will be discussed. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.
Representative of a Private School (if applicable)	If a student is enrolled in or referred to a private school, the district shall ensure that a representative of the private school is invited to the IEP team meeting. If a representative cannot attend, the district shall use other methods to ensure participation by the private school, including individual or conference telephone calls.
Representative of Transition Agency(s) (Parent/Adult student consent shall be obtained prior to inviting the Transition Agency Representative to participate in the IEP team meeting).	If transition services are being discussed, a representative of any participating agency likely to be responsible for providing or paying for transition services shall be invited (with the prior consent of a parent/adult student). If a representative does not attend, steps should be taken to obtain participation from the agency in transition planning.
Part C Coordinator or Representative	A Part C coordinator or other representative may be invited by the district to participate in the team IEP meeting for a preschooler transitioning to Part B services. Parents shall be informed of their right to request an invitation for an Infant Toddler Program representative(s) to the initial IEP team meeting.
Other	At the discretion of the parent/adult student or the district, other individuals who have knowledge or special expertise regarding the student, including related service personnel, may be included as IEP team members. The determination of having knowledge and special expertise regarding the student shall be made by the parent/adult student or district person who invited the individual to be a member of the IEP team.

E. Excusal of Required IEP Team Members

~~NOTE: The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation results~~ A required school team member may be excused from an IEP team meeting, in whole or in part, if the parent/adult student and ~~district~~ LEA agree in writing and the requirements below are met:

1. the team **does not** intend to modify or discuss that team member's services or area of curriculum; or

2. the team **does** intend to modify or discuss that team member's services or area of curriculum, ~~If the meeting deals with the excused member's areas of the curriculum and/or services, he or she~~ and the team member has provided ~~shall provide~~ written input to the IEP team prior to the meeting.

    a. Written input shall include substantive data (e.g., interpreting assessment findings, providing meaningful guidance to the team~~,~~ regarding the purpose of the meeting, reflecting on general education curriculum).

~~3. If a district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.~~

In the event the LEA representative is the individual excused, a school team member in attendance shall be vested with the authority to bind the LEA to the decisions of the team.

~~E. The General Educator's Role in IEP Development~~

~~If a student is or may be participating in the general education curriculum or environment, not less than one of the student's general education teachers shall participate in developing the IEP, to the extent appropriate. The general education teacher's role in the development, review, and revision of the IEP includes:~~

~~1. discussion of the student's involvement and progress in the general education curriculum, if known;~~

~~2. discussion of appropriate positive behavioral interventions and other strategies for the student; and~~

~~3. discussion of supplementary aids and services, program accommodations/adaptations, to be provided by supports for school personnel in the general education classroom.~~

F. Invitation to IEP Team Meetings

The LEA shall ensure that the parents/guardians of a student with a disability have a meaningful opportunity to participate in each IEP meeting. To the extent possible, the ~~district~~ LEA should encourage the consolidation of all team meetings, including meetings that may involve eligibility, reevaluation, and IEP development.

The ~~district~~ LEA shall meet the requirements outlined below.

1. Notify the parent/adult student of the meeting with enough notice to ensure that they will have the opportunity to attend. If the student is of secondary transition age, the student shall also be invited. If the student is a minor, the parent shall make the decision regarding the student's attendance.

2. Schedule the meeting at a place and time mutually agreed upon by the parent/adult student and the ~~district~~ LEA. Alternatives to in-person meetings, such as video and telephone conferencing, may take the place of in-person IEP team meetings to meet the parent/adult student's needs.

3. ~~Invite the parent/adult student and the secondary transition age student, if applicable, to the meeting early enough to ensure that he or she can attend.~~

3. The ~~district~~ LEA shall keep a record of this invitation. The invitation shall include the following:

    a. the purpose(s), time, and location of the meeting;

    b. who will attend the meeting, by role;

    c. information regarding the parent's/adult student's right to bring other people to the meeting and invite a Part C representative, if appropriate; and

    d. notification that post-secondary goals and transition services will be discussed, as applicable. When the IEP team will consider transition services, the invitation shall:

        i. indicate this purpose;

        ii. invite the student; and

        iii. identify any other agency that will be invited to send a representative, with parent's/adult student's consent.

4. The invitation should clarify the parent's/adult student's (or secondary transition age student's) role on the team and request that he or she come prepared to discuss the unique needs and characteristics of the student, the goals that would support the success of the student in the general education curriculum aligned with Idaho Content Standards, and the types of services needed to address those goals. ~~and the goals that would indicate the success of the services.~~

5. ~~Invite the student, if appropriate or required, to attend and participate in his or her the IEP team meeting. If the student is a minor, the parent shall make the decision regarding the student's attendance. If a one purpose of the meeting is to consider transition and but the student does not attend, the district shall take other steps to ensure that the student's preferences and interests are considered.~~

~~6. The invitation may be written or oral. In either case, the district shall document that all the required components noted in items 3 and 4 2 above were included in the invitation. In addition, the parent/adult student shall be given a physical copy of the *Procedural Safeguards Notice* at least annually, preferably at the annual review, unless the parent requests additional copies.~~

~~7. When one purpose of the IEP team meeting is to consider transition services, the invitation shall:~~

~~a. indicate this purpose;~~

~~b. invite the student; and~~

~~c. identify any other agency that will be invited to send a representative, with parent's/adult student's consent.~~

5. The invitation may be written or verbal and shall be in the parent/adult student's primary language. In either case, the ~~district~~ LEA shall document that all the required components noted in ~~item~~ items 3 and 4 ~~2~~ above were included in the invitation. ~~In addition, the parent/adult student shall be given a physical copy of the *Procedural Safeguards Notice* at least annually, preferably at the annual review, unless the parent requests additional copies.~~

6. The ~~district~~ LEA shall take appropriate action to ensure that a parent/adult student understands the proceedings at an IEP team meeting, including arranging for an interpreter for a parent/adult student who has hearing loss or whose native language is other than English.

7. The IEP team may meet without the parent/adult student if he or she ~~cannot attend the meeting or~~ cannot be convinced to attend the meeting. ~~However, the district shall document its attempts to arrange a mutually agreed upon time and place for the meeting. Documentation could include records of telephone calls or conversations, copies of correspondence sent to the parent/adult student and any responses received, and/or detailed records of any visits made to the parent's/adult student's residence. If a meeting is held without the parent/adult student, the district shall offer and document alternative methods, such as conference calls, to gain his or her participation in the development of the IEP. Alternatives to physical meetings such as video and telephone conference, may take the place of physical IEP team meetings if the parent/adult student and district agree.~~ If the parent/adult student cannot be convinced to attend the meeting, the following criteria shall be met:

   a. The LEA has documented its attempts to arrange a mutually agreed upon time and place for the meeting.

   b. Alternatives to in-person meetings, such as video and telephone conferencing, have been offered to take the place of in-person IEP team meetings to meet the parent/adult student's needs.

c. If a meeting is held without the parent/adult student, the LEA has offered and documented alternative methods, such as video and telephone conferencing, to gain the parent/adult student's participation in the development of the IEP.

Note: Documentation may include records of telephone calls or conversations, copies of correspondence sent to the parent/adult student and any responses received, and/or detailed records of any visits made to the parent's/adult student's residence.

~~Section 2. IEP Development~~

~~The IDEA clearly defines the required components of an IEP and the Idaho IEP form is designed to include only those IDEA required components. Therefore, no additional information may be required in a student's IEP beyond what is explicitly required by IDEA, nor can information be required under one component of a student's IEP that is already contained under another component of the student's IEP.~~

~~NOTE: IEP team meeting minutes are not part of the official IEP document.~~

~~A. General Demographic Components for All IEPs~~

~~All IEPs shall include, the date of the IEP team meeting and the following general demographic components: the student's name as it appears in school records, native language, birth date, and identification number (for State reporting or Medicaid purposes only), names of parents, address, phone number, school, and grade.~~

~~B. Documentation of Participants~~

~~The district shall ensure the attendance and participation of the IEP team members at the IEP team meeting. Documentation of attendance can be accomplished by listing team member roles on the IEP and checking their attendance status. Prior to the beginning of the meeting, an excusal form identifying any required district members not present at the IEP team meeting, with the parent/adult student's signature of approval shall be attached.~~

~~The attendance list is not a reflection of agreement or disagreement with the IEP; it is only an indication of attendance. As with any team member, the parent's/adult student's inclusion on the list does not indicate agreement or disagreement with the IEP contents. If the parent/adult student disagrees with all or part of the IEP, the district should remind the parent/adult student that he or she may file a written objection. Any participant at the IEP team meeting may file a minority report if he or she disagrees with a program decision. A minority report shall not prevent the implementation of an IEP team decision.~~

~~NOTE: See Section 2J of this chapter for additional information on parent/adult student objections.~~

C. Present Levels of Academic Achievement and Functional Performance, Goals, Objectives and Benchmarks

The IEP identifies present levels of academic achievement and functional performance (PLAAFP) and measurable goals that enable the IEP team to -track the effectiveness of services and to report progress toward goals.

1. Statements of PLAAFP in an area of need nclude:

    a. How a school-age student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

    b. For preschool students, the PLAAFP should describe how the disability affects the student's in age-appropriate activities

2. Although the content of present levels of academic achievement and functional performance statements are different for each student, individual present level of academic and functional performance statements will meet the following requirements:

    a. The statement shall be written in objective, measurable terms using easy-to-understand, non-technical language;

    b. The other components of the IEP, including special education services, annual goals, and, objectives and benchmarks for students who participate in alternate assessments (AA) , shall show a direct relationship to the content of present levels of academic and functional performance;

    c. The statement shall provide baseline data for goal development;

    d. The statement shall reference Idaho Content Standards, Idaho Workplace Skills Career Readiness Standards, Idaho Extended Content Standards Core Content Connectors, or Idaho Early Learning Guidelines (eGuidelines), as applicable;

    e. The statement shall include the student's strengths and needs; and

    f. The statement shall include parental concerns for enhancing the student's education; and

    g. The statement shall address how a student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

3. Annual IEP goals shall be appropriately challenging and reflect the needs described in the present levels of academic achievement and functional performance statements. Measurable academic achievement, developmental, and functional annual goals are designed to meet the student's unique needs that result from the student's disability, to enable the student to be involved in and make progress in the general education

curriculum, and to meet each of the student's other educational needs that result from the student's disability.

a. A goal is a written, measurable statements, developed from the baseline data, describing what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.

b. Goals are written to enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

c. A goal shall be appropriately challenging given the circumstances of the student and include the behavior, the performance criteria, and the evaluation procedure.

4. Objectives and benchmarks are required for students taking the AAs. Objectives and benchmarks shall align with the PLAAFP and the annual goal, as a progression toward meeting the annual goal.

D. Progress Toward Goals

The IEP shall include a statement describing:

1. How the student's progress toward IEP goals will be measured and the progress monitoring schedule;

2. How and when the parent/adult student will be informed of the student's progress toward the annual goals, including the extent to which progress is sufficient to enable the student to achieve the goals by the end of the IEP time period.

At minimum, periodic written progress statements related to progress toward annual goals will be reported concurrent with the issuance of report cards.

E. Statements of Special Education and Related Services

Each student's IEP shall describe the specific special education and related services that will be provided to or on behalf of the student, based on peer-reviewed research to the extent practicable. Special education includes specially designed instruction to meet the unique needs of the student.

The term "related services" refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education as described in the IEP. These services include, but are not limited to:

- Audiology
- early identification and assessment of student's disabilities

- ~~interpreter services~~
- ~~language therapy~~
- ~~medical services for diagnostic or evaluative purposes~~
- ~~occupational therapy~~
- ~~orientation and mobility services~~
- ~~parent counseling and training Parent counseling and training includes helping a parent understand child development and the special needs of his or her child and acquire skills to support the implementation of his or her child's IEP.~~
- ~~physical therapy~~
- ~~psychological services~~
- ~~rehabilitation counseling services~~
- ~~school nurse services~~
- ~~social work services in school~~
- ~~speech therapy~~
- ~~supports for school staff~~
- ~~therapeutic recreation~~

~~The above list of related services is not exhaustive and may include other developmental, corrective, or supportive services, transition services or assistive technology.~~

~~Although services may be of benefit to a student with a disability, all of the services listed above may not be required for each individual student. Related services are the responsibility of the district only if the IEP team determines they are required to assist the student to benefit from special education. Further, the student is not entitled to related services if he or she is not eligible for special education or the parent/adult student does not consent to initial provision of special education services.~~

~~EXCEPTION: "Related Services" does not include a medical device that is surgically implanted or the replacement of such device (e.g., cochlear implant), the optimization of that device's functioning (e.g., mapping), or maintenance of that device., or the replacement of that device. The district is responsible to appropriately monitor and maintain devices to make sure the devices are functioning properly. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school.~~

~~THIRD PARTY PAYERS: Consent from the parents/adult student is required when the district bills Medicaid or the parent's insurance for services provided. See Chapter 11 for details.~~

~~F. Supplementary Aids, Services, and Other IEP Considerations~~

~~Supplementary aids, and services may include general education curriculum accommodations and/or adaptations, support for school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, and travel training services deemed appropriate by the IEP team and shall be provided whether or not the district currently has these services in place.~~

~~The description of services in the IEP shall:~~

1. ~~Identify the program accommodations and supplementary aids to be provided to the student in the areas of need.~~

2. ~~List the specific services that will meet the unique needs of the student, allowing him or her to advance appropriately toward attaining the annual goals, and:~~

    a. ~~be involved in and make progress in the general education curriculum;~~

    b. ~~participate in extracurricular and other nonacademic activities; and~~

    c. ~~be educated and participate with other students with disabilities and with students without disabilities to the maximum extent appropriate.~~

~~NOTE: The public agency shall ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.~~

3. ~~State the projected starting date and expected duration of the services, accommodations, and/or adaptations.~~

4. ~~List the anticipated time and frequency of sessions per week or month. The amount of service may not be stated as a range.~~

5. ~~State the location where services and accommodations/adaptations will be provided (such as a general education classroom, resource room, etc.) Note: Location does not mean specific site.~~

~~Based on the unique needs of each student, the IEP team shall consider any services listed below that may be appropriate for the student and shall document such services on the IEP accordingly.~~

1. ~~Supplementary Aids and Services~~

~~"Supplementary aids and services" are aids, services, and other supports that are provided in general education classes, other education-related settings and extracurricular and nonacademic~~

~~settings to enable students with disabilities to be educated with students without disabilities to the maximum extent appropriate in accordance with LRE requirements.~~

~~The determination of which supplementary aids and services are appropriate for a particular student shall be made on an individual basis. Supplementary aids and services may include the following: assistance of an itinerant special education teacher, related service provider, or paraprofessional; support or training for the general educator; use of resource services; provision of note takers; supports for extracurricular or other nonacademic activities; and supports for participation in state- or district-wide assessments.~~

~~2. Accommodations and Adaptations~~

~~NOTE: "Modifications" include accommodations and adaptations. Idaho uses the terms accommodations and adaptations to describe two separate instructional and assessment practices.~~

~~Accommodations and adaptations include any changes that allow students with disabilities the same opportunity as students without disabilities to participate in and benefit from the educational program, activities, and services of the district.~~

~~Accommodations are intended to make educational opportunities more accessible. This may involve the setting, communication modality, equipment, and/or supplemental aids and services. Examples include Braille editions, large print, pencil grips, audio recording, note takers, and computers with spell check.~~

~~Accommodations are changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology, as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the or course expectations.~~

~~Adaptations are changes in educational expectations for the student with a disability compared to peers without disabilities. These adaptations include actual changes in the general education curriculum and instruction or the use of an alternative or supplemental curriculum. Adaptations include strategies such as reading aloud the reading portion of a test, using spell/grammar check for language arts assessments, and substituting out-of-level testing. examples include fewer concepts to be mastered, different test questions, and material at a different reading level.~~

~~Whenever the IEP team determines that accommodations and/or adaptations are needed to ensure academic progress, these shall be indicated in the IEP. Any accommodations and/or adaptations required in physical education, vocational education, and state- or district-wide assessments shall be documented in the IEP.~~

~~3. Assistive Technology Devices and/or Services~~

~~The district shall ensure that assistive technology devices and/or services are made available to a~~

~~student, if required, as special education, related services, or supplementary aids and services. The following points are definitions and clarifications of terms:~~

~~a. "Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a device that is surgically implanted or the replacement of such device.~~

~~The district shall permit the student to use school-purchased assistive technology devices at home and in other settings if the IEP team determines that the student needs access to these devices in non-school settings to receive FAPE. An example of this would be to complete homework. The district may hold a parent/adult student liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the district if it is lost, stolen, or damaged because of negligence or misuse at home or in another setting outside of school.~~

~~Assistive technology devices should be designed using "universal design" principles. The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities. This includes products and services that are directly (without requiring assistive technologies) and products and services that are compatible with assistive technologies.~~

~~b. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes the following:~~

~~1) an evaluation of the student's assistive technology needs, including a functional assessment in the student's customary environment;~~

~~2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices;~~

~~3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;~~

~~4) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;~~

~~5) training or technical assistance for a student with a disability or, if appropriate, that student's family; and~~

~~6) training or technical assistance for professionals, including individuals providing education or rehabilitation services, employers, or other individuals who provide services.~~

~~c. The district shall ensure that the hearing technology worn by students who are~~

deaf or hard-of-hearing in school are functioning properly. CFR 300.113

d. The district is responsible for appropriately monitoring and maintaining medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is at school or being transported to and from school. The district will ensure that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming or replacement of the medical device that has been surgically implemented, or of an external component of the surgically implanted medical device.

4. Extended School Year Services

The district shall provide extended school year (ESY) services for students with disabilities who qualify for such services. The ESY programs for eligible students shall meet the requirements of FAPE. The student's educational program is based on individual needs and is not determined by what programs are readily available within the district. The student cannot be required to fail or to go for an entire school year without ESY services, simply to prove a need. The IEP team shall consider the following in the development and provision of an ESY program:

a. The term "extended school year services" means special education and/or related services that are provided beyond the regular school year:

1) to a student with a disability;

2) in accordance with the student's IEP; and

3) at no cost to the parent/adult student.

The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and academics. The ESY services for special education students provide a different focus from general summer school programs.

b. The ESY services shall be considered in light of the totality of the circumstances, including the following:

1) Emerging skill: Few, if any, gains are made during the regular school year. A skill is in the process of emerging, and the IEP team believes that with ESY services the student would make reasonable gains; or

2) Regression-recoupment: The student, will experience significant regression, and the amount of time required to relearn a skill or behavior becomes so significant that the student would be unable to benefit from his or her special education; or

3) Self-sufficiency: An interruption in services would threaten the acquisition of critical life skills that aid in the student's ability to function as independently as possible, thereby continuing the student's reliance on caretakers, including institutionalized care. Critical life skills relate to those skills that lead to independent functioning. Development of these skills can lead to reduced future dependency on caretakers and enhance the student's integration with individuals without disabilities. Skills may include toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

c. Decisions concerning ESY services shall be based on student performance data and written documentation. Types of data and information may include, but are not limited to, those listed below.

1) Criterion-referenced test data: Consider daily/weekly probes or pre-test/post-test data.

2) Norm-referenced test data: Consider pre-test/post-test data.

3) Anecdotal records: Consider information collected throughout the school year.

4) Physical, mental, or emotional health factors: Consider the educational, medical, and psychological records of the student as well as the prognosis or judgments of educators, medical personnel, parents, and others who work with the student. Consider degenerative types of difficulties that may become intensified during breaks in educational programming.

5) History: Consider evidence of past regression or past ESY services. The IEP team should not automatically assume that a student who has received ESY services in the past will be eligible for ESY services in the future, but it is a factor to consider.

6) Data on observed performance: Consider data maintained on the student concerning performance observed in the classroom, during community-based activities, and as part of IEP progress monitoring.

7) Teacher interviews and recommendations: Consider progress reports by teachers, therapists, and others who have direct contact with the student before and after breaks in educational programming.

8) Parent/Adult student input: Consider parent observations of the student, as well as parent/adult student requests for ESY services.

d. The ESY services shall be clearly described in an IEP. The district can meet this requirement by amending the current IEP using an amendment form or by developing a complete ESY IEP. See Section 1C of this chapter for more

information.

e. The district may not limit ESY services to particular categories of disability or unilaterally limit the amount or duration of these services.

5. Transportation

Transportation is a related service intended for a student whose disability requires special arrangements benefit from special education. The student's individual needs concerning his or her education are the main considerations in determining services – this includes transportation services.

The IEP team shall consider how the student's disability affects his or her need for transportation, including determining whether the student's disability prevents the student from using the same transportation provided to students without disabilities, or from getting to school in the same manner as students without disabilities. This includes transporting a preschool-age student to the site at which the district provides special education and related services to the student, if that site is different from the site at which the student receives other preschool or day-care services.

When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation.

Transportation needs may include, but are not limited to, the following:

a. travel to and from school and between schools to access special education;

b. travel in and around school buildings;

c. specialized equipment including lifts and ramps, if required to provide special transportation; or

d. other services that support the student's use of transportation, such as:

1) special assistance (e.g., an aide on the bus and/or assistance getting on and off the bus);

2) safety restraints, wheelchair restraints, and/or child safety seats;

3) accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and/or altering the bus route);

4) training for the bus driver regarding the student's disability or special health-related needs; or

5) attending non-academic and extracurricular activities, if required by the IEP.

6. Special Considerations

As appropriate, the IEP team shall also consider and include the issues listed below in the IEP.

a. If the student's behavior impedes his or her learning or that of others, the IEP team shall consider the use of positive behavioral interventions, supports and other strategies to address that behavior.

b. If the student has limited English proficiency, the IEP team shall consider the language needs of the student. A student's cognitive academic language proficiency (CALP) shall be determined using the State adopted English language proficiency assessment.

c. If the student is blind or visually impaired, the IEP team shall provide for instruction in Braille and the use of Braille unless the IEP team determines that Braille is not appropriate for the student. This determination can only be made after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille).

d. The communication needs of the student. In the case of the student who is deaf or hard of hearing, the IEP team shall consider the language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level, and his or her full range of needs including opportunities for direct instruction in the student's language and communication mode.

G. Statewide and Districtwide Achievement Testing

Section 1111(b)(2) of the Every Student Succeeds Act (ESSA) requires includes requirements that all students participate in statewide assessments.

Students with disabilities shall participate in all state- and district-wide assessments. Participation rates and performance data, both aggregate and disaggregate, for students with disabilities are reported to the public annually.

The IEP team shall determine how the student will participate in state- and district- wide assessments: without accommodations, with supports and accommodations, or by means of the AA. The IEP team determines the supports and accommodations a student will use based on those that are used regularly by the student during instruction or classroom testing and on what is documented in the accommodations section of the IEP.

The following guidelines shall be used to determine how the student will participate in state- and district-wide assessments:

1. General Assessment without Accommodations

~~The IEP team determines and documents in the IEP that a student with a disability can adequately demonstrate his or her knowledge, abilities, or skills on state- and district-wide assessments without accommodations.~~

~~2. General Assessment with Supports and Accommodations~~

~~Appropriate supports and accommodations for students with disabilities shall be based on the individual needs of each student. Supports and accommodations decisions are made by the IEP team and shall be recorded in the IEP. Accommodations should facilitate an accurate demonstration of academic achievement, developmental, and functional performance on state- and district-wide assessments. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Supports and accommodations shall be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The supports and accommodations shall be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery of academic content. Accommodations *do not* invalidate test results.~~

~~Students taking state- and district-wide assessments with supports and/or accommodations shall be given opportunities to practice and become familiar with said supports and/or accommodations in the relevant test delivery system before they begin testing.~~

~~3. Alternate Assessments based on Alternate Academic Achievement Standards (AAs)~~

~~AAs are a statewide testing option intended only for those students with the most significant cognitive impairments, in lieu of the general education assessment, with or without supports and accommodations. Participation in AAs reflects the pervasive nature of a significant cognitive impairments and requires that a student meet all participation eligibility criteria. Students with the most significant cognitive impairments represent about 1% of the total student population.~~

~~The IEP team shall consider a student's participation in AAs on an annual basis using the participation criteria listed below. The IEP team shall document the student's testing status in the appropriate sections of the IEP.~~

~~a. A student must meet **all four** of the following participation criteria to qualify for the AA.~~
~~1) The student has a significant cognitive impairment.~~
~~2) The student is receiving academic instruction that is aligned with the Idaho Extended Content Standards.~~
~~a) The student's instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student.~~
~~3) The student's course of study is primarily adaptive skills oriented typically not measured by state or district assessments.~~
~~a) Adaptive skills are essential to living independently and functioning safely in daily life, and include, but are not limited to motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety.~~

4) The student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
   a) The student consistently requires individualized instruction in core academic and adaptive skills at a substantially lower level relative to other peers with disabilities.
   b) It is extremely difficult for the student to acquire, maintain, generalize, and apply academic and adaptive skills in multiple settings, across all content areas, even with high-quality extensive/, intensive pervasive, frequent, and individualized instruction.
   c) The student requires pervasive supports, substantially adapted materials, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

b. Students shall not qualify to participate in Alternate Assessments based on Alternate Achievement Standards solely based on any of the following reasons:
   1) Having a disability
   2) Poor attendance or extended absences
   3) Native language/social, cultural or economic differences
   4) Expected poor performance or past basic/below basic performance on the regular education assessment
   5) Academic and other services student receives
   6) Educational environment or instructional setting
   7) Percent of time receiving special education services
   8) English Language Learner (ELL) status
   9) Low reading level/achievement level
   10) Anticipated disruptive behavior
   11) Impact of student scores on the accountability system
   12) Administrative decision
   13) Anticipated emotional distress
   14) Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment

H. LRE Explanation and Placement Decisions

The IEP shall explain the extent, if any, to which the student will *not* participate in the general education classroom, the general education curriculum, and/or extracurricular or other nonacademic activities.

In recommending the appropriate placement in the least restrictive environment (LRE) for the student with a disability, the IEP team shall consider the student's unique circumstances and the continuum of services available to meet those unique circumstances. The parent/adult student shall be involved in the placement decision. Removal from the general education environment occurs only when the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. A student with a disability is not to be removed from age-appropriate general education classrooms solely because of needed accommodations and adaptations in the general education curriculum. In addition, a student with a disability shall be educated with students without disabilities in the general education classroom to the maximum extent appropriate.

~~NOTE: The district's reassignment of students (with or without disabilities) to another classroom or building in the district is *not* a change of placement for a student with a disability, as long as the IEP goals remain unchanged and the degree of interaction with peers without disabilities remains the same. Examples include, but are not limited to, dividing a class because of overcrowding; moving an entire grade level to a different building; or going to a different school as a result of moving from one grade level to another grade level.~~

~~See Chapter 6 for more information on placement in the LRE~~

~~I. Consent for Initial Provision of Special Education and Related Services~~

~~The district shall make reasonable efforts to obtain informed consent from the parent/adult student before the initial provision of special education and related services for the student.~~

~~If the parent/adult student communicates in writing that he or she refuses special education and related services following the evaluation and eligibility determination, the district shall not provide special education and related services to the student. If the parent/adult student fails to respond to a district's documented efforts to gain consent for initial provision of special education and related services, the district shall not provide special education and related services to the student. In both cases:~~

1. ~~The district shall not be in violation of the requirement to provide FAPE to the student or the requirement to provide special education and related services;~~
2. ~~The district shall not be required to convene an IEP team meeting or develop an IEP for the student; and~~
3. ~~The district shall not use mediation and/or due process in order to obtain consent or a ruling allowing initial placement.~~

~~If the parent/adult student wishes to move forward with the provision of services stated on the IEP and placement in special education, consent for initial placement in special education shall be obtained after the development of an IEP. Consent means that the parent/adult student understands and agrees in writing to the carrying out of the activity for which consent is sought.~~

~~J. Parent/Adult Student Objection to the IEP~~

~~If the parent/adult student disagrees with an IEP team's proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed IEP. If the parent/adult student files a written objection that is emailed, postmarked or hand delivered within ten (10) days of the date he or she receives written notice from the district of the proposed IEP, the changes to which the parent/adult student objects cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student, while parties work to resolve the dispute. If the changes have already been implemented, implementation of those changes shall cease. The district and parent/adult student may use methods such as additional IEP team meetings, IEP facilitation, or SDE mediation to resolve the disagreement. If these attempts to resolve the dispute fail or are refused, the proposed IEP shall~~

be implemented after fifteen (15) calendar days unless a due process hearing is filed to obtain a hearing officer's decision regarding the proposed IEP, unless it is an initial IEP. The written objection cannot be used to prevent the district from placing a student in an interim alternative educational setting (IAES) in accordance with the IDEA procedures for discipline of a student, or to challenge an eligibility/identification determination.

If the parent/adult student files a written objection to an IEP change or placement change proposed by the district any time *after* ten (10) calendar days of receiving written notice, the student shall remain in the placement described in the disputed IEP, and that IEP is implemented as written until the disagreement is resolved unless the parent/adult student and the district agree otherwise.

See Chapter 11 for information about the prior written notice requirements regarding the provision of FAPE and educational placement.

See Chapter 13 for more information about the various forms of dispute resolution including facilitation and mediation.

K. Additional Transition Components for Secondary-Level IEPs

Secondary transition services are defined as a coordinated set of activities for a student with a disability that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post school activities including postsecondary education, vocational education, integrated employment (including supported employment), continuing in adult education, adult services, independent living, or community participation. The activities include instruction, community experiences, development of employment and other post school adult living objectives and, if appropriate, acquisition of daily living skills and a functional vocational evaluation. These activities are based on the individual student's needs, taking into account the student's strengths, preferences, and interests. The following are required components for all secondary students receiving special education services.

1. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), the IEP shall include:
    a. present levels of academic and/or functional performance and a functional vocational evaluation where appropriate;
    b. appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
    c. transition services, including a course of study, that will reasonably enable the student in reaching postsecondary goals identified on the IEP which may include postsecondary education and training, employment and career counseling, community participation, independent living or adult services;
    d. evidence that the student was invited to the IEP team meeting where transition services are to be discussed; if the student does not attend the IEP team meeting, the IEP team must take other steps to ensure the student's preferences and

~~interests are considered;~~

~~e. evidence that a representatives of any participating agency was invited to the IEP team meeting with a prior consent of the parent or student who has reached age of majority; and~~

~~f. the graduation requirements for the student receiving special education services. Refer to Chapter 7 for more detailed information on documentation of high school graduation in the IEP.~~

~~The postsecondary goals and transition services shall be updated on the IEP annually.~~

~~2. Not later than the student's seventeenth (17th) birthday, the IEP shall include a statement that the student and parent has been informed whether or not special education rights will transfer to the student on his or her eighteenth (18th) birthday. Special education rights will transfer from the parent to the student when the student turns eighteen (18) years old unless the IEP team determines that:~~

~~a. the student is unable to provide informed consent with respect to his or her special education program; or~~

~~b. the parent has obtained legal guardianship.~~

~~(For more information on the transfer of rights, see Chapter 11)~~

~~3. When a student exits from special education as a result of complying with the Idaho Content Standards and such applicable district graduation requirements or aging out, the district shall provide the student with a summary of his or her academic achievement and performance along with recommendations concerning how to assist the student in meeting postsecondary goals.~~

~~L. Following the Meeting~~

~~Following the IEP team meeting, a copy of the IEP and written notice of proposed or refused actions shall be given to the parent/adult student. IEPs and written notice should also be given to the parent/adult student whenever a change is made to the IEP or upon request.~~

~~Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the IEP shall have access to the IEP and be informed of his or her specific responsibilities. This includes being informed of any specific accommodations, adaptations, or supports that shall be provided to the student to ensure that the IEP is implemented appropriately.~~

Section 2. IEP Development

The IDEA clearly defines the required components of an IEP and the Idaho IEP form is designed to include only those IDEA required components. Therefore, no additional information may be required in a student's IEP beyond what is explicitly required by the IDEA, nor can information be required under one component of a student's IEP that is already contained under another component of the student's IEP.

NOTE: IEP team meeting notes are not part of the official IEP document and are not required. However, teams are strongly encouraged to take meeting notes.

A. General Demographic Information for All IEPs

All IEPs shall include, at a minimum, the date of the IEP team meeting and the following general demographic components: the student's name as it appears in school records, native language, student ethnicity, student sex, birth date, and State identification number, names of parents, address, phone number, school, and grade.

B. Documentation of Participants

The LEA shall ensure the attendance and participation of the IEP team members at the IEP team meeting. Documentation of attendance can be accomplished by listing team member roles on the IEP and checking their attendance status. Prior to the beginning of the meeting, an excusal form identifying any required LEA members not present at the IEP team meeting, with the parent/adult student's written consent, shall be obtained. In the event the parent does not agree to excuse the required team member, the meeting shall be rescheduled at a time when the LEA member(s) can be present.

The attendance list on the IEP Team Information page indicates attendance at the meeting and is not a reflection of agreement or disagreement with the IEP. As with any team member, the parent's/adult student's inclusion on the list does not indicate agreement or disagreement with the IEP contents. If the parent/adult student disagrees with all or part of the IEP, the LEA should remind the parent/adult student that he or she may file a written objection. Any participant at the IEP team meeting may file a minority report if he or she disagrees with a program decision. A minority report shall not prevent the implementation of an IEP team decision.

See Section 2P of this chapter for additional information on parent/adult student objections.

C. Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The IEP identifies present levels of academic achievement and functional performance (PLAAFP) and measurable goals that enable the IEP team to report on the student's progress towards goals and the effectiveness of the services being provided for each skill area identified as an area of need by the IEP team. A PLAAFP statement must be included addressing each skill area identified by the IEP team and shall be written in objective, measurable terms using easy-to-understand, non-technical language.

Each PLAAFP shall include:

1. a description of the student's strengths in the skill area;

2. parent concerns for enhancing student performance in the skill area;

3. a disability impact statement indicating how the student's disability impacts involvement in and ability to make progress toward grade-level, Idaho Content Standards in the general education curriculum (i.e., the same curriculum used by students without disabilities);

4. a student need statement identifying the skill(s) the student needs to learn that will guide the develop of the annual goal; and

5. baseline data indicating the student's current performance on the skill that will be targeted in the annual goal referencing the same condition, target skill, and evaluation procedure that will be described in the annual goal.

The PLAAFP statements guide the development of the other components of the IEP, including special education services, annual goals, and objectives and benchmarks for students who participate in an alternate assessment based on alternate academic achievement standards. These components shall show a direct relationship to the content of present levels of academic achievement and functional performance;

Note: For preschool students, the PLAAFP should describe how the disability affects the student's performance and/or participation in age-appropriate activities according to the Idaho Early Learning Guidelines (eGuidelines).

See Section 2L of this chapter for more information about Early Childhood IEPs.

D. Annual Goals, Objectives, and Benchmarks

Annual IEP goals shall be appropriately challenging and reflect the needs described in the PLAAFP statement. Measurable academic achievement, developmental, behavioral, and functional annual goals are designed to meet the student's unique needs that result from the student's disability, to enable the student to be involved in and make progress toward grade-level, Idaho Content Standards in the general education curriculum, and to meet each of the student's educational needs that result from the student's disability.

The statements below shall be true of each annual goal included in the student's IEP.

1. Goals are written, measurable statements, aligned with baseline data, describing what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.

2. Goals are written to enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

3. Goals shall be appropriately challenging given the circumstances of the student.

4. Each goal shall reference and be aligned to the Idaho Content Standards, Workplace Skills for Career Readiness Standards, or eGuidelines, as applicable.

5. Each goal shall include:

   a. Condition—the conditions under which the student will be expected to demonstrate the target skill;

   b. Target skill—the specific skill or behavior that will be targeted for instruction;

   c. Performance criteria—the measurable frequency, rate, or accuracy of the occurrence or demonstration of the target skill;

   d. Evaluation procedure—the procedure that will be used to measure the progress of the student toward achieving the goal, including how progress will be monitored; and

   e. Schedule—the description of how and when data outlined in the evaluation procedure will be gathered.

6. Goals should include the consideration of any Assistive Technology (AT) or Accessible Educational Materials (AEM) needs for the student;

7. Goals with objectives and benchmarks are required for students taking an alternate assessment based on alternate academic achievement standards. Objectives and benchmarks shall align with the PLAAFP and the annual goals, as a progression toward meeting the annual goals.

E. Monitoring and Reporting Progress Toward Goals

The IEP shall include information describing:

1. How the student's progress toward IEP goals will be measured and the progress monitoring schedule, to be described in the evaluation procedure and schedule connected to each IEP goal; and

2. How and when the parent/adult student will be informed of the student's progress toward the annual goals.

At minimum, periodic written progress statements related to progress toward annual goals shall be reported concurrent with the issuance of report cards.

F. Special Education and Related Services

Once the IEP team has reviewed the student's PLAAFP and established goals in each skill area of need, the team shall determine which special education and related services are needed to ensure the student's progress toward meeting goals.

1. **Special Education Services** include specially designed instruction the team has identified to meet the student's unique needs. These are the services that will support the student's growth on annual goals and help them move closer to grade level.

2. **Related Services** include any additional services that help the student with a disability to benefit from special education. Examples of related services include but are not limited to Occupational Therapy, Special Transportation, Orientation and Mobility Services, Nursing Services, Counseling Services, and more.

Related Services

"Related services" means transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education as described in the IEP. These services include, but are not limited to, those listed and defined below.

1. **Audiology**
   Audiology services include identification of students with hearing loss, determination of the range, nature, and degree of hearing loss, provision of habilitative activities, creation and administration of programs for prevention of hearing loss, counseling and guidance to students, parents and teachers regarding hearing loss, and the determination of student need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating effectiveness of amplification.

2. **Counseling services**
   Counseling services include services provided by qualified social workers, psychologists, guidance counselors, and other qualified personnel, including personnel qualified to provide services exclusively in a school setting.

3. **Interpreter services**
   Interpreter services for students who are deaf or hard of hearing include oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services. Students who are deaf-blind may require special interpreting services.

4. **Language therapy**
   Language therapy services include identification of students with language impairments, diagnosis and appraisal of specific language impairments, referral for professional habilitation of language impairments when necessary, and provision of language services for the habilitation or prevention of communicative impairments.

5. **Occupational therapy**
   Occupational therapy services mean services provided by a qualified occupational therapist for improving, developing, or restoring functions impaired or lost through

illness, injury, or deprivation, improving ability to perform tasks for independent functioning if functions are impaired or lost, and/or preventing, through early intervention, initial or further impairment or loss of function.

6. **Orientation and mobility services**
   Orientation and mobility services include services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community. These services may also include teaching spatial and environmental concepts and use of information received by the senses to establish, maintain, or regain orientation and line of travel, teaching the use of the long cane or a service animal, and teaching the use of remaining vision and distance low vision aids, and other concepts, techniques, and tools.
7. **Parent counseling and training**
   Parent counseling and training includes helping a parent understand child development and the special needs of the student and acquire skills to support the implementation of the student's IEP.
8. **Physical therapy**
   Physical therapy services mean services provided by a qualified physical therapist for improving gross motor skills, including treatment to increase muscle strength, mobility, endurance, physical movement, and range of motion; improve posture, gait, and body awareness; and monitor function, fit, and proper use of mobility aids and devices.
9. **Psychological services**
   Psychological services include administering and interpreting assessments related to the student's educational performance and conditions related to learning, consulting with other staff members in planning school programs to meet the student's special educational needs, planning and managing a program of psychological services, including psychological counseling for students and parents, and assisting in developing positive behavioral intervention strategies.
10. **Recreation, including therapeutic recreation**
    Recreation services include assessment of leisure function, therapeutic recreation services, recreation programs in schools and community agencies, and leisure education.
11. **Rehabilitation counseling services**
    Rehabilitation counseling services means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment, preparation, achieving independence, and integration in the workplace and community of a student with a disability. This also includes vocational rehabilitation services provided through vocational rehabilitation programs.
12. **School health and school nurse services**
    School health services are services that may be provided by either a qualified school nurse or other qualified person. School nurse services are services provided by a qualified school nurse.
13. **Social work services in school**
    Social work services in school include preparing a social or developmental history on a student with a disability, group and individual counseling with the student and family,

working in partnership with parents and others on those problems in the student's living situation that affect the student's adjustment in school, mobilizing school and community resources to enable the student to learn as effectively as possible in his or her educational program, and assisting in developing positive behavioral intervention strategies.

14. **Speech therapy**
    Speech therapy services include identification of students with speech impairments, diagnosis and appraisal of specific speech impairments, referral for professional habilitation of speech impairments when necessary, and provision of speech services for the habilitation or prevention of communicative impairments.

15. **Supports for school staff**
    Supports for school staff include training, equipment, assistive technology, or other supports required to ensure staff have the skills and tools needed to address the needs of a student with a disability.

The above list of related services is not exhaustive and may include other developmental, corrective, or supportive services, transition services or assistive technology.

Related services are the responsibility of the LEA only if the IEP team determines they are required to assist the student to benefit from special education. Although related services may be of benefit to any student, not all related services may be required for each individual student. Determinations as to the provision of related services must be based on individual student need. A student is not entitled to related services if he or she is not eligible for special education or the parent/adult student does not consent to initial provision of special education services.

EXCEPTION: The IDEA lists some exceptions to related services as they relate to surgically implanted medical devices. See Legal Citations for more information.

Documentation of Special Education and Related Services in the IEP
Each student's IEP shall describe the specific special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable that will be provided to or on behalf of the student to meet the student's unique needs.

1. The description of special education and related services in the IEP shall include:

    a. the specific special education or related service to be provided to meet the unique needs of the student, allowing the student to:

        1) advance appropriately toward attaining the annual goal(s);

        2) be involved and make progress toward the Idaho Content Standards in the general education curriculum;

        3) participate in extracurricular and other nonacademic activities; and

        4) be educated and participate with students without disabilities to the maximum extent appropriate.

b. The title of the professional staff responsible for ensuring the provision of the service ("professional staff" means the individual who holds certification from the Idaho Department of Education and/or professional licensure);

c. the frequency and duration of the provision of the special education or related service (i.e., minutes per week, per day, or per month);

d. the location of the services (i.e., special education environment or general education environment); and

e. the start and end date of the special education or related service.

2. The description of services in the IEP shall:

a. Identify the program accommodations and supplementary aids and services to be provided to the student in the areas of need.

b. List the specific services that will meet the unique needs of the student, allowing the student to advance appropriately toward attaining the annual goals, and:

1) be involved in and make progress in the general education curriculum;

2) participate in extracurricular and other nonacademic activities; and

3) be educated and participate with other students with disabilities and with students without disabilities to the maximum extent appropriate.

Based on the unique needs of each student, the IEP team shall consider any services that may be appropriate for the student and shall document such services on the IEP accordingly. The student's annual goals and the services needed to address those goals will guide the team in the discussion about Least Restrictive Environment (LRE) for the student.

See Section 2H of this chapter and Chapter 6 for more information about LRE.

Note: The IEP should show a clear connection between the student's goals, the services provided, and all other IEP components.

Note: Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the LEA and assistance in making outside employment available.

G. Supplementary Aids and Services

Supplementary aids and services are aids, services, and other supports that are provided in general education classes, other education-related settings, and extracurricular and nonacademic settings to enable students with disabilities to be educated with students without disabilities to the maximum extent appropriate in accordance with LRE requirements.

The determination of which supplementary aids and services are appropriate for a particular student shall be made on an individual basis. Supplementary aids and services may include the following: assistance of an itinerant special education teacher, related service provider, or paraprofessional; support or training for the general educator; use of resource services; provision of note takers; supports for extracurricular or other nonacademic activities; and supports for participation in state- or district-wide assessments.

The LEA shall ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings. Supplementary aids and services deemed appropriate by the IEP team shall be provided whether or not the LEA currently has these services in place.

H. Least Restrictive Environment (LRE) and Placement Decisions

Each student with a disability shall be educated with age-appropriate students without disabilities in the general education classroom to the maximum extent appropriate.

The IEP shall explain the extent, if any, to which the student will *not* participate in the general education classroom, the general education curriculum, and/or extracurricular or other nonacademic activities.

In recommending the appropriate placement in the least restrictive environment (LRE) for the student with a disability, the IEP team shall consider the student's annual goals, the services needed to meet those goals, the unique circumstances of the student, and the continuum of services available to meet the student's needs. The parent/adult student shall be involved in the placement decision as an active IEP team member.

Removal from the general education environment shall occur only when the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. A student with a disability is not to be removed from age-appropriate general education classrooms solely because of needed accommodations and adaptations in the general education curriculum. Participation in general education curriculum and instruction assumes that the student is participating with same-aged peers.

NOTE: The LEA's reassignment of students (with or without disabilities) to another classroom or building in the LEA is *not* a change of placement for a student with a disability, as long as the IEP goals remain unchanged and the degree of interaction with peers without disabilities remains the same. Examples include, but are not limited to, dividing a class because of overcrowding; moving an entire grade level to a different building; or going to a different school as a result of moving from one grade level to another grade level.

See Chapter 6 for more information on placement decisions in the LRE.

I. Special Considerations

In considering the unique circumstances of the student, the IEP team shall determine whether the student requires other services or supports to make progress toward IEP goals and the Idaho Content Standards in the general education curriculum. As appropriate, the IEP team shall consider the following in the development of the IEP:

3. **Transportation**

Transportation is a related service provided to a student whose disability requires special arrangements to assist the student in benefiting from special education. The student's individual needs concerning his or her education are the main considerations in determining services—this includes transportation services.

The IEP team shall consider how the student's disability affects his or her need for transportation, including determining whether the student's disability prevents the student from using the same transportation provided to students without disabilities, or from getting to school in the same manner as students without disabilities. This includes transporting a preschool-age student to the site at which the LEA provides special education and related services to the student, if that site is different from the site at which the student receives other preschool or day-care services.

When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation.

Transportation needs may include, but are not limited to, the following:

a. travel to and from school and between schools to access special education;

b. travel in and around school buildings;

c. equipment including lifts and ramps, if required to provide special transportation; or

d. other services that support the student's use of transportation, such as:

1) special assistance (e.g., an aide on the bus and/or assistance getting on and off the bus);

2) safety restraints, wheelchair restraints, and/or child safety seats;

3) accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and/or altering the bus route);

4) training for the bus driver regarding the student's disability or special health-related needs; or

5) attending non-academic and extracurricular activities, if required by the IEP.

When considering transportation as a related service, the IEP team should document whether:

a. The student has no need for transportation as a related service; they may use regular busing WITHOUT individualized supports;

b. The student will ride the regular bus WITH supports (describe specific supports);

c. The student will ride the special education bus (describe specific supports); or

d. The student requires another type of transportation as a related service (describe special transportation).

When a student's IEP team determines that transportation is required for the student to benefit from their special education program, the LEA is responsible for providing transportation as a related service at no cost to the parent/adult student. If the LEA provides an appropriate transportation option and the parent/adult student voluntarily chooses to provide transportation instead, this decision must be documented in the IEP. The IEP should clearly indicate the student's need for special transportation, the parent's decision to transport, and that the LEA remains responsible for providing transportation should the parent/adult student become unable or unwilling to continue. If the parent/adult student agrees to transport and requests reimbursement, the LEA is responsible for reimbursing mileage or other agreed-upon costs. The LEA cannot deny transportation solely because a parent is willing to transport.

2. **Extended School Year (ESY) Services**
The LEA shall provide extended school year (ESY) services for students with disabilities who qualify for such services, as determined by each student's IEP team. The ESY programs for eligible students shall meet the requirements of FAPE. The student's educational program is based on individual needs and is not determined by what programs are readily available within the LEA. The student cannot be required to fail or to go for an entire school year without ESY services, simply to prove a need. The IEP team shall consider the following in the development and provision of an ESY program:

a. The term "extended school year services" means special education and/or related services that are provided beyond the regular school year:

1) to a student with a disability;

2) in accordance with the student's IEP; and

3) at no cost to the parent/adult student.

b. The ESY services shall be considered in light of the totality of the circumstances, including the following:

1) **Emerging skill:** Few, if any, gains are made during the regular school year. A skill is in the process of emerging, and the IEP team believes that with ESY services the student would make reasonable gains;

2) **Regression-recoupment:** The student, in the absence of an educational program, will experience significant regression, and the amount of time required to relearn a skill or behavior becomes so significant that the student would be unable to benefit from his or her special education; or

3) **Self-sufficiency**: An interruption in services would threaten the acquisition of critical life skills that aid in the student's ability to function as independently as possible, thereby continuing the student's reliance on caretakers, including institutionalized care. Critical life skills relate to those skills that lead to independent functioning. Development of these skills can lead to reduced future dependency on caretakers and enhance the student's integration with individuals without disabilities. Skills may include toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

c. Decisions concerning ESY services shall be based on student performance data and written documentation. Types of data and information may include, but are not limited to, those listed below:

1) Criterion-referenced test data: Consider daily/weekly probes or pre-test/post-test data.

2) Norm-referenced test data: Consider pre-test/post-test data.

3) Anecdotal records: Consider information collected throughout the school year.

4) Physical, mental, or emotional health factors: Consider the student's educational, medical, and psychological records as well as the prognosis or judgements of educators, medical personnel, parents, and others who work with the student. Consider degenerative types of difficulties that may become intensified during breaks in educational programming.

5) History: Consider evidence of past regression or past ESY services. The IEP team should not automatically assume that a student who has received ESY services in the past will be eligible for ESY services in the future, but it is a factor to consider.

6) Data on observed performance: Consider data collected regarding the student's performance observed in the classroom, during community-based activities, and as part of IEP progress monitoring.

7) Teacher interviews and recommendations: Consider progress reports by teachers, therapists, and others who have direct contact with the student before and after breaks in educational programming.

8) Parent/Adult student input: Consider parent observations of the student, as well as parent/adult student requests for ESY services.

d. The ESY services shall be clearly described in the IEP.

e. The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and academics. The ESY services for special education students provide a different focus from general summer school programs.

3. **Behavior**
If the student's behavior impedes his or her learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports and other strategies to address that behavior, including a formal Behavior Intervention Plan (BIP), if needed.

4. **Limited English Proficiency**
If the student has limited English proficiency, the IEP team shall consider the language needs of the student.

5. **Blind or Low Vision**
If the student is blind or has low vision, the IEP team shall provide for instruction in Braille and the use of Braille unless the IEP team determines that Braille is not appropriate for the student. This determination can only be made after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille).

6. **Deaf or Hard of Hearing**
The IEP team must consider the specific type and degree of hearing loss, as well as the technology a student uses, to support their communication and learning needs effectively.

Schools are required to perform routine checks of hearing aids and external components of surgically implanted medical devices, such as cochlear implants and bone-anchored hearing aids, to ensure these hearing assistive technology devices are functioning properly.

7. **Communication Needs**
The IEP team shall consider the communication needs of the student, including students with communication disorders, students requiring augmentative and alternative communication (AAC), and students requiring interpretation services. The IEP team shall consider the language and communication needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level, and his or her full range of needs including opportunities for direct instruction in the student's language and communication mode.

8. **Health Care Needs**
The IEP team shall consider the student's health care needs. When applicable, these needs should be documented and addressed in the IEP. This may mean inclusion in

goals, services, accommodations, or other components of the IEP, or the inclusion of a formal Health Care Plan.

J. Accommodations, Adaptations, and Assistive Technology

Accommodations and adaptations include any changes that allow students with disabilities the same opportunity as students without disabilities to participate in and benefit from the educational program, activities, and services of the LEA.

Modifications include accommodations and adaptations. Idaho uses the terms accommodations and adaptations to describe two separate instructional and assessment practices.

1. **Accommodations:** Accommodations are changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology, as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the grade-level standard requirements.

   Examples include Braille editions, large print, pencil grips, audio recording, note takers, and computers with spell check. Accommodations do not include changes that invalidate assessment results and must not fundamentally alter the grade level requirements of the Idaho Content Standards.

2. **Adaptations:** Adaptations are changes to curriculum, instruction, or assessments that fundamentally alter the grade level requirements of the Idaho Content Standards but enable a student with a disability that significantly impacts performance an opportunity to participate. Adaptations include strategies such as reading the reading portion of a test, using spelling/grammar check for language arts assessments, and substituting out-of-level testing. Other examples include fewer concepts to be mastered, different test questions, and material at a different reading level. Adaptations invalidate assessment results and provide non-comparable results.

3. **Assistive Technology:** The LEA shall ensure that assistive technology devices and/or services are made available to a student, if required, as special education, related services, or supplementary aids and services.

   a. "Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a device that is surgically implanted or the replacement of such a device.

      1) The LEA shall permit the student to use school-purchased assistive technology devices at home and in other settings if the IEP team determines that the student needs access to these devices in non-school settings to receive FAPE. An example of this would be to complete homework. The LEA may

hold a parent/adult student responsible for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the LEA if it is lost, stolen, or damaged because of negligence or misuse at home or in another setting outside of school.

b. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes the following:

1) an evaluation of the student's assistive technology needs, including a functional assessment in the student's customary environment;

2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices;

3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

4) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

5) training or technical assistance for a student with a disability or, if appropriate, that student's family; and

6) training or technical assistance for professionals, including individuals providing education or rehabilitation services, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of a student with a disability.

c. The LEA shall ensure that the hearing technology worn by students who are deaf or hard-of-hearing in school is functioning properly.

See Legal Citations for IDEA reference.

d. The LEA is responsible for appropriately monitoring and maintaining medical devices appropriately monitoring and checking surgically implanted devices to make sure the devices are functioning properly, if the team has determined that those services are necessary. This responsibility applies to devices that are needed to maintain the health and safety of the student, including breathing, nutrition, or operation of other bodily functions, while the student is at school or being transported to and from school. The L will ensure that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming or replacement of the medical device that has been surgically implemented, or of an external component of the surgically

implanted medical device. IDEA lists some responsibilities related to surgically implanted medical devices.

See Legal Citations for more information.

K. Statewide and Districtwide Achievement Testing

Students with disabilities shall participate in all state- and district-wide assessments. Participation rates and performance data, both aggregate and disaggregate, for students with disabilities, are reported to the public annually.

The IEP team shall determine how the student will participate in state- and district- wide assessments: without accommodations, with supports and accommodations, or by means of an alternate assessment based on alternate academic achievement standards. The IEP team determines the supports and accommodations a student will use based on those that are used regularly by the student during instruction or classroom testing and on what is documented in the accommodations section of the IEP.

The following guidelines shall be used to determine how the student will participate in state- and district-wide assessments:

1. General Assessment without Accommodations

   The IEP team determines and documents in the IEP that a student with a disability can adequately demonstrate his or her knowledge, abilities, or skills on state- and district-wide assessments without accommodations.

2. General Assessment with Supports and Accommodations

   Appropriate supports and accommodations for students with disabilities shall be based on the individual needs of each student. Supports and accommodations decisions are made by the IEP team and shall be recorded in the IEP. Accommodations should facilitate an accurate demonstration of academic achievement, developmental, and functional performance on state- and district-wide assessments. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Supports and accommodations shall be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The supports and accommodations shall be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery of academic content.

   Accommodations *must not* invalidate test results. The LEA must follow state-wide guidelines and establish district-wide guidelines. The LEA's guidelines must:

   a. Identify only those accommodations for each assessment that do not invalidate the score; and

   b. Instruct IEP teams to select, for each assessment, only those accommodations that

do not invalidate the score.

Students taking state- and district-wide assessments with supports and/or accommodations shall be given opportunities to practice and become familiar with said supports and/or accommodations in the relevant test delivery system before they begin testing.

1. Alternate Assessments based on Alternate Academic Achievement Standards. Alternate assessments are statewide testing options intended only for those students with the most significant cognitive disabilities, in lieu of the general education assessment, with or without supports and accommodations. Participation in alternate assessments reflects the pervasive nature of significant cognitive disabilities and requires that a student meet all participation eligibility criteria. Students with the most significant cognitive disabilities represent about 1% of the total student population. The IEP team shall consider a student's participation in alternate assessments on an annual basis using the participation criteria listed below. The IEP team shall document the student's testing status in the appropriate sections of the IEP.

    a. A student must meet **all four** of the following participation criteria to qualify for an alternate assessment.

        1) The student has a significant cognitive disability.

            i. Definition of significant cognitive disability: A designation given to a small number of students with disabilities for the purposes of their participation in alternate assessments. Having a significant cognitive disability is not solely determined by an IQ test score nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive disabilities have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have global adaptive skills significantly below average and intellectual functioning well below average (typically associated with an IQ below 55). Severe and global adaptive deficits are at least two (2) standard deviations below the mean as measured by a norm-referenced assessment of adaptive skills using the global adaptive score.

                a. This reference to an IQ typically below 55 is not intended to be a hard cut score, but to provide IEP teams with guidance.

                b. In circumstances when an IQ score cannot be obtained, the IEP team may use a preponderance of evidence to determine if a student has a significant cognitive disability. If, due to the severity and complexity of a student's disability, an IQ score cannot be obtained, the school

psychologist may determine the presence of a significant cognitive disability using a preponderance of evidence, which must include:

1. an explanation why an IQ score cannot be obtained;

2. evidence supporting the presence of a significant cognitive disability; and

3. scores indicating severe and global adaptive deficits at least two (2) standard deviations below the mean as measured by a norm-referenced assessment of adaptive skills using the global adaptive score.

c. This provision is not to be used for students who are unable or unwilling to participate in an assessment solely due to behavior.

2) The student is receiving functional academic instruction at a level that is not typically measured by the Idaho Content Standards.

i. The student's instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student.

3) The student's course of study is primarily focused on adaptive skills typically not measured by grade-level state or district assessments.

i. Adaptive skills are essential to living independently and functioning safely in daily life, and include, but are not limited to motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety.

4) The student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

i. The student consistently requires individualized instruction in core academic and adaptive skills at a substantially lower level relative to other peers with disabilities.

ii. It is extremely difficult for the student to acquire, maintain, generalize, and apply academic and adaptive skills in multiple settings, across all content areas, even with high-quality, extensive, intensive, pervasive, frequent, and individualized instruction.

iii. The student requires pervasive supports, substantially adapted materials, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

b. Students shall not qualify to participate in an alternate assessment solely based on any of the following reasons:

1) Having a disability;

2) Poor attendance or extended absences;

3) Primary language, or social, cultural or economic differences;

4) Expected poor performance or past basic/below basic performance on the regular education assessment;

5) Academic and other services the student receives;

6) Educational environment or instructional setting;

7) Percent of time receiving special education services;

8) English Learner (EL) status;

9) Low reading level and/or low achievement level;

10) Anticipated disruptive behavior;

11) Impact of student scores on the accountability system;

12) Administrative decision;

13) Anticipated emotional distress; and/or

14) Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment.

L. IEPs for Children in Early Childhood Programs

Beginning at age three (3) until eligible to enroll in kindergarten, students with disabilities are served through Early Childhood (EC) programs in schools and within the community. In Idaho, kindergarten eligibility begins when the student turns five (5) years old on or before September 1st of the school year. All requirements of IDEA and this manual apply to EC IEPs; however, EC IEPs have additional requirements as outlined in this section.

Early Childhood Outcomes (ECO)

To ensure that students receive high quality education and services in EC Programs, IEP teams assess and report on three Early Childhood Outcomes (ECO) at entry into the EC program and prior to exit from the program. These ECOs include:

1. ECO 1: Positive Social-Emotional Skills, including Social Relationships;

2. ECO 2: Acquiring and Using Knowledge/Skills, including Communication and Early

    1) Literacy; and

3. ECO 3: Taking Appropriate Action to Meet Needs.

Each IEP goal and service shall relate to one or more of these outcomes, based on the guidelines in this section.

1. **Obtaining ECO Ratings**

    a. Department-Approved Anchor Assessment: The IEP team shall use a Department-approved anchor assessment to establish an ECO rating at entry to and exit from an EC program if the student will be in the EC program for longer than six months.

    b. ECO Entry Rating: An ECO entry rating for each outcome area shall be reported on the initial IEP for each student entering an EC program. The IEP team must use a Department-approved anchor assessment to establish the ECO entry rating. If the student will be in the program for less than six (6) months, an entry rating is not required.

    c. ECO Exit Rating: An ECO rating for each outcome area shall be reported prior to exit from the EC program. The IEP team must use a Department-approved anchor assessment to establish the ECO exit rating. If the student has been in the program for less than six (6) months, an exit rating is not required.

    d. Early Childhood Outcome (ECO) Ratings: ECO ratings should be reported annually with the annual IEP review. ECO ratings indicate the student's performance in each of the outcome areas and rate skills from 1 to 7 based on skill development as foundational, immediate foundational, or age-appropriate. The student's IEP team shall reference Early Childhood Technical Assistance (ECTA) Center resources to make these determinations.

Foundational (F): Skills and behaviors that occur earlier in development and serve as the foundation for later skill development.

1) Immediate Foundational (IF): Child shows functioning that might be described as that of a slightly younger child. The child exhibits skills that are conceptually linked to later skills and immediately precede the later skills developmentally.

2) Age-Appropriate (AA): Child shows functioning expected for his or her age in all or almost all the everyday situations that are part of the child's life.

2. **Early Childhood IEP Goals**

a. Components of a Goal

1) Present Levels of Academic Achievement and Functional Performance (PLAAFPs) are required for EC IEPs and are addressed with ECO ratings. To establish ECO ratings, the IEP team must discuss parent concerns and discuss and analyze current student skills in each outcome area.

2) All other components of an IEP goal such as student need, baseline data, annual goals, procedure and schedule for data collection, and reporting on progress shall meet the same requirements as a K-12 IEP.

b. General Education Standards

1) Each annual goal in an EC IEP shall be developed with the purpose of ensuring student progress toward general education standards that apply to all students. For EC programs, general education content standards are outlined in the *eGuidelines*.

3. **Least Restrictive Environment (LRE) Reporting**

Each EC IEP requires reporting of an appropriate LRE code based on the type of EC program the student participates in, where special education and related services are received, and the amount of time the student spends in a non-special education environment. EC LRE codes include:

a. **Regular Early Childhood Program (10+ hours per week):** Student attends a regular early childhood program at least 10 hours per week and receives the majority of special education and related services in the regular early childhood program.

b. **Regular Early Childhood Program (10+ hours per week and Other Location):** Student attends a regular early childhood program at least 10 hours per week and receives the majority of special education and related services in some other location.

c. **Regular Early Childhood Program (<10 hours per week):** Student attends a regular early childhood program less than 10 hours per week and receives the majority of special education and related services in the regular early childhood program.

d. **Regular Early Childhood Program (<10 hours per week and Other Location):** Student attends a regular early childhood program less than 10 hours per week and receives the majority of special education and related services in some other location.

e. **Separate Special Education Class:** Student attends a special education program that is not a regular early childhood program.

f. **Separate School:** Student receives special education in a public or private day school designed specifically for children with disabilities.

g. **Residential Facility:** Student receives all special education and related services in a public or private facility.

h. **Service Provider Location (or some other location not in any other category):** Student receives all special education and related services from a service provider and does not attend a special education program in any regular early childhood program.

i. **Home:** Student receives special education and related services in the principal residence of the child's family or caregiver and does not attend a regular early childhood program or a special education program.

M. Additional Transition Components for Secondary-Level IEPs

Secondary transition services are defined as a coordinated set of activities for a student with a disability that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post school activities including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The activities include instruction, related services, community experiences, development of employment and other post school adult-living objectives and, if appropriate, acquisition of daily living skills and a functional vocational evaluation. These activities are based on the individual student's needs, taking into account the student's strengths, preferences, and interests. The following are required components for all secondary students receiving special education services.

1. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), the IEP team shall:

   a. include present levels of academic and/or functional performance as they relate to the student's postsecondary goals in the IEP;

   b. conduct an age-appropriate transition assessment or functional vocational evaluation;

   c. include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills in the IEP;

   d. include transition services, including a course of study, that will reasonably enable the student in reaching postsecondary goals identified on the IEP which may include postsecondary education and training, employment and career counseling, community participation, independent living or adult services in the IEP;

e. provide evidence that the student was invited to the IEP team meeting where transition services are to be discussed; if the student does not attend the IEP team meeting, the IEP team must take other steps to ensure the student's preferences and interests are considered;

f. provide evidence that a representatives of any participating agency was invited to the IEP team meeting with written consent of the parent/adult student;

g. include the graduation requirements for the student receiving special education services in the IEP; and

See Chapter 7 for more detailed information on documentation of high school graduation in the IEP.

h. ensure the postsecondary goals and transition services shall be updated on the IEP annually.

2. Not later than the student's seventeenth (17th) birthday, the IEP shall include a statement that the student and parent have been informed that special education rights will transfer to the student on his or her eighteenth (18th) birthday. Special education rights will transfer from the parent to the student when the student turns eighteen (18) years old unless the IEP team determines that:

a. there is sufficient basis for denial of transfer of rights to the student, meaning the student is unable to provide informed consent with respect to his or her special education program; or

b. the parent has obtained legal guardianship.

3. The IEP shall contain a statement referring to the transfer or non-transfer of rights:

a. If the team determines that there is no relevant information about the student to prohibit the transfer of rights at age eighteen (18), the student's IEP shall contain a statement that the student has been informed that special education rights will transfer to the student.

b. If the IEP team determines that the student lacks the ability to provide informed consent with respect to his or her educational program, a statement will be included in the IEP indicating that the parent, or other individual if the parent is not available, will retain all special education rights after the student reaches age eighteen (18).

1) Basis for Denial of Transfer: During the IEP team meeting to discuss the transfer of rights, the IEP team will use the following as the basis for any denial of the transfer:

i. Evaluation data, test results, written reports, teacher observation, education records, and parent input, including whether the parent intends to seek guardianship.

ii. Answers to the following questions:

a. Is the student capable of understanding his or her rights?

b. Is the student capable of exercising his or her rights?

c. Is the student capable of understanding the consequences and impact of his or her decisions?

c. Following the Transfer of Rights: When the student's special education rights transfer at age eighteen (18), the parent and student will be informed that rights have transferred. The parent may still be invited to participate as an individual who has knowledge or special expertise regarding the adult student.

See Chapter 12 for more information on the transfer of student rights.

3. When a student exits from special education as a result of meeting the Idaho Content Standards and such applicable LEA graduation requirements or aging out, the LEA shall provide the student with a summary of his or her academic achievement and functional performance along with recommendations concerning how to assist the student in meeting postsecondary goals.

N. Consent for Initial Provision of Special Education and Related Services

The LEA shall make reasonable efforts to obtain informed written consent from the parent/adult student before the initial provision of special education and related services for the student.

If the parent/adult student communicates in writing that he or she refuses special education and related services following the evaluation and eligibility determination, the LEA shall not provide special education and related services to the student. If the parent/adult student fails to respond to an LEA's documented efforts to gain consent for initial provision of special education and related services, the LEA shall not provide special education and related services to the student. In both cases:

1. The LEA shall not be in violation of the requirement to provide FAPE to the student or the requirement to provide special education and related services;

2. The LEA shall not be required to convene an IEP team meeting or develop an IEP for the student; and

3. The LEA shall not use mediation and/or due process in order to obtain consent or a ruling allowing initial placement.

If the parent/adult student wishes to move forward with the provision of services proposed on the IEP and placement in special education, consent for initial placement in special education shall be obtained. Consent occurs when the parent/adult student agrees in writing, as indicated by a signature, to the carrying out of the activity for which consent is sought.

See Chapter 4 for more information on parent/adult student consent.

O. Parent/Adult Student Objection to the IEP

If the parent/adult student disagrees with an IEP team's proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed IEP.

Either party retains the right to exercise procedural rights under the IDEA. The LEA and parent/adult student may use methods such as additional IEP team meetings, IEP facilitation, or Department mediation to resolve the disagreement. If these attempts to resolve the dispute fail or are refused, the proposed IEP shall be implemented unless a due process hearing request is filed by either party to obtain a hearing officer's decision regarding the proposed IEP, unless it is an initial IEP.

A written objection cannot be used to prevent the LEA from placing a student in an interim alternative educational setting (IAES) in accordance with the IDEA procedures for discipline of a student, or to challenge an eligibility/identification determination.

See Chapter 12 for information about the written notice requirements regarding the provision of FAPE and educational placement.

See Chapter 13 for more information about the various forms of dispute resolution including facilitation and mediation.

P. Following the Meeting

Following the IEP team meeting, a copy of the IEP and written notice of proposed or refused actions shall be given to the parent/adult student. IEPs and written notice shall also be given to the parent/adult student whenever a change is made to the IEP. A parent/adult student may also request a copy of an IEP and written notice at any time.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the IEP shall have access to the IEP and be informed of his or her specific responsibilities. This includes being informed of any specific accommodations, adaptations, or supports that shall be provided to the student to ensure that the IEP is implemented appropriately.

Section 3. IEP Reviews

A. Annual Reviews

Each student's IEP shall be reviewed ~~at least annually~~ by the IEP team, at least annually, which means once every ~~year (~~365 days~~)~~. Meetings may be held any time throughout the school year, as long as the IEP is reviewed annually and is in effect at the beginning of each school year. ~~Either at or after~~ After the annual review, written notice that the new IEP changes will be implemented shall be provided to the parent/adult student.

~~The~~ An IEP review may include ~~includes the following purposes:~~

1. to determine whether the student's annual goals have been achieved;

2. to revise the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;

3. to determine whether any additional assessments are necessary and to address the results of those conducted;

4. to address information regarding the student provided to the team; ~~about the student that has been provided to, or by, the parent/adult student~~;

5. to address the student's anticipated needs;

6. to monitor the continuing eligibility of the student based on an evaluation or review of a variety of data, which may include formal or informal assessment, progress toward IEP goals and, when applicable, objectives and benchmarks;

7. to write a new IEP; and

8. to consider a reevaluation to determine if a student is no longer eligible and special education services should be discontinued.

B. IEP Amendments

~~In making changes to a student's IEP after the annual IEP team meeting for a school year,~~ If changes to a student's IEP are needed after the annual IEP meeting has been held, the parent/adult student and the ~~district~~ LEA may agree in writing not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend the student's current IEP. The parent/adult student will be provided with a revised copy of the IEP and written notice documenting the changes made. ~~with the amendments incorporated.~~ The annual review date remains the date of the original IEP.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the amended IEP shall have access to the amended IEP and be informed of his or her specific responsibilities.

If the parent/adult student believes that the student is not progressing satisfactorily or ~~that there is a problem with~~ has concerns about the current IEP, ~~he or she may~~ the parent/adult student may request an IEP team meeting. The ~~district~~ LEA shall grant any reasonable request for such a meeting. If the ~~district~~ LEA refuses to convene an IEP team meeting requested by the parent/adult student, the ~~district~~ LEA shall provide written notice to the parent/adult student, including an explanation of why the ~~district~~ LEA has determined the meeting is unnecessary.

If any other member of the IEP team feels that the student's placement or IEP services are not appropriate, that team member may request an IEP team meeting.

~~Each general education teacher, special education teacher, related service provider, and any other~~

service provider who is responsible for implementing any portion of the amended IEP shall have access to the amendment and be informed of his or her specific responsibilities.

(b) Section 4. IEPs for Transfer Students

Idaho Administrative Procedures Act [IDAPA 08.02.03.109.04(f)] requires the new (receiving) district to request a copy of the eligibility documentation and most current IEP within two (2) school days. Within five (5) school days of receiving this information, the new district determines if a new assessment is required. If the district disagrees with the existing eligibility documentation or if the documentation is not available within a reasonable time period, e meantime, if the parent agrees, an interim IEP may be developed and implemented, or the existing IEP implemented. If there is no agreement, the student is placed in general education. Within fourteen (14) calendar days the receiving district will request the full educational record of the transferring student from the former school.

A. Transfer from an Idaho School District

When a student with a disability transfers school districts in with a current IEP in Idaho, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent/adult student, until such time as the district adopts implements the previously held IEP or develops, adopts, and implements a new. The receiving district shall request, as soon as possible, but no more than two (2) school days, the eligibility documents and the most current IEP from the sending district. Once the district has formally received a request for a student's record from another Idaho district, the district shall forward copies or the original documents as soon as possible, but no more than five (5) school days, of the request. Within fourteen (14) calendar days the receiving district will request the full educational record of the transferring student from the former school. If originals are sent, the sending district shall maintain a copy for audit purposes.

Note: The current IEP shall be implemented if a new IEP cannot be developed within five (5) school days of the student's enrollment or if a reevaluation will be taking place.

B. Transfer from an Out-of-State District

When a student with a disability transfers from out of state to an Idaho school district with a current IEP in that other state, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent/adult student, until such time as the district conducts an evaluation, if determined necessary, and develops, adopts, and implements a new IEP or.

C. Transfer to an Out-of-State District

Within ten (10) school days of receiving a request from an school district for copies of eligibility documentation and a transferring student's IEP, a district shall send the requested information to the receiving district.

Section 4. Transfer Process and Timelines

When a student with a disability transfers LEAs within Idaho or outside of Idaho, there are requirements around timely transfer of records, decision-making, and IEP implementation, as outlined below.

A. Timelines for Document Requests and Transfers

1. The receiving LEA shall request, as soon as possible but within no more than two (2) school days of the student's enrollment in the LEA, the eligibility documents and the most current IEP from the sending LEA.

2. Once an LEA has received a request for a student's record from another Idaho LEA, the sending LEA shall provide the student's special education records as soon as possible, but within no more than five (5) school days of the request. The records must include, at a minimum, the student's most recent IEP and eligibility documentation. LEAs shall retain originals or copies of the most recent five (5) years of programmatic and fiscal records.

3. Within fourteen (14) calendar days the receiving LEA will request the full educational record of the transferring student from the former school. LEAs shall retain originals or copies of the most recent five (5) years of programmatic and fiscal records.

4. The current IEP, a new annual IEP, an amended IEP, or an interim IEP shall be implemented within five (5) school days of the student's enrollment.

5. If eligibility documentation is not received within a reasonable time period, written consent for a reevaluation shall be sought. During the reevaluation process, the LEA shall implement an interim IEP to provide services comparable to those provided in the student's most recent IEP.

B. Transfer Process for Reviewing and Determining Eligibility

The IEP team, which includes the parent/adult student, shall review eligibility documentation to determine whether the documentation reflects eligibility for special education or whether a reevaluation is required.

1. When a student transfers from another Idaho LEA and eligibility documentation is current, the team shall presume eligibility and proceed to the review of the IEP.

   Note: The purpose of the Transfer Process is to make decisions about the student's eligibility status and ensure services begin immediately upon enrollment. If, during this process, the team determines that the documentation does not meet the Department's expectations for General Supervision File Review (GSFR), the team should complete the

Transfer Process and proceed to consider whether a reevaluation is needed using the Reevaluation Consideration process and the associated form.

2. When a student transfers from an LEA outside of Idaho and eligibility documentation is current, the team shall determine whether the documentation is sufficient to demonstrate that the student meets Idaho criteria for special education. If documentation is sufficient, the team shall proceed to the review of the IEP.

3. When a student transfers from an LEA outside of Idaho and eligibility documentation is not sufficient to demonstrate that the student meets Idaho criteria for special education, the team shall seek written consent for a reevaluation and immediately develop an interim IEP to be implemented while the reevaluation is completed. Within sixty (60) calendar days the reevaluation shall be completed, and the IEP team shall develop a new IEP based on the reevaluation results or exit the student from special education services if the student does not meet Idaho eligibility criteria.

4. If eligibility documentation is expired, whether from an LEA within or outside of Idaho, the team shall seek written consent for a reevaluation and immediately develop an interim IEP to be implemented while the reevaluation is completed. Within sixty (60) calendar days the reevaluation shall be completed, and the IEP team shall develop a new IEP based on the reevaluation results or exit the student from special education services if the student does not meet Idaho eligibility criteria.

C. Transfer Process for Reviewing and Implementing the IEP

1. If, based on the review of eligibility documentation described above, the student is eligible for special education and related services, the IEP team shall make one of three (3) decisions:
    a. Implement the student's current IEP as written;

    b. Implement the student's current IEP with amendment(s); or

    c. Develop and implement a new IEP.

2. If, based on the review of eligibility documentation described above, the IEP team has initiated a reevaluation to determine continued eligibility in Idaho, the team shall develop an interim IEP to address the student's needs while a reevaluation is conducted.

    a. An interim IEP is a temporary program developed by the IEP team to be implemented for fewer than 365 days. Typically, an interim IEP is implemented while a reevaluation is conducted or additional information is gathered.

b. In the case of transfer students, the interim IEP shall not be implemented for more than sixty (60) days while a reevaluation is conducted.

Section 5. ~~IEPs~~ Transition Process for Children from the Infant/Toddler Program (ITP)

A. Interagency Agreement and Protocols

The school district, as the local lead agency for Part B, shall initiate the development of a signed interagency protocol with the regional Infant/Toddler Program (ITP) of the Department of Health and Welfare (DHW), the lead agency under Part C of the IDEA. The protocol shall be in accordance with the current state *Interagency Agreement for Early Childhood Special Education Services* and *Early Intervention for Children Ages Two through Five*.

The protocol will outline the obligations of each agency to ensure:

1. a smooth and effective transition of children served under Part C to early childhood special education ~~services~~ (ECSE) services under Part B;

2. by the child's third birthday, eligibility for Part B services has been determined and an IEP or Individual Family Service Plan (IFSP) has been developed and implemented; and

3. each district and agency shall participate in transition planning conferences.

NOTE: A child~~,~~ who turns three (3) after May 1, has been determined eligible for Part B services, and for whom written parental consent has been obtained for initial placement for Part B services~~,~~ can be served as outlined in the IFSP by the ITP until school starts in the fall. This is the case unless specified differently in the local interagency protocol.

B. Part C to Part B Transition Planning

In the case of a child who may be eligible for ECSE services, the district shall participate in a transition planning conference with the family arranged by the ITP. The conference will be conducted at least ninety (90) calendar days (and up to nine (9) months at the discretion of all parties) before the child's third (3rd) birthday to discuss eligibility requirements under Part B of the IDEA, needs and concerns of the child and family, and any services the child may receive.

The ITP has the responsibility to:

1. notify the school district and ~~SDE~~ the Idaho Department of Education of potentially eligible children;

2. invite and coordinate a transition planning meeting to review the process to determine eligibility and assess service options available;

3. obtain a signed *Authorization to Exchange Confidential Information*;

4. establish a plan for facilitating the transition of the toddler with a disability to early

childhood special education services;

5. provide the district with the current IFSP, all addendums/outcomes relevant to the most recent IFSP, other progress reports, and any evaluations and assessments ~~if~~ completed within the last six months; and

6. upon invitation, attend the initial IEP team meeting.

The school district has the responsibility to:

1. ~~make contact with~~ contact the family and provide notice of procedural safeguards and written information about the Part B and early childhood special education services (this information may be ~~provide~~ provided in person, at a transition conference, by electronic means, or by mail);

2. attend and participate in the transition planning meeting;

3. determine eligibility and develop an IEP or IFSP prior to the child's third (3rd) birthday;

4. invite ITP representatives, at the request of the parent, to the initial IEP team meeting; and

5. obtain consent for initial provision of special education and related services under Part B.

C. IEP or IFSP Required

1. By the child's third (3rd) birthday, the district shall have an IEP or IFSP in place for each student three (3) through five (5) years old who is eligible for ECSE services.

2. In developing the IEP, the IEP team shall consider the content of the IFSP including:

    a. the least restrictive environment statement; and

    b. the educational component that promotes school readiness, pre-literacy, language, and numeracy skills.

3. The IFSP may serve as the IEP of the child, if:

    a. agreed by the district and the child's parents;

    b. a detailed explanation of the differences between the IFSP and the IEP is provided to the parents~~)~~;

    c. parental written informed consent is obtained; and

    d. the IFSP is developed according to the IEP procedures outlined in Section 2 of this chapter. If the district elects to use an IFSP, the district is required to implement only the educational components of the IFSP.

D. Consent and Notice Requirements

1. Notice Announcing Initial IEP Team Meeting: The district shall inform the parents of their rights to request the participation of ITP representatives at the initial IEP team meeting for children previously served by Part C.

2. ~~Release of Information~~ Authorization to Exchange Confidential Information: The district shall ensure that ~~obtain~~ written parental consent for the ~~release~~ exchange of confidential information has been obtained ~~to obtain~~ prior to exchanging pertinent student records from non-educational agencies such as ITP, developmental disabilities agencies, medical providers, day-care centers, and Head Start.

3. Assessments: At the transition planning conference, if further assessments are necessary to determine eligibility, the student's present levels of academic achievement and functional performance, and/or goals or services on the IEP, informed consent to evaluate is required. ~~(~~Parental consent for assessment under Part B is required even though the parent may have given consent earlier under Part C~~)~~. Otherwise, only written notice to inform the parent of the district's decision to use the current evaluation data, and not to conduct any further assessments, shall be provided to the parent. The parent shall also be informed of his or her right to request additional assessments.

4. Consent for Initial Provision of Special Education and Related Services: ~~Parental~~ Written parental consent for the initial provision of special education and related services and written notice for the implementation of the IEP or IFSP under Part B is required. Eligibility, initial provision of services, and LRE placement shall be documented for Part B services.

Section ~~7~~ 6. Students with Disabilities in Adult Prisons

The following provisions ~~requirements~~ apply for students with disabilities ages eighteen (18) through ~~to~~ the day before the student's twenty-second (22nd) birthday ~~semester when they turn twenty-one (21)~~ who are convicted as adults under Idaho law and incarcerated in adult prisons:

1. A student identified as a student with a disability, who is eligible for special education, and who is convicted as an adult and incarcerated in an adult prison, is not subject to ~~child find,~~ Child Find.

2. ~~but if~~ If already identified, the student is entitled to FAPE until the day before the student's twenty-second (22nd) birthday ~~age twenty-one (21)~~.

3. The student will not participate in statewide assessments.

4. Transition planning and services do not apply if the student will remain in prison beyond the day before the student's twenty-second (22nd) birthday. ~~semester of his or her twenty-first (21st) birthday.~~

5. The IEP team may revise the student's IEP and placement, regardless of the LRE

requirements, if the state has demonstrated a bona fide security or other compelling penological interest that cannot otherwise be accommodated.

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CHAPTER 6: LEAST RESTRICTIVE ENVIRONMENT

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CHAPTER 6: LEAST RESTRICTIVE ENVIRONMENT

The IDEA states that, to the maximum extent appropriate, all students with disabilities, ages three (3) ~~to~~ through the day before the student's twenty-second (22nd) birthday ~~twenty-one (21) years of age~~, are to be educated with age-appropriate peers who are nondisabled. This is known as the least restrictive environment (LRE). The LRE is the appropriate balance of settings and services to meet the student's individual needs. The ~~district~~ LEA shall have an array of services and a continuum of educational setting options available to meet the individual LRE needs of each student.

See Section 2 of this chapter for information on the continuum of settings and services.

An appropriate LRE is one that enables the student to make reasonable gains toward goals identified in an individualized education program (IEP) while being educated with peers who are nondisabled to the maximum extent appropriate as determined, at least annually, by the IEP team ~~on a case by case basis~~. The student's IEP shall indicate the LRE for the student and explain to what extent, if any, the student ~~will or~~ will not participate in the general education classroom environment, the general education curriculum, and extracurricular or other nonacademic activities. This provision includes students with disabilities placed in public or private institutions or other care facilities.

Special classes, separate schooling, and other removals of a student with a disability from the general education environment may occur only when the nature or severity of the disability is such that education in the general education ~~class~~ environment cannot be achieved satisfactorily, even with the use of supplementary aids and services ~~cannot be achieved satisfactorily.~~

See Chapter 5, Section H for more information on LRE.

Section 1. Least Restrictive Environment Considerations

A. When to Make and Review Placement Decisions

Placement determinations are made under the following circumstances:

1. Placement decisions for a student with a disability are made following the determination of the student's individual needs, goals, and required services.

2. Placement decisions shall be reviewed ~~are revisited~~ at least annually by the IEP team, which includes the parent/adult student, LEA representative, general education teacher, special education teacher or provider, and other persons who are knowledgeable about the student, ~~the meaning of~~ can interpret ~~the~~ evaluation data, and are knowledgeable about the placement options available.

3. Placement decisions shall be ~~are~~ reconsidered, as appropriate, when an IEP team is convened to review a student's academic, functional, or developmental progress.

B. Considerations in Placement Decisions

~~LRE decisions are made, at least annually, individually for each student.~~ LRE decisions shall be

made on an individual basis for each student at least annually. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

1. IEP Goals and Services: The student's goals and services are developed prior to the determination of the services and settings. ~~The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.~~ The services and settings needed by each student must be based on the student's unique needs, not the student's category of disability.

2. ~~Age Appropriate~~ Age-Appropriate Peers: Students with disabilities ages three (3) through the day before the student's twenty-second (22nd) birthday shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability ~~is not~~ shall not be removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education environment or curriculum based on the Idaho Content Standards.

3. School of Attendance: A student with a disability shall be educated in the school the student ~~he or she should~~ would attend if not disabled, unless the severity and extent of the student's disability is such that the student cannot be satisfactorily educated in that school. ~~IEP requires some other arrangement.~~ In such case, the ~~child's~~ student's placement shall be based on the ~~child's~~ student's individual needs and unique circumstances ~~IEP~~ and as close ~~to~~ as possible to the ~~child's~~ student's home.

4. Harmful Effects: Consideration shall be given to any potential harmful effect on the student or on the quality of services the student needs. Teams shall consider the potential benefits and harmful effects of the student not participating in the general education environment and accessing grade-level Idaho Content standards when instruction in a separate environment or with an adapted curriculum is being considered.

5. Accommodations and/or Adaptations: A student with a disability ~~is~~ shall not be removed from age-appropriate general education settings solely because of needed accommodations and/or adaptations in the general education environment or curriculum.

6. Participation in Nonacademic and Extracurricular Services and Activities:

    a. A student may not be denied the opportunity to participate in nonacademic and extracurricular services and activities based solely on the fact that a student has a disability or due to the student's current educational placement.

    b. A student with a disability shall be allowed an equal opportunity to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include but are not limited to meals, ~~recess~~ recesses, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA ~~district~~, referrals to community agencies that provide assistance to individuals with disabilities, career

development, and employment of students, including both employment by the LEA and assistance in making outside employment available.

c. The IEP team shall consider and determine what ~~determines the~~ supplementary aids and services ~~that~~ are appropriate and necessary for the student to participate in nonacademic and extracurricular ~~settings and extracurricular~~ services and activities to afford students with disabilities an equal opportunity for participation in those services and activities.

C. Documentation of Placement Decisions

If the student will not participate *entirely* in the general education classroom, curriculum, and/or nonacademic and extracurricular activities, the IEP shall include a written explanation justifying the IEP team's decisions ~~including the consideration of supplementary aids and services~~. This justification shall include the consideration of potential benefits or harmful effects of removing the student from the general education setting, curriculum, and/or nonacademic and extracurricular activities, with or without the provision of supplementary aids and services beyond the need for specially designed instruction. The ~~district~~ LEA shall provide written notice to the parent/adult student ~~with prior written notice~~ whenever the IEP team proposes to change or refuses to change the educational placement of the student.

The IEP includes a section for reporting the educational environment required for Child Count. This section is for reporting the amount of time the student spends in the general education environment, with or without special education and related services.

Section 2. ~~District~~ LEA Responsibility for Continuum of Settings and Services

The continuum of settings includes instruction in general education ~~classes~~, special education ~~classes~~, special schools, ~~home~~ instruction in homebound settings, residential programs, ~~and instruction in~~ hospitals, and correctional facilities ~~institutions~~. In addition, the continuum includes ~~makes~~ provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with ~~the~~ general education ~~classroom~~.

In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of ~~alternate~~ placements and related services ~~available~~ required to meet those needs. Regardless of placement, the student shall be given appropriate access to the age-appropriate, grade-level general education curriculum and the Idaho Content Standards that apply to all students, as determined by the IEP team. The ~~district~~ LEA shall be able to justify the available continuum of services and placement decisions for individual students, which shall not be limited by LEA structure, LEA charter or mission statements, LEA policy, instructional philosophy, staffing, funding, or any other factors not based on the individual student's unique needs.

All LRE considerations also apply to preschool students ages three (3) until eligible to enroll in kindergarten ~~to five (5) years~~ with disabilities who are eligible for special education and, therefore, entitled to receive a free appropriate public education (FAPE).

1. Educational ~~Settings~~ settings for implementing IEPs for students of legal ~~kindergarten-age~~ kindergarten age are the same as for all other school-age students.

2. Settings for implementing IEPs for preschool-age students may include public or private early childhood programs.

Public schools that do not operate early childhood programs for preschool students without disabilities are not required to initiate such programs solely to satisfy LRE requirements. IEP teams in public schools that do not have an inclusive public preschool that can provide all the appropriate services and supports to meet the individual needs of preschool students with disabilities~~,~~ shall explore alternative methods to ensure LRE requirements are met for preschool students ages three (3) until eligible to enroll in kindergarten ~~to five (5) years~~, which may include:

1. providing opportunities for full-time or part-time participation ~~(even part-time)~~ of preschool students with disabilities in public or private regular early childhood programs operated for preschool students without disabilities by other agencies, such as Head Start;

2. placing preschool students with disabilities in the following:

    a. private early childhood programs for preschool students *without* disabilities; or~~,~~

    b. private early childhood programs or other community-based early childhood settings that integrate students *with and without* disabilities; and/or~~,~~

3. ~~locating~~ providing classes for preschool students with disabilities in elementary schools, which may include participation in non-academic and/or non-curricular activities as appropriate to meet the individual needs of the students.

See Chapter ~~11~~ 12 for information regarding ~~prior~~ written notice requirements that apply to proposed or refused changes in educational placement.

~~Section 3. Federal Reporting of LRE~~

~~The IEP includes a section for reporting the educational environments required for the Federal Child Count (annual report of children served, collected on any date between October 1 and December 1 of each year). This section is for reporting the amount of time the student spends in the general education environment, with or without special education and related services. After determining the LRE and the educational environments in which the student will receive their general education instruction and special education services, the IEP team will document the educational environment for federal reporting.~~

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CHAPTER 7: DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

Section 1. Discontinuation of Services

A. Students Who Are No Longer Entitled to Services

~~The district will follow appropriate procedures to discontinue special education services to students who are no longer entitled to those services.~~ There are several circumstances which may lead to an LEA no longer providing special education and/or related services to a student. An LEA discontinues services when the student is no longer entitled to services, when the LEA's obligation to provide services changes, or when consent for services is revoked by the parent/adult student.

1. Student No Longer Meets Eligibility Criteria

If it is suspected that a student no longer meets the eligibility criteria for special education ~~the IDEA~~, the evaluation team ~~will~~ shall conduct a comprehensive evaluation. ~~reevaluation and arrange to have additional assessments conducted, if necessary.~~ The evaluation team shall use the reevaluation consideration process and associated form to determine whether new assessments are necessary to complete a comprehensive evaluation and make an eligibility decision. The team will obtain consent for new assessments to be conducted, if necessary. The evaluation team will document the eligibility decision within an eligibility report. If the student is no longer eligible under the Idaho eligibility ~~standards~~ criteria, the ~~district~~ LEA will provide the parent/adult student with written notice of this decision, including the date that services will cease, prior to discontinuing special education services.

2. Student Completes Requirements for ~~a~~ High School ~~Diploma~~ Graduation

A student is no longer eligible for special education services and the LEA's ~~The district's~~ obligation to provide special education services ends when the student meets the ~~district~~ LEA and State graduation requirements that apply to all students ~~for receipt of a high school diploma~~ without adaptations to those requirements. Although this is considered a change of placement, ~~a reevaluation~~ an evaluation is not required. Prior to graduation and the discontinuation of special education services, the ~~district~~ LEA shall:

a. provide the parent/adult student with written notice ~~of~~ that the student is no longer eligible for special education services and that the LEA's ~~district's~~ obligation to provide special education services has ended because ~~ends when~~ the student has met ~~the Idaho High School Graduation and such applicable district requirements~~ LEA and State graduation requirements that apply to all students; and

b. provide the parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting ~~his or her~~ postsecondary goals. This summary is known as the *Summary of Performance* (SOP).

3. Student Reaches Maximum Age

For students who have not yet met LEA and State graduation requirements ~~the Idaho High School graduation and such district's graduation requirements~~, the student is no longer eligible for special education and the LEA's ~~district's~~ obligation to provide special education services ends ~~at the completion of the semester in which the student turns twenty-one (21) years of age.~~ the day before the student's 22nd birthday. This is considered a change of placement that does not require an evaluation ~~a reevaluation~~. ~~If a~~ When the student turns ~~is turning twenty-one (21)~~ twenty-two (22), the ~~district~~ LEA shall:

a. provide the parent/adult student with written notice that the student is no longer eligible for special education and the LEA's ~~district's~~ obligation to provide special education services ends the day before the student's 22nd birthday ~~at the completion of the semester in which the student turns twenty-one (21) years of age;~~ and~~,~~

b. provide the parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting ~~his or her~~ postsecondary goals. This summary is known as the *Summary of Performance* (SOP).

B. Change in ~~District~~ LEA Obligation to Provide Services

Under certain circumstances, a student may continue to be eligible for special education services, but the ~~district's~~ LEA's obligation to provide services to the student changes.

1. Transfer to Another LEA ~~District~~

When a student enrolls in another LEA, the receiving LEA becomes responsible for FAPE.

See Chapter 5 for more information about the transfer review process. ~~is no longer a legal resident of the district, the district will forward the student's special education records electronically or by mail within five (5) calendar days of the request from the new district. The records must include, at least, the student's most recent individualized education program (IEP) and eligibility documentation. The sending district will retain copies or originals of the most recent five (5) years of programmatic and fiscal records, including IEPs and eligibility documentation. During an audit or monitoring, this documentation may be needed to demonstrate that the student was eligible for special education and received special education services from the district. Note: Districts are required to maintain Medicaid-related records for six (6) years. See Chapter 11 for more information.~~

2. Enrollment in Private School or ~~Receives Homeschooling~~ Homeschool

When a parent/adult student withdraws a student from public school and enrolls the student ~~him or her~~ in a private school or provides homeschooling, the ~~district's~~ LEA's responsibilities vary depending on the circumstances.

See Chapter 3 for more information about Child Find. See Chapter 9 for more information about Private Schools. See Chapter 10 for more information on Homeschooling.

3. Students Who Drop Out of School ~~Dropouts~~

When a student drops out of school, written notice shall ~~will~~ be sent to the parent/adult student and a copy of the written notice shall ~~will~~ be included ~~placed~~ in the student's special education record ~~confidential file~~. If the student reenrolls in the LEA, the LEA shall complete the Transfer Process to determine whether an evaluation is needed and whether the student's most recent IEP can be implemented as written or implemented with an amendment, or whether an interim IEP is appropriate while an evaluation is completed. ~~and is still eligible for special education, the previous IEP can be implemented if it is current and appropriate. A new IEP shall be developed if needed.~~

Note: A student completing a ~~General Education Development (GED)~~ high school equivalency diploma is considered to have dropped out because high school equivalency diplomas do ~~certificate does~~ not meet the ~~Idaho Content Standards and district~~ LEA and State requirements for graduation ~~that are comparable to a high school diploma~~. ~~The IEP team considering a student with a disability's graduation from high school shall include a district representative knowledgeable about Idaho Content Standards and such applicable district graduation requirements.~~

4. Students Who Complete Graduation Requirements with Adaptations

When a student meets the graduation requirements outlined in the IEP but does not meet LEA and State requirements for graduation, the student is considered to have graduated by meeting adapted requirements. Because the student has not met LEA and State graduation requirements, the student may remain eligible for FAPE until the day before the student's twenty-second (22nd) birthday. In many cases, students who graduate by meeting adapted requirements leave high school and pursue postsecondary options. In this event, written notice shall be sent to the parent/adult student and a copy of the written notice shall be included in the student's special education record.

If the student returns to pursue graduation by meeting LEA and State requirements or to participate in a transition program, the LEA shall complete the transfer process to determine whether an evaluation is needed and whether the student's most recent IEP can be implemented as written or implemented with an amendment, or whether an interim IEP is appropriate while an evaluation is completed.

See Chapter 5 for more information about the Transfer Process and Timelines.

C. Parent/Adult Student Revokes Consent for Special Education Services

When a parent/adult student revokes consent for special education services in writing, ~~prior~~ written notice shall be provided specifying when the special education and related services will cease. ~~Note: A parent/adult student has the right to revoke consent for IEP services in their entirety, not service by service.~~ The written notice shall include a statement indicating the ~~district~~

LEA stands ready, willing, and able to provide FAPE should the student remain eligible for special education services. If a parent revokes consent for special education and related services and later requests that special education services be reinstated, the LEA shall treat this request as a request for an initial evaluation. This includes completing the referral process to determine whether new assessments are required to determine eligibility and obtaining written consent from the parent/adult student to initiate the evaluation process. The team shall complete an eligibility report to identify whether the student is eligible for special education services.

A parent/adult student has the right to revoke consent for special education services in their entirety, not service by service. However, the LEA cannot use the parent/adult student's refusal of consent to a particular service as the basis for refusing to provide any special education or related services. The IEP team should work to reach consensus on an appropriate offer of FAPE.

See Chapter 3 for more information about the Referral to Consider a Special Education Evaluation. See Chapter 4 for more information about conducting an Initial Evaluation.

Section 2. Graduation

~~Graduation means meeting district and State requirements receipt of a high school diploma.~~ A student is eligible for FAPE until they meet LEA and State standards for graduation or until the day before their twenty-second (22nd) birthday. A student may graduate in one of the following ways:

1. Graduation Meeting LEA and State Requirements

The student has met LEA and State requirements that apply to all students with or without accommodations in the classroom. Accommodations are determined by the IEP team if deemed necessary for the student to complete coursework required for graduation. Accommodations maintain the same level of rigor of the LEA and State graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student's mastery of Idaho Content Standards that are equally rigorous. Accommodations shall be stated in the student's IEP.

2. Graduation Meeting Adapted Requirements

When a student meets the graduation requirements outlined in the IEP but does not meet LEA and State requirements for graduation, the student is considered to have graduated by meeting adapted requirements. Long-term consequences for the student shall be considered when adaptations are made to LEA and State graduation requirements. Adaptations alter the level of rigor required in the LEA or State graduation requirements.

Examples of adaptations include, but are not limited to, changes made to course content, course credit requirements, learning objectives, or grading standards that alter the level of rigor or the grade-level standard but shall not include exempting or excluding the student from an opportunity to pursue or meet the Idaho Content Standards.

A. Individualized Education Program (IEP) Team Requirements Regarding Graduation

A student's IEP team shall review graduation requirements, including the student's progress towards meeting LEA and State requirements and/or adapted graduation requirements as determined by the IEP team, at least annually, beginning with the IEP in effect when the student turns sixteen (16).

When reviewing graduation requirements for a student receiving special education, the IEP team shall include an LEA representative knowledgeable about the Idaho Content Standards and the LEA and State graduation requirements. The IEP team shall:

1. Determine whether the student will meet LEA and State ~~all state and local~~ graduation requirements, ~~to be eligible to graduate from high school~~ and the anticipated graduation date.

2. Develop the student's secondary transition plan, including the student's course of study and a record of the number of credits earned and anticipated to be earned in each high school grade, including any transition program the student is anticipated to participate in beyond their twelfth (12th) grade year. ~~in collaboration with the Parent Approved Student Learning Plan required for every student prior to the end of eighth (8th) grade. The Student Learning Plan will be reviewed annually and may be revised at any time.~~ The IEP team shall review the student's course of study annually and ~~identify and~~ make any changes ~~to the course of study~~ needed for the student to meet graduation requirements.

~~3. Beginning no later than the end of the student's ninth (9th) grade year, annually review annually the student's course of study, and identify and make changes to the course of study needed for the student to meet graduation requirements.~~

4. Document any ~~accommodations and~~ adaptations made to the ~~district's~~ LEA's and State's regular graduation requirements ~~on the student's behalf~~ based on the student's individual needs.

~~a. Graduation Requirements with Accommodations~~

~~Accommodations to graduation requirements are determined by the IEP team and are deemed necessary for the student to complete graduation requirements. Further:~~

~~1) Accommodations to graduation requirements must specifically address completion of the student's secondary program.~~

~~2) Accommodations will maintain the same level of rigor to the district and State graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student's mastery acquisition of skills standards that are equally rigorous.~~

~~3) Accommodations made to any district or State graduation~~

~~requirement shall be stated in the student's IEP.~~

~~b. Graduation Requirements with Adaptations~~

~~Long-term consequences for the student shall be considered when adaptations are made to graduation requirements. Further:~~

~~1) Adaptations to graduation requirements shall specifically address completion of the student's secondary program.~~

~~2) Adaptations may alter the level of rigor required in the district or State graduation requirements. Examples of adaptations include changes made to course content, objectives, or grading standard standards that alter the level of rigor or grade-level standard but will not include exempting or excluding the student from an opportunity to pursue or meet the Idaho Content Standards.~~

B. Graduation Ceremonies

A special education student who completes a ~~his or her~~ secondary program through meeting graduation requirements or criteria established on the student's ~~his or her~~ IEP will be afforded the same opportunity to participate in graduation ceremonies, senior class trips, ~~etc.~~,or any other graduation activities, as students without disabilities. Participation in a graduation ceremony does not mean that the student ~~will receive a high school diploma~~ has met LEA or State requirements for graduation or indicate the completion of a secondary program. Students who have not yet completed their secondary program using criteria established on their IEP will be afforded the opportunity to participate in the graduation ceremony with their grade-level peers, even if they are continuing through the day before their twenty-second (22nd) birthday.

Section 3. Transcripts and Diplomas

A. Transcripts

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that ~~he or she has~~ the student has met graduation requirements ~~will~~ shall not be noted on the transcript.

2. Adapted course work may be noted on the transcript if the parent/adult student is informed in advance and the designation is not discriminatory ~~or~~ and does not identify the student as having a disability or receiving special education.

3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities ~~will~~ shall not be used.

B. Diploma

The ~~district~~ LEA will use the same high school diploma for all students at the completion of the

secondary program. This includes students who meet the graduation requirements with ~~accommodations and/or~~ adaptations.

1. ~~For students who are eligible for special education services, t~~ The district will use the high school diploma for students who are eligible for special education services at the completion of their secondary program through meeting graduation requirements or based on criteria established on his or her IEP.; ~~t~~This includes students who meet the graduation requirements with accommodations and/or adaptations.

A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities in the same graduating class.

Section 4. Grades, Class Ranking, and Honor Roll

Grades earned by students with disabilities will not be categorically disregarded or excluded from ~~district wide~~ the LEA's grade point average (GPA) standing. The ~~district~~ LEA may establish objective criteria for class rankings, honors, etc., that weight courses according to degree of difficulty or exclude non-core courses so long as such practices are nondiscriminatory.

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CHAPTER 8: CHARTER SCHOOLS

Federal law requires that students with disabilities be offered educational choices comparable to those offered to students without disabilities. One of these choices is the opportunity to attend a public charter school. Each public charter school, whether a charter school within a district or a charter school LEA ~~(Local Education Agency), shares in the obligation to~~ shall accept and appropriately serve students with disabilities under the IDEA in the same manner as any other public school.

The LEA charter school board of directors/trustees ~~is required to~~ shall adopt the most current Idaho Special Education Manual and all subsequent revisions and ensure the appropriate implementation of the IDEA within ~~that~~ the LEA ~~implements this Manual~~.

Section 1. Definition and Parent/Student Rights

A. Definition of Charter Schools

In Idaho, a charter school is a public school authorized pursuant to Title 33 Chapter 52, Idaho Code. A charter school operates as a nonprofit, publicly funded, nonsectarian school in one of three ways:

1. as a school within a district, if authorized by the local board of trustees of a school district ~~(LEA)~~;
2. as a school authorized by ~~the~~ a district, but operating as a separate LEA; or
3. as its own LEA, if authorized by the Idaho Public Charter School Commission or ~~a~~ an Idaho college or university.

A charter school is bound by the conditions of its charter~~,~~ and all applicable state and federal laws ~~law~~.

B. The Rights of Charter School Students and Their Parents

A charter school student is a public school student. Students with disabilities who attend charter schools, and their parents, have all ~~of~~ the same rights granted to students who attend other public schools. These rights are provided under the IDEA~~:~~; the Elementary and Secondary Education Act (ESEA); the Every Student Succeeds Act (ESSA); Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA); and the Family Education Rights and Privacy Act (FERPA). Idaho law specifically states that charter schools cannot discriminate against any student on any basis prohibited by federal or state constitutions or any federal, state, or local law.

1. Charter schools must have open enrollment policies that ~~includes~~ include:
    a. giving all students an equal opportunity to attend;
    b. being open and accessible to all students, including students with disabilities; and

c. admitting students on the basis of a lottery if more students apply for admission than can be accommodated.

2. A charter school shall not adopt an admission standard, policy or procedure or any other criteria for continued enrollment, attendance, or participation that would have the effect of prohibiting or discouraging a student with a disability from enrolling, ~~or~~ attending, or continuing to attend; or have the effect of prohibiting or discouraging a parent of a student with a disability from enrolling ~~his or her child~~ a student in the charter school by:

   a. establishing an examination or other academic criteria for admission;

   b. requiring any activity in which the school is unwilling to accommodate or adapt its curriculum or academic standards to meet the needs of the student with a disability; and/or

   c. ~~requiring any activity in which the school suggests~~ implicitly or explicitly suggesting that another ~~school district~~ LEA would be a better placement or more capable of providing special education services or delivering ~~education~~ instruction (commonly referred to as "counseling out").

   d. suggesting that the behavioral or instructional philosophy or approach, curriculum, or instructional design of the charter may not meet the needs of a student with a disability. This includes but is not limited to suggestions that the academic rigor of the curriculum is not appropriate for students with disabilities or for a particular student with a disability.

3. Every LEA is required to provide a continuum of educational services and supports sufficient to meet the needs of students with disabilities. LEAs shall not indicate to parents that certain services are not available or are substandard when compared to offerings of other LEAs.

4. A charter school must provide every student with a disability a Free and Appropriate Public Education (FAPE), which shall include appropriate special education services starting the first day of school or upon the first day the student enrolls and begins attending school.

Under Idaho state law, the charter of an authorized charter school shall outline ~~outlines~~ specific mission statements, policies, and procedures, and the manner by which special education services will be provided.

Section 2. Responsibility for Services

A. Charter School Authorized by the District and Not Operating as a Separate ~~an~~ LEA ~~(See definition in Section 1.A.1)~~

The district is ultimately responsible to ensure that the requirements of the IDEA are met with respect to students attending charter schools authorized by the district. A charter school's

compliance with the IDEA, Part B, is required regardless of whether the charter school receives any Part B funds.

1. To ensure that a charter school authorized by the district meets the IDEA requirements, the district shall ensure services to students with disabilities attending the charter schools are provided in the same manner as the district serves students with disabilities in ~~its'~~ its other schools, including providing supplementary and related services ~~onsite~~ on site at the charter school to the same extent to which the district has a policy or practice of providing such services ~~on the site~~ on site to ~~its'~~ its other public schools.

2. The district shall have information on file with the ~~State Department of Education (SDE)~~ Idaho Department of Education that demonstrates that students with disabilities who attend charter schools authorized by the district will receive special education and related services from either the district or the charter school (or a combination of both).

3. The district will ensure that its charter schools participate in all monitoring activities conducted by the Idaho Department of Education ~~SDE.~~

4. The district shall provide Part B funds and comparable services to the charter school authorized by ~~within~~ the district on the same basis as it provides such funds to other public schools within the district.

B. Charter School Operating as ~~an~~ its Own LEA ~~(See definition in Section 1.A.2)~~

Charter schools authorized by the Idaho Public Charter School Commission, or an Idaho college or university, are automatically LEAs. Some charters are authorized by school districts but operate as a separate LEA. A charter school LEA, whether virtual, ~~or~~ brick-and-mortar, or a combination thereof, ~~has an obligation to~~ shall accept, enroll, and appropriately serve students with disabilities and is solely responsible to ensure that the requirements of the IDEA are met with respect to students enrolled. Compliance with the IDEA, Part B, is required regardless of whether the public charter school receives any Part B funds. A charter school LEA shall~~:~~ participate fully in all monitoring activities conducted by the ~~SDE~~ Idaho Department of Education.

~~1. participate in all monitoring activities conducted by the SDE and,~~

~~2. in its first year of operation, participate in an onsite technical assistance visit by an SDE special education team to ensure that the essential components of special education program are in place.~~

Section 3. Charter Schools and Dual Enrollment

Under Section 33-204, Idaho Code, parents of public charter school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Special education services (specially designed instruction and related services calculated to meet the unique needs of a student with a disability) shall be the obligation of the public charter school. The LEA ~~district~~ shall allow public charter school students who are eligible for special education and who are

otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. continue to access FAPE as outlined in the IEP developed by the public charter school, including receiving accommodations in the general education courses in which they are enrolled. ~~receive accommodations in the general education courses for which they are enrolled on a 504 plan, if needed.~~

Public charter school students may not dually enroll solely for special education services. When appropriate, the ~~The~~ Board of Directors/Trustees of the public charter school and the traditional school district in which the student is dually enrolled should enter into an agreement such as a Memorandum of Understanding (MOU) outlining the responsibilities of each school in implementing the student's IEP.

~~For detailed requirements and responsibilities governing dual enrollment of charter school students, see Section 33-203, Idaho Code.~~

Section 4. ~~Funding~~ New Charter Verification

In the first year of operation, all newly established charter schools shall undergo a special education verification process, which may include one or more onsite visits, to ensure the establishment of essential components of a compliant special education program. Designated personnel from the Idaho Department of Education will extend support to the charter school in fulfilling the requirements of the new charter verification process which shall encompass the following:

1. timely completion of the new charter verification form;
2. evidence to support the substantive components of the new charter verification form including such items as facilities, personnel, curriculum, student discipline, and relevant IDEA and Section 504 policies, practices, and procedures;
3. an in-person or virtual site visit from the Idaho Department of Education; and
4. ongoing technical assistance and continued oversight if the essential components of a compliant special education program are not implemented.

It is important to note that the allocation of the charter school's IDEA grant funds is contingent upon the successful completion and verification of all components of the new charter verification form and the associated site visit.

Upon successful verification, the Idaho Department of Education will issue written confirmation to the newly established charter school regarding the successful completion of the new charter verification form. Based on the outcome of the verification process, the Department reserves the right to mandate further reviews in subsequent years of the charter school's operation.

Section 5. Funding

A. State Funds

The ~~SDE~~ Idaho Department of Education will make apportionment payments (from state general funds) to each charter school based on attendance ~~figures~~. The ~~SDE~~ Idaho Department of Education will pay state funds directly to charter schools operating as their own LEA using the funding formula described in state law. A charter school authorized by a district but not operating as its own LEA will receive state funds through their authorizing district. A charter school may also be eligible for the following funds:

1. state funds for special education students who live in licensed group, foster, or personal care services homes under the provision of Section 33-1002B, Idaho Code;

2. district-to-agency contract funds under a provision of Section 33-2004, Idaho Code;

3. funds to serve high numbers of students with ~~emotional behavioral disorder~~ serious emotional disturbance under Section 33-2005, Idaho Code; and

4. state enhancement funding sources.

B. Federal Funds

The ~~SDE~~ Idaho Department of Education disburses federal flow-through funds to all authorized ~~local education agencies (~~LEAs~~)~~.

1. Charter School Authorized by the District and Not Operating as a Separate LEA ~~(See definition in Section 1.A.1) Charter School as Part of a District (not an independent LEA)~~

The district provides funds under Part B to those charter schools that are part of the district on the same basis as the district provides funds and comparable services to the other public schools. This includes proportional distribution based on relative enrollment of students with disabilities. This distribution is made at the same time as the district distributes funds to their other public schools and must be consistent with Idaho's charter school law. The individual school's approved charter will identify whether the district will provide funding or services of comparable value.

a. The amount of funds or comparable services will generally be equal to the per student amount the district is allocated from the ~~SDE~~ Idaho Department of Education in the current year multiplied by the charter school's Child Count from the previous school year.

b. Under certain circumstances the district shall allocate Part B funds to an eligible charter school based on the number of special education students enrolled and served in the current school year.

1) The district will allocate funds to a charter school within five (5) months of opening or significantly expanding its enrollment if the charter school notifies the district at least 120 calendar days before it

opens or significantly expands its enrollment due to a significant event that is unlikely to occur on a regular basis (such as the addition of one or more grades or educational programs in major curriculum areas), and it takes place before ~~the first Friday in February~~ February 1 of an academic year.

2) When these conditions are met, the district will allocate funds to the charter school as follows:

i. If the opening or expansion occurs prior to ~~the first Friday in~~ November 1, the charter school will be allocated funds in the current school year based on the current school year's Child Count.

ii. If the opening or expansion occurs after ~~the first Friday in~~ November 1 but before ~~the first Friday in~~ February 1, the charter school will be allocated a pro-rata share of funds in the current school year based on the number of enrolled special education students with active IEPs 30 days after the opening or expansion. The pro-rata share will be the number of days the charter school will be open or expanded, divided by the number of days in the school year, multiplied by the number of special education students.

3) If the opening or expansion occurs on or after ~~the first Friday in~~ February 1, the charter school will be allocated funds in the following school year based on the following school year's Child Count.

c. For school districts that have authorized a virtual charter school and the charter school's students are enrolled in the district but live outside the district's geographical ~~district~~ boundaries and receive education outside the district, the ~~SDE~~ Idaho Department of Education will determine the district's Part B funding in the following way:

1) The calculation of the district's allocation will be made exclusive of the charter school's enrollment and special education enrollment (student count).

2) After calculating the allocations for all districts using the federal funding formula and the distribution formula for any supplemental award, the ~~SDE~~ Idaho Department of Education will determine any base allocation adjustments. ~~the statewide average per-student allocation.~~

3) When a base payment adjustment is required as described by 34 CFR §§300.705(b)(2) and 300.816(b), an SEA must redistribute the base payments among the affected LEAs. The Idaho Department of Education calculates each affected LEA's base payment adjustment separately. For each Transferring LEA, the method calculates the amount of the base payment that must be redistributed to the Assuming LEA. The amount of

the adjustment is based on the number of students with disabilities for whom responsibility changes due to the circumstance. ~~The SDE will add to the district's base allocation an amount equal to the statewide average per-student allocation times the number of students with disabilities enrolled in and determined to be eligible for and receiving special education services.~~

2. Charter School Operating as its Own ~~an~~ LEA

Public charter schools that are LEAs are responsible for adopting and implementing approved policies and procedures for special education and providing an assurance that funds will be used in accordance with Part B allowable uses.

a. Under 34 CFR § 76.792, the Idaho Department of Education must allocate funds to eligible charter school LEAs. In order to obtain funding for the first year of operations, the LEA must submit an estimate of opening enrollment and low-income population to the Idaho Department of Education to be used towards an initial allocation. To qualify under I.C. 33-5207(7) and 34 CFR § 76.788, the LEA must provide the Idaho Department of Education with written notification at least 120 days before the date a charter school LEA is scheduled to open or significantly expand its enrollment. The Idaho Department of Education will allocate funds to a charter school within five (5) months of opening or significantly expanding its enrollment if the charter school notifies the SEA at least 120 calendar days before it opens as required under 34 CFR §76.793.

b. In the second and subsequent years of operation, ~~Charter School~~ charter school LEAs will be allocated Part B funds in the same manner as all ~~school districts~~ LEAs, in accordance with the federally prescribed funding formula for the distribution of flow through funds. The funding formula that the SEA is required to use in calculating these subawards is outlined in 34 CFR §300.705.

c. Once all site verification requirements have been met as outlined in section 4, the LEA will receive a site verification approval notification. The IDEA Part B application shall then be reviewed for approval, at which time the charter LEA may access the IDEA Part B funds for the reimbursement of special education activities.

~~d. The policy for providing federal special education funds to new charter LEAs in the first year of operation, as required by federal regulation, includes the following steps:~~

~~1) The LEA submits its Child Count as required by IDEA.~~

~~2) An SDE Special Education Monitoring Team visits the new LEA to review the files of the students reported on the Child Count.~~

~~3) The monitoring team determines the number of students meeting all eligibility requirements and receiving appropriate special education and~~

~~related services.~~

~~4) Based upon the number of students determined to be eligible, amounts of Part B funds for allocated to the charter LEA are calculated as follows:~~

~~i. The statewide average per-student amount of Part B funding in the current year is determined.~~

~~ii. That amount is multiplied by the number of students who meet all eligibility requirements and are receiving appropriate special education services to determine the total allocation.~~

~~5) The charter LEA then shall complete the Part B application documents. These include:~~

~~i. Assurances, Checklists, and Policies and Procedures Adoption~~

~~ii. Maintenance of Effort Assurance~~

~~iii. IDEA Part B Budget Form~~

~~6) Once the application is submitted and approved, the charter LEA may begin drawing down these funds for the approved special education purposes.~~

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CHAPTER 9: PRIVATE SCHOOL STUDENTS

~~Note: For the purposes of this Manual, the term "private school student" is the same as a "nonpublic school student." A homeschool student is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.~~ In Idaho, private school students and homeschool students are both types of "nonpublic school students." For the purpose of this chapter, "nonpublic school student" refers to private school students.

The IDEA and state law ~~IDAPA~~ include the following:

1. statutory and regulatory language, which states that students who are voluntarily enrolled in private schools are not entitled to all of the same services, including the right to a free appropriate public education (FAPE), as public school students;
2. ~~district~~ LEA responsibilities for special education students under Idaho's dual enrollment law; and
3. the ~~legal~~ procedural requirements that ~~come into play~~ apply when a parent unilaterally enrolls his or her child in a private school and asks the ~~district~~ LEA for reimbursement of these costs.

Section 1. Definitions of Private School Placements

In order to describe the ~~district's~~ LEA's responsibilities for serving private school students, it is helpful to distinguish three separate ways that students are placed in private schools. These are defined by who enrolls or places the student in a private school and why.

A. Definition of Voluntary Enrollment by a Parent

A parent may choose to enroll his or her child in a private school for a variety of personal reasons, such as to obtain a religious education~~,~~ or to attend a school with a particular philosophy or curriculum~~, or because the parent is dissatisfied with the services offered or provided by the district~~. This is considered a voluntary enrollment.

See Section 2 and Section 4 of this chapter for ~~district~~ LEA responsibilities.

Note: The IDEA distinguishes between for-profit and nonprofit private schools. If a student is placed in a for-profit private school by their parents, the service plan provisions do not apply.

B. Definition of ~~District~~ LEA Placement

At times, the ~~district~~ LEA may place a student in a private school or facility to fulfill its obligation to provide FAPE. These placements are always made by an individualized education program (IEP) team in accordance with the requirements of Section 3 of this chapter.

C. Definition of Unilateral Placement by Parents when FAPE is an Issue

A parent may enroll a student in a private school or ~~provide~~ seek services from a private provider at parental expense. The parent may initiate a due process hearing to seek reimbursement for the

costs associated with the placement from the ~~district~~ LEA. All students who are placed by a parent when FAPE is an issue are also voluntarily enrolled in a private school. Specific information regarding a parent's request for reimbursement of costs of student enrollment in a private school in this situation is included in Section 5 of this chapter.

Section 2. Students Voluntarily Enrolled by Parents

A. ~~District~~ LEA Consultation with Private School Representatives (may be done in coordination with Title 1 requirements for consultation)

To ensure timely and meaningful consultation and prior to the final submission of the IDEA Part B application, an ~~district~~ LEA will consult with private nonprofit elementary and secondary school representatives and representatives of parents of parentally-placed private school students with disabilities during the design and development of special education and related services for the students. The consultation process shall include:

1. Child Find: The ~~Child Find~~ child find process and how parentally-placed private school ~~children~~ students suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process.
2. Proportionate Share of Funds: The determination of the proportionate amount of federal special education funds available to serve parentally-placed private school ~~children~~ students with disabilities ~~under this subparagraph~~, including the determination of how the amount was calculated. Refer to Section 2G of this chapter for information regarding the calculation of the proportionate share of funds.
3. Determination of Special Education and Related Services: Given the amount of funds to be dedicated by the ~~district~~ LEA, the discussion will include the consideration of how, where, and by whom special education and related services will be provided for parentally-placed private school students with disabilities, including a discussion of:
    a. types of services, including direct services and alternate service delivery mechanisms;
    b. how such services will be apportioned if funds are insufficient to serve all parentally-placed private school students; and
    c. how and when these decisions will be made.~~; and~~
    ~~d. how the provided services will be evaluated.~~
4. Ongoing Communication: Clarify how the private school and ~~district~~ LEA will operate throughout the school year to ensure that parentally placed private school students with disabilities identified through the ~~Child Find~~ child find process can meaningfully participate in special education and related services. Annual consultation is not required to make these decisions. The ~~district~~ LEA determines the period between consultations based on changing circumstances within the ~~district~~ LEA, such as significant changes in the total amount of funds to be expended and/or the number and location of private school students with disabilities.
5. Written Affirmation: When timely and meaningful consultation has occurred:
    a. the ~~district~~ LEA will obtain a written affirmation signed by the representatives of participating private schools;

b. if the representatives do not provide the affirmation within a reasonable period of time the ~~district~~ LEA will document ~~forward the documentation of~~ the consultation process and keep the documentation on file. ~~to the State Department of Education (SDE).~~

6. ~~District~~ LEA Decisions: Following consultation with the private school representatives, the ~~district~~ LEA will make final decisions concerning items a-~~d~~c addressed above in number 3.

7. Written Explanation by the ~~District~~ LEA Regarding Services: If the ~~district~~ LEA disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the ~~district~~ LEA will provide to the private school officials a written explanation of the reasons for the decision ~~why the district chose not to provide services directly or through a contract~~.

B. Compliance with Consultation Process

1. General Compliance: A private school official has the right to submit a complaint to the Idaho Department of Education ~~SDE~~ that the ~~district~~ LEA:

a. did not engage in consultation that was meaningful and timely; or

b. did not give due consideration to the views of the private school official.

2. Procedure for Complaint

a. If the private school official wishes to submit a complaint, the official will provide the basis of the noncompliance ~~complaint~~ by the ~~district~~ LEA with the applicable private school provisions to the Idaho Department of Education ~~SDE~~ consistent with the procedures provided in Chapter 13.

b. In response, the ~~district will~~ LEA must forward the appropriate documentation to the Idaho Department of Education ~~SDE~~.

c. The Idaho Department of Education ~~SDE~~ will render a written decision determining whether the ~~district~~ LEA complied with the consultation process requirements and provide the decision to the ~~district~~ LEA and private school official.

d. If the private school official is dissatisfied with the decision of the Idaho Department of Education ~~SDE~~, the official may submit a complaint to the Secretary of the US Department of Education by providing the information on noncompliance ~~basis of the complaint against~~ by the LEA to the Secretary, and the Idaho Department of Education ~~SDE~~ will forward the appropriate documentation to the Secretary.

C. Child Find Requirements

The ~~district~~ LEA shall have an ongoing ~~Child Find~~ child find system to locate, identify, and evaluate all students with disabilities ages three (3) through the day before the student's twenty-second (22nd) birthday ~~twenty-one (21)~~ who are enrolled by their parents in private schools

located within ~~are educated within~~ the ~~district's~~ LEA's geographical boundaries. This includes students who have been placed by a parent in a private nonprofit elementary or secondary school (including a religious school) located in the ~~district~~ LEA's geographical boundaries regardless of the student's parents' state or local residency. The LEA of residence would have child find responsibilities for students placed in for-profit schools and for children aged three (3) to five (5).

~~Note:~~ Parents can also ask the ~~district~~ LEA of residence (assuming it is different than the ~~district~~ LEA where the private school is located) to evaluate their student. ~~Both districts would have Child Find child find responsibilities and cannot share information between the districts without written parental consent. The district of residence would have Child Find responsibilities for students placed in for-profit schools and for children aged three (3) to five (5).~~ Both LEAs are required to conduct an evaluation if requested to do so by the parent and if the LEA suspects the student has a disability under IDEA, because these evaluations are conducted for different purposes.

1. If the parent requests the LEA of the student's residence to conduct an evaluation for purposes of making FAPE available to the student, that LEA must conduct the evaluation.

2. If the parent requests the LEA where the private school is located to conduct an evaluation for purposes of determining whether the student may be eligible for equitable services through a Services Plan, that LEA must conduct the evaluation.

The ~~Child Find~~ child find process will be designed to encompass the following:

1. The ~~Child Find~~ child find process will ensure the equitable participation of parentally-placed private school ~~and homeschool~~ students with disabilities.

2. Child Find activities for private school students will be similar to ~~Child Find~~ child find activities for public school students, which include the evaluation process within the same ~~comparable~~ timelines.

3. The ~~district~~ LEA will consult with private school representatives and representatives of parents who place their children in private schools regarding the ~~Child Find~~ child find procedures.

Note: The cost of ~~Child Find~~ child find is not counted toward the pro-rated proportionate share that the ~~district~~ LEA must spend on services for parentally-placed private school students.

D. Annual Count of Parentally-Placed Private School ~~Eligible~~ Students

The ~~district~~ LEA shall conduct an annual count of eligible students and report to the Idaho ~~State~~ Department of Education the number of private school ~~children~~ students evaluated, the number found eligible and the number who are provided with special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP or a ~~Service~~ Services Plan. This count will be used to determine the amount of funds the ~~district~~ LEA shall

expend providing special education and related services to private school students in the next school year ~~(see Section 2E)~~. The ~~district~~ LEA will consult with representatives of private school students to determine how to conduct the count.

See Section 2G of this chapter for information about the amount of funds to be expended based on the annual count.

E. Provision of Equitable Services

Provision of equitable services applies to all eligible students who are enrolled by their parents in ~~attend~~ non-profit private elementary and secondary schools within the ~~district's~~ LEA's geographical boundaries regardless of where they reside. Parentally placed private school students with disabilities do not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. Equitable services ~~Services~~ offered to parentally-placed private school students are determined through the ~~district~~ LEA and private school consultation process and are documented in a Services Plan.

1. ~~District Responsibilities~~ Equitable Services
   a. Private school students with disabilities may receive a different amount of services than public students with disabilities; they are not entitled to every service or the amount of service that they would receive if enrolled in public school. This means that it is possible for a private school student to receive only a related service or piece of equipment.
   b. Special education and related services provided to parentally-placed private school students with disabilities, including materials and equipment, will be secular, neutral, and non-ideological.
   ~~c. The district is required to offer FAPE to private school students who reside in their district , including when the student attends a private school outside of the district boundaries. Unless the parent makes clear their intention to keep their child in the private school, the district of residence must develop an IEP.~~
   c. Services may be provided at a public school building, in a virtual environment, or at another agreed-upon site (including parochial schools to the extent consistent with the law) determined by the ~~district~~ LEA in consultation with appropriate representatives of private school students.
   d. Services provided to private school students with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools.
2. Eligibility for Services

   If an evaluation team determines that a student qualifies for ~~needs~~ special education and related services:

   a. When a student is determined to be eligible for special education and related services, the LEA in which the student resides must develop an IEP that outlines FAPE for the

student so that the parent can make an informed decision regarding enrollment in the public LEA or remaining enrolled in the private school. This LEA may not require that the student enroll in the public school before an offer of FAPE is made.

1) If a parent is unsure of their intention to accept an offer of FAPE and enroll the student in public school or remain enrolled in the private school, the LEA of residence is required to develop an IEP that offers the student FAPE, to be implemented upon the student's enrollment in the LEA. The ~~district~~ LEA has no obligation to implement the IEP unless the student enrolls in the public school.

2) If a parent makes clear their intention to keep their child in the private school, the LEA of residence is not required to develop an IEP that offers the student FAPE.

~~a. The district of residence shall offer to make FAPE available upon enrollment in a district public school. The district of residence must develop an IEP for the student who is parentally placed in private school unless the parent makes clear an intent not to consider public school enrollment. The district has no obligation to implement that IEP unless the student enrolls in the public school.~~

b. If the parent chooses not to enroll the student in the ~~district~~ LEA of residence and designated funds are available in the ~~district~~ LEA in which the private school is located, a meeting will be held to develop a Services Plan ~~(SP)~~. The meeting will include a representative of the private school to develop a Services Plan ~~SP~~. The Services Plan ~~SP~~ is developed by the same members that would constitute an ~~the~~ IEP team.

c. Any services the ~~district~~ LEA provides to a private school student shall be in accordance with the student's Services Plan ~~an~~ ~~SP~~.

3. ~~Service~~ Services Plan ~~(SP)~~ Development

The Services Plan ~~SP~~ shall describe the specific special education and related services that will be provided to the student in light of the determinations that have been made by the ~~district~~ LEA. There is no individual right to special education and related services. To the extent appropriate, the ~~district~~ LEA shall initiate and conduct meetings to develop, review, and revise Services Plans ~~SPs~~ in accordance with the following requirements:

a. Given the services that the ~~district~~ LEA has elected to provide to private school students, the Services Plan ~~SP~~ must meet the requirements of the IEP to the extent appropriate ~~(see Chapter 5)~~. The Services Plan ~~SP~~ excludes sections pertaining to:

1) early childhood outcomes;

2) extended school year (ESY) services;

3) participation in statewide and district-wide assessments;

4) placement determination (least restrictive environment);

5) Child Count federal report settings; and

6) elements that, although typical for an IEP, would be inappropriate given the

services the ~~district~~ LEA has elected to provide.

b. ~~An~~ A Services Plan ~~SP~~ shall be in effect at the beginning of each school year and accessible to each person responsible for its implementation.

c. Meetings shall be held to review and revise Services Plans ~~SPs~~ at least annually to address any lack of student progress toward goals and in the general education curriculum.

d. The Services Plan ~~SP~~ team members include the same members as an IEP team. The ~~district~~ LEA will ensure that a representative of the private school attends these meetings or participates by some other means.

e. A parent shall be invited to Services Plan ~~SP~~ meetings at a mutually agreed upon date and time. The invitation must indicate the purpose, time, and location of the meeting. The parent shall be informed that he or she may bring other persons knowledgeable about the student to the meeting. A copy of the Services Plan ~~SP~~ will be given to the parent.

f. The team developing the Services Plan ~~SP~~ will consider the student's strengths and results of the most recent evaluations. The private school general education teacher should participate in the development, review, and revision of the Services Plan ~~SP~~.

g. If necessary for a private school student to benefit from or participate in the services the ~~district~~ LEA has elected to provide, the ~~district~~ LEA shall provide transportation from the student's school or home to the site where services will be provided. The ~~district~~ LEA shall take the student back to either the private school or the home, depending on the timing of the services. ~~In this sense, transportation is not a related service but a means of making the services offered accessible.~~ Transportation costs may be included in the ~~district's~~ LEA's expenditure requirement. The ~~district~~ LEA is not required to transport the student from home to the private school.

F. Dispute Resolution

Due process hearings are available to parents of private school students only on the issue of ~~Child Find~~ child find and evaluation. Parents may challenge decisions regarding the provision of services by filing a state complaint with the ~~SDE~~ Idaho Department of Education.

~~(~~See Chapter 13 for more information on dispute resolution options.~~)~~

G. Determining the Proportionate Funding for Private School Students

IDEA requires ~~school districts~~ LEAs to dedicate at least a proportionate share of funds received under Part B to provide services for parentally-placed students with disabilities who attend private schools within the geographical boundaries of the ~~district~~ LEA, regardless of their place of residence. To determine this proportionate amount, the ~~district~~ LEA shall first determine the number of these private school students through the ~~Child Find~~ child find activities developed in the consultation process with private school representatives.

The number of parentally-placed private school students is divided by the total (public and

private) number of students with disabilities in the ~~district~~ LEA to arrive at the percentage of private school students with disabilities. This percentage is then applied to the total funding received by the ~~district~~ LEA under Part B grants Section 611 (ages three (3) ~~to~~ through the day before a student's twenty-second (22) birthday ~~twenty-one (21)~~ and Section 619 (ages three (3) to five (5) to determine the ~~district's~~ LEA's obligation.

Example for the XYZ LEA ~~School District~~:

a. The number of parentally placed private school ~~children~~ students within the ~~district~~ LEA on December 1, ~~2017~~ 2023: **10**

b. The number of public school ~~children~~ students with disabilities on December 1, ~~2017~~ 2023: **90**

c. Percentage of private school ~~children~~ students with disabilities: A divided by A+B = **10%**

d. Total Part B funds allocated for school year 2024-2025 ~~2017-2018~~: **$150,000**

e. Amount the ~~district~~ LEA shall spend on providing special education and related services to parentally placed private school students in 2024-2025 ~~2017-2018~~: C x D = **$15,000**

1. State and local funds may supplement but may not supplant the proportionate amount of federal funds required to be expended for parentally placed private school ~~children~~ students with disabilities.

2. The costs of private school consultations and of carrying out ~~Child Find~~ child find activities may not be paid from the proportionate share of funds.

3. The cost of any special education or related service, such as direct service, consultation as a service, equipment, materials, or transportation, may be used to determine that the ~~district~~ LEA has satisfied its expenditure requirement for private school students with disabilities.

4. If all proportionate funds set aside for private school students in a given fiscal year are not expended in that year they shall be carried forward into the next year for the purpose of providing equitable services.

H. Expenditure Requirements ~~Guidelines~~

1. The ~~district~~ LEA may place equipment and supplies that are purchased with Part B funds in a private school for a period of time needed for a program for eligible students with disabilities; however, the ~~district~~ LEA shall:

   a. retain title and exercise continuing administrative control over all equipment and supplies;

   b. ensure that all equipment and supplies are used only for Part B purposes;

c. remove equipment and supplies from a private school if no longer needed;

d. ensure that all equipment and supplies can be removed without remodeling the private school; and

e. remove equipment and supplies if necessary to prevent unauthorized use.

2. The ~~district~~ LEA may use Part B funds to pay an employee of a private school to provide services to students with disabilities when the employee performs the services:

   a. outside of his or her regular hours of duty; and

   b. under public supervision and control.

3. Part B funds shall not be used to:

   a. finance the existing level of instruction in the private school or otherwise benefit the private school;

   b. meet the needs of the private school; or

   c. meet the general needs of students enrolled in the private school.

4. Part B funds shall not be used for repairs, remodeling, or construction of private school facilities.

5. If it is possible for classes to include students enrolled in both public and private schools, then the classes must not be organized separately on the basis of school enrollment or religion.

~~6. The district shall not appropriate any funds to private schools controlled by any church, sectarian, or religious denomination.~~

Section 3. Students Placed by the ~~District~~ LEA

When the ~~district~~ LEA places a student with a disability in a private school or facility, as a means of providing special education services through the IEP team process, the ~~district~~ LEA shall ensure the following:

1. All special education procedures and timelines are followed.

2. Special education and related services are provided in accordance with an IEP.

3. A representative of the private school or facility attends or participates in the meeting to develop the IEP. If the representative cannot attend other measures such as conference telephone calls will be used to ensure participation.

4. The responsibility for reviewing and revising IEPs remain with the ~~district~~ LEA.

5. Services are provided at no cost to the parent, including reimbursement to the parent for transportation and other costs associated with participation at an IEP team meeting conducted in a geographical area outside the jurisdiction of the ~~district~~ LEA.

6. The placement in the private school or facility is the least restrictive environment for that student.

7. The student is provided an education that meets state and district standards.

8. The student will participate in required statewide assessments.

9. The student is afforded the same rights as students with disabilities who attend public schools.

10. The parent is afforded the same rights as parents of students attending public schools.

In accordance with federal and state law, the ~~SDE~~ Idaho Department of Education shall approve special education programs in private schools and facilities. The ~~district~~ LEA shall ensure a program is approved prior to placing a student in that school or facility.

At the discretion of the ~~district~~ LEA, once a student with a disability enters a private school or facility, meetings to review and revise the IEP may be initiated and conducted by the private school or facility. If the private school conducts a meeting, the ~~district~~ LEA shall ensure that the parent and an ~~district~~ LEA representative are involved in and agree to any proposed changes in the IEP before the changes are implemented.

Section ~~5~~ 4. Unilateral Placement of Student by Parents when FAPE is an Issue

A. General Provisions for Reimbursement to the Parent

1. The ~~district~~ LEA is required to make FAPE available to all eligible students with disabilities. If parents do not access FAPE, then the ~~district~~ LEA is required to make provisions for private school students to receive Part B services consistent with Section 2E of this chapter.

2. The ~~district~~ LEA is not required to pay for costs of tuition, special education, or related services and associated costs at a private school or facility for a student who was unilaterally placed there by a parent if the ~~district~~ LEA made FAPE available to the student in a timely manner. If a parent disagrees with the availability of FAPE and there is a question about financial responsibility, the parent may request a due process hearing.

3. If the parent of a student with a disability enrolls the student in a private elementary or secondary school, without the consent of or referral by the ~~district~~ LEA, a court or hearing officer may order the ~~district~~ LEA to reimburse the parent for the costs of unilaterally placing the student in a private school if the court or a hearing officer determines that:

   a. the ~~district~~ LEA had not made FAPE available to the eligible student in a timely manner prior to the time the parent enrolled the student in the private school; and

b. the ~~parent's~~ student's placement in the private school is appropriate.

4. A hearing officer may find a student's placement in a private school or facility by a parent appropriate even if the private school or facility does not meet state standards. A private school will be deemed appropriate if the parent demonstrates that the private placement provides educational instruction specially designed to meet the unique needs of the ~~child~~ student with a disability, supported by such services as are necessary to permit the ~~child~~ student to benefit from that instruction.

B. Denial or Reduction of Reimbursement to the Parent

A court or hearing officer may reduce or deny reimbursement to a parent for the cost of a unilateral placement in a private school or facility under the following circumstances:

1. The parent did not inform the ~~district~~ LEA that he or she rejected the placement proposed by the ~~district~~ LEA to provide FAPE and did not state his or her concerns and intent to enroll the student in a private school. This notification by the parent shall be provided to:

    a. the IEP team at the most recent IEP team meeting prior to removing the student from the public school; or

    b. the ~~district~~ LEA, in writing, at least ten (10) business days (including any holidays that occur on a business day) prior to removing the student from public school.

2. Prior to removal of the student from the public school, the ~~district~~ LEA informed the parent of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent did not make the student available for the evaluation.

3. A judicial decision finds unreasonableness with respect to the actions taken by the parent.

Reimbursement shall not be reduced or denied under any of the following circumstances:

1. The ~~district~~ LEA did not notify the parent of his or her obligation to notify the LEA prior to unilaterally placing the student in the private school ~~provide the notice set forth in number 3 above~~ or the ~~district~~ LEA prevented the parent from providing that notice.

~~2. The parent had not received written notice.~~

2. The ~~district's~~ LEA's proposed placement would likely result in physical harm to the student.

Reimbursement may not be reduced or denied at the discretion of a court or hearing officer for failure to provide this notice if:

1. The parents are not literate or cannot write in English, or

2. The ~~district's~~ LEA's proposed placement would likely result in serious emotional harm to

the student.

Section ~~4~~ 5. Dual Enrollment of Private School Students by Parents

According to Idaho Code, parents of private school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Private school students who are dually enrolled are considered to be nonpublic school students. The ~~district~~ LEA shall allow private school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 Plan, if needed.

Private school students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.

The reporting of attendance for private school students in the ~~district~~ LEA is allowed under dual enrollment. The Idaho Department of Education's Public School Finance Department's procedures will be followed to calculate the funding for dually enrolled students. ~~If a student attends at least 2.5 hours per week without rounding hours, he or she shall be included in the weekly aggregate attendance. The average daily attendance (A.D.A.) is computed as .5 if the aggregate weekly hours are 2.5 or greater but less than 4.0 hours. When there are 4.0 hours or greater, divide by 4 to get the A.D.A.~~

Dually enrolled private school students could also be eligible to receive services that have been agreed upon through the ~~district~~ LEA and private school consultation process. These services would be delivered through a ~~SP~~ Services Plan.

Section 6. Out-of-State Students Residing in Residential Facilities

For school-age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities within the state of Idaho, the ~~school district~~ LEA in which the residential facility is located will provide education services to such students if requested by the licensed public or private residential facility and an agreement is entered into with the residential facility. The ~~district~~ LEA will be given the opportunity to provide input on any federally required education programs or plans for such students.

A. Contract for Education Services

The contract with a residential facility will include the following provisions:

1. The education services to be provided by the ~~district~~ LEA.

2. The amount to be paid by the licensed public or private residential facility to the ~~district~~ LEA.

The amount paid will be equal to the ~~district's~~ LEA's full cost of providing the education services delineated by the contract as determined by the ~~district~~ LEA. Such students will be excluded from all average daily attendance and other reports provided to the state that would result in the distribution of state funding to the ~~district~~ LEA.

In the event a residential facility fails to sign a contract with the ~~district~~ LEA agreeing to pay the full cost for providing education services, the ~~school district~~ LEA in which the residential facility is located will not be responsible for providing education services to the out-of-state students residing in the residential facility.

B. Determining Residency

In determining whether a student is from outside the state of Idaho, the ~~school district~~ LEA in which the residential facility is located will determine the primary residency of the student's parent or guardian. Proof of Idaho residency will be established by showing a current ~~an~~ Idaho motor vehicle driver's license, payment of Idaho state income taxes, utility bill from a primary residence, or other documentation evidencing residency within the state of Idaho.

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CHAPTER 10: HOMESCHOOL STUDENTS

In Idaho, private school students and homeschool students are both types of "nonpublic school students." For the purposes of this chapter, "nonpublic school student" refers to a homeschool student. A homeschool student is not enrolled in a private school and is not considered a private school student. A student who is enrolled in a virtual public school or a home learning program through a public school is not considered a homeschooled student for the duration that they attend that virtual public school or home learning program.

A homeschool student does not have an individual right to receive the special education and related services they would receive if enrolled in a public school.

Section 1. Definitions

Homeschool. Homeschool means an education program delivered by parents who have decided to provide instruction in the home and not in a public or private school. A homeschool is a nonpublic school but is not considered a private school. A virtual public school is not a homeschool.

Homeschool Student. A homeschooled student is one whose parents have decided to provide an educational program in the home with instruction provided by the parents. A homeschool student is considered a nonpublic school student but is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Section 2. District Responsibility

A. Child Find Requirements

The district shall have an ongoing child find system to locate, identify, and evaluate all students with disabilities ages three (3) through the day before their twenty-second (22nd) birthday residing within the district's geographic boundaries. This includes students whose parents/guardians have chosen to homeschool their children.

The child find process will be designed to encompass the following:

1. Child find activities for homeschool students will be similar to child find activities for public school students.

2. The district shall offer to conduct an evaluation of a homeschool student identified through the child find process who may need special education and related services. An evaluation will be conducted only after receiving written parental consent.

See Chapter 3 for more information about child find and Chapter 4 for more information about evaluation procedures.

B. Provision of Special Education Services

Parental Consent for a Special Education Evaluation

If a parent of a child who is homeschooled does not provide written consent for an initial

evaluation or reevaluation, or the parent fails to respond to a request to provide written consent, the district may not use mediation or due process procedures in order to gain consent and the district is not required to consider whether the child is eligible for services.

Eligibility for Services
When a student is determined to be eligible for special education and related services, the district in which the student resides must develop an IEP that outlines FAPE for the student so that the parent can make an informed decision regarding enrollment in the public school district or continuing with homeschooling. This district may not require that the student enroll in the public school before an offer of FAPE is made.

If a parent is unsure of their intention to accept an offer of FAPE and enroll the student in public school or continue with homeschooling, the district of residence is required to develop an IEP that offers the student FAPE, to be implemented upon the student's enrollment in the district. The district has no obligation to implement the IEP unless the student enrolls in the public school.

If a parent makes clear their intention to continue homeschooling their child, the district of residence is not required to develop an IEP that offers the student FAPE.

Withdrawal of Student from LEA
Whenever a parent elects to homeschool their child and withdraws the student from a public school, the LEA shall provide the parent with written notice of the change in the LEA's obligation to provide FAPE to the student and indicate willingness to resume providing services to the student upon reenrollment in the LEA.

C. Dispute Resolution

Due process hearings are available to parents of homeschool students only on the issue of child find and evaluation. Parents may challenge decisions regarding the provision of services by utilizing the state complaint process provided by the Idaho Department of Education.

Section 3. Dual Enrollment of Homeschool Students

Idaho law permits parents of homeschool students to enroll the student in any public school, including a public charter school, for dual enrollment purposes. Homeschool students who are dually enrolled are nonpublic school students. Upon dual enrollment, the LEA shall provide appropriate services to those students who are eligible for special education, and who are otherwise qualified to participate in school programs in the LEA. Such services shall be provided only in the public-school setting.

The reporting of attendance for homeschool students in the district is allowed under dual enrollment. The Idaho Department of Education's Public School Finance Department's procedures will be followed to calculate the funding for dually enrolled students.

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CHAPTER ~~12~~ 11: DISCIPLINE

LEAs are encouraged to address challenging student behavior through tiers of positive behavior support to ensure that all students, including students with disabilities, are proactively taught explicit behavioral expectations. Within the tiered system, the LEA should ensure a consistent system is in place to reinforce and re-teach these expectations or otherwise respond to behavioral errors. If a student with a disability engages in challenging behavior that is physically dangerous or otherwise significantly interferes with the learning of self or others and it cannot be addressed through schoolwide and classroom systems alone, the IEP team shall consider the need for more intensive behavior supports, including but not limited to, an individualized behavior intervention plan (BIP). Note that the most effective behavior plans are developed using data gathered during some form of functional behavior assessment (FBA) process. Behavior interventions, whether initial or revised based on changes in behavioral need, shall be documented in and implemented as part of the IEP.

Students with disabilities who violate the LEA Code of Conduct and are subject to exclusionary disciplinary action are entitled to all due process rights afforded to students *without* disabilities under Section 33-205, Idaho Code and other State and local policies. Exclusionary discipline includes a school's removal of a student from their regular education setting, including but not limited to in/out of school suspension, expulsion, detention, bus removal, removal from extracurriculars, shortened days, informal removals, placement in an alternative location, and other disciplinary responses that remove students from general education instruction, services, or peers. The IDEA provides ***additional*** protection through special discipline procedures for students with a disability when the disability has or will result in a change of the student's placement. Even though Idaho Code allows LEA personnel to "temporarily" suspend students for up to twenty (20) school days, all students with disabilities for whom educational services have ceased for more than ten (10) school days, consecutive or cumulative, in a school year retain the right to FAPE.

This chapter outlines the procedural requirements for the discipline of students with disabilities to ensure that the impact of the disability on the student's behavior is considered when a change of placement may take place as a result of a violation of the code of conduct and to ensure that students with disabilities continue to receive FAPE.

Section 1. Supporting Challenging Behavior

A. Tiered Behavior Supports

Given the negative outcomes associated with, and the disparities in the use of, exclusionary discipline, LEAs should minimize its use. There may be instances when a student's behavior, such as causing physical harm to self or others, warrants temporary exclusionary disciplinary action. Preventing challenging behavior before the need for discipline arises is the most effective way to address problem behavior. A responsive tiered system of supports is a comprehensive *prevention* framework designed to improve developmental, social, emotional, academic, and behavioral outcomes using a continuum of evidence-based strategies and supports. Within a tiered framework, educators implement:

1. universal strategies and supports designed for all students;

2. targeted strategies and supports for students with additional needs; and
3. intensive strategies and supports to meet the specific needs of individual students.

Evidence-based, tiered systems of intervention and behavioral supports use systematic tiered approaches to create positive, predictable school climates that prevent most challenging behavior at the schoolwide and classroom levels. The focus of instruction is to explicitly teach and practice desired, prosocial skills to ensure student access to the general education environment. LEAs should implement intentional, structured systems to reinforce or reteach behaviors. The intensity of interventions should be individualized and tailored to be proportionate to the intensity of behavioral skill deficits.

B. Individualized Behavior Planning

Behavioral challenges in schools are often the result of a mismatch between a student's current skill set and the expectations of the environment.

When behavioral challenges are not sufficiently addressed through schoolwide and classroom interventions and the behavior of a student with a disability significantly impacts the student's learning and/or the learning of others, the IEP team shall determine the extent to which additional services or supports are needed to enable the student to continue to participate in the general education curriculum and to progress towards meeting IEP goals. The team shall consider:

1. preventative, individualized positive behavior supports;
2. a functional behavioral assessment; and/or
3. a behavior intervention plan (BIP) and services designed to address the behavior so that it does not recur.

C. Essential Components of a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

Functional Behavior Assessment (FBA). An FBA is not necessarily a specific form or tool. It is a process of analyzing the *function* or purpose of the challenging behavior. An effective FBA includes the following components:

1. A specific, physically observable definition of the prioritized challenging behavior(s);
2. Information gathered from multiple sources including, but not limited to, interview of educational partners/caregivers, review of data collected over multiple days, and direct observation;
3. An analysis of the pattern of the most frequent *antecedents*, or events that precede the behavior;
4. An analysis of the most frequent *consequences*, or events that follow the behavior and most likely are reinforcing or maintaining the challenging behavior; and

5. A culminating summary of the pattern of events preceding and following a behavior which informs its function and drives intervention.

Behavior Intervention Plan (BIP). The purpose of a BIP is to use information about the function of the behavior to *change the behavior patterns* through pre-determined strategies. A BIP is composed of plans to:

1. prevent the challenging behavior;
2. teach to skill deficits by identifying replacement behaviors based on the function of the challenging behavior; and
3. respond effectively to either reinforce desired behaviors or re-teach in response to challenging behaviors.

Note: LEAs are only required to conduct and/or review FBAs and BIPs in certain circumstances, such as when a student is subjected to a disciplinary change of placement. For more information, see Section 3 "Change of Placement" below.

Section 2. Educational Services and Types of Removal

For students with disabilities, free appropriate public education (FAPE) means that educational services cannot cease for more than ten (10) days, consecutive or cumulative, in a school year as a result of removals imposed unilaterally by the LEA. "Unilateral" means that an action was taken outside of the special education process, and the action was not the result of an IEP team decision. In the case of discipline for students with disabilities, unilateral removal from educational services means that the LEA, without the agreement or participation of the IEP team, denies the provision of educational services to a student. This typically happens through some type of exclusionary discipline.

Educational services for a student include:

1. the opportunity to continue to participate appropriately in general education instruction and curriculum;
2. services outlined in the student's IEP; and
3. participation with nondisabled peers to the same extent as the student participates with nondisabled peers in the current placement.

Unilateral removal by the LEA that results in the discontinuation of any one of the three components of educational services is considered a disciplinary removal. There are several types of removal that schools use to address challenging behavior or impose discipline that result in the discontinuation of educational services.

1. **Suspension.** Suspension means a temporary stop, delay, interruption, or discontinuation of educational services due to a violation of the student code of conduct.
2. **In-school suspension (ISS).** ISS means removal from the IEP-determined placement within the school setting. ISS is considered a disciplinary removal unless all three components of educational services are provided to the student. These include:
    a. participation in general education instruction and curriculum;

b. access to services outlined in the student's IEP; and

c. participation with nondisabled peers to the same extent as the student participates with nondisabled peers in the current placement.

d. If one or more of these components is not provided, then the ISS must be counted in the ten (10) consecutive or cumulative removals leading to change in placement.

3. **Out-of-school suspension (OSS).** OSS means removal from the school and the IEP-determined placement for all or part of a school day. OSS is always considered a disciplinary removal as it, by definition, ceases one or more of the required components of educational services. OSS must be counted in the ten (10) consecutive or cumulative removals constituting a change in placement.

4. **Informal Removal.** Informal removal includes action taken outside of IDEA's discipline provisions by school personnel in response to student behavior which results in the student being excluded for all or part of a school day or for an indefinite period of time. Examples of informal removals include:

   a. Removal for a portion of a school day that a student has been suspended;

   b. Removal of the student from class;

   c. Removal from LEA-provided transportation;

   d. Sending the student home early;

   e. Repeated reliance on law enforcement or school resource officer (SRO) intervention to manage behavior; or

   f. Calling a parent/guardian to pick up a student.

   g. Informal removals are considered disciplinary removals and must be counted in the ten (10) consecutive or cumulative removals leading to change in placement.

   Note: The use of a shortened school day or homebound instruction in a student's IEP to manage or minimize behavior are strategies that should be used only in extremely rare circumstances and should never be used for administrative convenience.

5. **Transportation Suspension.** Transportation suspension means suspension or removal from LEA-provided transportation as a disciplinary measure. When a student's IEP lists transportation as a related service, removal or suspension of transportation services is considered a disciplinary removal and must be counted in the ten (10) consecutive or cumulative removals leading to change in placement.

   a. If the IEP team determines that special transportation is required as a related service, it must be included in the IEP, and all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation. Whether a suspension from the bus counts as a suspension from school depends on whether bus transportation is identified on the IEP.

   b. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school (unless the LEA provides transportation services in some other way, such as "transportation in lieu of") because transportation is necessary for the student to obtain access to the location where all other services will be delivered.

c. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In this case, the student and the parent would have the same obligation to get to and from school as a student without a disability who had been suspended from the bus.

d. If the student's behavior on the bus results in a suspension from the bus, the IEP team shall consider whether the behavior should be addressed in the IEP through a Behavior Intervention Plan (BIP).

Section 3. Change of Placement

A student's educational placement describes the setting where the student's educational services are provided. Educational placement is determined by the IEP team after considering the student's needs, setting goals, and identifying the services required to meet those needs. Teams are obligated to make placement decisions that ensure the student is educated with nondisabled peers in the least restrictive environment to the maximum extent appropriate.

Educational placement does not necessarily refer to the physical location where services will be provided. Rather, "placement" refers to the continuum of educational settings and the overall amount of time the student will spend in the general education setting. Types of educational placements include:

1. General education setting
2. Special education setting
3. Home/hospital
4. Correctional facility
5. Parentally-placed in private school
6. Public/private residential setting
7. Public/private separate day school

A student's educational placement changes when the amount of time the student is served in a general education setting, including the amount of time the student participates with non-disabled peers, increases or decreases.

A. Disciplinary Actions Resulting in a Change of Placement

Educational services cannot cease for more than ten (10) school days, consecutive or cumulative, as a result of unilateral disciplinary removal. A disciplinary change of placement occurs when:

1. The student is unilaterally removed by the LEA from the IEP-determined placement for disciplinary reasons for more than ten (10) consecutive school days; or
2. The student is unilaterally removed by the LEA for more than ten (10) cumulative school days when the removals constitute a pattern. Disciplinary removals constitute a pattern:

a. when the series of removals, including instances of OSS, ISS, bus suspension when transportation is listed as a related service on the IEP, and other informal removals, ~~total~~ totals more than ten (10) school days in a school year;

b. when the student's behavior is substantially similar to behavior in previous incidents included in the series of removals; and/or

c. ~~because of such~~ when additional factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another are substantially similar to previous removals.

d. There are two primary considerations when determining whether a pattern of removals has occurred:

e. Consider the behavior itself, and whether the behavior is substantially similar to previous behavior that has resulted in removal. Consider whether behaviors are similar in terms of the antecedents, or triggers, leading to the behavior, and the type of behavior displayed.

f. Consider the school's response to behavior and whether removal as a response to challenging behavior has resulted in a pattern of removal.

Removals such as being sent to the office from class, missing lunch or recess, being "kicked out" of class, detention, removal from extracurriculars, or other removal from general education instruction and curriculum, special education services, or access to nondisabled peers as a result of disciplinary action shall be considered when determining whether there is a pattern of removals leading to a change in placement.

The LEA shall ensure that each instance of disciplinary removal, whether formal or informal and whether imposed for a full day or partial day, is documented. LEAs should intervene with challenging behavior leading to disciplinary removals as early as possible to implement measures to prevent continued removals.

See Section 4 of this chapter for more information about Manifestation Determination.

B. ~~Hearing Officer Actions Resulting in a~~ Change of Placement Ordered by a Hearing Officer

~~Through an expedited due process hearing, district~~ The LEA may ask a hearing officer to place a student with a disability in an appropriate Interim Alternative Educational Setting (IAES) through an expedited due process hearing. In seeking an order from a hearing officer to place a student in an IAES, the LEA ~~district~~ must:

1. prove that maintaining the current placement is substantially likely to result in injury to the student or others; and
2. indicate whether the request is for an *initial* period of not more than forty-five (45) school days or an *additional* period of not more than forty-five (45) school days.

In determining whether to grant an LEA's ~~a district's~~ request to place a student in an IAES, the hearing officer must determine that the IAES proposed by the IEP team is appropriate.

Section 4. Manifestation Determination

A. Determining the Need for Manifestation Determination

Whenever disciplinary action results in a change in placement the LEA ~~district~~ shall:

1. notify the parent/adult student of the disciplinary action to be taken on the date of the decision to take the disciplinary action and provide a copy of the *Procedural Safeguards Notice*;
2. conduct a manifestation determination immediately, if possible, but not later than ten (10) school days after the date on which the decision to take the disciplinary action is made.
    a. Teams should not wait until the need for a Manifestation Determination arises to address challenging behavior and determine whether additional supports including preventative, individualized positive behavior supports, an FBA, and/or a BIP are needed. The IEP team should continually monitor the student's educational performance, which includes behavior, and convene to address challenging behaviors as they arise.
    b. Educational services cannot cease for more than ten (10) school days; educational services must be provided on the eleventh (11^{th}) day and beyond, even while scheduling the Manifestation Determination.

See Section 3 above for information related to disciplinary actions resulting in a change of placement.

B. Manifestation Determination Process

A manifestation determination is the process used to review and determine the relationship between the student's disability and the behavior subject to disciplinary action. The results of the manifestation determination dictate the LEA's options and obligations related to further disciplinary action.

1. Team Members Included in the Manifestation Determination The parent/adult student and relevant IEP team members shall conduct the manifestation determination. When determining which IEP team members will participate in the manifestation determination review, consider the following:
    a. The parent/adult student shall be included;
    b. An LEA administrator shall be included; and
    c. Other relevant team members, including the following, shall be included:
        1) Individual(s) able to speak to the known impact of the student's disability, including current and past performance. This may include:
            i. School psychologist;
            ii. School counselor;
            iii. Speech language pathologist; and/or

iv. Other individuals who are qualified to interpret assessment results, review student records, and/or help the team understand the impact of the disability on behavior.

2) Individual(s) able to speak to the implementation of the IEP. This may include:

i. Special education teacher;

ii. Related services professionals;

iii. General education teacher;

iv. Behavior interventionist; and/or

v. Other individual(s) knowledgeable about the IEP and how it is implemented.

2. Manifestation Determination Review

a. The parent/adult student will be notified of the disciplinary action and provided with a copy of the *Procedural Safeguards Notice* not later than the date on which the decision to take disciplinary action is made.

b. A manifestation determination meeting will be held no later than ten (10) school days of any decision to change the placement of a student with a disability for disciplinary reasons. The team will consider:

1) the student's disability, which includes the student's identified disability or disabilities, areas of concern noted by the team or served through the IEP or BIP, history of behavior, and other relevant information;

2) whether the conduct in question is similar to or consistent with behavior previously demonstrated by the student;

3) teacher observations and input;

4) all relevant information in the student's file, including the student's IEP and historical records of behavior, discipline, and interventions provided; and

5) any relevant information provided by the parent/adult student;

c. In light of this information, the team will determine whether the conduct in question was:

1) caused by or had a direct and substantial relationship to the student's disability;

i. The team will consider the student's disability, which includes the student's identified disability or disabilities, areas of concern noted by the team or served through the IEP or BIP, history of behavior, and other relevant information. The team will consider whether the conduct in question is similar to or consistent with behavior previously demonstrated by the student.

ii. The team is NOT considering a specific eligibility category or disability and making general statements about how that disability

might affect a student. The team must consider how the known disability or disabilities of the student have been known to manifest for this student; or

2) the direct result of the LEA's failure to implement the IEP.

i. The team will review the student's IEP, and any current FBA, and BIP and determine whether the student has been provided the services and supports as outlined in the IEP and existing BIP.

ii. The team will also consider such factors as:

a. whether the student received all required services as listed in the IEP;

b. whether the student received accommodations and adaptations outlined in the IEP;

c. whether the student received the level of support and supervision agreed upon by the IEP team; and

d. whether all aspects of a current BIP were implemented consistently and correctly, including preventative, teaching, and response strategies.

Note: The team should consider more than whether the IEP was being implemented at the time that the behavior occurred. The team should also consider whether the IEP has been implemented correctly and consistently over time, and whether any failure to do so may have contributed to the behavior.

d. If the LEA, parent, and relevant IEP team members find that either *c. 1)* or *c. 2)* above is true, the student's behavior shall be determined to be a manifestation of the student's disability.

3. Manifestation Determination Review Consensus

a. All members of the team are expected to work toward consensus regarding manifestation determination to ensure the student receives a free appropriate public education (FAPE).

b. Consensus means a commitment of all team members to support the decision of the team, which requires that all members of the team have an opportunity for meaningful participation.

c. If the parent/adult student, school personnel, and other team members are unable to reach consensus regarding a decision, then school personnel on the team should seek consensus within the school team and provide written notice to the parent/adult student.

d. If school personnel are unable to reach consensus, then the LEA representative on the team shall make the decision and provide written notice to the parent/adult student.

e. The parent/adult student will be made aware of their procedural safeguards, including due process rights.

Section 5. Actions following a Manifestation Determination

The results of the Manifestation Determination Review determine what steps must be taken next and what disciplinary options are available to the LEA.

A. When the Behavior is a Manifestation of the Disability

If a student's behavior is determined to be a manifestation of the student's ~~his or her~~ disability~~,~~ ~~relevant members of~~ the IEP team~~, as determined by the parent and district,~~ ~~will~~ shall:

1. conduct an FBA and implement a BIP for the student if the LEA ~~district~~ had not conducted such an assessment prior to the behavior that resulted in a change in placement; or
2. review the BIP if one had previously been developed and modify it as necessary to address the behavior; and
3. return the student to the placement from which the student ~~he or she~~ was removed, unless the parent and LEA ~~district~~ agree in writing to a change of placement as part of the modification of the BIP.

~~If there were grounds to place a student in an IAES, the student may remain in the IAES even if there was a manifestation.~~

B. When the Behavior is ~~not~~ Not a Manifestation of the Disability

If the relevant members of the IEP team, which includes parents/adult students,~~, (relevant members determined by the parent and the district),~~ determine~~s~~ that the student's behavior was not a manifestation of ~~his or her~~ the disability, the same disciplinary procedures applicable to students without disabilities, including long-term suspension or expulsion, may be applied to the student with a disability. ~~The district will forward special education and disciplinary records for consideration to the board of trustees, which makes the final decision regarding the disciplinary action.~~ LEAs should consider whether the student is eligible for protections under Section 504 of the Rehabilitation Act before taking disciplinary action.

Even if the disciplinary action is to suspend or expel, the following provisions shall be met:

1. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability to continue to participate in the general education curriculum and the opportunity to advance toward achieving the goals set out in student's ~~his or her~~ IEP.

   See Section 6C of this chapter for more information about FAPE during expulsion.
2. An IEP team shall convene to develop an IEP that specifies what special education and related services will be provided during the period of suspension or expulsion and the setting where the services will be provided.

C. Interim Alternative Education Setting (IAES)

Placement in an IAES for forty-five (45) school days may occur regardless of whether the behavior is a manifestation of the disability when the criteria for such placement are met. If there were grounds to place a student in an IAES, the student may remain in the IAES even if the behavior is found to be a manifestation of the disability.

1. The LEA may remove ~~removes~~ a student to an Interim Alternative Educational Setting (IAES) for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:
   a. Carries a weapon to or possesses a weapon at school, on school premises, ~~or to~~ or at a school function under the jurisdiction of a State Education Agency (SEA) or a Local Education Agency (LEA); or
      1) ***Dangerous weapon*** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2½ inches in length.
   b. knowingly possesses or uses illegal drugs *or* sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
      1) ***Controlled substance*** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act [21 U.S.C. 812(c)].
      2) ***Illegal drug*** means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
   c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.
      1) ***Serious bodily injury*** means bodily injury which involves:
         i. a substantial risk of death;
         ii. extreme physical pain;
         iii. protracted and obvious disfigurement; or
         iv. protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

      To qualify for an IAES on this basis, the injury must be severe. Minor injuries are not sufficient.

D. Request for Expedited Hearing

An expedited hearing is a hearing that occurs within twenty (20) school days of the request for a hearing, with a decision rendered within ten (10) school days of the hearing. The party

requesting the hearing bears the burden of proof.

1. The parent/adult student may request an expedited due process hearing if the parent/adult student ~~he or she~~:
   a. disagrees with the determination that the behavior was not a manifestation of the student's disability;
   b. disagrees with any decision of the IEP team regarding a change of placement for disciplinary reasons, including a decision regarding the student's placement in an IAES during a disciplinary proceeding; or
   c. disagrees with the decision regarding the student's placement in an IAES.
2. The LEA ~~district~~ may request an expedited hearing if it believes that maintaining the current placement is substantially likely to result in injury to the student or to others.
3. When an expedited hearing ~~appeal of a disciplinary action~~ is requested (by the parent/adult student to challenge the disciplinary action or by the LEA ~~district~~ to seek removal to an interim setting), and the student was placed in an IAES, the student remains in the IAES pending the decision of the hearing officer or the expiration of the disciplinary placement term, whichever occurs first, unless the parent/adult student and LEA ~~district~~ agree otherwise.
4. ~~Resolution meeting requirements apply, unless waived by the parties. The resolution meeting timeline but are shortened to fifteen (15) and is seven (7) days.~~ A resolution session shall occur within seven (7) days of receipt of an expedited due process hearing request unless the parties agree in writing to waive the resolution session or go to mediation. Timelines are firm and may not be waived by either party.
5. The due process hearing shall proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of the hearing request, or the hearing request is withdrawn. There is no process for challenging the sufficiency of an expedited due process hearing request. Timelines are firm and may not be waived by either party.
6. A decision of a hearing officer in an expedited hearing is final. The decision may be appealed to either federal district court or state court or court of competent jurisdiction. ~~Federal or state district court~~.

See Chapter 13~~, Sections 4 and 5,~~ for an explanation of regular and expedited due process hearing rights and procedures.

Section 6. FAPE Considerations

A. Protections for Students Not Yet Eligible for Special Education

A student who has not been determined eligible for special education and who has violated any rule or code of conduct of the LEA ~~district~~ may assert the protections of the IDEA *if* the LEA ~~district~~ had knowledge that the student was a student with a disability before the behavior occurred that precipitated the disciplinary action.

1. **Basis of knowledge**

With limited exceptions, which are described in item 2 below, the LEA ~~district~~ will be deemed to have knowledge that an individual is a student with a disability if, before the behavior that precipitated the disciplinary action occurred, one or more of the following is true:

a. The parent or adult student has expressed concern to a teacher or LEA administrator that the student may need special education and related services; ~~supervisory or administrative district personnel or a teacher of the child that the student is in need of special education and related services.~~

b. The parent/adult student has requested that the student be evaluated for special education; or

c. The student's teacher or other LEA ~~district~~ personnel have expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other LEA ~~district~~ supervisory personnel in accordance with the LEA's ~~district's~~ established Child Find system or special education referral system.

2. **No basis of knowledge**

The LEA ~~district~~ will be deemed not to have knowledge that an individual is a student with a disability if one or more of the following is true:

a. An evaluation was conducted and a determination was made that the student did not have a disability;

b. The parent/adult student did not give written consent for an evaluation; or

c. The parent/adult student refused special education services.

If the LEA ~~district~~ did not have a basis of knowledge that a student was a student with a disability prior to taking disciplinary measures, the student is subjected to the same disciplinary measures applied to all other students who engage in comparable behaviors.

B. Parent Request for Evaluation

If a request for an evaluation of a student who is not currently eligible for special education is made during the period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Pending the results of the evaluation, the student will remain in the educational placement determined by LEA ~~district~~ officials, which can include suspension or expulsion without educational services.

1. If the student is subsequently determined eligible for special education, the LEA ~~district~~ shall:

a. Convene an IEP team meeting to develop an IEP.

b. Conduct a manifestation determination.

1) If the behavior is caused by or had a substantial relationship to the student's disability, the disciplinary action must be set aside, and the student must be

provided appropriate educational services in the least restrictive environment (LRE).

2) If the behavior is ~~not~~ neither caused by nor had a substantial relationship to the student's disability, the student is subject to the disciplinary placement that had been determined, but the student ~~he or she~~ is still entitled to receive FAPE, which is determined by the IEP team.

   i. Educational services cannot cease for more than ten (10) school days in a school year.

   ii. Educational services shall be provided to the extent necessary to allow the student with a disability access to the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

3) If there were grounds to place a student in an IAES, the student may remain in the IAES for up to forty-five (45) school days even if the behavior is found to be a manifestation of the disability.

   See Section 5 of this chapter for information about placement in an IAES.

2. If the evaluation team determines that the student is not eligible for special education, the student ~~he or she~~ will be subject to the same disciplinary actions as all other students. LEAs should consider whether the student is eligible for protections under Section 504 of the Rehabilitation Act before taking disciplinary action.

C. FAPE during IAES and Expulsion

Students with disabilities continue to have the right to FAPE during the period of expulsion or placement in an IAES. This means that educational services must be provided. In the case of expulsion, services may be provided in a different location than outlined in the student's current IEP and may limit or eliminate access to nondisabled peers during the expulsion period. During the period of expulsion or IAES placement, services shall be provided to the extent necessary to:

1. allow the student to continue to participate in the general education curriculum;
2. provide an opportunity to advance toward achieving the goals set out in the student's IEP; and
3. allow the student to receive, as appropriate, a functional behavior assessment (FBA) and behavioral intervention services and modifications that are designed to address the behavior so that it does not recur.

It is not sufficient to provide only special education and related services during an expulsion period. The student must continue to have access to the general education curriculum and to progress toward grade-level standards that apply to all students. Behavior needs and goals must also continue to be addressed, regardless of the location of services and for the duration of the expulsion.

The primary difference in the provision of FAPE for a student during expulsion is the location of services and access to peers, the school environment, and other curricular and non-curricular activities. The IEP team determines what services will be provided and the location of the service provision. The IEP team cannot decide to provide less than what is required for the student to receive a FAPE.

The LEA that expels the student is responsible for the provision of FAPE for the duration of the expulsion period or until the student enrolls in another public school. The LEA is also responsible for ensuring that the expelled student participates in all required State and Federal testing, such as the ISAT, IRI, and Access testing. Although Idaho Code indicates that expelled students are considered exited students for the purpose of participation in required State assessments, this provision does NOT apply to IDEA-eligible students who have been expelled.

Section 7. Restraint and Seclusion

A. Definitions

The following definitions apply to the use of restraint and seclusion:

1. **Corporal Punishment.** Knowingly and purposely inflicting physical pain on a student as a disciplinary measure.
2. **Chemical Restraint.** Using drugs or medication to control behavior; not including those prescribed by and administered in accordance with the directions of a qualified health professional.
3. **Mechanical Restraint.** The use of any device or equipment to restrict a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:
    a. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
    b. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
    c. Restraints for medical immobilization; or
    d. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
4. **Physical Escort.** Temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of directing a student to a safe location. Physical escorting that involves methods used to immobilize a student's movement should be considered a physical restraint.
5. **Physical Restraint.** Personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. The term physical restraint does not include a physical escort.

6. **Seclusion.** The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

B. Use of Restraint and Seclusion

1. Corporal punishment shall not be used.
2. Chemical restraint shall not be used.
3. Restraint and/or seclusion:
   a. shall not be used as forms of discipline or methods of classroom governance;
   b. may be deployed only in circumstances where a student's conduct has placed self, employees, or any other individual in imminent danger of serious bodily harm; and
   c. shall be terminated immediately once it is determined that the student is no longer an immediate danger to self or to any other individual or when a parent or legal guardian has taken custody of the student.

Section 8. Other Considerations

A. Referrals to and Action by Law Enforcement and Judicial Authorities

1. The LEA ~~district~~ may report a crime committed by a student with a disability to appropriate authorities. The IDEA does not prevent state law enforcement or judicial authorities from exercising their responsibilities, with regard to the application of federal and state law, for crimes committed by a student with a disability.

   a. Referral to law enforcement does not take the place of IDEA-required procedures outlined in this chapter. The LEA continues to have the obligation to ensure that disciplinary procedures for students with disabilities are in place and that students continue to receive FAPE.

   b. Overreliance on an SRO or law enforcement intervention as a means of managing challenging behavior may result in a denial of FAPE.

2. If a student brings a firearm to school, law enforcement shall be contacted pursuant to the Gun-Free Schools Act.

3. If the LEA ~~district~~ reports a crime, it will ensure that copies of the special education and disciplinary records of the student are given to the appropriate law enforcement authorities for their consideration, to the extent the release of records is permitted by the Family Educational Rights and Privacy Act (FERPA). Generally, the release of records requires consent, but exceptions are listed in Chapter ~~11, Section 5.~~ 12.

B. Court Actions Resulting in a Change of Placement by Court Order (Honig Injunction)

~~In extreme circumstances, District administrators may seek a court order (called a "Honig Injunction") to remove a special education student from school or the current placement at any time. Educational services [FAPE] shall not cease during an injunction.~~

If the LEA ~~district~~ believes that a student is too dangerous to remain in the student's current placement, the LEA ~~district~~ may seek a court order (commonly called a Honig injunction) changing the student's placement or barring the student from attending school. The LEA ~~district~~ may seek a Honig injunction in lieu of requesting an IAES from a hearing officer. To receive a Honig injunction, an LEA ~~district~~ and its attorney need the following two critical items:

1. In-depth documentation establishing the serious danger posed by the student—not only documentation of the action causing the request for the injunction, but also documentation of the student's previous actions; and
2. Documentation of the actions taken by the school to prevent problem behavior, such as implementing a functional behavioral assessment, behavioral intervention plans, safety plans, and positive behavioral interventions and supports and other strategies.

If a Honig injunction is granted, the student must receive a FAPE, including services necessary to enable the student to participate in the general curriculum and progress toward meeting the student's IEP goals. Courts have given schools broad discretion in selecting the setting in which the services will be provided.

See Legal Citations for more information.

C. Transfer of Discipline Records

Section 33-209, Idaho Code, requires that whenever a student transfers to a new school and a school record contains information concerning violent or disruptive behavior or disciplinary action involving the student, this information shall be included in the transfer of records to the new school. The transmission of the student's record shall include ~~both~~ the student's current IEP, including the FBA~~,~~ and BIP, and any current or previous disciplinary action taken. This information will be contained in a sealed envelope marked to indicate the confidential nature of the contents and addressed to the principal or other administrative officer of the school.

When the LEA ~~district~~ initiates disciplinary proceedings applicable to all students, the special education and disciplinary records of students with disabilities shall be given to authorized LEA ~~district~~ personnel for their consideration in making the final determination regarding the disciplinary action.

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CHAPTER ~~11~~ 12: PROCEDURAL SAFEGUARDS

~~This chapter reflects changes in procedural safeguards as a result of the IDEA.~~

Section 1. Procedural Safeguards Notice

~~A parent/adult student has specific procedural safeguards given to him or her by the IDEA and state law.~~ The IDEA provides specific procedural safeguards to the parent/adult student. The Idaho Department of Education has developed and made available a document known as the *Procedural Safeguards Notice* ~~Each district has a document titled *Procedural Safeguards Notice* that is provided to parents/adult students~~ which contains a full explanation of ~~the~~ special education rights. The *Procedural Safeguards Notice* ~~shall include~~ includes a full explanation of the procedural safeguards, ~~written in the native language of the parents (unless it clearly is not feasible to do so) and~~ written in an easily understandable manner. The LEA shall provide the *Procedural Safeguards Notice* in the native language of the parents (unless it is clearly not feasible to do so).

A. Procedural Safeguards Notice Contents

The following ~~table lists~~ list names various topics contained in the *Procedural Safeguards Notice* ~~and identifies what chapter in this Manual provides more information about each topic~~.

1. Parental consent
2. Written notice
3. Access to educational records
4. Independent educational evaluation (IEE)
5. The opportunity to present and resolve complaints, including:
   a. The time period in which to make a complaint
   b. The opportunity for the LEA to resolve the complaint
   c. The availability of Idaho Department of Education mediation
   d. The differences between a due process hearing complaint and state complaint
6. The student's placement during pendency of due process proceedings
7. Procedures for students who are subject to placement in an interim alternative educational setting (IAES)
8. Requirements for unilateral placement by parents of students in private schools at public expense
9. Due process hearings, including requirements for disclosure of evaluation results and recommendations
10. Civil actions, including the time period in which to file such actions
11. Attorney fees

~~Topic~~	~~Chapter~~
~~1. parental consent~~	~~11~~
~~2. written notice~~	~~11~~
~~3. access to educational records~~	~~11~~
~~4. independent educational evaluation (IEE)~~	~~11~~
~~5. the opportunity to present and resolve complaints, including:~~ ~~a. the time period in which to make a complaint~~ ~~b. the opportunity for the district to resolve the complaint~~ ~~c. the availability of SDE mediation~~ ~~d. the differences between a due process hearing complaint and state complaint~~	~~13~~
~~6. the student's placement during pendency of due process proceedings~~	~~13~~
~~7. procedures for students who are subject to placement in an interim alternative educational setting (IAES)~~	~~12~~
~~8. requirements for unilateral placement by parents of students in private schools at public expense~~	~~9~~
~~9. due process hearings, including requirements for disclosure of evaluation results and recommendations~~	~~13~~
~~10. civil actions, including the time period in which to file such actions~~	~~13~~
~~11. attorney fees~~	~~13~~

B. When the Procedural Safeguards Notice Is ~~Provided~~ Offered

The LEA ~~district will~~ shall offer ~~provide a~~ the *Procedural Safeguards Notice* that includes a full explanation of the special education rights afforded the parent/adult student: ~~only once per year, except that a copy will be given to the parent/adult student:~~

1. at least once annually
2. upon an initial referral or parent/adult student request for evaluation;
3. upon the first occurrence of a filing of a due process hearing or a state complaint in a school year;

4. when a decision is made to take a disciplinary action that constitutes a change of placement; and

5. upon request by the parent.

~~A~~ The *Procedural Safeguards Notice* suitable for copying can be found in the ~~document section of this chapter~~ Appendix of this Manual, and on the Idaho Department of Education's Dispute Resolution webpage under Chapter 12 of the Idaho Special Education Manual.

Section 2. Domestic Considerations

A. Parent

1. Definition

The term "parent" means:

a. a biological, adoptive, or foster parent of a child;

b. a guardian (but not the state if the child is a ward of the state);

c. an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives;

d. an individual who is legally responsible for the child's welfare;

e. an adult student, if rights have transferred; or

f. a surrogate parent who has been appointed by the LEA ~~district~~.

2. Determining Who Has Parental Rights

In determining who has parental rights, individuals should be considered in the following order of priority:

a. a biological or adoptive parent; unless a Court orders a specific person to act as the parent or to make educational decisions on behalf of the ~~child~~ student;

b. a person who has legal documentation (guardianship, power of attorney, custody agreement) of being responsible for the student's welfare;

c. a grandparent, stepparent, other relative, or foster parent with whom the student lives and who is acting as a parent; or

d. a surrogate parent appointed by the LEA ~~district~~ to represent the student's interests in educational decisions.

B. Surrogate Parent

1. Definition

A "surrogate parent" is an individual assigned by the LEA ~~district~~ to assume the rights and responsibilities of a parent under the IDEA in any of the following circumstances:

a. No parent can be identified or located for a particular student.

b. The student is a ward of the state.

c. The student is an unaccompanied homeless youth.

The surrogate parent has the same rights as a biological parent throughout the special ~~educational~~ education decision-making process.

2. Referral for a Surrogate Parent

Any person who is aware that a student may need a surrogate parent may make a referral for a determination as to the student's need for a surrogate parent to the LEA's ~~district's~~ special education director or an appropriate LEA ~~district~~ administrator. ~~The district~~ The LEA's special education director or an appropriate LEA administrator will appoint a surrogate parent in any of the following circumstances:

a. A parent cannot be identified.

b. A parent cannot be found after reasonable efforts to locate the parent.

c. The student is a ward of the state. If a state judge has appointed a surrogate parent to oversee the care of a student who is a ward of the state, the judge-appointed surrogate may make decisions regarding the student's education, including special education, provided he or she meets the criteria for ~~a district~~ an LEA-appointed surrogate parent.

d. The student is a homeless youth who is unaccompanied.

The LEA ~~district~~ will make a good faith effort and maintain records of attempts to locate a parent. The LEA ~~district~~ cannot appoint a surrogate parent when the biological parent is available but chooses not to participate. When a surrogate parent is needed for a student, the LEA ~~district~~ will appoint a surrogate parent who meets the conditions set forth in item 3, below. The LEA ~~district~~ will make reasonable efforts to assign a surrogate parent within thirty (30) calendar days after it determines that the student needs a surrogate parent.

3. Criteria for Serving as a Surrogate Parent

A surrogate parent may represent the student in all matters relating to identification, evaluation, placement, and the provision of FAPE. The surrogate parent shall:

a. Have knowledge and skills that ensure ~~effective~~ adequate representation.

b. Have no personal or professional interest that conflicts with the interest of the student.

c. Meet the following conditions:

1) is not an employee of the ~~SDE~~ Idaho Department of Education, the LEA ~~district~~, or any other agency that is involved in the education or care of the student; and

2) is not an employee of a nonpublic agency that provides educational care for the student.

Note: A person who otherwise qualifies to be a surrogate parent is not an employee of the LEA ~~district~~ or agency solely because he or she is paid to serve as a surrogate parent.

In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all the requirements.

C. Adult Students and the Transfer of Rights

An "adult student" is a student who is at least eighteen (18) years of age to whom special education rights have transferred under the IDEA and Idaho Code.

1. Discussion of the Transfer of Rights: Not later than the student's seventeenth (17^{th}) birthday, the IEP team shall discuss the transfer of special education rights to the student. Special education rights will transfer from the parent to the adult student when the student turns eighteen (18) years of age unless:

   a. the IEP team determines that the student does not have the ability to ~~make informed decisions~~ provide informed consent with respect to ~~his or her~~ the student's educational program; or

   b. a parent has obtained legal guardianship from a Court including the scope of educational matters.

2. Basis for Denial of Transfer: During the IEP team meeting to discuss the transfer of rights, the IEP team will use the following as the basis for any denial of the transfer:

   a. Evaluation data, test results, written reports, teacher observation, education records, and parent input, including whether the parent intends to seek guardianship.

   b. Answers to the following questions:

      1) Is the student capable of understanding ~~his or her~~ their rights?

      2) Is the student capable of exercising ~~his or her~~ their rights?

      3) Is the student capable of understanding the consequences and impact of ~~his or her~~ their decisions?

3. Following a Determination Concerning the Transfer of Rights: ~~When the student's special education rights transfer at age eighteen (18), the parent and student will be~~

~~informed that rights have transferred.~~ The IEP shall contain a statement referring to the transfer (or not) of rights:

a. If the team determines that there is no relevant information about the student to prohibit the transfer of rights at age eighteen (18), the student's IEP shall contain a statement that the student has been informed that special education rights will transfer to him or her. The parent retains the right to receive notices required by the IDEA until the student's special education rights transfer at age eighteen (18).

b. If the IEP team determines that the student lacks the ability to provide informed consent with respect to his or her educational program, a statement will be included in the IEP indicating that the parent, or other individual if the parent is not available, will retain all special education rights after the student reaches age eighteen (18).

~~c. If rights have transferred, the district shall continue to provide notices to the parent, but nothing under the IDEA requires parent participation in the process.~~

4. When the student's special education rights transfer at age eighteen (18), the parent and student will be informed that rights have transferred.

5. Revoking a Transfer of Rights: There is nothing in federal or state law that prohibits the IEP team from changing its decision later, based on new information and input. Under state law, a parent can provide legal documentation of a student's incompetence *after* the student reaches age eighteen (18).

D. Emancipated ~~or Married~~ Minors

Idaho law provides that a student under the age of 18 is emancipated by either marriage, by legal proceeding, or in active military service. ~~does not provide for the emancipation of minors. However, minors~~ Minors who have been emancipated by a court of law in another state are considered ~~an~~ adults in Idaho. Emancipated minors should be able to provide the legal court document awarding them the power and capacity of an adult. A student under age eighteen (18) who claims to be an emancipated minor but is unable to provide documentation should be assigned a surrogate parent by the LEA ~~district~~ if a parent cannot be located.

Students under the age of eighteen (18) who are married ~~to an adult, eighteen (18) years or older,~~ are ~~not~~ emancipated minors in Idaho and ~~do not~~ have the power and capacity of an adult student. ~~Instead, the spouse acts as the guardian of the student regarding legal rights and responsibilities.~~

E. Ward of the State

The term "ward of the state" means a child who, as determined by the state where the child resides, is a foster child, or a ward of the state *or* is in the custody of a public child welfare agency. The term does not include a foster child who has a foster parent who meets the definition of a parent in Section 2A.

F. Child Custody

1. Definitions of Custody

   The following definitions of custody are used by Idaho courts in divorce proceedings:

   a. **Joint custody** means an order awarding custody of a minor child to both parents and providing that physical custody shall be shared by the parents in such a way as to assure the child frequent or continuing contact with both parents. A court may award either joint physical custody or joint legal custody, or both. If the court has declined an order awarding joint custody, the court order shall state in the decision the reason for denial of joint custody.

   b. **Joint physical custody** means by court order, ~~awarding~~ each of the parents were awarded significant periods of time in which a child resides with or is under the care and supervision of each of the parents. The actual amount of time with each parent is determined by the court. ~~Generally, one of the parents is awarded primary physical custody.~~

   c. **Joint legal custody** is a judicial determination ~~means~~ that the parents or parties are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of a child. ~~In Idaho, parents have joint legal custody unless the rights of one or both parents have been terminated.~~

2. Conflicts Between Parents Who Have Joint Custody

   a. **Custody questions**: When it is known that a custody question exists that involves the relevant ~~legal~~ custodial status of one or both parents of a student, the LEA ~~district~~ will ask the parent(s) to furnish a copy of the pertinent court order or decree, if one exists, to clarify the question at issue. School personnel will abide by the most recent court order or decree.

   b. When LEA ~~district~~ personnel receive conflicting information about custody, they will (a) initially follow the instructions of the parent with whom the child currently resides and (b) request a certified court document to clarify the custody issue.

   c. **Conflicting instructions**: When parents who have joint legal custody give conflicting instructions, the LEA's ~~district's~~ obligation is to inform the parents that any action proposed or refused will be based on the needs of the student and in accordance with the IDEA requirements. Both the LEA ~~district~~ and either parent have options under the IDEA to resolve disagreements, including ~~SDE~~ Idaho Department of Education Dispute Resolution processes such as mediation and due process hearings.

   d. **Access to records**: A parent who does not have primary physical custody has the same right to access records and to participate in special education decision making as does the parent with primary physical custody, unless otherwise specifically stipulated by a court. ~~Idaho Code states, "Notwithstanding any other provisions of law, access to records and information pertaining to a minor child including, but not limited to medical, dental, health, and school or educational records, shall not be denied to a parent because the parent is not the child's custodial parent." Another provision of the law allows the~~ The parent with primary physical custody ~~to~~ may request in writing that a minor child's address be deleted from any record to prohibit the other parent from learning the child's

address by having access to school records.

e. **Parental disagreement of consent:** When parents, both with legal authority to make educational decisions for their child, disagree on the revocation of consent for special education and related services, one parent may revoke consent in writing for his or her child's receipt of special education and related services at any time. The LEA ~~district~~ must accept either parent's revocation of consent, and provide written notice to the parents. After revoking consent, a parent maintains the right to subsequently request an ~~initial~~ evaluation which ~~must~~ shall be treated as an initial evaluation and not a re-evaluation for special education. A parent who disagrees with the other parent's ~~another parent regarding~~ revocation of special education services is not entitled to resolve the dispute through an IDEA due process hearing.

Section 3. Informed Consent

A. Definition

Consent is written approval given by a parent/adult student who has been fully informed of and understands all information relevant to the activity for which consent is sought. The request for consent describes the activity for which consent is sought and lists the records, if any, that will be released and to whom. All information shall be provided in the native language or mode of communication of the parent/adult student, unless not feasible to do so. The parent/adult student shall be informed that the approval is voluntary and may be revoked at any time prior to the action. Consent is indicated by the parent's/adult student's signature.

B. Actions Requiring Consent

The following actions require the LEA ~~district~~ to obtain written consent. Some of the actions that require written consent from the parent/adult student also require prior written notice from the LEA ~~district~~.

1. Informed written consent *and* written notice are required when:

   a. ~~Conducting assessments as part of an initial evaluation to determine whether a student is eligible for special education.~~ Conducting an initial evaluation of the student to determine whether the student qualifies for special education as a student with a disability. Written consent is required for initial evaluation even if the team determines no new assessments are necessary.

   b. Conducting any new assessment as part of a ~~for~~ reevaluation. ~~that involves more than a review of existing information~~. ~~This includes any assessments that are conducted after a student has been determined eligible for special education.~~ ~~If a specific assessment was not listed on the *Consent for Assessment* form, then the district shall secure written consent again in order to conduct that particular assessment.~~ If, after written consent has been obtained, the team determines the need to assess another area, written consent shall be sought for that area. Written notice shall be provided when proposing to complete a reevaluation using only existing information. See section C.1, below.

c. Conducting any new assessment that is not part of an initial evaluation or reevaluation process. Assessment results shall be reported in written notice.

d. Initially providing special education and related services to a student with a disability.

2. Informed written consent is required when:

a. Using an individual family service plan (IFSP) instead of an IEP for students ages three (3) through five (5).

b. Disclosing personally identifiable information to unauthorized persons, unless provided as an exception under the Family Educational Rights and Privacy Act (FERPA) regulations. The written consent shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure will be made.

c. Accessing private insurance to pay for services listed in the IEP.

d. The LEA ~~district~~ requests to bill Medicaid (with some exceptions). The parent/adult student shall be informed of the frequency, amount, and type of services that the LEA ~~district~~ will be submitting to Medicaid for reimbursement as identified on the student's IEP.

e. Inviting outside agency representatives providing transition services to an IEP team meeting.

f. Sharing ~~of~~ information between the LEA ~~district~~ of location and the LEA ~~district~~ of residence with a parentally placed elementary or secondary student.

g. Requesting the ~~The~~ excusal of an IEP team member from an IEP team meeting ~~when the meeting involves a modification or discussion of the member's area of the curriculum or related services~~.

C. When Consent Is Not Required

The LEA ~~district~~ is not required to obtain informed consent when:

1. a review of existing information ~~data~~ is part of an evaluation ~~or a reevaluation~~. In the case of a reevaluation, written notice shall be provided when proposing to complete the reevaluation using only existing information;

2. tests are administered to both general and special education students in a grade or class and consent is not required for all students;

3. teacher or related-service-provider observations, ongoing classroom evaluation, or criterion-referenced tests are used in determining a ~~as assessments in determining the~~ student's progress toward goals, objectives, and benchmarks on the IEP;

4. screening to determine appropriate instruction strategies for curriculum implementation;

5. ~~a disclosure of~~ disclosing personally identifiable information to persons authorized to have access under FERPA or the Idaho Student Data Privacy Act, Section 33-133, Idaho Code; **or**

6. an IEP team reviews and revises a student's IEP. ~~However, the parent/adult student may file a written objection if he or she disagrees with all or part of the changes to the IEP.~~

D. Refusal to Give Consent

A parent/adult student may refuse to give written consent for an assessment, initial special education services, or the release of information that the LEA ~~district~~ believes is necessary to ensure FAPE during the reevaluation process.

If the parent ~~does not~~ refuses to provide consent for the reevaluation assessment, the LEA ~~district~~ may choose not to pursue the reevaluation. ~~requesting SDE Idaho Department of Education mediation and/or a due process hearing if~~ If the LEA ~~district~~ determines through a review of existing data~~,~~ that the information does not continue to support the determination of eligibility for special education services~~. In this case~~ the LEA ~~district~~ shall provide the parent with written notice of the proposed action to discontinue the provision of FAPE to the student based on a review of existing data.

The LEA ~~district~~ may also choose to pursue the reevaluation through ~~SDE~~ Idaho Department of Education mediation and/or by requesting a due process hearing. If the hearing officer determines that the action is necessary, and the parent/adult student does not appeal the decision, the LEA ~~district~~ may proceed with the proposed action. The LEA ~~district~~ shall provide the parent with written notice of the proposed actions.

The LEA ~~district~~ shall obtain ~~secure~~ written consent for the initial provision of special education and related services. There is no mechanism available to overturn a parent's/adult student's decision *not* to provide written consent for ~~initial evaluation or~~ the initial provision of services. In the case of an initial evaluation or initial provision of services, if a parent/adult student fails to respond to reasonable measures to gain consent or does not consent, the LEA ~~district~~ cannot be charged with failing to provide FAPE to the student and is not required to convene an IEP team meeting or ~~develop~~ implement an IEP for special education or related services.

E. Failure to Respond to a Request for Consent Regarding Reevaluation Assessment

When a parent/adult student fails to respond to reasonable measures taken by the LEA ~~district~~ to obtain written consent to determine continued eligibility, the LEA ~~district~~ may proceed with the ~~evaluation~~ reevaluation. The LEA ~~district~~ shall ~~have~~ maintain a record of its attempts to gain consent by documenting telephone calls made or attempted, correspondence sent, and/or visits made to the home or place of employment. Failure to respond is not the same as refusing consent for reevaluation.

F. Revoking Consent for Evaluation

Consent previously given for an evaluation or an individual assessment, the initial provision of

special education and related services, and the disclosure of information may be revoked, but a revocation of consent is not retroactive and does not negate any action that has occurred after the consent was given and before the consent was revoked. ~~only before the action occurs.~~ If consent is revoked for evaluation, the LEA ~~district~~ may continue to pursue the action by requesting a due process hearing. If the hearing officer determines that the action for which consent is sought is necessary, and the decision is not appealed, the LEA ~~district~~ may proceed with the action without the written consent of the parent/adult student. Consent must be revoked in writing.

See Chapter 4 for more information about consent.

Section 4. Written Notice

A. Definition

Written notice is the act of informing a parent/adult student in writing within a reasonable amount of time [a period of ten (10) calendar days unless exceptional circumstances apply; see Glossary for complete definition], before the LEA ~~district~~ proposes to initiate or change, or refuses to initiate or change, the student's special education identification, the evaluation, educational placement, or provision of FAPE.

B. Criteria for Written Notice

1. Written notice must be provided ~~in~~ within a reasonable amount of time before implementing the proposed action.

2. Written notice shall be in language understandable to the general public. It must be provided in the native language or other mode of communication normally used by the parent/adult student unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the LEA ~~district~~ shall take steps to ensure the following:

   a. The notice is translated orally or by other means in the native language or other mode of communication.

   b. The parent/adult student understands the content of the notice.

   c. There is written evidence that the notice requirements of this section have been met, such as a written record in the student's special education file documenting what was discussed.

When a parent/adult student disagrees with the LEA's ~~district's~~ written notice of a proposed or refused action, he or she can attempt to remedy the dispute using ~~SDE~~ Idaho Department of Education processes, such as IEP facilitation, mediation, formal complaint procedures, or due process hearing procedures afforded by the IDEA. ~~In addition, the parent/adult student may have the right to prevent the district from taking action by filing a written objection with the district.~~

C. Written Notice Is Required

1. The LEA ~~district~~ shall provide written notice within a reasonable amount of time in the

following circumstances:

a. before proposing or refusing to initiate or change the following:

1) identification of the student;

2) any assessments for initial evaluation or reevaluation;

3) educational placement; or

4) the provision of FAPE.

~~2. After the district's decision to refuse a parent's/adult student's request to initiate or change the identification, assessment, placement, or provision of FAPE.~~

b. If the LEA ~~district~~ refuses to convene an IEP team meeting at the request of a parent/adult student.

c. If the ~~district~~ LEA makes a change in the IEP after an IEP team meeting to correct a typographical error which results in a change in the services provided to a student.

d. When the evaluation team determines that additional assessments are not required during a reevaluation to determine whether the student continues to meet eligibility criteria, the LEA ~~district~~ shall provide written notice to the parent/adult student of the decision and the reasons for that decision. The parent/adult student must also be informed of his or her right to request assessments, when necessary, to determine continued eligibility.

e. If a parent files a due process hearing request. The LEA shall provide~~, the district is required to give~~ written notice specific to the issues raised in the due process hearing request within ten (10) days.

f. If the LEA ~~district~~ has determined that the student is being removed for disciplinary purposes ~~which~~ and the removal constitutes a change of placement.

g. If the parent/adult student revokes consent for the continued provision of special education.

D. Written Notice is Not Required

The LEA ~~district~~ is not required to provide written notice in the following situations:

1. when reviewing existing data as part of an evaluation ~~or a reevaluation (however, the parent/adult student shall be afforded the opportunity to participate in the review of existing data)~~;

2. when tests are administered to ~~both general and special education~~ all students in a grade or class;

3. when teacher or related service provider observations, ongoing classroom evaluation, or criterion-referenced tests are used ~~as assessments~~ in determining ~~the~~ a student's progress toward goals, objectives and benchmarks on the IEP; or

4. ~~if outside observation is in relation to teacher's general practices.~~ when a student is screened by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.

E. Content of Written Notice

The content of written notice is intended to provide the parent/adult student with enough information so that ~~he or she~~ the parent/adult student is able to fully understand the ~~district~~ LEA's proposed action or refused action and to make informed decisions, if necessary.

The written notice shall include the following:

1. a description of the action proposed or refused by the ~~district~~ LEA;
2. an explanation of why the ~~district~~ LEA proposes or refuses to take the action;
3. a description of any other options the IEP team considered and the reasons why those options were rejected;
4. a description of each procedure, assessment, record, or report that the ~~district~~ LEA used as a basis for the proposed or refused action;
5. a description of any other factors relevant to the proposed or refused action;
6. a statement that the parent/adult student has special education rights and a description of how to obtain a copy of the *Procedural Safeguards Notice*; and
7. sources to contact in obtaining assistance in understanding the *Procedural Safeguards Notice*.

F. Objection to ~~District~~ LEA Proposal

If a parent/adult student disagrees with an IEP program change or placement change that is proposed by the IEP team, ~~he or she~~ the parent/adult student may file a written objection to all or part of the proposed change. ~~The district will respond as follows:~~

~~1. If the objection is postmarked or hand delivered within ten (10) calendar days of the date the parent/adult student received the written notice, the changes to which the parent/adult student objects cannot be implemented for fifteen (15) calendar days or as extended through mutual agreement by the district and parent/adult student while the parties work to resolve the dispute.~~

~~2. If a proposed change is being implemented during the ten (10) day period and an objection is received, the implementation of that change shall cease.~~

~~3. If an objection is made after ten (10) calendar days, the district may continue to implement the change, but the parent/adult student retains the right to exercise other procedures under the IDEA.~~

The parties may resolve a disagreement using methods such as holding additional IEP team meetings or utilizing ~~SDE~~ Idaho Department of Education Dispute Resolution processes, such as facilitation or mediation. If these attempts fail or are refused, the proposed IEP shall be implemented ~~after fifteen (15) calendar days~~ unless a due process hearing request is filed to obtain a hearing officer's decision regarding the proposed IEP, unless it is an initial IEP.

A parent's/adult student's written objection to an IEP or placement change cannot be used to prevent the ~~district~~ LEA from unilaterally placing the student in an IAES in accordance with the IDEA procedures for discipline of a student or to challenge an eligibility/identification determination.

Section 5. Confidentiality and Access to Records

The ~~district~~ LEA shall collect, use, and maintain information about a student to make appropriate decisions concerning special education and the provision of FAPE. A student's special education case manager, usually the special education teacher, should organize all relevant records specific to ~~district~~ LEA guidelines and the IDEA requirements.

The IDEA and Family Educational Rights and Privacy Act (FERPA) contain provisions to protect the confidentiality of personally identifiable information (PII) in student special education records. These statutes also provide for the right to review and inspect records.

A. Definitions

A "record" is defined as personally identifiable information directly related to the student and maintained by the ~~district~~ LEA or a party acting for the ~~district~~ LEA. A student record can be written or electronic.

1. "Personally identifiable information" means information that contains:
    a. The name of the student, the student's parent, or other family member;
    b. The address of the student;
    c. A personal identifier, such as the student's social security number or student number; or
    d. A list of personal characteristics or other information that would make it possible to identify the student with reasonable certainty.

2. The term "record" may include, but is not limited to, the following:
    a. identifying data (name, address, parents, siblings, ~~Social Security~~ social security number, list of personal characteristics making identification reasonably certain by a person in the school community);
    b. academic work completed (courses taken, transcript);
    c. level of achievement (grades, portfolios, performance assessments, scores on standardized achievement tests, etc.);
    d. attendance data;

e. scores and protocols of standardized intelligence, aptitude, and psychological tests;

f. records of teachers, counselors, medical personnel, and psychologists working directly with a student if disclosed to others;

g. interest inventory results;

h. observations and verified reports of serious or recurring behavior patterns;

i. videotapes or audiotapes;

j. health data including medical assessments;

k. family background information;

l. transportation records;

m. student records maintained by agencies and individuals contracting with the ~~district~~ LEA; and

n. email, text messages, or other written notes sent regarding the student or the student's family, to the extent these communications are maintained by the ~~district~~ LEA.

3. The term "record" does not include:

a. records of instructional, supervisory, ancillary, and administrative personnel that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

b. records created by law enforcement units of schools and maintained separately for non-educational purposes; ~~and~~

c. employment records about a student who is employed by a school or ~~district~~ LEA. (Note: Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records ~~and not excepted~~);

d. records on a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, that are:

i. made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;

ii. made, maintained, or used only in connection with treatment of the student;

iii. disclosed only to individuals providing the treatment (Note: ~~"Treatment"~~ "treatment" does not include ~~remediation~~ remedial educational activities or activities that are a part of the program of instruction); and

e. grades on peer-graded papers before they are collected and recorded by a teacher.

B. Protection of Records

The ~~district~~ LEA shall prevent unauthorized disclosure of personally identifiable information pertaining to students with disabilities. "Disclosure" is the release, transfer, or other communication of education records or of personally identifiable information contained in those records to any party, by any means, including oral, written, or electronic. ~~Districts~~ LEAs must have a policy to protect personally identifiable information from security risk resulting from unsecured data transmittal or storage.

To ensure protection of records, the ~~district~~ LEA shall do the following:

1. Obtain written and dated consent from the parent/adult student before disclosing personally identifiable information:
    a. to unauthorized individuals; or
    b. for any purpose except as authorized by law.
2. Designate and train a records manager to ~~assure~~ ensure security of confidential records for students with disabilities.
3. Maintain a log of requests for access to education records if the request is not from a:
    a. ~~a~~ parent/adult student;
    b. ~~a~~ school employee with a legitimate educational interest;
    c. ~~a~~ party seeking designated directory information; or
    d. ~~a~~ party receiving the records as directed by a federal jury or other subpoena ordering no one to disclose the existence of the request to access records.

    This log includes the name, agency affiliation, date, and purpose for accessing the records. A log documenting denials ~~for~~ of records requests and partially fulfilled requests should also be maintained.
4. Maintain, for public inspection, a current listing of names and positions of employees who have access to personally identifiable information.
5. Establish procedures to ensure the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
6. Ensure that, if any education record includes information on more than one student, a parent/adult student will only be allowed to inspect, review, or be informed about the record of the student at issue.
7. Ensure that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality. All staff members, even those who do not have access to special education records,

should be informed about what is considered appropriate and inappropriate access to and use of information within the records. The ~~district~~ LEA ~~may~~ should maintain a record of the training provided—including the name of the person or persons providing the training, dates of the training, those attending, and the subjects covered—for the purpose of documenting that new staff members have been trained as soon as possible after they have been hired.

C. Access to Records

The ~~district~~ LEA shall:

1. Annually notify the parents of all students, including students with disabilities currently in attendance, of their rights under FERPA. The notice shall include all of the following:

    a. procedures for exercising the right to inspect and review education records;

    b. procedures for requesting amendment of records; and

    c. a specification of criteria for determining who constitutes a school official or employee in the ~~district~~ LEA and what constitutes a legitimate educational interest.

2. Permit a parent/adult student, or his or her representative, to inspect and review any record relating to educational matters that is collected, maintained, or used by the ~~district~~ LEA. The ~~district~~ LEA will presume that a custodial or non-custodial parent has the authority to inspect and review a record relating to his or her child unless there are legal documents limiting access to those records under state law that have been provided to the ~~district~~ LEA A minor student's address will be deleted from any record if requested in writing by a custodial parent to prohibit a non-custodial parent from learning the address simply by having access to the school records.

    The ~~district~~ LEA will make records available to a parent/adult student for review:

    a. without delay but no later than forty-five (45) days after the request;

    b. before any meeting regarding an IEP;

    c. before a resolution session; and

    d. ~~not less than five (5) business days~~ before any due process hearing.

    ~~The district should note that test~~ If the LEA maintains test protocols that include personally identifiable information, these may be considered part of a student's educational record. Test publishers require ~~districts~~ LEAs to maintain the integrity and validity of tests. Parents or others authorized by the parent/adult student interested in a student's test results are allowed to view the student's responses to test items, but only if the information is shared in the presence of a person qualified to explain the results and meaning of the various items and data contained in the protocol.

3. Upon request, provide a parent/adult student with a list of the types of education records the school collects, maintains, or uses and where they are kept.

4. Respond to any reasonable request made by a parent/adult student for an explanation and interpretation of a record.

5. Provide a copy of education records if a parent/adult student would otherwise be unable to effectively exercise his or her right to inspect and review those records. ~~An education record may include copyrighted test protocols which include personally identifiable information.~~ A fee may be charged for the copies, unless the imposition of a fee effectively prevents a parent/adult student from exercising the right to inspect and review the student's records. A fee may not be charged ~~but not~~ to search for or retrieve information. The ~~district~~ LEA shall publish a schedule of fees it intends to charge.

6. Always provide a parent/adult student a copy of the IEP and any documentation of identification and eligibility.

D. Disclosures Not Requiring Consent

Consent is generally required to disclose personally identifiable information to others. However, consent is not required in certain circumstances, including, but not limited to ~~when~~:

1. A school official or employee has a legitimate educational interest to access the records. A contractor, consultant, volunteer or other party may be considered a school official if that individual performs a function for which the ~~district~~ LEA would otherwise use employees, is under the direct control of the ~~district~~ LEA regarding the use and maintenance of education records, and is subject to the same requirements regarding the use and redisclosure of personally identifiable information from education records.

2. A representative of the Federal Comptroller General, the United States Department of Education, or the ~~State~~ Idaho Department of Education ~~(SDE)~~ accesses records necessary for an audit or evaluation of a federal program or for enforcement or compliance with federal regulations.

3. ~~A student transfers to another school or school system in which the student intends to enroll unless a district has adopted a procedure requiring consent. However, the parent/adult student should be notified of the request for records at the last known address of the parent/adult student unless he or she initiated the request.~~ The disclosure is to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. A reasonable attempt to notify the parent/adult student of the record disclosure at the last known address shall be made unless the disclosure was initiated by the parent/adult student, or the LEA, in its annual notification, includes a notice that records will be forwarded.

4. The disclosure is in connection with a health or safety emergency under specified FERPA

criteria.

~~5. The health and safety of the student or other individuals is in jeopardy because of an emergency.~~

5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve the student ~~or the ability to respond to court orders or subpoenas,~~ as specified in state law. ~~The district will make a reasonable effort to notify the parent of the court order in advance of compliance, unless the subpoena specifically states that it is not to be disclosed.~~

6. The disclosure is to an ~~An~~ organization that conducts studies on behalf of education agencies or institutions under specified FERPA criteria.

7. The disclosure is in connection with an application for financial aid and is necessary to determine eligibility for the aid, the amount of the aid, conditions for the aid, or to enforce the terms and conditions of the aid ("financial aid" means a payment of funds to an individual that is conditioned on the individual's attendance at an education agency or institution).

8. The disclosure is to accrediting organizations to carry out their accrediting functions.

9. The disclosure is to the parent of an adult student who is claimed by the parent as a dependent for IRS purposes.

10. The disclosure is to comply with a judicial order or lawfully issued subpoena. The LEA must make a reasonable effort to notify the parent of the court order in advance of compliance, unless the subpoena specifically states that it is not to be disclosed.

11. The ~~district~~ LEA has designated information as "directory information" under the ~~conditions in~~ specified FERPA criteria.

E. Destruction of Records

The ~~district~~ LEA will maintain education records, including eligibility documentation and IEPs, for at least five (5) years after a student's disenrollment from the ~~district~~ LEA to demonstrate fiscal accountability and program compliance with the IDEA requirements. If maintained by the LEA, test protocols containing personally identifiable information are considered education records. Assessment results shall be maintained during the period in which any report that utilizes such information is in effect. Electronic copies will be treated as the original so long as those copies adequately capture any handwritten notes and signatures.

~~The district shall inform a parent/adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student.~~

~~Electronic copies will be treated as the original so long as those copies adequately capture any handwritten notes and signatures. Test Protocols and other assessment information shall be~~

~~maintained during the period in which the report, which utilizes such information, is in effect.~~

~~Note:~~ Medicaid-related records, specifically expenditure documentation, cost allocation process, all student records related to the Medicaid billing and service delivery (e.g., data sheets, IEPs, health care plans, physician recommendations for assessments and IEP services, evaluation recommendations, documented supervision of paraprofessionals), and revenue documentation, must be kept for a period of six (6) years.

The LEA shall inform a parent/adult student when records containing personally identifiable information collected, maintained, or used is to be destroyed because the records are no longer needed to provide educational services to the student. The parent/adult student must be informed of the records containing personally identifiable information that the ~~district~~ LEA intends to destroy and that the ~~information~~ records will be destroyed no earlier than forty-five (45) calendar days from the date of the notice. The parent/adult student must also be informed of the procedure to follow if he or she wishes to formally object to the destruction of the ~~information~~ records and wants the records sent to him or her.

Written and electronic records of individual students are confidential. The ~~district~~ LEA will ensure the complete destruction of the records, which may include but is not limited to shredding, permanently deleting, or burning, under supervision of the staff member responsible for the records if not released to the parent/adult student. The records manager ~~should~~ shall maintain a log that documents the date of destruction or release of records.

A permanent record of the student's name, address, phone number, grades, classes attended, immunization records, test scores, attendance record, grade level, and year completed may be maintained by the ~~district~~ LEA without a time limitation. Any other personally identifiable information shall be destroyed at the request of the parent/adult former student. When informing the parent/adult student of his or her rights, the ~~district~~ LEA should remind the parent/adult student that the records might be needed for Social Security benefits or other purposes in the future.

F. Request for Amendment of Records

A parent/adult student may request that the ~~district~~ LEA amend the student's records if he or she believes that information collected, maintained, or used in the education record is inaccurate, misleading, or in violation of the privacy or other rights of the student. The ~~district~~ LEA will use the following procedure:

1. The ~~district~~ LEA, ~~within a reasonable period of time--~~without unnecessary delay and ~~not to exceed~~ within forty-five (45) calendar days of receipt of the request,~~—~~must decide whether to amend the record. If the ~~district~~ LEA refuses to amend the record, the parent/adult student must be informed of the refusal and be advised of the ~~right to and procedure for requesting a district hearing under~~ opportunity for a hearing conducted by the LEA to challenge the content of the student's education records. The hearing shall follow the procedures set forth in the ~~district~~ LEA's FERPA policy. A ~~district~~ hearing conducted by an LEA is an informal hearing that does not have all the requirements of a due process hearing.

2. If an ~~district~~ LEA hearing is requested and the ~~district~~ LEA decides that the information is inaccurate, misleading, or in violation of the student's rights, the ~~district~~ LEA shall amend the record and inform the parent/adult student in writing.

3. If an ~~district~~ LEA hearing is requested and the ~~district~~ LEA decides the information is accurate and does not violate the student's rights, the ~~district~~ LEA shall inform the parent/adult student ~~that he or she may~~ of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the LEA's decision, or both. ~~This statement may comment on the information in the record or set forth the parent's/adult student's reasons for disagreeing with the district.~~ Any statement placed with a record ~~must~~ shall accompany the record for as long as the ~~district~~ LEA maintains the record. If the ~~district~~ LEA discloses the record to any person, the ~~district~~ LEA shall also disclose the statement.

G. ~~District~~ LEA Hearings on Procedures for Records

Each ~~district~~ LEA ~~is required to~~ shall have a FERPA policy which includes the rights to request a hearing challenging the accuracy of records.

H. Students' Rights

When special education rights transfer to a student under the IDEA and Idaho ~~Code~~ law, the FERPA rights regarding education records also transfer to the student. The ~~district~~ LEA shall inform the parent/adult student that both the IDEA and FERPA rights regarding education records transfer although FERPA gives the parent of a student who is claimed to be a dependent for IRS purposes the right to request access without the consent of the student.

Section 6. Independent Educational Evaluations

A. Definition

An independent educational evaluation (IEE) means one or more individual assessments, each completed by a qualified examiner who is not employed by the ~~district~~ LEA responsible for the education of the student in question.

B. Right to an IEE

1. A parent/adult student has the right to obtain an IEE at public expense if he or she disagrees with an evaluation obtained or conducted by the ~~district~~ LEA, unless the LEA initiates a due process hearing, as discussed below.

2. The parent/adult student is entitled to only one IEE at public expense for each ~~district~~ LEA evaluation, unless the LEA initiates a due process hearing, as discussed below.

3. The parent/adult student has the right to an IEE at his or her own expense at any time, and the IEP team shall consider the results within a reasonable amount of time after receiving a copy of the IEE, if the IEE meets the LEA's criteria.

4. The parent/adult student may request an IEE at public expense if he or she disagrees with the results of the evaluation provided by the LEA. ~~because a specific area of the student's needs~~

~~wasn't assessed.is not automatically entitled to have additional assessments beyond those determined necessary by the district for an evaluation. However, if parent/adult student is interested in additional or different assessments and the district refuses to provide them and provides written notice of refusal. The parent/adult student may request a due process hearing.~~

a. If the IEE request is to challenge the existing results of the LEA's evaluation findings, the LEA must fund the IEE or file a request for a due process hearing.

5. If the request is for additional testing that has not been completed by the LEA for an evaluation, this request is not considered a request for an IEE. It is a request for additional testing. The LEA shall consider the request and then provide written notice of its decision. Upon receiving a request for an IEE, ~~A~~an ~~district~~ LEA may initiate a due process hearing, without undue delay, to determine if the evaluation it conducted is appropriate. If the final decision of a hearing officer, or a court ~~of law~~'s decision on an appeal, is that the evaluation conducted by the ~~district~~ LEA was appropriate, the parent and/or adult student still has the right to an IEE but at his or her own expense.

6. A hearing officer may order an IEE at public expense if he or she determines that the evaluation conducted by the ~~district~~ LEA was not appropriate.

C. Procedures for Requesting an IEE

If a parent/adult student requests an IEE at public expense, the ~~district~~ LEA may ask why he or she disagrees with the evaluation obtained by the ~~district~~ LEA, but the ~~district~~ LEA cannot require an explanation as a condition of providing an IEE. The ~~district~~ LEA shall give the parent/adult student the criteria under which an IEE can be obtained. The ~~district~~ LEA's IEE criteria shall be the same criteria used by the LEA when conducting an evaluation and shall include the following information:

1. the location for the evaluation;

2. the required qualifications of the examiner;

3. the eligibility requirements for the specific disability categories; and

4. reasonable cost containment criteria applicable to personnel for specified assessments to eliminate unreasonably excessive fees.

Except for the criteria listed above, the ~~district~~ LEA may not impose other conditions or timelines if doing so would be inconsistent with the parent's/adult student's right to an IEE. Upon request, a list of qualified examiners who can conduct an IEE will be provided.

A parent/adult student may request an opportunity to demonstrate that unique circumstances justify an IEE that does not fall within the ~~district~~ LEA's cost criteria. If an IEE that falls outside the ~~district~~ LEA's cost criteria is justified, that IEE will be publicly funded.

D. ~~District~~ LEA Responsibilities Following IEE Requests

1. If a parent/adult student requests an IEE at public expense, the ~~district~~ LEA shall do one of the following without ~~unnecessary~~ unreasonable delay:

    a. Provide the ~~district's~~ LEA's IEE criteria and information about where an IEE may be obtained~~.~~ and ensure that an IEE is provided at public expense; or

    b. Request a due process hearing to show that the ~~district's~~ LEA's evaluation is appropriate. If the final hearing decision is that the ~~district's~~ LEA's evaluation is appropriate, the parent/adult student may pursue an IEE, but at his or her own expense.

2. If a parent/adult student asks the ~~district~~ LEA to pay for an IEE that has already been obtained, the ~~district~~ LEA shall pay for the IEE if it meets the criteria for publicly funded IEEs unless the LEA initiates a due process hearing. If the ~~district~~ LEA believes that its evaluation was appropriate, but agrees to pay for the IEE, the ~~district~~ LEA should state this in writing within the same document in which it agrees to pay. The ~~district~~ LEA ~~can~~ may also request ~~SDE~~ Idaho Department of Education mediation.

E. Consideration of the IEE Results

If a parent/adult student obtains an IEE and makes that evaluation available to the ~~district~~ LEA, the results must be considered by the ~~district~~ LEA in any decision made with respect to the provision of FAPE. The results may also be presented as evidence at a hearing regarding the student. ~~This is true regardless of whether the IEE is at the expense of the parent/adult student or district.~~

The results of an IEE cannot be the sole determining factor for eligibility. The evaluation team has the responsibility to use the LEA's ~~existing~~ evaluation results and other existing evaluation data in addition to the IEE to determine whether a student has or continues to have a disability under the IDEA.

Part B Procedural Safeguards Notice

Revised: June 2016

Dear Parent,

This document provides you with the required notice of the procedural safeguards available under the Individuals with Disabilities Education Act (IDEA) and U.S. Department of Education regulations. The IDEA, the Federal law concerning the education of students with disabilities, requires schools to provide the parent(s) of a child with a disability a notice containing a full explanation of the procedural safeguards available. A copy of this notice must be given only one time per school year, except that a copy must also be given:

(1) Upon initial referral or your request for evaluation;
(2) Upon receipt of your first State complaint and upon receipt of your first due process complaint in a school year;
(3) When a decision is made to take a disciplinary action against your child that constitutes a change of placement; and
(4) Upon your request.

Please contact the school district for more information on these rights.

For further explanation you may also contact:

Idaho Special Education Dispute Resolution, State Dept. of Education
P.O. Box 83720
Boise, ID 83720-0027
Phone: (208) 332-6914 Toll free: (800) 432-4601 V/TT: (800) 377-3529
Fax: (208) 334-2228
Web: www.sde.idaho.gov

For further assistance in matters relating to dispute resolution, you may contact:

DisAbility Rights Idaho
Boise Office
4477 Emerald Street,
Suite B-100
Boise, ID 83706-2066
Phone: (208) 336-5353
Toll free: (800) 632-5125
Fax: (208) 336-5396
Web: disabilityrightsidaho.org

DisAbility Rights Idaho
Pocatello Office
1246 Yellowstone Ave
Suite A-3
Pocatello, ID 83201-4374
Phone: (208) 232-0922
Toll free: (866) 309-1589
Fax: (208) 232-0938
Web: disabilityrightsidaho.org

Idaho Parents Unlimited, Inc.
(IPUL)
4619 Emerald, Ste. E
Boise, ID 83702
Phone: (208) 342-5884
Toll-free: (800) 242-IPUL (4785)
V/TT: (208) 342-5884
Fax: (208) 342-1408
Web: ipulidaho.org

Idaho Legal Aid Services
1447 Tyrell Lane
Boise, ID 83706
Phone: (208) 336-8980
Fax: (208) 342-2561
Web idaholegalaid.org

Idaho State Bar Association
P.O. Box 895
Boise, ID 83701
Phone (208) 334-4500
Fax: (208) 334-4515
Web: isb.idaho.gov

Wrightslaw Idaho Yellow Pages for Kids
Web: yellowpagesforkids.com/help/id.htm

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General Information

Prior Written Notice

34 CFR §300.503

Notice

Your school district must give you written notice (provide you certain information in writing), within a reasonable amount of time before it:

1. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; **or**

2. Refuses to initiate or to change the identification, evaluation, educational placement of your child, or the provision of FAPE to your child.

Content of notice

The written notice must:

1. Describe the action that your school district proposes or refuses to take;

2. Explain why your school district is proposing or refusing to take the action;

3. Describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;

4. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;

5. Tell you how you can obtain a description of the procedural safeguards if the action that your school district is proposing or refusing is not an initial referral for evaluation;

6. Include resources for you to contact for help in understanding Part B of IDEA;

7. Describe any other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected; **and**

8. Provide a description of other reasons why your school district proposed or refused the action.

Notice in understandable language

The notice must be:

1. Written in language understandable to the general public; **and**

2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your school district must ensure that:

1. The notice is translated for you orally or by other means in your native language or other mode of communication;

2. You understand the content of the notice; **and**

3. There is written evidence that the requirements in paragraphs 1 and 2 have been met.

NATIVE LANGUAGE

34 CFR §300.29

Native language, when used regarding an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

ELECTRONIC MAIL

34 CFR §300.505

If your school district offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1. Prior written notice;

2. Procedural safeguards notice; **and**

3. Notices related to a due process complaint.

PARENTAL CONSENT – DEFINITION

34 CFR §300.9

Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.
2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and that you may withdraw your consent at any time.

If you wish to revoke (cancel) your consent after your child has begun receiving special education and related services, you must do so in writing. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent but before you withdrew it. In addition, the school district is not required to amend (change) your child's education records to remove any references that your child received special education and related services after your withdrawal of consent.

PARENTAL CONSENT

34 CFR §300.300

Consent for initial evaluation

Your school district cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and obtaining your consent as described under the headings ***Prior Written Notice*** and ***Parental Consent.***

Your school district must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does not mean that you have also given your consent for the school district to start providing special education and related services to your child.

Your school district may not use your refusal to consent to one service or activity related to the initial evaluation as a basis for denying you or your child any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent

for an initial evaluation, your school district may, but is not required to, seek to conduct an initial evaluation of your child by using the IDEA's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. Your school district will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his or her parent —

The school district does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

1. Despite reasonable efforts to do so, the school district cannot find the child's parent;
2. The rights of the parents have been terminated in accordance with State law; **or**
3. A judge has assigned the right to make educational decisions to an individual other than the parent and that individual has provided consent for an initial evaluation.

Ward of the State, as used in IDEA, means a child who, as determined by the State where the child lives, is:

1. A foster child;
2. Considered a ward of the State under State law; **or**
3. In the custody of a public child welfare agency.

There is one exception that you should know about. *Ward of the State* does not include a foster child who has a foster parent who meets the definition of a *parent* as used in IDEA.

Parental consent for services

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

The school district must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent or later revoke (cancel) your consent in writing, your school district may not use the procedural safeguards (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent or later revoke (cancel) your consent in writing and the school district does not provide your child with

the special education and related services for which it sought your consent, your school district:

1. Is not in violation of the requirement to make a free appropriate public education (FAPE) available to your child for its failure to provide those services to your child; **and**
2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

If you revoke (cancel) your consent in writing at any point after your child is first provided special education and related services, then the school district may not continue to provide such services, but must provide you with prior written notice, as described under the heading ***Prior Written Notice***, before discontinuing those services.

Parent's Right to Object

Once you consent to the initial start of services, the school district is not required to obtain your consent to make changes to the IEP. However, if you do not want the school district to implement the changes to the IEP, you must submit your objections in writing. Your written objections must either be postmarked or hand-delivered to the school district within 10 days of receiving the written notice of the changes.

IDAPA 8.02.03.109.05a

Parental consent for reevaluations

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your school district does not violate its obligations under Part B of IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain your consent for initial evaluations, to provide special education and related services for the first time, for a reevaluation, and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the school district's attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;

2. Copies of correspondence sent to you and any responses received; **and**

3. Detailed records of visits made to your home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your school district may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**

2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from parents of all children.

The school district must develop and implement procedures to ensure that your refusal to consent to any of these other services and activities does not result in a failure to provide your child with a free appropriate public education (FAPE). Also, your school district may not use your refusal to consent to one of these services or activities as a basis for denying any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the school district may not use its dispute resolution procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to consider your child as eligible to receive equitable services (services made available to some parentally-placed private school children with disabilities).

INDEPENDENT EDUCATIONAL EVALUATIONS

34 CFR §300.502

General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your school district.

If you request an independent educational evaluation, the school district must provide you with information about where you may obtain an independent educational evaluation and about the school district's criteria that apply to independent educational evaluations.

Definitions

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of IDEA, which allow each State to use whatever State, local, Federal, and private sources of support are available in the State to meet the requirements of Part B of the Act.

Right to evaluation at public expense

You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by your school district, subject to the following conditions:

1. If you request an independent educational evaluation of your child at public expense, your school district must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an independent educational evaluation at public expense, unless the school district demonstrates in a hearing that the evaluation of your child that you obtained did not meet the school district's criteria.
2. If your school district requests a hearing and the final decision is that your school district's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
3. If you request an independent educational evaluation of your child, the school district may ask why you object to the evaluation of your child obtained by your school district. However, your school district may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process complaint to request a due process hearing to defend the school district's evaluation of your child.

You are entitled to only one independent educational evaluation of your child at public expense each time your school district conducts an evaluation of your child with which you disagree.

Parent initiated evaluations

If you obtain an independent educational evaluation of your child at public expense or you share with the school district an evaluation of your child that you obtained at private expense:

1. Your school district must consider the results of the evaluation of your child, if it meets the school district's criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education (FAPE) to your child; **and**
2. You or your school district may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers

If a hearing officer requests an independent educational evaluation of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

School district criteria

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation).

Except for the criteria described above, a school district may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

CONFIDENTIALITY OF INFORMATION

34 CFR §300.611

As used under the heading Confidentiality of Information:

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of ''education records'' in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

Participating agency means any school district, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of IDEA.

PERSONALLY IDENTIFIABLE

34 CFR §300.32

Personally identifiable means information that includes:

(a) Your child's name, your name as the parent, or the name of another family member;

(b) Your child's address;

(c) A personal identifier, such as your child's social security number or student number; **or**

(d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

NOTICE TO PARENTS

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of the various population groups in the State;
2. A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; **and**
4. A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major activity to identify, locate, or evaluate children in need of special education and related services (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of these activities.

ACCESS RIGHTS

34 CFR §300.613

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your school district under Part B of IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

RECORD OF ACCESS

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

34 CFR §300.615

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES AND LOCATIONS OF INFORMATION

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

FEES

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of IDEA.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of your right to a hearing as described under the heading ***Opportunity For a Hearing***.

OPPORTUNITY FOR A HEARING

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

HEARING PROCEDURES

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

RESULT OF HEARING

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of your child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**

2. If the participating agency discloses the records of your child or the challenged information to any party, the explanation must also be disclosed to that party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA), your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

34 CFR §300.624

Your school district must inform you when personally identifiable information collected,

~~maintained, or used under Part B of IDEA is no longer needed to provide educational services to your child.~~

~~The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.~~

State Complaint Procedures

Differences Between the Procedures for Due Process Complaints and Hearings and for State Complaints

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a school district, the State Educational Agency, or any other public agency. Only you or a school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. While staff of the State Educational Agency generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial hearing officer must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the school district's request. The State complaint and due process complaint, resolution and hearing procedures are described more fully below. The State Educational Agency must develop model forms to help you file a due process complaint and help you or other parties to file a State complaint as described under the heading ***Model Forms***.

Adoption of State Complaint Procedures

34 CFR §300.151

General

Each State Educational Agency must have written procedures for:

1. Resolving any complaint, including a complaint filed by an organization or individual from another State;
2. The filing of a complaint with the State Educational Agency;
3. Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

Remedies for denial of appropriate services

In resolving a State complaint in which the State Educational Agency has found a failure to provide appropriate services, the State Educational Agency must address:

The failure to provide appropriate services, including corrective action-appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); **and**

Appropriate future provision of services for all children with disabilities.

MINIMUM STATE COMPLAINT PROCEDURES

34 CFR §300.152

Time limit; minimum procedures

Each State Educational Agency must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the State Educational Agency determines that an investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the school district or other public agency with the opportunity to respond to the complaint, including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; **and** (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
4. Review all relevant information and make an independent determination as to whether the school district or other public agency is violating a requirement of Part B of IDEA; **and**
5. Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; **and** (b) the reasons for the State Educational Agency's final decision.

Time extension; final decision; implementation

The State Educational Agency's procedures described above also must:

1. Permit an extension of the 60 calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) you and the school district or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
2. Include procedures for effective implementation of the State Educational Agency's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; **and** (c) corrective actions to achieve compliance.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described under the heading ***Filing a Due Process Complaint***, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (for example, you and the school district), then the due process hearing decision is binding on that issue and the State Educational Agency must inform the complainant that the decision is binding.

A complaint alleging a school district's or other public agency's failure to implement a due process hearing decision must be resolved by the State Educational Agency.

FILING A STATE COMPLAINT

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

A statement that a school district or other public agency has violated a requirement of Part B of IDEA or its implementing regulations in 34 CFR Part 300;

The facts on which the statement is based;

The signature and contact information for the party filing the complaint; and

If alleging violations regarding a specific child:

(a) The name of the child and address of the residence of the child;

(b) The name of the school the child is attending;

(c) In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;

(d) A description of the nature of the problem of the child, including facts relating to the problem; **and**

(e) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received as described under the heading ***Adoption of State Complaint Procedures.***

The party filing the State complaint must forward a copy of the complaint to the school district

or other public agency serving the child at the same time the party files the complaint with the State Educational Agency.

DUE PROCESS COMPLAINT PROCEDURES

FILING A DUE PROCESS COMPLAINT

34 CFR §300.507

General

You or the school district may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child.

The due process complaint must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because:

1. The school district specifically misrepresented that it had resolved the issues identified in the complaint; **or**
2. The school district withheld information from you that it was required to provide you under Part B of IDEA.

Information for parents

The school district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the school district file a due process complaint.

DUE PROCESS COMPLAINT

34 CFR §300.508

General

In order to request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content listed below and must be kept confidential.

Whoever files the complaint must also provide the State Educational Agency with a copy of the complaint.

Content of the complaint

The due process complaint must include:

1. The name of the child;
2. The address of the child's residence;
3. The name of the child's school;
4. If the child is a homeless child or youth, the child's contact information and the name of the child's school;
5. A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; **and**
6. A proposed resolution of the problem to the extent known and available to the complaining party (you or the school district) at the time.

Notice required before a hearing on a due process complaint

You or the school district may not have a due process hearing until you or the school district (or your attorney or the school district's attorney) files a due process complaint that includes the information listed above.

Sufficiency of complaint

In order for a due process complaint to go forward, it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the school district) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within five calendar days of receiving the notification that the receiving party (you or the school district) considers a due process complaint insufficient, the hearing officer must decide if the due process complaint meets the requirements listed above, and notify you and the school district in writing immediately.

Complaint amendment

You or the school district may make changes to the complaint only if:

1. The other party approves of the changes in writing and is given the chance to resolve the due process complaint through a resolution meeting, described under the heading ***Resolution Process***; **or**
2. By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the school district) makes changes to the due process

complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.

Local educational agency (LEA) or school district response to a due process complaint

If the school district has not sent a prior written notice to you, as described under the heading ***Prior Written Notice***, regarding the subject matter contained in your due process complaint, the school district must, within 10 calendar days of receiving the due process complaint, send to you a response that includes:

1. An explanation of why the school district proposed or refused to take the action raised in the due process complaint;
2. A description of other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; **and**
4. A description of the other factors that are relevant to the school district's proposed or refused action.

Providing the information in items 1-4 above does not prevent the school district from asserting that your due process complaint was insufficient.

Other party response to a due process complaint

Except as stated under the sub-heading immediately above, ***Local educational agency (LEA) or school district response to a due process complaint***, the party receiving a due process complaint must, within 10 calendar days of receiving the complaint, send the other party a response that specifically addresses the issues in the complaint.

MODEL FORMS

34 CFR §300.509

The State Educational Agency must develop model forms to help you to file a due process complaint and to help you and other parties to file a State complaint. However, your State or the school district may not require the use of these model forms. In fact, you can use the model form or another appropriate form, so long as it contains the required information for filing a due process complaint or a State complaint.

MEDIATION

34 CFR §300.506

General

The school district must develop procedures that make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B of IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of IDEA, whether or not you have filed a due process complaint to request a due process hearing as described under the heading ***Filing a Due Process Complaint***.

Requirements

The procedures must ensure that the mediation process:

1. Is voluntary on your part and the school district's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights provided under Part B of IDEA; **and**
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The school district may develop procedures that offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you, with a disinterested party:

1. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; **and**
2. Who would explain the benefits of, and encourage the use of, the mediation process to you.

The State must keep a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The State Educational Agency must select mediators on a random, rotational, or other impartial basis.

The State is responsible for the costs of the mediation process, including the costs of meetings.

Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and:

1. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding (court case); **and**
2. Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a

district court of the United States.

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under Part B of IDEA.

Impartiality of mediator

The mediator:

1. May not be an employee of the State Educational Agency or the school district that is involved in the education or care of your child; **and**
2. Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

RESOLUTION PROCESS

34 CFR §300.510

Resolution meeting

Within 15 calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the school district must convene a meeting with you and the relevant member or members of the individualized education program (IEP) Team who have specific knowledge of the facts identified in your due process complaint. The meeting:

1. Must include a representative of the school district who has decision-making authority on behalf of the school district; **and**
2. May not include an attorney of the school district unless you are accompanied by an attorney.

You and the school district determine the relevant members of the IEP Team to attend the meeting.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the school district has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

1. You and the school district agree in writing to waive the meeting; or
2. You and the school district agree to use the mediation process, as described under the heading *Mediation*.

Resolution period

If the school district has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final due process hearing decision, as described under the heading, ***Hearing Decisions***, begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held.

If after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30-calendar-day resolution period, request that a hearing officer dismiss your due process complaint. Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint **or** fails to participate in the resolution meeting, you may ask a hearing officer to begin the 45-calendar-day due process hearing timeline.

Adjustments to the 30-calendar-day resolution period

If you and the school district agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the school district agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process but have not yet reached agreement, at the end of the 30-calendar-day resolution period the mediation process may be continued until an agreement is reached if both parties agree to the continuation in writing. However, if either you or the school district withdraws from the mediation process during this continuation period, then the 45-calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

1. Signed by you and a representative of the school district who has the authority to bind the school district; and
2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by the State Educational Agency, if your State has another mechanism or procedures that permit parties to seek enforcement of resolution agreements.

Agreement review period

If you and the school district enter into an agreement as a result of a resolution meeting, either party (you or the school district) may void the agreement within 3 business days of the time that both you and the school district signed the agreement.

| Hearings on Due Process Complaints

Impartial Due Process Hearing

34 CFR §300.511

General

Whenever a due process complaint is filed, you or the school district involved in the dispute must have an opportunity for an impartial due process hearing, as described in the ***Due Process Complaint*** and ***Resolution Process*** sections.

Impartial hearing officer

At a minimum, a hearing officer:

1. Must not be an employee of the State Educational Agency or the school district that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of IDEA, Federal and State regulations pertaining to IDEA, and legal interpretations of IDEA by Federal and State courts; **and**
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

Each school district must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

Subject matter of due process hearing

The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

Timeline for requesting a hearing

You or the school district must request an impartial hearing on a due process complaint within two years of the date you or the school district knew or should have known about the issue addressed in the complaint.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process complaint because:

1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; **or**
2. The school district withheld information from you that it was required to provide to you under Part B of IDEA.

HEARING RIGHTS

34 CFR §300.512

General

You have the right to represent yourself at a due process hearing (including a hearing relating to disciplinary procedures) or an appeal with a hearing to receive additional evidence, as described under the subheading, ***Appeal of decisions; impartial review***. In addition, any party to a hearing has the right to:

1. Be accompanied and advised by an attorney and/or persons with special knowledge or training regarding the problems of children with disabilities;
2. Be represented at the hearing by an attorney;
3. Present evidence and confront, cross-examine, and require the attendance of witnesses;
4. Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five business days before the hearing;
5. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
6. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the school district must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present at the hearing;
2. Open the hearing to the public; **and**
3. Have the record of the hearing, the findings of fact and decisions provided to you at no cost.

HEARING DECISIONS

34 CFR §300.513

Decision of the hearing officer

A hearing officer's decision on whether your child received a free appropriate public education (FAPE) must be based on evidence and arguments that directly relate to FAPE.

In matters alleging a procedural violation (such as "an incomplete IEP Team"), a hearing officer may find that your child did not receive FAPE only if the procedural violations:

1. Interfered with your child's right to a free appropriate public education (FAPE);
2. Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to your child; **or**
3. Caused your child to be deprived of an educational benefit.

None of the provisions described above can be interpreted to prevent a hearing officer from ordering a school district to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the Federal regulations under Part B of IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process complaint on an issue separate from a due process complaint already filed.

Findings and decision provided to the advisory panel and general public

The State Educational Agency or the school district, (whichever was responsible for your hearing) after deleting any personally identifiable information, must:

1. Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
2. Make those findings and decisions available to the public.

Appeals

Finality of Decision; Appeal; Impartial Review

34 CFR §300.514

Finality of hearing decision

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district) may appeal the decision by bringing a civil action, as described under the heading ***Civil Actions, Including the Time Period in Which to File Those Actions***.

Timelines and Convenience of Hearings and Reviews

34 CFR §300.515

The State Educational Agency must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings **or**, as described under the sub-heading ***Adjustments to the 30-calendar-day resolution period,*** not later than 45 calendar days after the expiration of the adjusted time period:

1. A final decision is reached in the hearing; **and**
2. A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party (you or the school district).

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

Civil Actions, Including the Time Period in Which to File Those Actions

34 CFR §300.516

General

Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

Time limitation

The party (you or the school district) bringing the action shall have 42 calendar days from the date of the decision of the hearing officer to file a civil action.

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Additional procedures

In any civil action, the court:

1. Receives the records of the administrative proceedings;
2. Hears additional evidence at your request or at the school district's request; **and**
3. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Under appropriate circumstances, judicial relief may include reimbursement of private school tuition and compensatory education services.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of IDEA. This means that you may have remedies available under other laws that overlap with those available under IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under IDEA (i.e., the due process complaint; resolution process, including the resolution meeting; and impartial due process hearing procedures) before going directly into court.

THE CHILD'S PLACEMENT WHILE THE DUE PROCESS COMPLAINT AND HEARING ARE PENDING

34 CFR §300.518

Except as provided below under the heading ***PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES,*** once a due process complaint is sent to the other party, during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the State or school district agree otherwise, your child must remain in his or her current educational placement.

If the due process complaint involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process complaint involves an application for initial services under Part B of IDEA for a child who is transitioning from being served under Part C of IDEA to Part B of IDEA and who is no longer eligible for Part C services because the child has turned three, the school district is not required to provide the Part C services that the child has been receiving. If the child is found eligible under Part B of IDEA and you consent for your child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the school district must provide those special education and related services that are not in dispute (those which you and the school district both agree upon).

If a hearing officer in a due process hearing conducted by the State Educational Agency agrees with you that a change of placement is appropriate, that placement must be treated as your child's current educational placement where your child will remain while waiting for the decision of any impartial due process hearing or court proceeding.

ATTORNEYS' FEES

34 CFR §300.517

General

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you, if you prevail (win).

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district, to be paid by your attorney, if the attorney: (a) filed a complaint or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or

school district, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding (hearing).

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2. Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of IDEA for services performed after a written offer of settlement is made to you if:
    a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing or State-level review, at any time more than 10 calendar days before the proceeding begins;
    b. The offer is not accepted within 10 calendar days; **and**
    c. The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.

1. Fees may not be awarded relating to any meeting of the individualized education program (IEP) Team unless the meeting is held as a result of an administrative proceeding or court action.

Fees also may not be awarded for a mediation as described under the heading ***Mediation***.

A resolution meeting, as described under the heading ***Resolution Process***, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of IDEA, if the court finds that:

1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;
3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; **or**

4. The attorney representing you did not provide to the school district the appropriate information in the due process request notice as described under the heading ***Due Process Complaint***.

However, the court may not reduce fees if the court finds that the State or school district unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of IDEA.

Procedures When Disciplining Children with Disabilities

Authority of School Personnel

34 CFR §300.530

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see the heading ***Change of Placement Because of Disciplinary Removals*** for the definition).

Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the school district must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading ***Services***.

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see the subheading ***Manifestation determination***) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child

as described below under ***Services***. The child's IEP Team determines the interim alternative educational setting for such services.

Services

The school district does not provide services to a child with a disability or a child without a disability who has been removed from his or her current placement for **10 school days or less** in that school year.

A child with a disability who is removed from the child's current placement for **more than 10 school days** and the behavior is not a manifestation of the child's disability (see subheading, ***Manifestation determination***) or who is removed under special circumstances (see the subheading, ***Special circumstances***) must:

1. Continue to receive educational services (have available a free appropriate public education), so as to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP; **and**
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and **if** the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see the heading, ***Change of Placement Because of Disciplinary Removals***), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the school district, you, and other relevant members of the IEP Team (as determined by you and the school district) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by you to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**

2. If the conduct in question was the direct result of the school district's failure to implement the child's IEP.

If the school district, you, and other relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the school district, you, and other relevant members of the child's IEP Team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If the school district, you, and other relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading ***Special circumstances***, the school district must return your child to the placement from which your child was removed, unless you and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of your child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for not more than 45 school days, if your child:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district; **or**
3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or

V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term ''serious bodily injury'' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon has the meaning given the term ''dangerous weapon'' under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

Notification

On the date it makes the decision to make a removal that is a change of placement of your child because of a violation of a code of student conduct, the school district must notify you of that decision, and provide you with a procedural safeguards notice.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR §300.536

A removal of your child with a disability from your child's current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**
2. Your child has been subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than 10 school days in a school year;
   b. Your child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
   c. Of such additional factors as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district and, if challenged, is subject to review through due process and judicial proceedings.

DETERMINATION OF SETTING

34 CFR §300.531

The individualized education program (IEP) Team determines the interim alternative educational setting for removals that are **changes of placement**, and removals under the subheadings ***Additional authority*** and ***Special circumstances***.

APPEAL

34 CFR §300.532

General

You may file a due process complaint (see the heading ***Due Process Complaint Procedures***) to request a due process hearing if you disagree with:

1. Any decision regarding placement made under these discipline provisions; **or**
2. The manifestation determination described above.

The school district may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

Authority of hearing officer

A hearing officer that meets the requirements described under the subheading ***Impartial hearing officer*** must conduct the due process hearing and make a decision. The hearing officer may:

1. Return your child with a disability to the placement from which your child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading ***Authority of School Personnel***, or that your child's behavior was a manifestation of your child's disability; **or**
2. Order a change of placement of your child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the school district believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

Whenever you or a school district files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings ***Due Process Complaint Procedures, Hearings on Due Process Complaints***, except as follows:

1. The State Educational Agency or school district must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.
2. Unless you and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.

3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

You or the school district may appeal the decision in an expedited due process hearing in the same way as for decisions in other due process hearings (see the heading ***Appeal***).

PLACEMENT DURING APPEALS

34 CFR §300.533

When, as described above, you or the school district file a due process complaint related to disciplinary matters, your child must (unless you and the State Educational Agency or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading ***Authority of School Personnel***, whichever occurs first.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

34 CFR §300.534

General

If your child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that your child was a child with a disability, then your child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A school district will be deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. You expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or to your child's teacher that your child is in need of special education and related services;
2. You requested an evaluation related to eligibility for special education and related services under Part B of IDEA; **or**
3. Your child's teacher or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the school district's

director of special education or to other supervisory personnel of the school district.

Exception

A school district would not be deemed to have such knowledge if:

1. You have not allowed an evaluation of your child or have refused special education services; **or**
2. Your child has been evaluated and determined to not be a child with a disability under Part B of IDEA.

Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against your child, a school district does not have knowledge that your child is a child with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, your child may be subjected to the disciplinary measures that are applied to children without disabilities who engage in comparable behaviors.

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, your child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district, and information provided by you, the school district must provide special education and related services in accordance with Part B of IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

34 CFR §300.535

Part B of IDEA does not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Transmittal of records

If a school district reports a crime committed by a child with a disability, the school district:

1. Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and**
2. May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

GENERAL

34 CFR §300.148

Part B of IDEA does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school district made a free appropriate public education (FAPE) available to your child and you choose to place the child in a private school or facility. However, the school district where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a school district, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the school district, a court or a hearing officer may require the agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the agency had not made a free appropriate public education (FAPE) available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the State Educational Agency and school districts.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

1. If: (a) At the most recent individualized education program (IEP) meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the school district to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) At least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the school district of that

information;

2. If, prior to your removal of your child from the public school, the school district provided prior written notice to you of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; **or**

3. Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1. Must not be reduced or denied for failure to provide the notice if: (a) The school prevented you from providing the notice; (b) You had not received notice of your responsibility to provide the notice described above; or (c) Compliance with the requirements above would likely result in physical harm to your child; **and**

2. May, in the discretion of the court or a hearing officer, not be reduced or denied for your failure to provide the required notice if: (a) You are not literate or cannot write in English; or (b) Compliance with the above requirement would likely result in serious emotional harm to your child.

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CHAPTER 13: DISPUTE RESOLUTION

On occasion, conflicts arise between ~~school districts~~ LEAs and families. Several mechanisms are available through the ~~State~~ Idaho Department of Education ~~(SDE)~~ to assist in resolving a dispute. The processes are facilitation, ~~informal conflict resolution~~, mediation, state complaints, due process hearings, and expedited due process hearings. This chapter contains information on each of these processes. The information contained within this chapter is not intended to limit in any manner the procedural due process/dispute resolution rights provided by federal or state law.
~~Contact Information~~

In addition to providing general information and support concerning IDEA related issues, the Idaho Department of Education ~~SDE~~ accepts requests for facilitation, informal conflict resolution, and mediation by telephone and e-mail. State complaints and due process hearings are accepted via ~~fax,~~ mail, personal delivery, or may be scanned and attached to an email. All state complaints and due process hearing requests must include the signature of the filing party.

The Dispute Resolution (DR) office is an impartial office that provides general information, support, and resources about the IDEA and available dispute resolution processes; and connects constituents with other special education partners. DR staff do not advise parties on the actions they should take or provide legal advice.

Requests for dispute resolution should be directed to the ~~Dispute Resolution~~ DR office ~~(DRC)~~ at:

Special Education Dispute Resolution
Idaho Department ~~State Dept.~~ of Education
P.O. Box 83720
Boise, ID 83720-0027
(208) 332-6914
(800) 432-4601
TT: (800) 377-3529
~~Fax: (208) 334-2228~~
disputeresolution@sde.idaho.gov

For further assistance in matters relating to dispute resolution, you may contact:
DisAbility Rights Idaho

Boise Office:
9542 Bethel Ct.
~~4477 Emerald St., Ste B-100~~
Boise, ID ~~83706-2066~~ 83209
(208) 336-5353
(208) 336-5396 (fax)
~~(800) 632-5125~~ (866) 262-3462 (toll-free)

Pocatello Office:
1246 Yellowstone Avenue, Suite A-3

Pocatello, ID 83201-4374
~~(208) 232-0922~~ (208) 336-5353
~~(208) 232-0938 (fax)~~ (208) 336-5396 (fax)
~~(866) 309-1589~~ (866) 262-3462 (toll-free)

Idaho Parents Unlimited (IPUL)
4619 Emerald, Ste. E
Boise, ID ~~83702~~83706
(208) 342-5884
(208) 342-1408 (fax)
(800) 242-IPUL (4785) (toll-free)
Parents@ipulidaho.org
V/TT: 208-342-5884

Section 1. Facilitation

A. Definition of Facilitation

Facilitation is a voluntary process during which a dispute resolution ~~contracted individual or individuals~~ contractor facilitates an IEP team meeting or other IDEA-related meeting. The role of the facilitator is to help the ~~IEP~~ team members, including the parents/adult student and the student (when appropriate), communicate more effectively and efficiently. Facilitation supports early dispute resolution by providing assistance to the ~~IEP~~ team before a conflict develops into a formal dispute. A facilitator is trained to help ~~IEP~~ teams collaboratively plan for the ~~IEP~~ team meeting, focus on key issues, and move toward productive outcomes. ~~Because the~~ The facilitator is not a member of the ~~IEP~~ team~~, he or she can act~~ and acts as a neutral and impartial third-party, providing balance, ~~offer an outsider's~~ offering a neutral perspective on the process, and ~~help~~ helping parties to be heard and understood by the rest of the ~~IEP~~ team. ~~Note:~~ A facilitator will not be responsible for creating or documenting decisions made by the IEP team or in any ~~other IDEA~~ special education-related meeting.

Facilitation is offered at no ~~charge~~ cost to the ~~district~~ LEA or the parent/adult student.

B. Facilitation Requests

A request for facilitation may be made by either a parent/adult student or a designated district representative, such as the director of special education. Facilitation may be requested for any IDEA-related meeting including~~:~~ eligibility meetings,~~;~~ annual or amended IEP team meetings,~~;~~ due process hearing meetings such as resolution sessions or settlement meetings,~~;~~ ~~as well as~~ and manifestation determination meetings.

~~Requests~~ To ensure the availability of a facilitator, requests for facilitation should be made at least two weeks in advance ~~to~~ of the meeting. Upon the request for facilitation, the ~~Dispute Resolution~~ DR office ~~(DRC)~~ will ~~immediately~~ contact the other party for approval. As facilitation is voluntary, both parties must agree to facilitation for the process to go forward. The DR~~C~~ office will contact both the parent/adult student and the district representative, notifying

~~each~~ them who the facilitator will be. The facilitator will contact the parties to conduct pre-facilitation interviews to help build an agenda for the facilitation. ~~Generally, meetings are scheduled by the district which is responsible for sending out the *Invitation to Meeting*.~~ The LEA is responsible for scheduling the meeting and sending out the *Invitation to a Meeting*.

C. Facilitator Role

The role of the facilitator is to lead the ~~IEP~~ team meeting and guide parties through the process. The facilitator may work with parties to establish the agenda and identify issues that are important to each party ~~important for parties to cover~~ and will be covered in the meeting. Facilitators may ask pertinent questions of parties, providing occasional clarification or perspective, and work to ensure that ~~participants~~ parties are able to participate in a productive and balanced meeting. ~~Facilitators are not to will not make decisions for teams, serve as definitive experts on IDEA processes or matters of law, record minutes for meetings, or finalize documentsalthough they may facilitate the crafting of language parties will include in a student's IEP.~~ Facilitators do not make decisions for teams, serve as definitive experts on IDEA processes or legal matters, record meeting minutes, or finalize documents. However, they may assist in crafting language that parties include in a student's IEP. Facilitators cannot compel parties to act or refrain from acting, do not maintain educational records, and are not responsible for ensuring compliance.

Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted, nor shall they be compelled to disclose the substance of any discussion that occurred during the facilitation process. ~~as dispute resolution contractors.~~

D. Dispute Resolution Facilitators

Facilitators are trained in effective conflict resolution processes, communication, negotiation, problem-solving, and in laws and regulations relating to the provision of special education and related services. While a facilitator in this context will not offer advice on a particular course of action, they ~~he or she is required to~~ will help the parties explore the soundness of any assumptions or agreements. The DR~~C~~ Coordinator may appoint one or two individuals to serve as facilitator(s) of a meeting.

In all cases, a facilitator shall not:

1. be an employee of the ~~district~~ LEA involved in the dispute;
2. have children enrolled in the ~~district~~ LEA involved in the dispute;
3. have a personal or professional interest that may affect the ability to remain impartial or neutral; or
4. be used if either party rejects the facilitator(s) based on a perceived inability to be neutral or impartial.

~~E. Facilitation Timelines~~

~~The DRC will appoint a facilitator within five (5) business days of an acceptance of a request. Every effort will be made to complete the process within twenty-one (21) calendar days~~.

~~Section 2. Informal Conflict Resolution~~

A. ~~Definition of Informal Conflict Resolution~~

~~Informal conflict resolution is offered in an effort to improve relationships between parties and foster healthy communication. This informal conflict resolution may include topics outside of those set forth as appropriate for IDEA mediation, extending beyond the identification, evaluation, educational placement or the provision of FAPE. As with mediation, the process of informal conflict resolution is confidential and voluntary, and the third-party is a trained neutral and impartial third-party. Informal conflict resolution may be appropriate when parties face difficulties communicating productively or need to reach understanding on differing perspectives. Any agreements reached between parties are self-enforced.~~

B. ~~Informal Conflict Resolution Requests~~

~~A request for informal conflict resolution may be made in person, writing or via telephone by either a parent/adult student or a district representative. The DRC Coordinator will screen requests to determine the appropriateness of the process for each individual case. Informal conflict resolution can be scheduled prior to, or concurrent with, a request for a due process hearing or investigation of a state complaint involving an individual student, however, cannot be used to delay the state complaint process or a due process hearing timelines.~~

~~Upon request for informal conflict resolution, the DRC Coordinator or the assigned facilitator will contact all parties to schedule the meeting. Because informal conflict resolution is voluntary, both parties must verbally state their agreement to participate for the process to go forward. Informal conflict resolution can be conducted by dispute resolution contractors or dispute resolution staff as assigned by the DRC Coordinator. Informal conflict resolution is offered at no charge to the district or to the parent/adult student.~~

C. ~~Informal Conflict Resolution Procedures~~

1. ~~No video or audio recording of the meeting proceedings will be made.~~
2. ~~Because informal conflict resolution is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during the meeting is discouraged, and a school district may not have legal representation present if a parent/adult student does not.~~
3. ~~The DR office will not retain any documentation or informal agreements created by the parties. No other records of the content of the meeting will be kept by the SDE.~~
4. ~~Either party has the option to end the informal conflict resolution meeting at any time.~~

D. ~~Informal Conflict Resolution Timelines~~

~~The DRC will appoint a facilitator within five (5) business days of an acceptance of a request. The meeting will be held in a location convenient to the parties involved, and every effort will be made to complete the process within twenty-one (21) calendar days.~~

E. ~~Confidentiality~~

~~Discussions that occur during the informal conflict resolution process are confidential and cannot be used as evidence in any subsequent due process hearing or civil proceeding in any state or federal court. Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted as dispute resolution contractors.~~

~~The facilitator may require a confidentiality agreement be signed by participants.~~

F. ~~Nature of Agreements~~

~~An agreement reached by the parties through informal conflict resolution, whether memorialized in writing or agreed to verbally, are self-enforced and not enforceable by the SDE.~~

Section ~~3~~ 2. Mediation

A. Definition of Mediation

Mediation is a confidential and voluntary process where a qualified, ~~trained~~ neutral, and impartial mediator trained in effective mediation techniques and knowledgeable in laws and regulations relating to the provision of special education and related services is assigned to assist special education teams. ~~third-party provides a~~ Mediation provides structure for parents/adult students and district personnel to identify areas of agreement and work to resolve points of disagreement concerning the identification, evaluation, educational placement, or provision of FAPE. Mediation aims to build positive working relationships, encourage mutual understanding, and help the parties focus on their common interest—the student.

Discussions in mediation are not discoverable in pending or subsequent due process hearings or civil proceedings. Parties are provided a~~n Acknowledgment and~~ *Notification of Mediation Confidentiality* form. Written agreements produced in mediation are legally-binding and enforceable in state or federal court. With the agreement of all parties in the mediation, an IEP may be amended as part of a written agreement.

Mediation may be appropriate when parties are in disagreement and seem unable to move forward without ~~outside~~ assistance, or they, after making a good-faith effort, face an impasse in an attempt to resolve the disagreement. Mediation can be scheduled prior to, or concurrent with, a request for a due process hearing or investigation of a state complaint.

B. Mediation Requests

1. A request for mediation may be made in person, writing, or via telephone by either a parent/adult student or a district representative at any point when a disagreement occurs about the student's educational program ~~circumstances of the education of a student by the district~~. The DR~~C~~ office will screen all mediation requests to determine the appropriateness of the mediation process for each individual case.

2. Mediation is automatically offered when a state complaint involving an individual student or a request for a due process hearing has been filed. Mediation cannot be used to delay the state complaint ~~process~~ or ~~a~~ due process hearing timelines. An extension must be agreed upon in writing by the parent/adult student and the LEA. ~~unless the parent/adult child and the district agree in writing to extend the 60-day timeline.~~ The state complaint timeline cannot be extended beyond 90 days.
3. Upon request for mediation, the ~~Dispute Resolution~~ DR office will contact all parties to ~~schedule~~ assign the mediation. Because mediation is voluntary, both parties must verbally agree to mediate for the process to go forward. Mediators are selected by the DR~~C~~ office from a list of trained professionals.
4. Mediation is provided at no ~~charge~~ cost to the ~~district~~ LEA or to the parent/adult student.

C. Mediation Procedures

1. The mediation ~~will~~ shall be conducted in compliance with the IDEA.
2. No video or audio recording of the mediation proceedings will be made.
3. Each party is limited to no more than three participants who have the authority to make final resolution decisions. The mediator may exercise discretion to increase this number ~~at his or her discretion and~~ with the agreement of all parties.
4. The district shall have at least one representative present who has the authority to commit resources.
5. Because mediation is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during a mediation session is discouraged. A district may not have legal representation present if a parent/adult student does not.
6. The Dispute Resolution office will retain copies of the *Notification of Mediation Confidentiality* form. ~~the signed agreement, if an agreement is reached.~~ No other records of the mediation will be kept by the DR office ~~SDE~~.
7. If an agreement is reached, the ~~The~~ mediator will provide signed copies of the agreement~~, if an agreement is reached,~~ to each party.
8. ~~The mediator, afforded mediator privilege under Idaho law, will be excluded from participation in subsequent actions specific to the case mediated including complaint investigations, due process hearings, and legal proceedings. The~~ If additional mediation is requested or required by a mediated agreement,the same mediator may mediate again ~~for the parties~~ if ~~assigned and~~ both parties approve. ~~or if the mediated agreement calls for the mediator's potential future participation with the parties.~~
9. Mediators shall not be called to testify in due process hearings or civil proceedings regarding the mediations they have conducted, nor shall they be compelled to disclose the substance of any discussions that occurred during the mediation process.

10. A due process hearing requested prior to mediation may be canceled by the requesting party as a result of the mediation agreement. The requesting party will immediately provide the hearing officer with documentation of the voluntary withdrawal of the due process hearing request. The mediator will immediately inform the ~~Dispute Resolution~~ DR office of the decision to withdraw the due process hearing request.
11. If for any reason the mediation does not end in a written agreement, the mediator will provide each party and the ~~Dispute Resolution~~ DR office ~~Coordinator~~ with a statement certifying that mediation occurred, but no agreement was reached.
12. Either party has the option to end the mediation at any time.

D. Dispute Resolution Mediators

Dispute resolution mediators are trained in effective conflict resolution processes, communication, negotiation, problem-solving skills, and in laws and regulations relating to the provision of special education and related services. While a mediator will not offer advice on a particular course of action, a mediator ~~is required to~~ will help the parties explore the soundness of any agreement. Mediators are assigned on a rotational basis with consideration for geographical location.

In all cases a mediator shall not:

1. be an employee of the ~~SDE~~ Idaho Department of Education or ~~district~~ LEA involved in the education of the student ~~the dispute~~;
2. ~~have children enrolled in the district involved in the dispute;~~
3. have a personal or professional interest that conflicts with the mediator's objectivity ~~may affect the ability to remain impartial or neutral~~; or
4. be used if either party rejects the mediator based on a perceived inability to be neutral or impartial.

2. ~~Additionally, if the parties have agreed to mediation following a due process hearing request, co-mediators may not be used.~~

E. Mediator Role

The mediator has the responsibility to contact the parties to explain the mediation process, identify issues, and help the parties establish a date, time, and place to hold the mediation. The mediator also~~:~~ establishes the ground rules for all parties to follow,~~;~~ guides the process,~~;~~ encourages open and honest communication,~~;~~ ensures that each party is heard,~~;~~ paraphrases information, ~~and~~ summarizes issues,~~;~~ and facilitates the writing of the agreement.

The mediator does not determine the terms of a mediated agreement but may act as a scribe. Mediators will not make decisions for teams or serve as definitive experts on IDEA processes or matters of law.

F. Mediation Timelines

To ensure the availability of a mediator, requests for mediation should be made by the parties in a timely manner. Once a request is received,the ~~The~~ DR~~C~~ office will assign a mediator in a timely manner. ~~will appoint a mediator within three (3) business days of all parties agreeing to mediate.~~ The mediation will be held at a ~~in a~~ mutually convenient time and location. ~~convenient to the parties involved, and every effort will be made to complete the process within twenty-one (21) calendar days.~~

G. Confidentiality

Discussions that occur during the mediation process cannot be used as evidence in any subsequent due process hearing or civil proceeding. Parties in the mediation process will be provided a copy of the *Notification ~~and Acknowledgment~~ of Mediation Confidentiality* form.

H. Mediation Agreement

An agreement reached by the parties through mediation shall be set forth in writing and is enforceable in state and federal courts.

An effective mediation agreement should identify:

1. What action(s) will be taken and when the action(s) will begin.
2. When the action(s) will be completed.
3. Who is responsible for taking the action(s).
4. Who is responsible for making sure the action(s) is taken.
5. The time period of the agreement.
6. A process for review when the actions are completed.
7. A plan for making changes to the agreement, if needed.
8. What to do if a participant thinks the terms of the agreement are not being completed.
9. A statement ~~Statement~~ of confidentiality.
10. The date of the agreement and the signatures of the participants.

Section ~~4~~ 3. State Complaints

1. Definition of State Complaint

State complaints can be filed by any individual or organization alleging any violation of the IDEA, including an alleged failure to comply with a previous due process hearing decision. State complaint procedures are outlined in IDEA regulations requiring, in part, that a complaint must allege a violation that occurred no more than one year (365 days) prior to the date the complaint ~~has been~~ was received. ~~(See IDEA regulations 34 CFR§300.150 through 300.153)~~.

The filing party must provide a written complaint that includes the name and contact information of the complainant, the name, address, and the student's school of attendance ~~attending school of child~~ (if applicable), description and facts of the alleged problem to the extent known and available to the complainant at the time, and a proposed resolution.

The party filing the complaint must forward a copy of the complaint to the ~~district~~ LEA at the same time the party files the complaint with the ~~Dispute Resolution~~ DR office. The Idaho Department of Education will appoint a complaint investigator.

IDEA allows sixty (60) days to resolve the complaint with mediation, investigation, and final report, unless an exception applies. ~~or a pre-investigation corrective action plan (CAP).~~

2. Filing a State Complaint

The state complaint will be accepted if received by mail, ~~fax,~~ hand delivery, or scanned and attached to an email with the complainant's signature included. Reasonable accommodations will be provided to individuals who need assistance in filing complaints. A state complaint ~~led by a parent/adult student or public agency~~ must be signed and must include all of the information indicated on the *Form for Filing a State Complaint*. ~~The DRC will developof violation(s) of IDEA for investigation from the submitted complaint.~~

~~C. Methods of Resolving State Complaints~~

~~1. Mediation will be offered by the DRC to the complainant and the district when the complaint involves an individual student.~~

~~2. The complainant and the district may resolve all, part or none of the allegations in mediation.~~

~~If an agreement is reached, the complainant must notify the DRC in writing of the parties' agreement. When the DRC receives this notification, any resolved allegations will be dismissed from the state complaint. If all of the state complaint allegations are not resolved, the SDE will investigate the remaining allegations.~~

~~3. If mediation, is not accepted by the parties, or fails to resolve the allegation(s) that gave rise to the complaint, then resolution of a state complaint may be achieved through one or more of the following processes:~~

~~a. **Verification of resolution**: Upon receipt of the allegations determined by the complaint investigator and the DRC, the district may submit information to document that one or more of the allegations of the complaint have been resolved. The Dispute Resolution office may also receive similar information from other sources.~~

~~b. **Corrective action plan (CAP)**: The district may propose a CAP to address the allegations in the complaint. The DRC may accept, reject, or negotiate the proposed CAP, or require other corrective actions or timelines to ensure the district will achieve compliance for each allegation stated in the complaint. If this~~

process is not successful, an investigation will be conducted on unresolved allegations.

c. **Investigation:** The SDE will appoint a complaint investigator to the case who will conduct a fact-finding investigation which may include interviews and reviews of files, correspondence, and other information. An onsite investigation may occur as part of the investigation. The complaint investigator will submit his or her findings of fact, conclusions, and, in coordination with the SDE, identify appropriate corrective actions, if required.

D. State Complaint Procedures

Upon receipt of a written state administration complaint, the DRC will ensure the following procedures are followed:

1. Verify proper filing procedures were followed and determine if the complaint meets established criteria, including sufficient allegations of violation of IDEA (as developed by the DRC from the submitted complaint) and facts within five (5) business days.
2. The complainant will be notified if a submission is insufficient to process as a complaint. The complainant will be given the opportunity to submit additional information about the allegations, whereas upon receipt of the additional information, the sixty (60) day timeline for completion will start.
3. The district (specifically the superintendent, the special education director, and the school board chair) will be notified by the DRC that the complaint has been received and what, if any, allegations have been accepted for investigation within ten (10) business days of receiving the complaint. The school district is given an opportunity to respond to the complaint and may initiate within fourteen (14) days of receipt of the complaint a corrective action proposal (CAP) to resolve all or some of the allegations in the complaint, subject to DRC approval. At the complaint investigator's discretion, the timeline for a CAP may be extended, or the complaint investigation may progress until a CAP has been accepted by the Dispute Resolution office. The complaint investigator is responsible for managing the timelines of the investigation and may submit a final report at any point within the 60-day timeline.
4. Mediation can be requested by either party at any time and must be offered for complaints regarding an individual student. While parties are generally encouraged to resolve complaints collaboratively, choosing not to participate in mediation will not be considered relevant in an investigation. If parties opt for mediation, it will not delay the timelines required for resolving a complaint unless all parties agree.
5. Provide the parent/adult student a copy of the *Procedural Safeguards Notice*.
6. Complainants will be given an opportunity to provide additional information about the allegations, either orally or in writing.
7. All or any part of the written complaint will be set aside by the hearing officer, if the allegation is being addressed in a pending due process hearing or a hearing decision which has already been rendered. Any issue not a part of a due process action will be resolved following the state complaint procedures and timelines.
8. The Dispute Resolution office will investigate a complaint alleging that a final hearing officer decision is not being implemented by a public agency.

9. ~~A final report of the investigation will be issued to the district superintendent, board chairperson, special education director, and complainant, that shall include but is not limited to the findings of fact, conclusions, and corrective action(s) for each allegation within sixty (60) calendar days of receipt of a sufficient complaint. (see D.1). This time period may be extended, but only under exceptional circumstances, which shall be documented by the DRC, or if the complainant and public agency agree to extend the time to engage in mediation or other alternative dispute resolution procedures.~~
10. ~~If a violation of the IDEA is verified by the complaint investigator, the report shall include corrective actions addressing, as appropriate:~~
    a. ~~how to remedy any denial of FAPE, which may include the award of compensatory services, monetary reimbursement, or other corrective action as appropriate to the needs of the student;~~
    b. ~~the future provision of services to be considered by an IEP team for the student with a disability, when appropriate; and~~
    c. ~~the provisions of technical assistance, documentation of compliance, or written assurances, if needed.~~
11. ~~The SDE will ensure the district takes corrective action set forth in the final report if it is determined that the district was out of compliance through technical assistance activities, negotiations, and/or corrective actions no later than one year after the identification of non-compliance. A complaint investigation final report cannot amend a student's IEP.~~
12. ~~The Dispute Resolution office ensures noncompliance has been corrected and verifies through review of documentation or interviews, or both, the corrective actions were implemented no later than one year (365 days) after the determination of noncompliance. If necessary, the SDE must use appropriate enforcement mechanisms such as the provision of technical assistance, conditions on funding, a corrective action, an improvement plan, and/or withholding funds, in whole or in part.~~

3. State Complaint Procedures

Upon receipt of a written state administration complaint, the DR office will ensure the following procedures are followed:

1. Verify proper filing procedures were followed and determine if the complaint meets established criteria, including sufficient allegations of violation of IDEA (as developed by the DR office from the submitted complaint) and facts within five (5) business days.
2. The complainant will be notified if a submission is insufficient to process as a complaint. The complainant will be given the opportunity to submit additional information about the allegations, whereas upon receipt of the additional information, the sixty (60) day timeline for completion will start.
3. The DR office will appoint a complaint investigator. Complaint investigators shall not be called to testify in due process hearings or civil proceedings regarding the investigations they have conducted, nor shall they be compelled to disclose the substance of any discussions that occurred during the investigative process.

4. In collaboration with the assigned complaint investigator, the DR office will identify the alleged IDEA violations to be investigated based on the submitted complaint and will inform the parties of the finalized allegations.
5. The complaint investigator is responsible for managing the timelines of the investigation and may submit a final report at any point within the 60-day timeline. The 60-day timeline may be extended if exceptional circumstances exist, or the parties agree to extend the timeline in order to engage in mediation.
6. The LEA (specifically the superintendent, the special education director, and the school board chair) will be notified by the DR office within ten (10) business days of receiving the complaint that the complaint has been received and what, if any, allegations have been accepted for investigation. The LEA is given an opportunity to respond to the complaint. Mediation can be requested by either party at any time and must be offered for complaints regarding an individual student. While parties are generally encouraged to resolve complaints collaboratively, choosing not to participate in mediation will not be considered relevant in an investigation. If parties engage in mediation, it will not delay the timelines required for resolving a complaint unless all parties agree.
7. Provide the parent/adult student a copy of the *Procedural Safeguards Notice*.
8. All parties will be given an opportunity to provide additional information about the allegations, either orally or in writing.
9. The complaint investigator will conduct a fact-finding investigation of all relevant information, which may, at the discretion of the complaint investigator, include interviews and reviews of files, correspondence, and other information. An onsite investigation may occur, as deemed appropriate.
10. The LEA may propose corrective actions to address the allegations in the complaint. In resolving a complaint in which the DR office found a failure to provide appropriate services, the DR office, pursuant to its general supervisory authority, may accept, reject, or negotiate the proposed corrective actions, or require other corrective actions or timelines to ensure the LEA will achieve compliance for each allegation stated in the complaint.
11. All or any part of the written complaint will be set aside if the allegation is being addressed in a pending due process hearing or a hearing decision which has already been rendered. Any issue not a part of a due process action will be resolved following the state complaint procedures and timelines.
12. The complaint investigator will submit his or her findings of fact, conclusions, and, in coordination with the DR office, identify appropriate corrective actions, if required. The Idaho Department of Education shall make an independent determination, based on the review of all relevant information, as to whether the LEA violated a requirement of the IDEA and issue a written decision that addresses the allegations in the complaint.
13. A final report of the investigation will be issued to the complainant and LEA superintendent, board chairperson, and special education director. The report shall include but is not limited to the findings of fact, conclusions, reasons for the decision, and

any necessary corrective action(s) for each allegation within sixty (60) calendar days of receipt of a sufficient complaint. This time period may be extended, but only under exceptional circumstances, which shall be documented by the DR office or if the complainant and LEA agree to extend the time to engage in mediation or other alternative dispute resolution procedures.

14. If a violation of the IDEA is verified by the complaint investigator, the report shall include corrective actions addressing, as appropriate:
    a. A remedy to address any denial of FAPE, which may include compensatory services, monetary reimbursement, or other corrective action as appropriate to meet the needs of the student;
    b. Appropriate future provision of services for all students with disabilities; and
    c. The provisions of technical assistance, including training, documentation of compliance, or written assurances, if needed.
15. The Idaho Department of Education will ensure the LEA takes the corrective action set forth in the final report no later than one year after the identification of non-compliance.
16. The Dispute Resolution office ensures any findings of noncompliance found as the result of a state administrative complaint investigation are corrected and verifies through review of documentation or interviews, or both, the corrective actions were implemented no later than one year (365 days) after the determination of noncompliance. If necessary, the Idaho Department of Education will use appropriate enforcement mechanisms such as the provision of technical assistance, conditions on funding, a corrective action, an improvement plan, and/or withholding funds, in whole or in part.
17. A complaint investigation report is final as of the date set forth in the report and is not subject to an appeal. A parent or LEA may file for a due process hearing regarding any concerns related to the identification, evaluation, educational placement, or provision of free appropriate public education (FAPE). Any corrective action requirements and timelines set forth in the complaint investigation report will continue to run even if a due process hearing is filed on the same issue(s).

4. Resolving State Complaints through Mediation

State complaints are a formal mechanism for addressing potential violations of the IDEA. While filing a state complaint initiates an investigation process, it does not preclude teams from continuing to collaborate and seek resolution. In fact, teams are strongly encouraged to work toward consensus whenever possible, maintaining open communication and a shared focus on the student's needs.

When the complainant is the parent of an individual student, even after a complaint is filed, parties may opt to engage in mediation—a voluntary process that supports problem-solving outside of a formal investigation.

1. Mediation will automatically be offered by the DR office to the parent and the LEA when the complaint involves an individual student.

2. The parent and the LEA may resolve all, part or none of the allegations in mediation. If an agreement is reached, the complainant will notify the DR office in writing of the parties' agreement. If an agreement is reached, the complainant may withdraw all or part of the complaint pursuant to the mediated agreement. The parent will inform the DR office of the withdrawal. When the DR office receives this notification, any resolved allegations will be dismissed from the state complaint. If all of the state complaint allegations are not resolved, the DR office will investigate the remaining allegations.
3. If mediation is not accepted by the parties or fails to resolve some or all the allegation(s) that gave rise to the complaint, the complaint investigation will continue as described above in Section C, State Complaint Procedures.

Section ~~5~~ 4. Due Process Hearings

~~A. Definition~~

The Idaho Department of Education shall administer a single-tier due process administrative hearing system to resolve disputes between public agencies and parents/adult students. Idaho's due process system has two types of due process hearings: a regular due process hearing and an expedited due process hearing. A regular due process hearing request involves an allegation or a series of allegations by either a parent/adult student or a public agency (typically an LEA) on issues relating to the identification, evaluation, educational placement, or the provision of FAPE to a student. An expedited due process hearing request involves an allegation concerning discipline and/or placement related to discipline and results in an administrative hearing with an expedited timeline.

The due process hearing is presided over by a hearing officer assigned by the DR~~C~~ office. At the due process hearing, the parent/adult student and the ~~district~~ LEA may present evidence, cross examine witnesses, and present the case to the hearing officer. The hearing officer renders a ~~written~~ final decision on the merits of the issues relating to the due process hearing.

~~Mediation is available in an effort to resolve issues and parties may request mediation at any time. If mediation is rejected by either party, the due process hearing timelines will remain in effect.~~

B. ~~Due Process Hearings and Expedited Due Process Hearings~~

~~Idaho's due process system has two types of due process hearings: a regular due process hearing and an expedited due process hearing.~~

1. ~~A regular due process hearing is an administrative hearing to resolve disputes on any matter related to the identification, evaluation, educational placement, and the provision of FAPE.~~
2. ~~An expedited due process hearing is an administrative hearing provided on an expedited timeline and is only available to resolve disputes concerning discipline and/or placement related to discipline.~~

Once a request for a due process hearing is filed with the Idaho Department of Education the DR office will not provide any information regarding the pending due process hearing to the parent/adult student or the public agency involved other than general information which accompanies the notification to the parties that a hearing officer has been assigned. The DR office will refer all inquiries or correspondence received from either party to the assigned hearing officer. Mediation is offered in an effort to resolve issues, and parties may request mediation at any time.

A. Definitions

All terms used in this section shall be interpreted in accordance with the definitions set forth in the Individuals with Disabilities Education Act (IDEA).

Administrative Hearing. A formal legal proceeding conducted by a government agency or an appointed official (called a hearing officer) to resolve disputes involving rules, regulations, or laws overseen by that agency.

Expedited Due Process Hearing. An administrative hearing provided on an expedited timeline that is only available to resolve disputes concerning discipline and/or placement related to discipline.

Hearing Officer. The individual assigned to conduct the impartial due process hearing procedures consistent with the IDEA.

Individuals with Disabilities Education Act (IDEA). The federal law that requires that all children with disabilities have available to them a free appropriate public education.

Local Education Agency (LEA). Idaho public school districts and charter schools are the LEAs within Idaho that oversee public elementary and secondary public schools.

Public Agency. The SEA and LEAs, including Idaho school districts and public charter schools and any other public subdivisions of Idaho that are responsible for providing education to children with disabilities.

Regular Due Process Hearing. An administrative hearing provided on a regular timeline that is available to resolve issues related to the identification, evaluation, educational placement, or the provision of FAPE to a student.

State Education Agency (SEA). The Idaho Department of Education is the SEA and is primarily responsible for the State supervision of public elementary and secondary schools.

B. General Administrative Hearing Procedures for Regular and Expedited Due Process Hearings

The following procedures shall be followed whenever a regular or expedited due process hearing is requested:

1. In the case of any conflict between these procedures and the IDEA, the IDEA shall supersede these procedures.
2. Where no provision is made by statute, rule, or these procedures, proceedings in due process hearings shall be in accordance with the practice usually followed in similar administrative cases, or as may be prescribed by the hearing officer or stipulated to by the parties. The assigned hearing officer shall apply the principles of fundamental fairness and due process to each situation.
3. The hearing procedures shall be liberally construed to secure the just, speedy, and inexpensive determination of IDEA due process hearings.

Single-Tier System
The Department shall administer a single-tier due process hearing system to resolve disputes between public agencies and parents/adult students.

Computation of Time
In computing any period of time set by the IDEA, the day of the event from which the period of time begins to run shall not be included. The last day of the period shall be included, unless it is a Saturday, Sunday, or legal holiday.

The number of days identified shall be *calendar days*, unless otherwise specified.

Hearing Officer Assignment and Qualifications
Once a due process hearing request is received by the DR office, a hearing officer will be assigned in a timely manner. Hearing officers are selected from a list of specially trained, neutral, and impartial professionals. A list of qualifications for each hearing officer is kept by the DR office.

A hearing officer:

1. Shall not be an employee of the Idaho Department of Education or the LEA involved in the education or care of the student;
2. Shall not have a personal or professional interest that conflicts with the person's objectivity in the hearing;
3. Shall possess knowledge of, and the ability to understand, the provisions of the IDEA and federal and state regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and state courts;
4. Shall possess the knowledge and ability to conduct hearings in accordance with appropriate standard legal practice; and
5. Shall possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice.

A person who otherwise qualifies to conduct a due process hearing is not an employee of the Idaho Department of Education or a LEA solely because he or she is paid by the LEA to serve as a hearing officer.

Assigned hearing officers may discuss any procedural matter related to a proceeding, including interpretation and application of IDEA provisions, with any other hearing officer not assigned to the matter.

The hearing officer will be compensated at rates set by the Idaho Department of Education. The public agency (typically an LEA) that is a party to the hearing shall be responsible for compensating the assigned hearing officer and paying for the cost of a verbatim transcript of the hearing.

Hearing officers shall not be called to testify in due process hearings or civil proceedings regarding the due process hearings they have conducted, nor shall they be compelled to disclose the substance of any discussions that occurred during the due process hearing process.

Communications with an Assigned Hearing Officer

All communications that are intended to be part of an official record for a decision in a due process hearing must be filed with the assigned hearing officer, with a copy provided to the opposing party. Unless otherwise provided by statute, rule, order, or notice, documents are considered filed when received by the hearing officer, not when mailed or otherwise transmitted.

Disqualification of an Assigned Hearing Officer

No party shall have the right to disqualification of the assigned hearing officer without cause. If a hearing officer's disqualification is sought for cause, the assigned hearing officer's written decision shall include facts and reasons for the hearing officer's ruling on the motion to disqualify.

Assigned Hearing Officer's Scope of Authority

Assigned hearing officers have broad discretion to ensure that due process hearing procedures provide fundamental fairness to all parties involved in the hearing and are conducted in an orderly fashion. Additionally, assigned hearing officers have the following scope of authority pursuant to the IDEA:

1. Schedule cases assigned to the hearing officer, including authority to issue notices of prehearing conference and of hearing;
2. Compel the attendance of witnesses at the request of the either party;
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to the opposing party at least five (5) business days before the hearing;
4. Discretion to bar any party that fails to comply with the disclosure of all evaluations completed at least five (5) business days prior to the hearing from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party;

5. Authority to preside over and conduct hearings, accept evidence into the record, rule upon objections to evidence, and otherwise oversee the orderly presentations of the parties at hearing;
6. Open the hearing to the public at the request of the parent/adult student;
7. Upon the conclusion of a hearing, issue a written decision, including a narrative of the proceedings before the hearing officer and findings of fact, conclusions of law, and final order.

Assigned hearing officers do not have the authority to:

1. Order or grant discovery as may be provided for under the Idaho Administrative Procedure Act or the Idaho Rules of Civil Procedure.
2. Declare a statute or regulation unconstitutional.
3. Hear or decide issues beyond the scope of the IDEA.
4. Award costs or attorney fees.
5. Review or reconsider final orders made in other hearings.

Burden of Proof
The burden of proof is on the party requesting the due process hearing. A preponderance of evidence standard applies.

Attorney Representatives
Attorneys representing a party must have an active license to practice law in the state of Idaho. Attorneys not licensed in Idaho, but who are licensed in one or more other states, may request admission to the proceeding on a *pro hac vice* status by the assigned hearing officer consistent with Idaho State Bar Commission Rules.

Professional Conduct Required
Parties and their representatives are expected to conduct themselves in a professional, civil, and nondisruptive manner during the due process hearing proceedings. The hearing officer may take reasonable action to maintain order during the proceeding which in their judgment is necessary to ensure an expeditious, fair, and impartial proceeding.

Final Order Personally Identifiable Information
It is recommended that the hearing officer refer to witnesses by title or in some other fashion so as not to include the witnesses' names in the body of the decision. For convenience and to permit redaction of the decision for ultimate publication by the Idaho Education Department, a Personally Identifiable Information (PII) coversheet may be utilized to identify the witnesses by name and by the title or manner in which the witness is identified in the hearing officer's decision. The coversheet can then be removed from the hearing officer's decision by the DR Coordinator.

Final Order Content

The hearing officer's final order and decision shall include findings of fact and conclusions of law.

Notice of Appeal Rights

A final order issued by a hearing officer shall contain the following paragraph or substantially similar paragraph:

> *This is a final order. Any party aggrieved by the findings and decision herein has the right to bring a civil action with respect to the due process complaint notice requesting a due processing hearing under 20 USC 1415(i)(1). The action may be brought in any State court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy. See 20 USC 1415(1)(2). An action for state court review shall be filed within twenty-eight (28) days from the date of issuance of the hearing officer's decision. Any action in federal district court shall be filed within forty-two (42) days from the date of issuance of the hearing officer's final decision and order.*

Final orders must be served by the assigned hearing officer on all parties contemporaneously with the issuance of the final order.

Maintaining and Transmitting the Hearing Record

The hearing officer is responsible for maintaining the administrative record developed as a result of the request for a hearing.

The hearing record shall include all of the documents submitted by the parties, including the request for the due process hearing; responsive written notice; sufficiency objections; any prehearing motions and orders; proposed exhibit lists and exhibits, including exhibits offered or identified even if not made part of the record; proposed witness lists; transcript prepared by a court reporter; and any prehearing orders, rulings and final decision issued by the hearing officer.

The hearing officer shall prepare a transmittal of the record certifying that the record is complete and transmit the record to the DR Coordinator with the hearing officer's final decision. The transcript prepared by a court reporter may be transmitted separately.

The Department shall maintain the Transmittal of the Record, including the record and the transcript of each due process hearing.

Petition for Judicial Review

Any party aggrieved by the findings and decision made by the hearing officer has the right to bring a civil action with respect to the due process complaint notice requesting a due process hearing. The action may be brought in any Idaho court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy.

An action for state court review shall be filed within twenty-eight (28) days from the date of issuance of the hearing officer's decision. Any action in federal district court shall be filed

within forty-two (42) days from the date of issuance of the hearing officer's final decision and order.

C. Regular Due Process Hearings

Requirements for Filing a Regular Due Process Hearing

Regular due process hearing requests must include a complete and signed copy of the *Due Process Hearing Request Form* or a signed document providing all of the general information, issue(s), and resolution(s) information required in the *Due Process Hearing Request Form*. This includes the following information:

1. The name of the student.
2. The address of the residence of the student.
3. The name of the school the student is attending.
4. In the case of a homeless student, available contact information for the student, and the name of the school the student is attending.
5. A description of the nature of the problem related to the student regarding the proposed or refused initiation or change, including relevant facts; and
6. A proposed resolution of the problem to the extent known and available to the party at the time.

Reasonable accommodations will be provided for individuals who need assistance in filing a written request for a due process hearing.

A parent/adult student or public agency (or their attorney authorized to practice law in the state of Idaho) filing a due process hearing request must provide the request for due process hearing to the other party and to the Dispute Resolution office. The request shall be mailed, hand-delivered, or scanned and attached to an email with a signature of the filing party. All applicable timelines will start when the request has been received by the non-requesting party and the Idaho Department of Education.

Due Process Hearing Request from Parent/Adult Student

A due process hearing may be requested relating to the identification, evaluation or educational placement of a student with a disability, or the provision of FAPE to the student.

1. A due process hearing shall be initiated within two (2) years of the date the parent/adult student knew or should have known about the alleged action that forms the basis of the request for a due process hearing. The two-year timeline will not apply if the parent/adult student was prevented from requesting a hearing due to specific misrepresentations or the withholding of information by the public agency required to be provided by the IDEA.
2. If a parent/adult student disagrees with an IEP or placement change by the LEA a request for a due process hearing may be filed by the parent/student during which time the student shall remain in the current placement (stay put) unless otherwise agreed to by the LEA and parent/student.

3. Filing for a due process hearing cannot be used to delay the LEA from placing a student in an Interim Alternative Educational Setting (IAES).

Due Process Hearing Request from a Public Agency

If a public agency (typically a school district or charter school) initiates a hearing request, the public agency must inform the parent/adult student and the Idaho Department of Education. A public agency may initiate a due process hearing within two years of the alleged action. The public agency may not use the due process hearing procedures to override a parent's refusal to consent to initial placement of his or her child in special education.

Regular Due Process Prehearing Procedures

After a due process request is filed by the parent/adult student or a public agency:

1. The Dispute Resolution office offers mediation as a voluntary option to both parties. Parties may request mediation at any time. Participation in mediation shall not alter or delay the timeline of the due process hearing.
2. The receiving party may challenge the sufficiency of the due process hearing request if the receiving party believes the request for due process hearing does not meet all requirements. A challenge must be filed within fifteen (15) days of the receipt of the hearing request by filing a written sufficiency objection with the hearing officer. Challenges to the sufficiency of the request for due process hearing must be in writing and provided to all parties. A response to the sufficiency objection is not required and may not be considered by the hearing officer.
3. The hearing officer shall render a decision regarding the sufficiency of the allegation(s) in the request for a due process hearing within five (5) days and shall immediately notify the parties of the decision in writing.
    a. If the request for a due process hearing is found insufficient, the party may amend its due process complaint only if the other party consents in writing to the amendment and has the opportunity to resolve the complaint through a resolution meeting, or the hearing officer grants permission to amend no later than five (5) days before the due process hearing begins.
    b. Timelines for amended due process hearings begin again on the filing date of the amended request.
4. If the LEA has not previously sent written notice (as outlined in the IDEA) regarding the subject matter in the parent's/adult student's due process hearing request, the LEA must send the written notice to the parent/adult student (with a copy to the hearing officer) within ten (10) days of receiving the request for due process hearing, explaining the reasons why the LEA proposed or refused to take the action raised in the complaint, a description of other options the IEP team considered, and reasons why those options were rejected, a description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action and a description of the other factors relevant to the LEA's proposed or refused action. The written notice provided by

the LEA does not preclude the LEA from asserting that the parent's due process hearing request was insufficient, where appropriate.

5. The party receiving a request for due process hearing must, within ten (10) days of receiving the due process complaint, send to the other party a response with a copy to the hearing officer that specifically addresses the issues raised in the due process complaint. A written notice provided by the LEA to the parent within ten (10) days of receiving a parent's hearing request shall suffice as the LEA's response so long as the written notice specifically addresses all issues raised in the due process hearing request.
6. The public agency shall inform a parent/adult student of any free or low-cost legal or other relevant services available to him or her and provide a copy of the Procedural Safeguards when a due process hearing is requested or if the parent/adult student requests such information.
7. Within fifteen (15) days of receiving a request for due process hearing, the LEA shall convene a pre-hearing resolution session, unless both parties agree in writing to waive the resolution meeting, both parties agree to participate in mediation, or the LEA initiated the hearing.
    a. A resolution meeting includes the parent/adult student, a representative of the public agency who has decision-making authority, and relevant members of the IEP team who have specific knowledge of the facts identified in the request for a due process hearing as determined by the parties.
    b. The LEA's attorney shall not attend the resolution session unless the parent/adult student is accompanied by an attorney eligible to practice in Idaho.
    c. The DR office will provide a meeting facilitator or mediator, if requested. Participation in facilitation or mediation requires consent by both parties.
    d. The purpose of the resolution meeting is for the parent/adult student to discuss the due process hearing request, and the facts that form the basis of the request, so that the LEA has the opportunity to resolve the dispute that is the basis of the due process hearing request.
        1) If a resolution is reached regarding some or all of the issues raised in the request for a due process hearing, the LEA representative and the parent/adult student will sign a settlement agreement, which is a legally binding document enforceable in state and federal court. The parties will immediately forward to the hearing officer signed documentation of the voluntary withdrawal of some or all of the issues set forth in the due process hearing request by the requesting party.
        2) Either party may void the settlement agreement within three (3) business days of signing the agreement. In the event a settlement agreement reached through the resolution process is timely voided by a party, the due process hearing timelines continue to run.

e. A due process hearing will be scheduled if a resolution was not reached on some or all of the hearing issues within thirty (30) days of receiving the request for a due process hearing, or earlier if the parties waived resolution.

f. If the LEA is unable to obtain the participation of the parent/adult student in the resolution meeting after reasonable efforts have been made and documented, at the conclusion of the thirty (30) day resolution period the LEA may request that the hearing officer dismiss the parent's/adult student's due process hearing request.

g. A parent/adult student may request an immediate due process hearing from the hearing officer if the LEA has not scheduled or participated in a resolution session within fifteen (15) days of the request.

h. The LEA must report to the DR office and to the hearing officer when the resolution meeting is to be held, or provide documentation indicating it was waived by both parties, or provided documentation of attempts to reach the other party, within fifteen (15) days of the Idaho Department of Education receiving the due process hearing request.

i. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) days. The 45-day timeline for issuance of a written decision starts the day after one of the following events:

1) Both parties agree in writing to waive the resolution meeting;

2) After either the mediation or resolution meeting starts but before the end of the 30-day resolution period, the parties agree in writing that no agreement is possible; or

3) If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent/adult student or public agency withdraws from the mediation process; or

4) The LEA files a due process hearing request which does not require the parties to participate in a resolution meeting.

All of the above events must be documented, including dates of determination, and provided to the DR office and the hearing officer immediately.

Regular Due Process Hearing Procedures

1. Hearing Preparation

a. Prior to a resolution session or a due process hearing, a parent/adult student, or their representative, shall be allowed to inspect and review any education records related to the student that have been collected, maintained or used by the public agency. A public agency may charge a fee for copies of records if the fee does not effectively prevent a parent/adult student from exercising his or her right to inspect and review those records. A public agency may not charge a fee to search for or retrieve records.

b. Not less than five (5) business days prior to a due process hearing, each party will disclose to all other parties: evaluations completed by that date and recommendations

based on those evaluations intended to be used at the hearings; copies of exhibits to be introduced; and a list of witnesses each party intends to call at the hearing.

c. The hearing officer shall provide notification as to the time and place of the due process hearing to the parent/adult student, public agency officials, and the Idaho Department of Education. The hearing shall be conducted at a time and place reasonably convenient to the parent/adult student.

d. Parties shall cooperate with the hearing officer in any business or communication and the planning for a location, date and time for the hearing.

2. The Due Process Hearing

a. All parties to a due process hearing have the right to be accompanied and advised by legal counsel properly licensed in Idaho.

b. A parent/adult student has the right to open the hearing to the public and to have the student who is the subject of the hearing present.

c. Each party has the right to present evidence and to confront, cross-examine, and compel the attendance of witnesses.

d. The party requesting the due process hearing may not raise issues at the due process hearing that were not raised in the due process complaint unless the other party agrees otherwise.

e. Any party may prohibit the introduction of any evidence at the hearing that was disclosed less than five (5) business days before the hearing.

f. During the hearing the public agency will provide reasonable accommodations as required by federal law.

g. The parent/adult student has the right to the record of the hearing and the findings of fact and decisions of the hearing officer provided at no cost to the parents. The LEA shall be responsible for the cost of the verbatim transcript and a copy of the transcript will be included in the record of the hearing.

3. Decision of the Hearing Officer

a. The decision made by the hearing officer will be made on substantive grounds based on the record established at the hearing.

b. In matters alleging a procedural violation, the hearing officer may find that a student did not receive FAPE only if there is evidence that the procedural inadequacies:

1) impeded the student's right to FAPE;

2) significantly impeded a parent's/adult student's opportunity to participate in the decision-making process; or

3) caused a deprivation of educational benefit.

c. If a hearing officer finds that there is a procedural deficiency that did not deny FAPE, he or she may order the LEA to comply with the procedural requirements.

d. At the conclusion of a hearing, the hearing officer's decision shall be a final decision and shall include findings of fact and conclusions of law. In addition, the decision shall include an order of relief, if appropriate, and notice of the right to appeal.

e. The hearing officer's written final decision shall be mailed, which may include postal or electronic, to the parties within forty-five (45) days after the expiration of the 30-day resolution process; or from the date both parties agreed in writing to waive the resolution meeting, or from the date both parties agreed to go to mediation, or from the date the public agency initiated the hearing. The hearing officer may grant specific extensions of time for the hearing officer's decision beyond the forty-five (45) day period upon the request of a party. The hearing officer shall issue a written decision in response to each request.

f. The findings of fact and decision shall be mailed, which may include postal or electronic, at no cost. Copies will also be mailed to the public agency, superintendent, the DR Coordinator and other appropriate representatives of the public agency.

g. A hearing officer's decision will be enforceable in state and federal court. It will be implemented not later than fourteen (14) days from the date of issuance unless:

1) the decision specifies a different implementation date; or

2) the parent/adult student or the LEA appeals the decision by initiating civil action in state or federal district court within applicable appeal periods.

Nothing in this section prevents a parent/adult student from filing a separate due process hearing request on an issue separate from the request already filed. The Idaho Department of Education may consolidate multiple hearing requests involving the same student.

4. Placement During a Regular Due Process Hearing

a) During the pendency of any due process hearing, the student shall remain, or "stay put," in his or her current educational placement unless the LEA and parent/adult student agree otherwise.

b) The stay put placement continues during any subsequent appeals unless a hearing officer agrees with a parent/adult student that a change of placement is appropriate, in which case, the placement identified in the hearing officer's decision becomes the stay-put placement.

c) If the dispute involves an application for initial admission to public school in Idaho, the student, with the written consent of his or her parent, shall be placed in the public school until the completion of all the proceedings.

d) If a student has been placed in an interim alternative educational setting (IAES) for disciplinary reasons, the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the IAES time period, whichever occurs first, unless the parent and the LEA agree otherwise.

e) Stay put does not apply when a student is transitioning from Part C (the Infant/Toddler Program) to Part B services [preschool to grade twelve (12)] because the student has turned three (3).

i) With written consent of the parent, the student shall be placed in the public school until completion of all the hearing proceedings.

ii) If the parent does not give written consent for the provision of special education and related services, the student will not receive services until completion of the hearing proceedings.

iii) If the student is eligible for special education and related services, and the parent consents, the LEA shall provide those special education and related services which are not in dispute.

D. Expedited Due Process Hearing

An expedited due process hearing is defined as an administrative hearing to resolve disputes concerning discipline. Expedited due process hearings must occur within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing.

Requirements for Filing an Expedited Hearing Request

Parties filing expedited due process hearing requests must include a complete and signed copy of the *Expedited Due Process Hearing Request Form* or a signed document providing all of the general information, issue(s), and resolution(s) information required in the *Expedited Due Process Hearing Request Form*. This includes the following information:

1. The name of the student.
2. The address of the residence of the student.
3. The name of the school the student is attending.
4. In the case of a homeless student or youth, available contact information for the student, and the name of the school the student is attending.
5. A description of the nature of the problem related to student regarding the proposed or refused initiation or change, including relevant facts; and
6. A proposed resolution of the problem to the extent known and available to the party at the time.

Reasonable accommodations will be provided to individuals who need assistance in filing a written request.

All applicable timelines for an expedited due process hearing will start when the request has been received by the non-requesting party and the Department of Education.

Expedited Due Process Hearing Request from Parent/Adult Student

A parent/adult student may request an expedited hearing if:

1. They disagree with a determination that the student's behavior was not a manifestation of the disability; or

2. They disagree with the LEA's discipline decision which resulted in a change of placement.

Expedited Due Process Hearing Request from Public Agency

An LEA may request an expedited hearing if the LEA believes maintaining the current placement or returning the student to the prior placement is substantially likely to result in injury to the student or others. These hearing procedures may be repeated, if the LEA believes that returning the student to the original placement is substantially likely to result in injury to the student or others.

Expedited Due Process Hearing Procedures and Decision

An expedited hearing will be conducted in a fair and impartial manner. In the event a request for a due process hearing includes both issues for a regular due process hearing and issues for an expedited due process hearing, the hearing officer will separate any non-disciplinary issues from the disciplinary issues which require an expedited decision.

A separate hearing considering the non-disciplinary issues will comply with the regular due process hearing timelines. The hearing officer may consider the appropriateness of including the expedited hearing testimony in the regular due process hearing.

The procedures for an expedited hearing will be the same as those in a regular due process hearing, except for the following:

1. The DR Coordinator will appoint a hearing officer within five (5) business days of a request.
2. A resolution session shall occur within seven (7) days of receiving a due process hearing request unless the parties agree in writing to waive the resolution session or participate in mediation.
3. A due process hearing shall proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of the receipt of the expedited due process hearing request.
4. There is no process for challenging the sufficiency of the due process hearing request in an expedited case.
5. The hearing shall occur within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing. No extensions of time may be granted by the hearing officer.
6. A party may appeal the decision in an expedited due process hearing following the same procedures for decisions in regular due process hearings.

Placement During an Expedited Due Process Hearing

When a hearing has been requested by either the parent/adult student or the LEA regarding placement decisions, the student shall "stay put" during the pendency of the hearing. In relation to disciplinary proceedings, stay put means:

1. the student will remain in the interim alternative educational setting (IAES) until the timeline for the disciplinary action expires or the hearing officer renders a decision, whichever occurs first; and/or
2. upon expiration of the IAES placement, the student will be placed in the setting he or she was in prior to the IAES. However, if LEA personnel maintain that it is dangerous for the student to return to that placement, the LEA may request an expedited hearing to continue the IAES for up to an additional forty-five (45) school days. This procedure may be repeated if determined necessary by the LEA.

If the hearing officer findings rule on behalf of the parent/adult student, the proposed change of placement cannot occur. The IEP team must determine the extent of services appropriate to meet the student's individual needs, as well as address the student's behavior. If the hearing officer finds for the LEA, the LEA may use the same disciplinary procedures, including expulsion, available for any other student, except that FAPE must be provided according to the disciplinary requirements outlined in IDEA.

See Chapter 11 for more information on disciplinary requirements under the IDEA.

If an educational placement dispute arises involving a child transitioning from Part C to Part B, the child cannot remain in Part C services when he or she is over the age of three (3). If the child is found eligible for special education and related services under Part B [beginning at age three (3)] and the parent consents to the initial provision of special education and related services, then the LEA shall provide those special education and related services that are not in dispute between the parent and the LEA until completion of all the hearing proceedings. If the parent does not give written consent for the special education or related services, the student will not receive services until completion of the hearing proceedings.

~~A. Filing a Due Process Hearing~~

~~Due process hearing requests must include a complete and signed copy of the *Due Process Hearing Request Form* or a signed document providing all of the general information, issue(s), and resolution(s) information required in the *Due Process Hearing Request Form*. Reasonable accommodations will be provided to individuals who need assistance in filing a written request.~~

~~A parent/adult student or public agency (or their attorney authorized to practice law in the state of Idaho) filing a due process hearing request must provide the due process hearing complaint to the other party and to the Dispute Resolution office. The request shall be mailed, faxed, hand delivered, or scanned and attached to an email with a signature of the filing party. All applicable timelines will start when the request has been received by the non-requesting party and the SDE.~~

1. Due Process Hearing Request from Parent/Adult Student: A due process hearing may be requested on behalf of a student by a parent, adult student, or by an attorney, properly licensed in Idaho, representing the student.
    a. A due process hearing shall be initiated within two (2) years of the date the parent/adult student knew or should have known of the issues giving rise to the allegation(s). The two-year timeline will not apply if the parent/adult student was prevented from requesting a hearing due to specific misrepresentations or the withholding of information by the public agency required to be provided by the IDEA.

    b. A due process hearing can be initiated regarding issues pertaining to identification, evaluation, educational placement, or the provision of FAPE if the district proposes to initiate or change any of these matters, or if the district refuses the parent's/adult student's request to initiate or change any of these matters.

    c. If a parent/adult student disagrees with an IEP or placement change by the district and have filed a written objection to all or parts of the proposed IEP or change in placement in writing within ten (10) calendar days of receiving written notice of the proposed change, the district may not implement the amended IEP for 15 days, unless a request for a due process hearing is filed by the parent/student during which time the student shall remain in the current placement unless otherwise agreed by the district and parent/student. The written objection cannot be used to delay the district from placing a student in an Interim Alternative Educational Setting (IAES) or the implementation of an initial IEP.

2. Due Process Hearing Request by a District: If the district initiates a hearing request, the district must inform the parent/adult student and the SDE. A district may initiate a due process hearing within two years of the dispute in an attempt to accomplish one or more of the following:

    a. override a parent's/adult student's refusal of consent for an initial evaluation or re-evaluation, or release of information;
    b. override a parent's/adult student's written objection to an IEP program change, an educational placement change, or disciplinary actions when there is an imminent threat to safety;
    c. the placement of a student in an Interim Alternate Education Setting (IAES) when there is substantial evidence that maintaining the current educational placement is likely to result in injury to the student or others;
    d. a determination whether an evaluation conducted by the district was appropriate or whether an evaluation obtained by a parent/adult student meets the criteria for a publicly funded Independent Educational Evaluation (IEE);
    e. a determination if a proposed IEP is appropriate even if the parent/adult student has not filed a formal objection, for example following a state complaint investigation.

B. Hearing Officer Appointment

1. The hearing officer shall be appointed within ten (10) calendar days of the SDE receiving the due process hearing request or within five (5) business days of an expedited hearing. Hearing officers are selected from a list of specially trained and impartial professionals. A list of qualifications for each hearing officer is kept by the DRC.

2. The hearing officer must not be a member of the district school board, an employee of the school district, or an employee of the SDE.

3. The hearing officer must not have a personal or professional interest that conflicts with the objectivity required of a hearing officer.

4. The hearing officer must be specially trained in conducting due process hearings, possess knowledge and understanding of the provisions of Idaho law, the IDEA, and judicial interpretations, and ability to conduct hearing and render and write decisions with appropriate, standard legal practice.

5. The district will pay for all actual expenses incurred by the hearing officer and for the cost of a verbatim transcript of the hearing, if requested by the parent. The hearing officer will be compensated at rates set by the SDE.

C. Due Process Hearing Policies

After a due process request is filed by the parent/adult student or the district, the following procedures will be followed.

1. The Dispute Resolution office offers mediation as a voluntary option to both parties. Parties may request mediation at any time. Choosing mediation shall not alter or delay the timeline of the due process hearing.

2. The receiving party may challenge the sufficiency of the due process hearing request within fifteen (15) days of the receipt of the hearing request by filing a written sufficiency objection with the hearing officer. Challenges to the sufficiency of the due process hearing complaint must be in writing and provided to all parties. The hearing officer shall render a decision regarding the sufficiency of the allegation(s) within five (5) calendar days and immediately notify the parties of the decision in writing.

   a. If the complaint is found not to be sufficient, the party may amend its due process complaint if the other party consents in writing to the amendment and has the opportunity to resolve the complaint through a resolution meeting, or the hearing officer grants permission to amend no later than five (5) days before the due process hearing begins.
   b. Timelines for amended due process hearings begin again on the filing date of the amended request.

3. If the district has not previously sent written notice (as outlined in IDEA) regarding the subject matter in the parent's/adult student's complaint, the district must, within ten (10) calendar days of receiving the request, send the response to the parent/adult student a letter explaining the reasons behind their actions, options considered, evaluations conducted, and other factors relevant to the district's response, in accordance with IDEA prior written notice requirements.

4. The district shall inform a parent/adult student of any free or low-cost legal or other relevant services available to him or her and provide a copy of the Procedural Safeguards if a due process hearing is requested or if the parent/adult student requests such information.

5. Within fifteen (15) days of receiving the parent's/adult student's due process hearing request, the district convenes a pre-hearing resolution session, unless both parties agree in writing to waive the resolution meeting, both parties agree to go to mediation, or the district initiates the hearing.
    a. A resolution meeting includes parent/adult student, a representative of the district who has decision-making authority, and relevant members of the IEP team who have specific knowledge of the facts identified in the request for a due process hearing as determined by the parties.
    b. The district's attorney shall not attend the resolution session unless the parent/adult student will be accompanied by an attorney.
    c. The DRC will provide a contractor specially trained in facilitating a resolution session or a contracted mediator, if requested. Either process requires approval by both parties.
    d. The purpose of the meeting is for the parent/adult student to discuss the due process hearing request, and the facts that form the basis of the request, so that the district has the opportunity to resolve the dispute.
        1. If a resolution is reached regarding the issues raised in the request for a due process hearing, the district representative and the parent/adult student will sign a settlement agreement, a legally binding document enforceable in state and federal court. The parties will immediately forward to the hearing officer signed documentation of the voluntary withdrawal of the due process hearing complaint by the requesting party.
        2. Either party may void this agreement within three (3) business days of signing the agreement.
    e. A due process hearing will be scheduled if no resolution is reached within thirty (30) calendar days of receiving the request for a due process hearing.
    f. If the district is unable to obtain the participation of the parent/adult student after reasonable efforts have been made and documented, at the conclusion of the thirty (30) calendar day resolution period the district may request that the hearing officer dismiss the parent's/adult student's due process hearing request.

g. A parent/adult student may request an immediate due process hearing from the hearing officer if the district has not scheduled or participated in a resolution session within fifteen (15) days of the request.

h. The district must report to the DRC and to the hearing officer when the resolution meeting is to be held, or provide documentation indicating it was waived by both parties, or provided documentation of attempts to reach the other party, within fifteen (15) days of SDE receiving the due process hearing request.

6. The forty-five (45) day timeline for the due process hearing request starts the day after one of the following events:

a. both parties agree in writing to waive the resolution meeting;

b. after either the mediation or resolution meeting starts but before the end of the thirty (30) day period, the parties agree in writing that no agreement is possible;

c. both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later, the parent/adult student or public agency withdraws from the mediation process; or

d. the district files a hearing request.

All of the above events must be documented, with dates of determination, and provided to the DRC and the assigned hearing officer immediately.

D. The Due Process Hearing

1.Hearing Preparation

a. A parent/adult student will be allowed to inspect and review reports, files, and records pertaining to the student prior to a resolution session or due process hearing. A district may charge a fee for copies of records if the fee does not effectively prevent a parent/adult student from exercising his or her right to inspect and review those records. The district may not charge a fee to search for or retrieve records.

b. A due process hearing will be scheduled if no resolution is reached within thirty (30) calendar days of receiving the request for a due process hearing.

c. If the district is unable to obtain the participation of the parent/adult student after reasonable efforts have been made and documented, at the conclusion of the thirty (30) calendar day resolution period the district may request that the hearing officer dismiss the parent's/adult student's due process hearing request.

d. A parent/adult student may request an immediate due process hearing from the hearing officer if the district has not scheduled or participated in a resolution session within fifteen (15) days of the request.

e. The district must report to the DRC and to the hearing officer when the resolution meeting is to be held, or provide documentation indicating it was

waived by both parties, or provided documentation of attempts to reach the other party, within fifteen (15) days of SDE receiving the due process hearing request.

2.The forty-five (45) day timeline for the due process hearing request starts the day after one of the following events:

a. both parties agree in writing to waive the resolution meeting;
b. after either the mediation or resolution meeting starts but before the end of the thirty (30) day period, the parties agree in writing that no agreement is possible;
c. both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later, the parent/adult student or public agency withdraws from the mediation process; or
d. the district files a hearing request.

All of the above events must be documented, with dates of determination, and provided to the DRC and the assigned hearing officer immediately.

E. The Due Process Hearing

1.Hearing Preparation

a. A parent/adult student will be allowed to inspect and review reports, files, and records pertaining to the student prior to a resolution session or due process hearing. A district may charge a fee for copies of records if the fee does not effectively prevent a parent/adult student from exercising his or her right to inspect and review those records. The district may not charge a fee to search for or retrieve records. Choose an electronic verbatim record instead. If transcribed, the district will pay the transcription costs, and a copy of the transcript will remain with the SDE.

2. Decision of the Hearing Officer

a. The decision of the hearing officer will be based solely on presentations made at the due process hearing.
b. The decision made by the hearing officer will be made on substantive grounds based on a determination of whether a student received FAPE.
1. In matters alleging a procedural violation, a hearing officer may find that a student did not receive FAPE only if there is evidence that the procedural inadequacies:
i. impeded the student's right to FAPE;
ii. significantly impeded a parent's/adult student's opportunity to participate in the decision-making process; or
iii. caused a deprivation of educational benefit.
2. If a hearing officer finds that there is a procedural deficiency that did not deny FAPE, he or she may order the district to comply with the procedural requirements.
c. The hearing officer's decision will include findings of fact and conclusions of law. In addition, the decision shall include an order of relief, if appropriate.

d. The hearing officer's written decision shall be mailed within forty-five (45) calendar days from the date both parties agreed in writing to waive the resolution meeting, or both parties agreed to go to mediation, or the date the district initiated the hearing. The hearing officer may grant an extension of the forty-five (45) day period upon the request of a party. The hearing officer shall issue a written decision in response to each request.

e. The findings of fact and decision shall be sent to the parent/adult student at no cost. Copies will also be mailed to the district superintendent, the DRC, and representatives of the district.

f. A hearing officer's decision will be enforceable in state and federal court. It will be implemented not later than fourteen (14) calendar days from the date of issuance unless:

1. the decision specifies a different implementation date; or
2. either party appeals the decision by initiating civil action in state or federal district court within applicable appeal periods.

g. Nothing in this section can be interpreted to prevent a parent/adult student from filing a separate due process hearing request on an issue separate from the request already filed. The SDE may consolidate multiple hearing requests involving the same IEP.

h. Stay Put

1. During the pendency of any due process hearing, the student shall remain, or "stay put," in his or her current educational placement unless the district and parent/adult student agree otherwise.
2. The stay-put placement continues during any subsequent appeals unless a hearing officer agrees with a parent/adult student that a change of placement is appropriate, in which case, the placement identified in the hearing officer's decision becomes the stay-put placement.
3. If the dispute involves an application for initial admission to public school in Idaho, the student, with the written consent of his or her parent, shall be placed in the public school program until the proceedings are completed.
4. "Stay put" does not apply when a student is transitioning from Part C (the Infant/Toddler Program) to Part B services in Idaho. Following the development of an IEP or an individual family service plan (IFSP), if an educational placement dispute arises involving a student transitioning from Part C to Part B, the student cannot "stay put" in Part C.
    i. With written consent of the parent, the student shall be placed in the public school until completion of all the hearing proceedings.
    ii. If the parent does not give written consent, the student will not receive services until completion of the hearing proceedings.
    iii. If the student is eligible for special education and related services, and the parent consents, then the district shall provide those special education and related services which are not in dispute.

Section 6. Expedited Due Process Hearings

A. Definition

An expedited due process hearing is defined as an administrative hearing to resolve disputes concerning discipline occurring within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing.

B. Filing an Expedited Hearing Request

Parties filing expedited due process hearing requests must include a complete and signed copy of the *Expedited Due Process Hearing Request Form* or a signed document providing, in the same order, all of the general information, issue(s), and resolution(s) information required in the *Expedited Due Process Hearing Request Form*. Reasonable accommodations will be provided to individuals who need assistance in filing a written request.

1. A district may request an expedited hearing if the district believes maintaining the current placement or returning the student to the prior placement is substantially likely to result in injury to the student or others.

2. A parent/adult student may request an expedited hearing if:
    a. he or she disagrees with a determination that the student's behavior was not a manifestation of the disability; or

    b. he or she disagrees with the district's discipline decision, which resulted in a change of placement.

A parent/adult student or district filing an expedited due process hearing request must provide, in a confidential manner, the due process complaint and request for hearing to the other party. The request shall be mailed, faxed, or hand delivered (electronic copies are not accepted). The party filing an expedited due process hearing must be able to show proof of receipt of the expedited due process hearing request by the other party. Additionally, when the request is provided to the non-requesting party, the party filing the request shall simultaneously send a written copy to the DRC by mail, fax, hand delivery, or scanned and attached to an email with a signature of the filing party. All applicable timelines for expedited due process hearing will start when the request has been received by the non-requesting party.

C. The Expedited Hearing Process and Decision

An expedited hearing will be conducted in a fair and impartial manner. Guidelines and proceedings will be the same as those in a regular due process hearing, except for the following changes:

1. The DRC will appoint a hearing officer within five (5) business days of a request.

2. A resolution session shall occur within seven (7) days of receiving a due process hearing request unless the parties agree in writing to waive the resolution session or go to mediation.

3. A due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of the receipt of the expedited due process hearing request.

4. There is no process for challenging the sufficiency of the due process hearing request in an expedited case.

5. Any party may prohibit the introduction of any evidence at the hearing that was not disclosed at least five (5) business days before the hearing.

6. The hearing shall occur within twenty (20) school days of the request, with a decision rendered within ten (10) school days of the hearing and no extensions may be granted by the hearing officer.

7. A written decision will be mailed to both parties by the Dispute Resolution office.

8. A party may appeal the decision in an expedited due process hearing in the same way as allowed for decisions in other original due process hearings.

D. Placement During an Expedited Hearing

When a hearing has been requested by either the parent/adult student or the district regarding placement decisions, the student shall "stay put" during the pendency of the hearing. In relation to disciplinary proceedings, stay put means:

1. the student will remain in the IAES until the timeline for the disciplinary action expires or the hearing officer renders a decision, whichever occurs first; and/or

2. upon expiration of the IAES placement, the student will be placed in the setting he or she was in prior to the IAES. However, if district personnel maintain that it is dangerous for the student to return to that placement, the district may request an expedited hearing to continue the IAES for up to an additional forty-five (45) school days. This procedure may be repeated as necessary.

If the hearing officer findings are in favor of the parent/adult student, the change of placement cannot occur. The IEP team will need to determine the extent of services appropriate to meet the student's individual needs, as well as address the student's behavior. If the hearing officer finds for the district, the district may use the same disciplinary procedures, including expulsion, available for any other student, except that FAPE must be provided according to the requirements in Chapter 12, Section 3.

If an educational placement dispute arises involving a child transitioning from Part C to Part B, the child cannot remain in Part C services when he or she is over the age of three (3). If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services, then the school district shall provide those special education and related services that are not in dispute between the parent and district until completion of all the hearing proceedings. If the parent does not give written consent for the special education or related services, the student will not receive services until completion of the hearing proceedings.

~~Section 7. Appeals and Civil Action~~

~~An action for state court review shall be filed within twenty-eight (28) days from the date of issuance of the hearing officer's decision; any action in federal district court shall be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision.~~

~~A party must exhaust administrative remedies before initiating a civil action under IDEA unless otherwise determined by the court. However, nothing in the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, or other federal laws protecting the rights of children with disabilities.~~

~~Section 8. Attorney Fees~~

~~An IDEA hearing officer appointed by the DRC does not have the authority to consider or award attorney fees. Only a state or federal district court will have has jurisdiction in to consider an award the awarding, determination, or prohibition of attorney fees in and IDEA matter.~~

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CHAPTER ~~10~~ 14: ~~IMPROVING RESULTS~~ IDAHO DEPARTMENT OF EDUCATION'S GENERAL SUPERVISION SYSTEM REQUIREMENTS

This chapter identifies the Idaho Department of Education's responsibilities for supervising and monitoring LEAs' implementation of the IDEA. These responsibilities include focusing ~~reflects the changes in the IDEA that focus~~ on improving educational results and functional outcomes for all students with disabilities, analyzing and reporting data to the public, and ensuring that personnel who work with students with disabilities are qualified. ~~prepared to meet their unique needs.~~

Section 1. Department's General Supervision System

The Idaho Department of Education is responsible for the general supervision and oversight of IDEA compliance in Idaho. The Idaho Department of Education is responsible for ensuring that IDEA provisions are carried out, and that each educational program for students with disabilities administered within Idaho, including each program administered by other State agencies or LEAs, is under the general supervision of the persons responsible for educational programs for students with disabilities and meets Idaho educational standards.

The Idaho Department of Education is responsible for creating and implementing a general supervision system, which includes, at a minimum, the following eight (8) integrated components:

1. Integrated monitoring activities;
2. Data on processes and results;
3. The State Performance Plan/Annual Performance Report (SPP/APR);
4. Fiscal management;
5. Effective dispute resolution;
6. Targeted technical assistance and professional development;
7. Policies, procedures, and practices resulting in effective implementation; and
8. Improvement, correction, incentives, and sanctions.

Idaho has established and maintains an advisory panel, known as the Special Education Advisory Panel (SEAP), for the purpose of providing policy guidance with respect to special education and related services for students with disabilities. Members of SEAP serve at the discretion of the State Superintendent of Public Instruction. Membership requirements are defined by IDEA and a majority of members (51%) of the panel shall be individuals with disabilities or parents of students with disabilities [birth through age twenty-six (26)].

Section ~~1.~~ 2. Integrated Monitoring Activities ~~Priorities and Indicators~~

In fulfilling its general supervision responsibilities, and as a condition of receiving IDEA funds, the Idaho Department of Education must monitor LEAs in each of the following priority areas:

1. The provision of FAPE in the least restrictive environment (LRE);
2. General supervision, including effective monitoring within the LEA;
3. Child find;
4. A system of transition services, including for early child and secondary transition;
5. The use of resolution meetings as part of due process hearings;
6. Mediation; and
7. Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

Monitoring of all LEAs will occur within a reasonable period of time and at least once within a six-year period. However, when the Idaho Department of Education becomes aware of an "area of concern" or credible allegation regarding an IDEA policy, practice or procedure within an LEA, it must conduct due diligence in a timely manner to address the area of concern and reach a conclusion in a reasonable amount of time.

If the Idaho Department of Education determines that an LEA is out of compliance with an applicable IDEA requirement, a written notification of noncompliance will be issued, unless the LEA immediately corrected the noncompliance, and the Idaho Department of Education is able to verify the correction before it issues a finding.

The Idaho Department of Education must use the threshold of 100 percent compliance when determining an LEA's compliance with IDEA requirements. Compliance and verification of compliance must occur as soon as possible, but no later than one year (365 days) after the Idaho Department of Education's written notification of noncompliance. Compliance includes addressing the extent and cause of the identified noncompliance, in addition to ensuring student-specific and systemic corrections occur.

In those instances when the Idaho Department of Education has identified student-specific noncompliance, it will verify correction by reviewing each individual case (not a subset or sample) of previously noncompliant files, records, data files or whatever data source was used to identify the original noncompliance, to verify correction by the LEA of student-specific noncompliance, unless the student is no longer within the jurisdiction of the LEA, and no outstanding corrective action exists under a State complaint or due process hearing decision for the student.

In some cases, monitoring activities may require system-level verification. System-level verification refers to the process of ensuring that an LEA has addressed and improved its practices related to the identified area(s) of noncompliance. This is done through a review of

subsequent evidence and documentation to demonstrate that the LEA has implemented corrective actions and improved practices across their system. The purpose of system-level verification is to confirm that the LEA has made necessary adjustments to prevent recurrence within the system.

A. Results Driven Accountability (RDA) Monitoring System

~~The Idaho State Department of Education (SDE_ is responsible for the design and implementation of a system of general supervision that monitors the fulfillment of the Individuals with Disabilities Education Act (IDEA) of 2007.~~ The activities under the Idaho Special Education Results Driven Accountability (RDA) Monitoring System monitor LEAs for results and compliance. Based on ~~stakeholder~~ educational partner input, the monitoring system includes a focus on providing supports to LEAs to meet the requirements of IDEA.

The Guiding Principles of the Results Driven Accountability Monitoring System are:

1. Improving educational results and functional outcomes for all students with disabilities~~,~~ and ensuring that Idaho meets the ~~program required by~~ requirements of IDEA, with ~~a particular~~ emphasis on those requirements that are most closely related to improving education results for students with disabilities.
2. ~~2.~~ The RDA Monitoring System provides the framework for the ~~SDE~~ Idaho Department of Education to partner with LEAs to be mutually responsible for improving educational results and functional outcomes for all students with disabilities, ~~student outcomes~~ and is designed to guide and support ~~districts~~ LEAs in their pursuit of preparing students with disabilities to persevere in life and be ready for postsecondary opportunities. ~~college and careers. To meet the general supervision requirements, the SDE will conduct an annual review of each LEA's performance on a pre-identified set of results and compliance indicators and special conditions areas. Data from the annual review will be compiled into the RDA Determination Report.~~
3. The ~~district~~ LEA is required to submit timely and accurate data from which the ~~district's~~ LEA's performance will be calculated based on the indicators in the ~~Idaho's~~ Idaho Department of Education's State Performance Plan, posted online annually on the ~~SDE~~ Idaho Department of Education website.

B. ~~SDE Responsibility~~ LEA Determinations

~~As part of the SDE general supervision responsibilities, the SDE is required to collect, review, and analyze data on an annual basis to determine if the state and districts are making progress toward the required performance goals. This accountability process includes:~~

To meet general supervision requirements, the Idaho Department of Education annually reviews each LEA's performance on a preidentified set of results, compliance indicators, and special conditions areas. Data from the annual review is compiled into the LEA Determination Report.

Idaho has developed four Differentiated Levels of Support to meet the needs of LEAs and improve educational results and functional outcomes for all students with disabilities. LEAs are placed into one of four Differentiated Levels of Support according to the LEA's score on their LEA Determination Report:

1. Meets Requirements: Level 1 – Supporting and Guiding,
2. Needs Assistance: Level 2 – Assisting and Mentoring,
3. Needs Intervention: Level 3 – Directing, and
4. Needs Substantial Intervention: Level 4 – Intervening.

The Idaho Department of Education is required to take certain enforcement actions based on the level of determination each LEA receives. These actions may include technical assistance; a corrective action plan; conditions on funding of an LEA; and/or withholding funds, in whole or in part. The determination process includes:

1. ensuring the data provided and reported by LEAs to the Idaho Department of Education is timely and accurate;
2. measuring performance on goals ~~both~~ for the ~~state~~ State and the ~~districts~~ LEAs;
3. monitoring based on ~~district~~ LEA result and compliance data with the IDEA, and progress made toward meeting ~~state~~ State goals;
4. identifying ~~districts~~ LEAs in one of the following ~~RDA~~ Determination categories: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention;
5. identifying ~~districts~~ LEAs in of the following Differentiated Levels of Support categories: ~~Support~~ Supporting and Guiding, Assisting and Mentoring, Directing, or Intervening;
6. providing professional development and technical assistance statewide and targeted technical assistance to ~~districts~~ LEAs demonstrating the highest needs;
7. reporting to the public on the ~~state~~ State's and ~~districts'~~ LEAs' performance on ~~state~~ State goals; and
8. developing and submitting an Annual Performance Report/State Performance Plan, as needed, to address ~~state~~ State performance on required goals.

C. Fiscal Monitoring ~~District Responsibility~~

The Idaho Department of Education's IDEA general supervision responsibility must be read with other Federal monitoring requirements, including fiscal monitoring. The Idaho Department of Education IDEA Part B Fiscal Accountability Office conducts federal fiscal grant subrecipient monitoring and compliance reviews and implements related corrective actions for associated noncompliance. The Fiscal Accountability Office incorporates best practices and standards and

follows the requirements set forth in 2 CFR Part 200 Uniform Grant Guidance, 34 Part 76 Education Department General Administrative Regulations (EDGAR) and 34 CFR Part 300 Assistance to States for the Education of Children with Disabilities.

The Fiscal Accountability Office conducts an annual fiscal risk assessment in conjunction with a cyclical monitoring cohort of LEAs. Monitoring staff employ a thorough rubric to determine and issue findings. Each LEA is subject to fiscal monitoring no less than once every five years. Reimbursement requests for IDEA Part B funding require documentation for review and cost allocability throughout the year for all LEAs. MOE eligibility and compliance testing, excess cost reporting, supplement not supplant crosscutting measures, applicable Private School Proportionate Share, and CEIS and CCEIS compliance reporting are conducted annually through the IDEA Part B Application for funding.

As a condition for receiving IDEA Part B funds, the LEA shall provide assurance in the IDEA Part B Application that the school board or board of trustees has adopted the most current version of this Manual.

~~Progress on the state's performance goals is directly linked to the districts' efforts and progress in these same areas. On an annual basis and as part of the SDE's general supervision and accountability, the district shall:~~

~~1. ensure the data it collects and reports to the SDE regarding special education students and personnel is accurate;~~

~~2. use data-based decision-making procedures to review and analyze data to determine if the district is making adequate progress toward performance goals; and~~

~~3. adjust strategies, as needed, to meet goals and improve student outcomes.~~

Section ~~2.~~ 3. Comprehensive ~~Coordinated~~ Early Intervening Services (CEIS) ~~& Comprehensive Coordinated Early Intervening Services (CCEIS)~~

Coordinated early intervening services (CEIS) are services to help students who need additional academic or behavioral support to be successful in school. The activities for CEIS must align with allowable uses under IDEA and adhere to the regulations outlined in the Office of Management and Budget (OMB) Uniform Grant Guidance. Under the OMB Uniform Grant Guidance, costs must be necessary, reasonable, allocable, and adequately documented. LEAs must use generally acceptable accounting principles to document expenditure of funds.

A. Voluntary Coordinated Early Intervening Services (CEIS)

Under the IDEA, the ~~district~~ LEA may use up to 15% of its IDEA Part B allocation in any fiscal year to provide coordinated ~~comprehensive~~ early intervening services (CEIS) for students in kindergarten through grade twelve (12), ~~(~~with a particular emphasis on students in kindergarten through grade three (3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

These funds may be used for activities that include:

1. Professional development for teachers and other school staff to enable such personnel to deliver ~~scientifically~~ evidence-based academic and behavioral interventions, including ~~scientifically~~ evidence-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
2. Providing educational and behavioral evaluations, services, and supports, including ~~scientifically~~ evidence-based literacy instruction.

~~Should a district be found in having significant disproportionality as provided under Part B, the district shall use 15% of its IDEA Part B allocations to provide comprehensive coordinated early intervening services.~~

B. Fiscal Requirements for CEIS

If the ~~district~~ LEA chooses to use IDEA Part B funds in any fiscal year to provide voluntary CEIS, the ~~district~~ LEA will budget the amount used to provide these services, up to a maximum of 15% of the total allocation, in the Part B budget that is submitted annually to the ~~SDE~~ Idaho Department of Education as part of the Part B and Preschool Application.

LEAs taking the Maintenance of Effort (MOE) adjustment may be limited in the amount of CEIS funds they can reserve. The combined amount taken for both voluntary CEIS and the LEA MOE adjustment cannot exceed the maximum amount available for CEIS or the maximum amount available for the LEA MOE adjustment.

C. Reporting Requirements for CEIS

Fiscal and LEA student data must be reported by states to the U.S. Department of Education for CEIS. LEAs must be able to collect and report the data according to federal and ~~state~~ State requirements when planning for and implementing CEIS services.

When the LEA uses IDEA Part B funds to provide CEIS, an annual report shall be submitted through the IDEA Part B Application for funding to the Idaho Department of Education including:

1. The number of students who received CEIS; and
2. The number of students who received CEIS and subsequently receive special education and related services during the preceding two (2) year period.

D. Relationship between FAPE and CEIS

CEIS provided by the ~~district~~ LEA shall not be construed to either limit or create a right to FAPE under the IDEA or to delay appropriate evaluation of a student suspected of having a disability.

Section 4. Comprehensive Coordinated Early Intervening Services (CCEIS)

The Idaho Department of Education must determine annually whether each LEA has a significant racial or ethnic disproportionality in the identification of students for special education services, including the identification of students as students with disabilities in one of six common categories; the placement of those students; and the disciplinary removal of those students from their placements. LEAs with significant disproportionalities must reserve 15 percent of their total IDEA Section 611 and Section 619 funds to implement CCEIS. These CCEIS funds must be used to identify and address the root causes of the LEA's disproportionalities. CCEIS can be used for students with and without disabilities from age three (3) through grade twelve (12), particularly, but not exclusively, students in those racial/ethnic groups who were significantly overrepresented with respect to identification, placement, or discipline.

A. Fiscal Requirements for CCEIS

Should an LEA be found to have significant disproportionality as provided under Part B, the LEA shall use fifteen (15) percent of its IDEA Part B allocations to provide comprehensive coordinated early intervening services (CCEIS). Exactly fifteen (15) percent of the LEA's total Section 611 and Section 619 subgrants shall be calculated, reserved, and used. The Idaho Department of Education calculates the amount to be reserved for CCEIS, capturing the total LEA allocation (Sections 619 and 611) and multiplying by fifteen (15) percent. The funds may be reserved from either or both subgrants, but the total reserved must equal exactly fifteen (15) percent of the total of those two subgrants. The reserved funds must be used only for CCEIS for the full period of their availability.

Under IDEA's LEA MOE requirement, LEAs are required to maintain their level of year-to-year expenditures on special education and related services, using local-only funds or state and local funds. IDEA includes a provision that allows eligible LEAs to reduce their required level of effort by 50 percent of the increase (if any) in their annual Section 611 allocation. However, there are restrictions on this flexibility. LEAs implementing CCEIS cannot take an MOE adjustment to their state and local spending in a fiscal year in which they are required to use CCEIS funds.

CCEIS funds must be used to identify and address the factors and any policy, practice, or procedure that the LEA identifies as contributing to its significant disproportionality. It is the LEA's responsibility to determine the contributing factors, or root causes, for its situation. IDEA lists some possible factors, including:

1. a lack of access to evidence-based instruction;
2. economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings;
3. inappropriate use of disciplinary removals;
4. lack of access to appropriate diagnostic screenings;
5. differences in academic achievement levels; and

6. policies, practices, or procedures that contribute to the significant disproportionality.

A root cause analysis and the action planning process should be conducted and can be supported with CCEIS funds.

~~A Budget Requirements~~

~~If the district chooses to use IDEA Part B funds in any fiscal year to provide CEIS, the district will budget the amount used to provide these services, up to a maximum of 15% of the total allocation, in the Part B budget that is submitted annually to the SDE as part of the Part B and Preschool Application.~~

B. Reporting Requirements for CCEIS

Fiscal and LEA student data must be reported by states to the U.S. Department of Education for CCEIS. LEAs must be able to collect and report the data according to federal and state requirements when planning for and implementing CCEIS services.

When the ~~district~~ LEA uses IDEA Part B funds to provide CCEIS, an annual report shall be submitted through the IDEA Part B Application for funding to the ~~SDE~~ Idaho Department of Education ~~on~~ including:

1. The number of ~~children~~ students who received CCEIS; and
2. The number of ~~children~~ students who received CCEIS and subsequently receive special education and related services during the preceding two (2) year period.

~~C Relationship between FAPE and CEIS~~

~~CEIS provided by the district shall not be construed to either limit or create a right to FAPE under the IDEA or to delay appropriate evaluation of a student suspected of having a disability.~~

Section ~~3.~~ 5. Personnel

The ~~district~~ LEA shall ensure that personnel working with students with disabilities meet the qualifications established by the ~~SDE~~ Idaho Department of Education and have the content knowledge and skills to meet the needs of these students.

A. Appropriate Certification or Licensure

Public school personnel shall meet the appropriate certification or licensure requirements for position assignments. Complete certification standards for personnel providing special education or related services may be found ~~in the handbook titled Idaho Standards for the Initial Certification of Professional School Personnel. This handbook is available from the SDE Certification and Professional Standards Department.~~ by visiting the Certification and Professional Standards webpage of the Idaho Department of Education's website.

Some special education and related services positions may require individuals to be certificated

by the Idaho Department of Education and meet additional licensure requirements in their area of expertise, to be certificated by the Idaho Department of Education, or to meet licensure or certification requirements in their respective professions or areas of expertise without a requirement for certification by the Idaho Department of Education.

An emergency provisional certificate and the public charter school-specific teacher certificate cannot be used as an alternative for individuals to become certificated special education teachers in Idaho. The LEA shall use the alternative authorization options to request alternative endorsement/certification when a professional position cannot be filled with someone who holds the appropriate endorsement/certification.

~~The lists that follow are examples only. They do not include every possible position or licensing situation. For more information, call the SDE Certification and Professional Standards Department at (208) 332-6800.~~

1. ~~The following special education and related services positions require individuals who are employed by the district to be certificated and to meet any additional licensure requirements:~~

    a. ~~audiologist;~~

    b. ~~consulting teacher;~~

    c. ~~counselor;~~

    d. ~~director of special education;~~

    e. ~~early childhood special education teacher;~~

    f. ~~school psychologist;~~

    g. ~~special education teacher;~~

    h. ~~speech-language pathologist; and~~

    i. ~~supervisor/coordinator of special education.~~

2. ~~Some special education service providers need both licensure in their area of expertise and certification from the SDE.~~

    a. ~~School nurses are certificated by the SDE and licensed by the Idaho Board of Nursing.~~

    b. ~~School social workers are certificated by the SDE and licensed by the Idaho Board of Social Work Examiners.~~

3. ~~Some special education service providers must meet the licensure or certification~~

~~requirements in their respective professions, but certification from the SDE is not required.~~

~~a. Occupational therapists and physical therapists are licensed by the Occupational Therapy Licensure Board of Idaho.~~

~~b. Physical therapists are licensed by the Idaho Physical Therapy Licensure Board.~~

~~c. Vocational education teachers are certificated by the Idaho Division of Career and Technical Education.~~

~~d. Vocational rehabilitation counselors must meet national standards for Certified Rehabilitation Counseling (CRC) to be employed by the Idaho Division of Vocational Rehabilitation.~~

~~4. An emergency provisional certificate cannot be used as an alternative for individuals to become certificated special education teachers in Idaho. The district shall use the alternative authorization options to request alternative endorsement/certification when a professional position cannot be filled with someone who holds the appropriate endorsement/certification.~~

B. Shortage of Personnel

If there is a shortage of qualified personnel, the ~~district~~ LEA shall take measurable steps to recruit and hire qualified personnel to provide special education and related services to students with disabilities. However, when a professional position cannot be filled with an individual who has the appropriate certification, vacant positions may be filled with personnel ~~on the following approved alternate pathways to teaching:~~ on an approved alternate pathway to teaching. Information regarding pathways to certification/endorsement is available on the Certification and Professional Standards webpage of the Idaho Department of Education's website.

~~1. Teacher to New Certification: An individual holds a Bachelor's degree and a valid teaching certificate without full endorsement in area of need. The candidate works towards completing a preparation program for special education certification and is employed by the district.~~

~~2. Content Specialist: An individual who is uniquely qualified in an area and holds a Bachelor's degree. The candidate works towards completing a preparation program while employed by the district. The preparation program must include mentoring, one classroom observation per month until certified, and prior to entering the classroom; the candidate completes an accelerated study in education pedagogy.~~

~~3. Non-Traditional Route to Certification: An individual may acquire interim certification through a non-traditional alternative route to teacher certification that is approved by the State Board of Education. During the interim certification, teaching shall be done in conjunction with a two-year mentoring program approved by the State Board of Education.~~

~~Further information and all requirements for each alternative route to certification are available in Idaho Administrative Code (IDAPA 08.02.02).~~

Nothing in the IDEA creates a right of action on behalf of a student or class of students for failure to employ qualified staff.

C. Paraprofessionals~~, Assistants, and Aides~~

The ~~district~~ LEA may employ paraprofessionals~~, assistants, and aides~~ who are appropriately trained and supervised to assist in the provision of special education and related services to students with disabilities if they meet standards established by the ~~SDE~~ Idaho Department of Education. ~~(find the "Standards for Paraprofessionals Supporting Students with Special Needs" on the SDE website).~~

~~Appropriate duties to be performed by paraprofessionals are:~~

~~1. provide one-on-one services for students as specified in the students' IEP;~~

~~2. assist with classroom management and organizing materials;~~

~~3. provide assistance in a computer lab or media center;~~

~~4. conduct parental involvement activities;~~

~~5. act as a translator;~~

~~6. assist in provision of services only under the direct supervision of a certified teacher or related service provider, specifically:~~

~~a. a teacher/related service provider plans instruction and evaluates student achievement; and~~

~~b. the paraprofessional works in conjunction with the teacher or related service provider as determined by the student's IEP.~~

Paraprofessionals may assist in the provision of special education and related services to students with disabilities by providing small-group or other individualized services for students as specified in the students' IEPs.

Paraprofessionals may assist in the provision of services only under the direct supervision of a certified teacher or related service provider. A teacher/related service provider shall plan instruction and assess student progress. The paraprofessional shall work in collaboration with the teacher or related service provider as provided for in the student's IEP.

Paraprofessionals assisting in the provision of special education and related services to students with disabilities shall have a high school diploma or its recognized equivalent. They shall also meet at least one of the following requirements:

1. Complete two (2) years of study at an institution of higher education; or
2. Obtain an associate's (or higher) post-secondary degree; or
3. Meet a rigorous standard of quality and be able to demonstrate, through a formal State-approved academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

~~A special education paraprofessional shall be qualified as follows.~~

~~1. All paraprofessionals must have a secondary school diploma or its recognized equivalent~~

~~2. Additionally, except as noted below, paraprofessionals must have:~~

~~a. Completed two years of study at an institution of higher education; or~~

~~b. Obtained an associate's (or higher) degree; or~~

~~c. Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness). (in Idaho this is the ETS Parapro Praxis with a minimum score of 460).~~

~~The district may encourage qualified paraprofessionals employed in their classrooms to become certified teachers.~~

D. Educational Sign Language Interpreters

The ~~district~~ LEA may only employ an individual as an educational sign language interpreter if they have met the ~~state~~ State qualifications identified in ~~Section 33-1304,~~ Idaho Code. ~~Educational interpreters employed by the district shall complete a minimum of eighty (80) hours of training in the areas of interpreting or translating every five (5) years.~~

E. Supervision of Staff

A teacher and/or a related service provider with appropriate certification or licensure who has been informed of his or her specific responsibilities related to a student's IEP has the primary responsibility to ensure the appropriate implementation of the IEP. The ~~district~~ LEA shall have ~~has~~ policies and procedures for the supervision and evaluation of all certificated/licensed or contracted employees.

The certificated/licensed teacher and/or related service provider will generally be responsible for the supervision of all ~~paraprofessionals, assistants, and aides~~ support staff who provide direct services to students with disabilities. ~~All paraprofessionals, assistants, and aides must have a supervision plan developed by a certificated or licensed professional.~~

F. Professional Development ~~Plan~~

The ~~district~~ LEA shall ~~will~~ take measures to ensure that all personnel necessary to provide special education and related services according to the IDEA are appropriately and adequately prepared. Personnel may use a variety of opportunities for technical assistance and training activities to further develop professional knowledge and skills ~~in order~~ to meet the needs of students with disabilities.

~~To the extent the district determines it is appropriate, paraprofessional personnel may use the technical assistance and training activities offered by the district or SDE to improve practice for paraprofessional supports for special needs.~~

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Appendix I. Procedural Safeguards Notice

Idaho Department of Education

Procedural Safeguards Notice for Students with Disabilities and their Parents Under the Individuals with Disabilities Education Act

Revised 2025

IDEA Part B Procedural Safeguards Notice

Revised: ~~June 2016~~ 2025

Dear Parent,

This document provides you with the required notice of the procedural safeguards available under the Individuals with Disabilities Education Act (IDEA) and U.S. Department of Education regulations. The IDEA, the Federal law concerning the education of students with disabilities, requires schools to provide the parent(s) of a child with a disability a notice containing a full explanation of the procedural safeguards available. A copy of this notice must be given only one time per school year, except that a copy must also be given:

1) Upon initial referral or upon your request for evaluation;
2) Upon receipt of your first State complaint and upon receipt of your first due process complaint in a school year;
3) When a decision is made to take a disciplinary action against your child that constitutes a change of placement; and
4) Upon your request.

Please contact the school district or charter for more information on these rights. For further explanation you may also contact:

~~Idaho~~ Special Education Dispute Resolution~~, State Dept. of Education~~
Idaho Department of Education
P.O. Box 83720
Boise, ID 83720-0027
Phone: (208) 332-6914
Toll-free: (800) 432-4601
V/TT: (800) 377-3529
~~Fax: (208) 334-2228~~
Web: www.sde.idaho.gov
disputeresolution@sde.idaho.gov

For further assistance in matters relating to dispute resolution, you may contact:

DisAbility Rights Idaho Boise Office
~~4477 Emerald Street, Suite B-100~~
9542 Bethel Ct.
Boise, ID ~~83706-2066~~ 83209
Phone: (208) 336-5353
Toll-free: ~~(800) 632-5125~~ (866) 262-3462
Fax: (208) 336-5396
Web: disabilityrightsidaho.org

DisAbility Rights Idaho Pocatello Office
1246 Yellowstone Ave.
Suite A-3
Pocatello, ID 83201-4374

Phone: ~~(208) 232-0922~~ (208) 336-5353
Toll-free: ~~(866) 309-1589~~ (866) 262-3462
Fax: ~~(208) 232-0938~~ (208) 336-5396
Web: disabilityrightsidaho.org

Idaho Parents Unlimited, Inc. (IPUL)
4619 Emerald St., Ste. E
Boise, ID ~~83702~~ 83706
Phone: (208) 342-5884

Toll-free: (800) 242-IPUL (4785)
V/TT: (208) 342-5884

Fax: (208) 342-1408
Web: ipulidaho.org

Idaho Legal Aid Services
1447 Tyrell Lane
Boise, ID 83706
Phone: ~~(208) 336-8980~~ (208) 746-7541
Fax: (208) 342-2561
Web: idaholegalaid.org

Idaho State Bar Association
P.O. Box 895
Boise, ID 83701
Phone (208) 334-4500
Fax: (208) 334-4515
Web: isb.idaho.gov

~~***Wrightslaw Idaho Yellow Pages for Kids***~~
~~Web: yellowpagesforkids.com/help/id.htm~~

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GENERAL INFORMATION

Prior Written Notice

34 CFR §300.503

Notice
Your school district or charter must give you written notice (provide you certain information in writing), within a reasonable amount of time before it:

1) Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; **or**
2) Refuses to initiate or to change the identification, evaluation, educational placement of your child, or the provision of FAPE to your child.

Content of notice
The written notice must:

1) Describe the action that your school district or charter proposes or refuses to take;
2) Explain why your school district or charter is proposing or refusing to take the action;
3) Describe each evaluation procedure, assessment, record, or report your school district or charter used in deciding to propose or refuse the action;
4) Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
5) Tell you how you can obtain a description of the procedural safeguards if the action that your school district or charter is proposing or refusing is not an initial referral for evaluation;
6) Include resources for you to contact for help in understanding Part B of IDEA;
7) Describe any other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected; **and**
8) Provide a description of other reasons why your school district or charter proposed or refused the action.

Notice in understandable language
The notice must be:

1) Written in language understandable to the general public; **and**
2) Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.
3) If your native language or other mode of communication is not a written language, your school district or charter must ensure that:

a) The notice is translated for you orally or by other means in your native language or other mode of communication;

b) You understand the content of the notice; **and**

c) There is written evidence that the requirements in paragraphs 1 and 2 have been met.

Native Language

34 CFR §300.29

Native language, when used regarding an individual who has limited English proficiency, means the following:

1) The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2) In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

Electronic Mail

34 CFR §300.505

If your school district or charter offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1) Prior written notice;
2) Procedural safeguards notice; **and**
3) Notices related to a due process complaint.

Parental Consent - Definition

34 CFR §300.9

Consent
Consent means:

1) You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.
2) You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3) You understand that the consent is voluntary on your part and that you may withdraw your consent at any time.

If you wish to revoke (cancel) your consent after your child has begun receiving special

education and related services, you must do so in writing. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent but before you withdrew it. In addition, the school district or charter is not required to amend (change) your child's education records to remove any references that your child received special education and related services after your withdrawal of consent.

Parental Consent

34 CFR §300.300

Consent for initial evaluation
Your school district or charter cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and obtaining your consent as described under the headings ***Prior Written Notice*** and ***Parental Consent.***

Your school district or charter must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does not mean that you have also given your consent for the school district or charter to start providing special education and related services to your child.

Your school district or charter may not use your refusal to consent to one service or activity related to the initial evaluation as a basis for denying you or your child any other service, benefit, or activity, unless another Part B requirement requires the school district or charter to do so.

If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your school district or charter may, but is not required to, seek to conduct an initial evaluation of your child by using the IDEA's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. Your school district or charter will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State
If a child is a ward of the State and is not living with his or her parent —

The school district or charter does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

1) Despite reasonable efforts to do so, the school district or charter cannot find the child's parent;
2) The rights of the parents have been terminated in accordance with State law; **or**
3) A judge has assigned the right to make educational decisions to an individual other than the parent and that individual has provided consent for an initial evaluation.

Ward of the State, as used in IDEA, means a child who, as determined by the State where the child lives, is:

1) A foster child;
2) Considered a ward of the State under State law; **or**
3) In the custody of a public child welfare agency.

There is one exception that you should know about. *Ward of the State* does not include a foster child who has a foster parent who meets the definition of a *parent* as used in IDEA.

Parental consent for services

Your school district or charter must obtain your informed consent before providing special education and related services to your child for the first time.

The school district or charter must make reasonable efforts to obtain your informed consent ~~before providing~~ to provide special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent or later revoke (cancel) your consent in writing, your school district or charter may not use the procedural safeguards (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent or later revoke (cancel) your consent in writing and the school district or charter does not provide your child with the special education and related services for which it sought your consent, your school district or charter:

1) Is not in violation of the requirement to make a free appropriate public education (FAPE) available to your child for its failure to provide those services to your child; **and**
2) Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

If you revoke (cancel) your consent in writing at any point after your child is first provided special education and related services, then the school district or charter may not continue to provide such services, but must provide you with prior written notice, as described under the heading ***Prior Written Notice***, before discontinuing those services.

Parent's Right to Object

Once you consent to the initial start of services, the school district or charter is not required to obtain your consent to make changes to the IEP. However, you are a required member of the IEP team that makes decisions about your student's educational program. ~~However,~~ ~~if~~ If you do not agree with changes to the IEP you may request facilitation or mediation, or file for a due process hearing. ~~want the school district to implement the changes to the IEP, you must submit your objections in writing. Your written objections must either be postmarked or hand-delivered to the school district within 10 days of receiving the written notice of the changes.~~

~~IDAPA 8.02.03.109.05a~~

Parental consent for reevaluations
Your school district or charter must obtain your informed consent before it reevaluates your child, unless your school district or charter can demonstrate that:

1) It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2) You did not respond.

If you refuse to consent to your child's reevaluation, the school district or charter may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your school district or charter does not violate its obligations under Part B of IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent
Your school must maintain documentation of reasonable efforts to obtain your consent for initial evaluations, to provide special education and related services for the first time, for a reevaluation, and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the ~~school district's~~ school's or charter's attempts in these areas, such as:

1) Detailed records of telephone calls made or attempted and the results of those calls;
2) Copies of correspondence sent to you and any responses received; **and**
3) Detailed records of visits made to your home or place of employment and the results of those visits.

Other consent requirements
Your consent is not required before your school district or charter may:

1) Review existing data as part of your child's evaluation or a reevaluation; **or**
2) Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from parents of all children.

The school district or charter must develop and implement procedures to ensure that your refusal to consent to any of these other services and activities does not result in a failure to provide your child with a free appropriate public education (FAPE). Also, your school district or charter may not use your refusal to consent to one of these services or activities as a basis for denying any other service, benefit, or activity, unless another Part B requirement requires the school district or charter to do so.

If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your consent, the school district or charter may not use its dispute resolution procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to

consider your child as eligible to receive equitable services (services made available to some parentally-placed private school children with disabilities).

Independent Educational Evaluations

34 CFR §300.502

General
As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your school district or charter.

If you request an independent educational evaluation, the school district or charter must provide you with information about where you may obtain an independent educational evaluation and about the ~~school district's~~ school's or charter's criteria that apply to independent educational evaluations.

Definitions
Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district or charter responsible for the education of your child.

Public expense means that the school district or charter either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of IDEA, which allow each State to use whatever State, local, Federal, and private sources of support are available in the State to meet the requirements of Part B of the Act.

Right to evaluation at public expense
You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by your school district or charter, subject to the following conditions:

1) If you request an independent educational evaluation of your child at public expense, your school district or charter must, without unnecessary delay, either: (a) File a for due process hearing ~~complaint~~ to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an independent educational evaluation at public expense, unless the school district or charter demonstrates in a hearing that the evaluation of your child that you obtained did not meet the school district's or charter's criteria.
2) If your school district or charter requests a hearing and the final decision is that your school's or charter's ~~district's~~ evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
3) If you request an independent educational evaluation of your child, the school district or charter may ask why you object to the evaluation of your child obtained by your school ~~district~~. However, your school district or charter may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process complaint to request a due process hearing to defend the school's or charter's ~~district's~~ evaluation of your child.

You are entitled to only one independent educational evaluation of your child at public expense each time your school district or charter conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations
If you obtain an independent educational evaluation of your child at public expense or you share with the school district or charter an evaluation of your child that you obtained at private expense:

1) Your school district or charter must consider the results of the evaluation of your child, if it meets the school district's or charter's criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education (FAPE) to your child; **and**
2) You or your school district or charter may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers
If a hearing officer requests an independent educational evaluation of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

School district or charter criteria
If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district or charter uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation).

Except for the criteria described above, a school district or charter may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

Confidentiality of Information

34 CFR §300.611

As used under the heading Confidentiality of Information:

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of "education records" in 34 CFR Part 99 ~~(~~[the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)]~~)~~.

Participating agency means any school district, charter, agency, or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of IDEA.

Personally Identifiable

34 CFR §300.32

Personally identifiable means information that includes:

1) Your child's name, your name as the parent, or the name of another family member;
2) Your child's address;
3) A personal identifier, such as your child's social security number or student number; **or**
4) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

Notice to Parents

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1) A description of the extent to which the notice is given in the native languages of the various population groups in the State;
2) A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
3) A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; **and**
4) A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major activity to identify, locate, or evaluate children in need of special education and related services (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of these activities.

Access Rights

34 CFR §300.613

The participating agency must permit you, upon your request, to inspect and review any education records relating to your child that are collected, maintained, or used by your school district or charter under Part B of IDEA. The participating agency must comply with your request without unnecessary delay, and in no case more than 45 calendar days, to inspect and

review any education records on your child ~~without unnecessary delay and~~ before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline.)~~, and in no case more than 45 calendar days after you have made a request.~~

Your right to inspect and review education records includes:

1) Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2) Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3) Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

Record of Access

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Records on More Than One Child

34 CFR §300.615

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

List of Types and Locations of Information

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

Fees

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of IDEA.

Amendment of Records at Parent's Request

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of your right to a hearing as described under the heading ***Opportunity for a Hearing***.

Opportunity for a Hearing

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

Hearing Procedures

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

Result of Hearing

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of your child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not

inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1) Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
2) If the participating agency discloses the records of your child or the challenged information to any party, the explanation must also be disclosed to that party.

Consent For Disclosure of Personally Identifiable Information

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA), your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

Safeguards

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

Destruction of Information

34 CFR §300.624

Your school district or charter must inform you when personally identifiable information collected, maintained, or used under Part B of IDEA is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

STATE COMPLAINT PROCEDURES

Differences Between the Procedures for Due Process Complaints and Hearings and for State Complaints

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process complaints and hearings. As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a school district or charter, the State Educational Agency, or any other public agency. Only you or a school district or charter may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. While staff of the State Educational Agency generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial hearing officer must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the school district's or charter's request. The State complaint and due process complaint, resolution and hearing procedures are described more fully below. The State Educational Agency must develop model forms to help you file a due process complaint and help you or other parties to file a State complaint as described under the heading ***Model Forms***.

Adoption of State Complaint Procedures

34 CFR §300.151

General

Each State Educational Agency must have written procedures for:

1) Resolving any complaint, including a complaint filed by an organization or individual from another State;

2) The filing of a complaint with the State Educational Agency; and
3) Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities.

Remedies for denial of appropriate services
In resolving a State complaint in which the State Educational Agency has found a failure to provide appropriate services, the State Educational Agency must address:

1) The failure to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); **and**
2) Appropriate future provision of services for all children with disabilities.

Minimum State Complaint Procedures

34 CFR §300.152

Time limit; minimum procedures
Each State Educational Agency must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1) Carry out an independent ~~on-site~~ investigation, if the State Educational Agency determines that an investigation is necessary;
2) Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3) Provide the school district, charter, or other public agency with the opportunity to respond to the complaint, including, at a minimum:
   a) at the option of the agency, a proposal to resolve the complaint; **and**
   b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
4) Review all relevant information and make an independent determination as to whether the school district or charter or other public agency is violating a requirement of Part B of IDEA; **and**
5) Issue a written decision to the complainant that addresses each allegation in the complaint and contains:
   a) findings of fact and conclusions; **and**
   b) the reasons for the State Educational Agency's final decision.

Time extension; final decision; implementation
The State Educational Agency's procedures described above also must:

1) Permit an extension of the 60 calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) you and the school district or charter or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
2) Include procedures for effective implementation of the State Educational Agency's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; **and** (c) corrective actions to achieve compliance.

A complaint investigation report is final as of the date set forth in the report and is not subject to an appeal. A parent, district, or charter may file for a due process hearing regarding any concerns related to the identification, evaluation, educational placement, or provision of free appropriate public education (FAPE). Any CAP requirements and timelines set forth in the complaint investigation report will continue to run even if a due process hearing is filed on the same issue(s).

State complaints and due process hearings
If a written State complaint is received that is also the subject of a due process hearing as described under the heading ***Filing a Due Process Complaint***, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (for example, you and the school district or charter), then the due process hearing decision is binding on that issue and the State Educational Agency must inform the complainant that the decision is binding.

A complaint alleging a school district's, charter's, or other public agency's failure to implement a due process hearing decision must be resolved by the State Educational Agency.

~~**Complaint Investigation Final Report**~~

~~A complaint investigation report is final as of the date set forth in the report and is not subject to an appeal. If any party disagrees with the findings on the issue(s) presented in the report or disagrees with the corrective action plan (CAP) in the report, an administrative due process hearing complaint may be filed provided the party has the right to file for a hearing on the issue(s) with which the party disagrees. Any CAP requirements and timelines will continue to run even if a due process hearing is filed on the same issue(s).~~

Filing a State Complaint

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

1) A statement that a school district, charter, or other public agency has violated a

requirement of Part B of IDEA or its implementing regulations in 34 CFR Part 300;

2) The facts on which the statement is based; and
3) The signature and contact information for the party filing the complaint.~~; and~~

If alleging violations regarding a specific child, the State complaint must also include:

1) The child's name ~~of the child~~ and residential address ~~of the residence of the child~~;
2) The name of the school or charter the child is attending;
3) In the case of a homeless child or youth, available contact information for the child, and the name of the school or charter the child is attending;
4) A description of the nature of the problem ~~of~~ related to the child, including facts relating to the problem; **and**
5) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received as described under the heading ***Adoption of State Complaint Procedures.***

The party filing the State complaint must forward a copy of the complaint to the school district, charter, or other public agency serving the child at the same time the party files the complaint with the State Educational Agency.

DUE PROCESS COMPLAINT PROCEDURES

Filing a Due Process Complaint

34 CFR §300.507

General

You, or the school district or charter, may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child.

The due process complaint must allege a violation that happened not more than two years before you, or the school district~~,~~ or charter, knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because:

1) The school district or charter specifically misrepresented that it had resolved the issues identified in the complaint; **or**
2) The school district or charter withheld information from you that it was required to provide you under Part B of IDEA.

Information for parents
The school district or charter must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the school district or charter file a due process complaint.

Due Process Complaint

34 CFR §300.508

General
In order to request a hearing, you or the school district or charter (or your attorney or the school district's or charter's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content listed below and must be kept confidential.

Whoever files the complaint must also provide the State Educational Agency with a copy of the complaint.

Content of the complaint
The due process complaint must include:

1) The name of the child;
2) The address of the child's residence;
3) The name of the child's school or charter;
4) If the child is a homeless child or youth, the child's contact information and the name of the child's school or charter;
5) A description of the nature of the problem ~~of~~ related to the child relating to the proposed or refused action, including facts relating to the problem; **and**
6) A proposed resolution of the problem to the extent known and available to the complaining party (you or the school district or charter) at the time.

Notice required before a hearing on a due process complaint
You, or the school district or charter, may not have a due process hearing until you or the school district or charter (or your attorney or the school district's or charter's attorney) files a due process complaint that includes the information listed above.

Sufficiency of complaint
In order for a due process complaint to go forward, it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the school district or charter) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above.

Within five calendar days of receiving the notification that the receiving party (you or the school district or charter) considers a due process complaint insufficient, the hearing officer must decide

if the due process complaint meets the requirements listed above and notify you and the school district or charter in writing immediately.

Complaint amendment
You or the school district or charter may amend or make changes to the complaint only if:

1) The other party approves of the changes in writing and is given the chance to resolve the due process complaint through a resolution meeting, described under the heading ***Resolution Process***; **or**
2) By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the school district or charter) ~~makes changes to~~ amends the due process complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.

~~Local educational agency (LEA)~~ School district or charter response to a due process complaint
If the school district or charter has not sent a prior written notice to you, as described under the heading ***Prior Written Notice***, regarding the subject matter contained in your due process complaint, the school district or charter must, within 10 calendar days of receiving the due process complaint, send to you a response that includes:

1) An explanation of why the school district or charter proposed or refused to take the action raised in the due process complaint;
2) A description of other options that your child's individualized education program (IEP) ~~T~~team considered and the reasons why those options were rejected;
3) A description of each evaluation procedure, assessment, record, or report the school district or charter used as the basis for the proposed or refused action; **and**
4) A description of the other factors that are relevant to the school district's or charter's proposed or refused action.

Providing the information in items 1-4 above does not prevent the school district or charter from asserting that your due process complaint was insufficient.

Other party response to a due process complaint
Except as stated under the sub-heading immediately above, ***~~Local educational agency (LEA)~~ School district or charter response to a due process complaint***, the party receiving a due process complaint must, within 10 calendar days of receiving the complaint, send the other party a response that specifically addresses the issues in the complaint.

Model Forms

34 CFR §300.509

The State Educational Agency must develop model forms to help you to file a due process complaint and to help you and other parties to file a State complaint. However, your State or the school district or charter may not require the use of these model forms. In fact, you can use the model form or another appropriate form, so long as it contains the required information for filing a due process complaint or a State complaint.

Mediation

34 CFR §300.506

General
The school district or charter must develop procedures that make mediation available to allow you and the school district or charter to resolve disagreements involving any matter under Part B of IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of IDEA, whether or not you have filed a due process complaint to request a due process hearing as described under the heading ***Filing a Due Process Complaint***.

Requirements
The procedures must ensure that the mediation process:

1) Is voluntary on your part and the school district's or charter's part;
2) Is not used to deny or delay your right to a due process hearing, or to deny any other rights provided under Part B of IDEA; **and**
3) Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The school district or charter may develop procedures that offer parents and schools or charters that choose not to use the mediation process~~,~~ an opportunity to meet, at a time and location convenient to you, with an impartial and disinterested party:

1) Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; **and**
2) Who would explain to you the benefits of, and encourage the use of, the mediation process ~~to you~~.

The State must keep a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The State Educational Agency must select mediators on a random, rotational, or other impartial basis.

The State is responsible for the costs of the mediation process, including the costs of meetings.

Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district or charter.

If you and the school district or charter resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and:

1) States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding (court case); **and**
2) Is signed by both you and a representative of the school district or charter who has the authority to bind the school district or charter.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States.

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under Part B of IDEA.

Impartiality of mediator
The mediator:

1) May not be an employee of the State Educational Agency or the school district or charter that is involved in the education or care of your child; **and**
2) Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district, charter, or State agency solely because he or she is paid by the agency or school district or charter to serve as a mediator.

Resolution Process

34 CFR §300.510

Resolution meeting
Within 15 calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the school district or charter must convene a meeting with you and the relevant member or members of the individualized education program (IEP) ~~Team~~ team who have specific knowledge of the facts identified in your due process complaint. The meeting:

1) Must include a representative of the school district or charter who has decision-making authority on behalf of the school district or charter; **and**
2) May not include an attorney of the school district or charter unless you are also accompanied by an attorney.

You and the school district or charter determine the relevant members of the IEP Team to attend the meeting.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the school district or charter has the opportunity to

resolve the dispute.

The resolution meeting is not necessary if:

1) You and the school district or charter agree in writing to waive the meeting; or
2) You and the school district or charter agree to use the mediation process, as described under the heading *Mediation*.

Resolution period

If the school district or charter has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final due process hearing decision, as described under the heading~~,~~ ***Hearing Decisions***~~,~~ begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the school district or charter have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held.

If after making reasonable efforts and documenting such efforts, the school district or charter is not able to obtain your participation in the resolution meeting, the school district or charter may, at the end of the 30-calendar-day resolution period, request that a hearing officer dismiss your due process complaint. Documentation of such efforts must include a record of the school district's or charter's attempts to arrange a mutually agreed upon time and place, such as:

1) Detailed records of telephone calls made or attempted and the results of those calls;
2) Copies of correspondence sent to you and any responses received; and
3) Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district or charter fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint **or** fails to participate in the resolution meeting, you may ask a hearing officer to begin the 45-calendar-day due process hearing timeline.

Adjustments to the 30-calendar-day resolution period

If you and the school district or charter agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar- day resolution period, if you and the school district or charter agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the school district or charter agree to use the mediation process but have not yet reached agreement, at the end of the 30-calendar-day resolution period the mediation process may be continued until an agreement is reached if both parties agree to the continuation in writing.

However, if either you or the school district or charter withdraws from the mediation process during this continuation period, then the 45-calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement
If a resolution to the dispute is reached at the resolution meeting, you and the school district or charter must enter into a legally binding agreement that is:

1) Signed by you and a representative of the school district or charter who has the authority to bind the school district or charter; **and**
2) Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by the State Educational Agency, if your State has another mechanism or procedures that permit parties to seek enforcement of resolution agreements.

Agreement review period
If you and the school district or charter enter into an agreement as a result of a resolution meeting, either party (you or the school district or charter) may void the agreement within 3 business days of the time that both you and the school district or charter signed the agreement.

HEARINGS ON DUE PROCESS COMPLAINTS

Impartial Due Process Hearing

34 CFR §300.511

General
Whenever a due process complaint is filed, you or the school district or charter involved in the dispute must have an opportunity for an impartial due process hearing, as described in the ***Due Process Complaint*** and ***Resolution Process*** sections.

Impartial hearing officer
At a minimum, a hearing officer:

1) Must not be an employee of the State Educational Agency or the school district or charter that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer;
2) Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3) Must be knowledgeable and understand the provisions of IDEA, Federal and State regulations pertaining to IDEA, and legal interpretations of IDEA by Federal and State courts; **and**
4) Must have the knowledge and ability to conduct hearings, and to make and write

decisions, consistent with appropriate, standard legal practice.

~~Each school district~~ The State Educational Agency shall ~~must~~ keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

Subject matter of due process hearing
The party (you or the school district or charter) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

Timeline for requesting a hearing
You or the school district or charter must request an impartial hearing on a due process complaint within two years of the date you or the school district or charter knew or should have known about the issue addressed in the complaint.

Exceptions to the timeline
The above timeline does not apply to you if you could not file a due process complaint because:

1) The school district or charter specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; **or**
2) The school district or charter withheld information from you that it was required to provide to you under Part B of IDEA.

Hearing Rights

34 CFR §300.512

General
You have the right to represent yourself at a due process hearing (including a hearing relating to disciplinary procedures) or an appeal with a hearing to receive additional evidence, as described under the subheading~~,~~ ***Appeal of decisions; impartial review***. In addition, any party to a hearing has the right to:

1) Be accompanied and advised by an attorney and/or persons with special knowledge or training regarding the problems of children with disabilities;
2) Be represented at the hearing by an attorney who is eligible to practice law in Idaho;
3) Present evidence and confront, cross-examine, and require the attendance of witnesses;
4) Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five business days before the hearing;
5) Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
6) Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information
At least five business days prior to a due process hearing, you and the school district or charter

must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district or charter intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings
You must be given the right to:

1) Have your child present at the hearing;
2) Open the hearing to the public; **and**
3) Have the record of the hearing, the findings of fact and decisions provided to you at no cost.

Hearing Decisions

34 CFR §300.513

Decision of the hearing officer
A hearing officer's decision on whether your child received a free appropriate public education (FAPE) must be based on evidence and arguments that directly relate to FAPE.

In matters alleging a procedural violation (such as "an incomplete IEP Team"), a hearing officer may find that your child did not receive FAPE only if the procedural violations:

1) Interfered with your child's right to a free appropriate public education (FAPE);
2) Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to your child; **or**
3) Caused your child to be deprived of an educational benefit.

None of the provisions described above can be interpreted to prevent a hearing officer from ordering a school district or charter to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing
Nothing in the procedural safeguards section of the Federal regulations under Part B of IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process complaint on an issue separate from a due process complaint already filed.

Findings and decision provided to the advisory panel and general public
The State Educational Agency or the school district or charter (whichever was responsible for your hearing), after deleting any personally identifiable information, must:

1) Provide the findings and decisions in the due process hearing or appeal to the State

special education advisory panel; **and**

2) Make those findings and decisions available to the public.

APPEALS

Finality of Decision; Appeal; Impartial Review

34 CFR §300.514

Finality of hearing decision
A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district or charter) may appeal the decision by bringing a civil action, as described under the heading ***Civil Actions, Including the Time Period in Which to File Those Actions***.

Timelines and Convenience of Hearings and Reviews

34 CFR §300.515

The State Educational Agency must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings **or**, as described under the sub-heading ***Adjustments to the 30-calendar-day resolution period,*** not later than 45 calendar days after the expiration of the adjusted time period:

1) A final decision is reached in the hearing; **and**
2) A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party (you or the school district or charter).

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

The hearing officer's decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless a civil action is filed, as discussed below.

Civil Actions, Including the Time Period in Which to File Those Actions

34 CFR §300.516

General
Any party (you or the school district or charter) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process

hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

Time limitation
The party (you or the school district or charter) bringing the civil action shall have twenty-eight (28) calendar days from the date of issuance of the hearing officer's decision to file for a state court review, or forty-two (42) calendar days to file in federal district court, from the date of issuance of the hearing officer's decision. ~~the decision of the hearing officer to file a civil action.~~

~~IDAPA 08.02.03.109.05g~~

Additional procedures
Computation of time: In computing any period of time set by the IDEA, the day of the event from which the period of time begins to run shall not be included. The last day of the period shall be included, unless it is a Saturday, Sunday, or legal holiday. The number of days identified shall be calendar days, unless otherwise specified.

In any civil action, the court:

1) Receives the records of the administrative proceedings;
2) Hears additional evidence at your request or at the school district's or charter's request; **and**
3) Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Under appropriate circumstances, judicial relief may include reimbursement of private school tuition and compensatory education services.

Jurisdiction of district courts
The district courts of the United States have authority to rule on actions brought under Part B of IDEA without regard to the amount in dispute.

Rule of construction
Nothing in Part B of IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of IDEA. This means that you may have remedies available under other laws that overlap with those available under IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under IDEA (i.e., the due process complaint; resolution process, including the resolution meeting; and impartial due process hearing procedures) before going directly into court, unless an exception applies.

The Child's Placement While the Due Process Complaint and Hearing are Pending

34 CFR §300.518

Except as provided below under the heading ***PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES,*** once a due process complaint is sent to the other party, during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, unless you and the State or school district or charter agree otherwise, your child must remain in his or her current educational placement.

If the due process complaint involves an application for initial admission to public school including a charter school, your child, with your consent, must be placed in the ~~regular~~ public school ~~program~~ until the completion of all such proceedings.

If the due process complaint involves an application for initial services under Part B of IDEA for a child who is transitioning from being served under Part C of IDEA to Part B of IDEA and who is no longer eligible for Part C services because the child has turned three, the school district or charter is not required to provide the Part C services that the child has been receiving. If the child is found eligible under Part B of IDEA and you consent for your child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the school district or charter must provide those special education and related services that are not in dispute (those which you and the school district or charter both agree upon).

If a hearing officer in a due process hearing conducted by the State Educational Agency agrees with you that a change of placement is appropriate, that placement must be treated as your child's current educational placement where your child will remain while waiting for the decision of any impartial due process hearing or court proceeding.

Attorneys' Fees

34 CFR §300.517

General

In any civil action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you, if you prevail (win).

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district or charter, to be paid by your attorney, if the attorney: (a) filed a complaint or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or school district or charter, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding (hearing).

Award of fees

A court awards reasonable attorneys' fees as follows:

1) Fees must be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2) Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of IDEA for services performed after a written offer of settlement is made to you if:
    a) The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing or State-level review, at any time more than 10 calendar days before the proceeding begins;
    b) The offer is not accepted within 10 calendar days; **and**
    c) The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.

Fees may not be awarded relating to any meeting of the individualized education program (IEP) ~~Team~~ team unless the meeting is held as a result of an administrative proceeding or court action.

Fees also may not be awarded for a mediation as described under the heading ***Mediation***.

A resolution meeting, as described under the heading ***Resolution Process***, is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of IDEA, if the court finds that:

1) You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2) The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;
3) The time spent and legal services furnished were excessive considering the nature of the action or proceeding; **or**
4) The attorney representing you did not provide to the school district or charter the appropriate information in the due process request notice as described under the heading ***Due Process Complaint***.

However, the court may not reduce fees if the court finds that the State or school district or charter unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of IDEA.

PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES

Authority of School Personnel

34 CFR §300.530

Case-by-case determination
School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General
To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see the heading ***Change of Placement Because of Disciplinary Removals*** for the definition).

Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the school district or charter must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub- heading ***Services***.

Additional authority
If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see the subheading ***Manifestation determination***) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under ***Services***. The child's IEP Team determines the interim alternative educational setting for such services.

Services
The school district ~~does not~~ or charter is not required to provide services to a child with a disability or a child without a disability who has been removed from his or her current placement for **10 school days or less** in that school year.

A child with a disability who is removed from the child's current placement for **more than 10 school days** and the behavior is not a manifestation of the child's disability (see subheading, ***Manifestation determination***) or who is removed under special circumstances (see the subheading, ***Special circumstances***) must:

1) Continue to receive educational services (have available a free appropriate public education), so as to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP; **and**

2) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and **if** the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see the heading, ***Change of Placement Because of Disciplinary Removals***), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the school district or charter, you, and other relevant members of the IEP Team (as determined by you and the school district or charter) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by you to determine:

1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**

2) If the conduct in question was the direct result of the school district's or charter's failure to implement the child's IEP.

If the school district~~,~~ or charter, you, and other relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the school district~~,~~ or charter, you, and other relevant members of the child's IEP Team determine that the conduct in question was the direct result of the school district's or charter's failure to implement the IEP, the school district or charter must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If the school district~~,~~ or charter, you, and other relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1) Conduct a functional behavioral assessment, unless the school district or charter had conducted a functional behavioral assessment before the behavior that resulted in the

change of placement occurred, and implement a behavioral intervention plan for the child; **or**

2) If a behavioral intervention plan already has been developed, review the behavioral intervention plan~~,~~ and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, the school or charter must return your child to the placement from which your child was removed, unless you and the district or charter agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances
Whether or not the behavior was a manifestation of your child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for not more than 45 school days, if your child:

1) Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district or charter;
2) Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district or charter; **or**
3) Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district or charter.

Definitions
Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term ''serious bodily injury'' under paragraph

(3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon has the meaning given the term ''dangerous weapon'' under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

Notification
On the date it makes the decision to make a removal that is a change of placement of your child because of a violation of a code of student conduct, the school district or charter must notify you of that decision and provide you with a procedural safeguards notice.

Change of Placement Because of Disciplinary Removals

34 CFR §300.536

A removal of your child with a disability from your child's current educational placement is a **change of placement** if:

1) The removal is for more than 10 school days in a row; **or**
2) Your child has been subjected to a series of removals that constitute a pattern because:
   a) The series of removals total more than 10 school days in a school year;
   b) Your child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
   c) Of such additional factors as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district or charter and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

34 CFR §300.531

The individualized education program (IEP) Team determines the interim alternative educational setting for removals that are **changes of placement**, and removals under the subheadings ***Additional authority*** and ***Special circumstances***.

Appeal

34 CFR §300.532

General
You may file a due process complaint (see the heading ***Due Process Complaint Procedures***) to request a due process hearing if you disagree with:

1) Any decision regarding placement made under these discipline provisions; **or**
2) The manifestation determination described above.

The school district or charter may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

Authority of hearing officer
A hearing officer that meets the requirements described under the subheading ***Impartial hearing officer*** must conduct the due process hearing and make a decision. The hearing officer may:

1) Return your child with a disability to the placement from which your child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading ***Authority of School Personnel***, or that your child's behavior was a manifestation of your child's disability; **or**
2) Order a change of placement of your child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the school district or charter believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

Whenever you or a school district or charter files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings ***Due Process Complaint Procedures, Hearings on Due Process Complaints***, except as follows:

1) The State Educational Agency or school district or charter must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.
2) Unless you and the school district or charter agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **seven** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.
3) A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

You or the school district or charter may appeal the decision in an expedited due process hearing in the same way as for decisions in other due process hearings (see the heading ***Appeal***).

Placement During Appeals

34 CFR §300.533

When, as described above, you or the school district or charter file a due process complaint related to disciplinary matters, your child must (unless you and the State Educational Agency or school district or charter agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading ***Authority of School Personnel***, whichever occurs first.

Protections for Children Not Yet Eligible for Special Education and Related Services

34 CFR §300.534

General
If your child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district or charter had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that your child was a child with a disability, then your child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters
A school district or charter will be deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1) You expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or to your child's teacher that your child is in need of special education and related services;
2) You requested an evaluation related to eligibility for special education and related services under Part B of IDEA; **or**
3) Your child's teacher or other school district or charter personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the school district's or charter's director of special education or to other supervisory personnel of the school district or charter.

Exception
A school district or charter would not be deemed to have such knowledge if:

1) You have not allowed an evaluation of your child or have refused special education services; **or**
2) Your child has been evaluated and determined to not be a child with a disability under Part B of IDEA.

Conditions that apply if there is no basis of knowledge
If prior to taking disciplinary measures against your child, a school district or charter does not have knowledge that your child is a child with a disability, as described above under the sub-headings ***Basis of knowledge for disciplinary matters*** and ***Exception***, your child may be subjected to the disciplinary measures that are applied to children without disabilities who engage in comparable behaviors.

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, your child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district or charter, and information provided by you, the school district or charter must provide special education and related services in accordance with Part B of IDEA, including the disciplinary requirements described above.

Referral to and Action by Law Enforcement and Judicial Authorities

34 CFR §300.535

Part B of IDEA does not:

1) Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
2) Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Transmittal of records
If a school district or charter reports a crime committed by a child with a disability, the school district or charter:

1) Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and**
2) May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

General

34 CFR §300.148

Part B of IDEA does not require a school district or charter to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school district or charter made a free appropriate public education (FAPE) available to your child and you choose to place the child in a private school or facility. However, the school district where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement
If your child previously received special education and related services under the authority of a school district or charter, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the school district or charter, a court or a hearing officer may require the responsible agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the agency had not made a free appropriate public education (FAPE) available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the State Educational Agency and school districts or charters.

Limitation on reimbursement
The cost of reimbursement described in the paragraph above may be reduced or denied:

1) If:
   a) At the most recent individualized education program (IEP) meeting that you attended prior to your removal of your child from the public school you did not inform the IEP Team that you were rejecting the placement proposed by the school district or charter to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or
   b) At least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school or charter, you did not give written notice to the school district or charter of that information;
2) If, prior to your removal of your child from the public school, the school district or charter provided prior written notice to you of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; **or**
3) Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1) Must not be reduced or denied for failure to provide the notice if: (a) The school or charter prevented you from providing the notice; (b) You had not received notice of your responsibility to provide the notice described above; or (c) Compliance with the requirements above would likely result in physical harm to your child; **and**
2) May, in the discretion of the court or a hearing officer, not be reduced or denied for your failure to provide the required notice if:
   a) You are not literate or cannot write in English; or
   b) Compliance with the above requirement would likely result in serious emotional harm to your child.

SUBJECT

Proposed Rule – Docket No. 08-0203-2502, Rules Governing Thoroughness

REFERENCE

June 2024	Board approved temporary rule, Docket 08-0203-2402, updating content standard approval dates.
August 2024	Board approved temporary rule, Docket 08-0203-2403, updating Special Education Manual and approval dates.
August 2024	Board Approved Proposed rule, Docket 08-0203-2401, updating incorporated by reference, graduation requirements, and removal of special education sections.
November 2024	Board Approved Pending rule, Docket 08-0203-2401, updating incorporated by reference, graduation requirements, and removal of special education sections.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness,
Idaho Code, Title 67, Chapter 52, Idaho Administrative Procedures Act

BACKGROUND

Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47.

Executive Order 2020-01, *Zero Based Regulations*, created an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. HB563 (2024) amended Section 67-5292, Idaho Code, to establish an ongoing five-year cycle for review of all administrative rules. The Office of the Administrative Rules Coordinator will publish a schedule for rule review prior to the expiration of Executive Order 2020-01.

DISCUSSION

Notice of Intent to Promulgate Rules regarding Docket No. 08-0203-2502,*Rules Governing Thoroughness*, was published in the June 4, 2025 (Vol 25-6) *Idaho Administrative Rules Bulletin.*

The proposed rule changes apply to the Social Studies K–12 content standards, which are incorporated by reference in subsection 004.01.g. These standards will be reviewed again following the 2025 legislative session. The Social Studies standards were reviewed during the 2023-2024 school year and submitted to the Idaho Legislature for final approval during the 2025 session. The Legislature rejected portions of the revised Social Studies standards and would like the

standards reviewed again. Based on the 2025 legislative action, the Idaho Department of Education has facilitated revisions to the Social Studies standards for consideration during the 2026 legislative session.

IMPACT

If the State Board of Education approves the proposed rule, it will be submitted to the Division of Financial Management Office of the Administrative Rules Coordinator and will be published as a proposed rule.

A 21-day public feedback period follows the publication of proposed rules. During this time, stakeholders and members of the public may provide additional feedback on the drafted text. Once approved, pending rules will be submitted for final publication and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

ATTACHMENTS

Attachment 1 - Notice of Rulemaking, Proposed
Attachment 2 - Proposed Rule Docket No. 08-0203-2502- Rules Governing Thoroughness

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed rule Docket Number 08-0203-2502, as presented in Attachment 2.

BOARD ACTION

I move to approve proposed rule – Docket Number 08-0203-2502 as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08 – STATE BOARD OF EDUCATION

08.02.03 – RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-2502

NOTICE OF RULEMAKING - PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to sections 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 15, 2025.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than one (1) day prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

The proposed rule changes are to the Social Studies K-12 content standards incorporated by reference document outlined in subsection 004.01.g, will be reviewed following the 2025 legislative session. The Social Studies standards were reviewed during the 2023-2024 school year and submitted to the Idaho legislature for final approval during the 2025 session. The legislature rejected portions of the revised Social Studies standards and would like the standards reviewed again. Based on the 2025 legislative action, revisions to the Social Studies standards have been facilitated by the Idaho Department of Education for legislative consideration during the 2026 session.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: NA

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: NA

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 4, 2025 Idaho Administrative Bulletin, Volume 25-6

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: NA

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586.

DATED this 21st day of August

Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 20, 2025 ATTACHMENT 2

08.02.03 – RULES GOVERNING THOROUGHNESS

(BREAK IN CONTINUITY OF SECTIONS)

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-15-22)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

a. Arts and Humanities Categories: (3-15-22)

i. Dance, as revised and adopted on June 12, 2024; (7-1-25)

ii. Interdisciplinary Humanities, as revised and adopted on June 12, 2024; (7-1-25)

iii. Media Arts, as adopted on June 12, 2024. (7-1-25)

iv. Music, as revised and adopted on June 12, 2024; (7-1-25)

v. Theater, as revised and adopted on June 12, 2024; (7-1-25)

vi. Visual Arts, as revised and adopted on June 12, 2024; (7-1-25)

vii. World languages, as revised and adopted on June 12, 2024. (7-1-25)

b. Computer Science, adopted on June 12, 2024. (7-1-25)

c. Driver Education, as revised and adopted on June 12, 2024. (7-1-25)

d. Health, as revised and adopted on August 24, 2022. (4-6-23)

e. Information and Communication Technology, as revised and adopted on June 12, 2024. (7-1-25)

f. Physical Education, as revised and adopted on August 24, 2022. (4-6-23)

g. Social Studies, as revised and adopted on ~~June 12, 2024~~August 20, 2025. ~~[*note – Grade 4 Social Studies and Grade 6-12 U.S. World History 1 remain as adopted on November 28, 2016.]~~ ~~(7-1-25)~~( )

h. College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)

02. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

03. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found

on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (3-15-22)

04. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on November 21, 2024. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov/board-policies-rules/board-rules/documents-incorporated-by-reference-or-rule/. (7-1-25)

(BREAK IN CONTINUITY OF SECTIONS)

Idaho Content Standards
K-12 Social Studies

IDAHO DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | SOCIAL STUDIES

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

CREATED 04/23/2024
REVISED 07/11/2025

The K-12 social studies standards were up for review in 2023 as per the Idaho code, Board of Education Governing Policies & Procedures, Section IV.C. Section 33-1612; IDAPA 08.02.03.004.01, Idaho Code. The Idaho Department of Education worked with a variety of stakeholders to accept nominations for committee members. The final committee was comprised of twenty-five members representing a cross-section of grade levels and roles. This committee included community members, parents, social studies educators from a variety of grade levels and content areas, and post-secondary content experts. The time and effort they put into this revision was invaluable. Throughout the process of the revision of the standards, the working group received both stakeholder feedback and public comments that the revision committee took into consideration. The committee appreciates those who took the time to share their thoughts on the revisions. We hope that the changes to these standards allow them to be useful for all stakeholders, including educators, families, students, and community members. We hope that they bring Idaho into a new chapter of statewide success in social studies education.

Respectfully,

The Social Studies Standards Revision Committee

Leslie Baker
Matthew Bundy
James Carter
Stacie Christensen
Brendan Earle
Sandra Eaton
Jim Francis
Andrea Fuentes
Perri Gardner
Stewart Gardner
Jason Hanson
Mari Harris
Marta Hernandez
Julie Hurdman
Amber Lewis
Tanya Lilley
Jaime Lower
Casey McLaughlin
Karen Miller
Shaina Nomee
Stacie Pollard
Terry Ryan
Jeff Sorenson
Norm Stewart
Evan Townsend
Susan Whipple

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I. INTRODUCTION

A. What the Idaho Content Standards in Social Studies Do

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of local school districts, teachers, and curriculum developers. No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials that some students may need nor the advanced materials that others may need access to. It is also beyond the scope of the standards to define the full range of support appropriate for English language learners and for students with disabilities. All students must have the opportunity to learn rigorous grade-level standards if they are to access the knowledge and skills that will be necessary in their post-secondary lives.

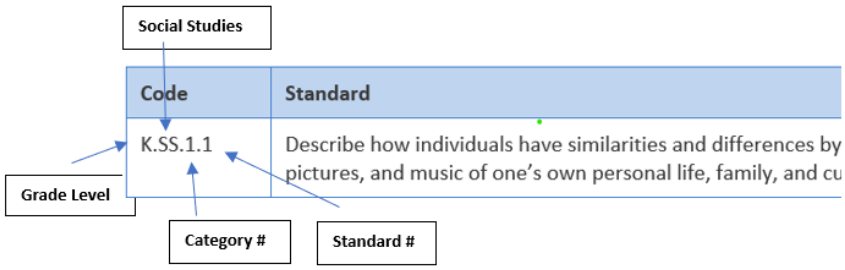
B. Standards vs. Curriculum

No specific curriculum or strategies are required by the State of Idaho to be used to teach the Idaho Content Standards in Social Studies. Local schools and districts make decisions about what resources will be used to teach the standards.

II. ORGANIZATION OF STANDARDS

Each grade band of the K-5 social studies standards is organized into 5 categories: History, Geography, Economics, Civics and Government, and Global Perspectives. The World Geography and Civilizations Grades 6-9 standards are organized into 6 categories: History, Geography, Economics, Civics and Government, Global Perspectives, and Geography or Historical Thinking Skills. United States History I and II, American Government, and Economics are organized by time period or topic.

III. K-5 SOCIAL STUDIES



A. Kindergarten

1. HISTORY

Students will build an understanding of the cultural and social development of the United States.

Code	Standard
K.SS.1.1	Describe how individuals have similarities and differences by sharing stories, pictures, and music of one's own personal life, family, and culture.
K.SS.1.2	Sequence events in the past and present and begin to recognize that things change over time.

2. GEOGRAPHY

Students will analyze the spatial organizations of people, places, and environment on the earth's surface.

Code	Standard
K.SS.2.1	Demonstrate an understanding of maps and globes by: a. identifying the similarities and differences between a map and a globe; b. identifying basic map symbols; c. identifying land and bodies of water in the local community; and

Code	Standard
	d. identifying the geographic location of the United States and Idaho on a map and globe.
K.SS.2.2	Describe the relative location of people, places, and objects by using positional words, including but not limited to near/far, over/under, above/below, left/right, behind/in front, next to, and in between.

3. ECONOMICS

Students will explain basic economic concepts.

Code	Standard
K.SS.3.1	Distinguish between wants and needs.
K.SS.3.2	Explain the benefits of saving money and give examples of how people use money to make purchases.
K.SS.3.3	Recognize and describe different types of jobs, including work done in the home, school, and community.

4. CIVICS AND GOVERNMENT

Students will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Code	Standard
K.SS.4.1	Practice citizenship in the classroom by: a) taking responsibility for one's actions; b) practicing honesty and showing kindness to oneself and others; c) recognizing the purpose of rules and practicing self-control; d) caring for one's personal property and respecting other students' property; and e) taking turns, sharing, and working well with others for the good of everyone else.

Code	Standard
K.SS.4.2	Identify symbols of the United States, including but not limited to the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, and the Statue of Liberty.
K.SS.4.3	Understand the meaning and purpose of the Pledge of Allegiance.
K.SS.4.4	Describe holidays and tell why they are commemorated in the United States~~, including, Indigenous Peoples' Day, Thanksgiving, Martin Luther King, Jr. Day, Independence Day, and Presidents' Day.~~ .

5. GLOBAL PERSPECTIVES

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
K.SS.5.1	Name traditions that came to the United States from other parts of the world.

B. Grade 1

1. HISTORY

Students will build an understanding of the cultural and social development of the United States.

Code	Standard
1.SS.1.1	Compare differences in the ways families in the United States live today to how they lived in the past.
1.SS.1.2	Use timelines to show personal or family history.
1.SS.1.3	Compare personal histories, pictures, and music of other selected times and places in America's past.

2. GEOGRAPHY

Students will analyze the spatial organizations of people, places, and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Code	Standard
1.SS.2.1	Develop geographic skills by: a) using basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) locating Idaho, the United States, continents, and oceans on maps and globes; and d) constructing simple maps and including a title, map legend or key, and compass rose.
1.SS.2.2	Identify ways people adjust to their environment as well as modify their environment.

3. ECONOMICS

Students will explain basic economic concepts and concepts of personal finance.

Code	Standard
1.SS.3.1	Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.
1.SS.3.2	Distinguish between wants and needs and provide examples of each.
1.SS.3.3	Identify ways to save money for future needs and wants

4. CIVICS AND GOVERNMENT

Students will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Code	Standard
1.SS.4.1	Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.

Code	Standard
1.SS.4.2	Explain the importance of patriotic traditions and symbols, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.
1.SS.4.3	Provide all students the opportunity to be able to recite the Pledge of Allegiance.
1.SS.4.4	Describe holidays and events and tell why they are commemorated in the United States.
1.SS.4.5	Identify individuals who are helpful to people in their everyday lives.
1.SS.4.6	Name some responsibilities that students have at home and school.

5. GLOBAL PERSPECTIVES

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
1.SS.5.1	Compare family life, structures, and daily routines of various cultures around the world.
1.SS.5.2	Recognize that each person belongs to many groups such as family, school, friends, and community.

C. Grade 2

1. HISTORY

Students will build an understanding of the cultural and social development of the United States.

Code	Standard
2.SS.1.1	Identify different groups that a person belongs to, such as family and community, and how those roles and/or groups have changed or stayed the same.
2.SS.1.2	Compare the lives and contributions of two of the five federally recognized American Indian tribes in Idaho: the Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes.

Code	Standard
2.SS.1.3	Analyze and interpret events placed chronologically on a timeline.

2. GEOGRAPHY

Students will analyze the spatial organizations of people, places, and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Code	Standard
2.SS.2.1	Develop geographic mapping skills using maps and globes by a) showing that map elements such as key, legend, and scale show how the map represents natural objects or places; b) applying knowledge of cardinal directions to use a compass rose; c) locating the countries of North America and the bordering oceans; d) Identifying and locating the seven continents and the five oceans; e) identifying major rivers, mountain ranges, lakes, and other physical features; f) identifying boundary lines to separate states; and g) locating man-made features.
2.SS.2.2	Compare how environmental conditions affect living styles and clothing in different parts of the country.
2.SS.2.3	Describe how humans depend on the environment to meet their basic needs.
2.SS.2.4	Define city/suburb/town and urban/rural.

3. ECONOMICS

Students will explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

Code	Standard
2.SS.3.1	Differentiate between the wants and needs of families and understand the purpose of a budget.

Code	Standard
2.SS.3.2	Explain what employment means and define income, wages, and salary.
2.SS.3.3	Examine different types of producers and consumers as well as goods and services.
2.SS.3.4	Explain how natural resources affect economic activities in the local community.

4. CIVICS AND GOVERNMENT

Students will build an understanding of the foundational principles of the American political system, the organization, and formation of the American system of government, and the fact that all people in the United States have rights and assume responsibilities.

Code	Standard
2.SS.4.1	Explore the concept of democracy by understanding the role of citizens and the United States government and connecting it to their role as citizens within their community where people can explore issues, create solutions and make decisions together.
2.SS.4.2	Recognize that Idaho has a constitution, which is the basis for our state's laws, and that there are consequences for breaking those laws.
2.SS.4.3	Identify the people or groups that make, apply, and enforce rules and laws at home, school, communities, and our state.
2.SS.4.4	Identify and examine the significance of well-known national symbols and landmarks, including The White House, the flag, the Statue of Liberty, and the bald eagle.
2.SS.4.5	Examine the meaning of keywords in the Pledge of Allegiance.
2.SS.4.6	Identify characteristics of good citizenship, such as courage, honesty, and responsibility, and identify the responsibilities of being a United States citizen.
2.SS.4.7	Identify historical and contemporary people who model characteristics of good citizenship.

5. GLOBAL PERSPECTIVES

Students will identify the importance of respecting multiple perspectives and global interdependence.

Code	Standard
2.SS.5.1	Compare your community with others in various parts of the world.
2.SS.5.2	Compare traditions in your community with those practiced in other parts of the world.

D. Grade 3

1. HISTORY

Students in Grade 3 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and examine the various roles American Indians assumed in the development of the United States and discuss the concept of sovereignty and still do today.

Code	Standard
3.SS.1.1	Investigate your community's history and determine the chronological importance of local events.
3.SS.1.2	Analyze distinctive foods, clothing styles, and traditions of various cultural groups within the community, including but not limited to the five federally recognized tribes of Idaho.
3.SS.1.3	Conduct interviews with family members, neighbors, friends, or school staff to discover why they call Idaho home.
3.SS.1.4	Describe how migration and immigration are continuous processes and how they are influenced by voluntary and involuntary movement of people.

2. GEOGRAPHY

Students will analyze the spatial organizations of people, places, and environments on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Code	Standard
3.SS.2.1	Develop an understanding of map reading by analyzing maps and globes using standard terms, including country, North Pole, Equator, Prime Meridian, hemisphere, region, latitude, South Pole, longitude, and time zones.
3.SS.2.2	Use cardinal directions, map scales, legends, and grids to locate the United States, Washington D.C., Idaho, the state capital, Boise, and their own community on a map.
3.SS.2.3	Analyze past and present settlement patterns of the community in which you live and how geographic features influenced those patterns.
3.SS.2.4	Compare and contrast city/suburb/town and urban/rural farm/factory, as well as agriculture/industry.

3. ECONOMICS

Students will explain basic economic concepts, identify different influences on financial systems, analyze the various types of monetary institutions, and explain the concepts of personal finance.

Code	Standard
3.SS.3.1	Explain the concepts of supply and demand and the role of the consumer and producer.
3.SS.3.2	Explain the difference between public and private property.
3.SS.3.3	Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.
3.SS.3.4	Identify different examples of making an economic choice, including consumption of goods and services, using a bank, investing, and budgeting.

4. CIVICS AND GOVERNMENT

Students will build an understanding of the foundational principles of the American political system, the organization, and formation of the American system of government, and the fact that all people in the United States have rights and assume responsibilities.

Code	Standard
3.SS.4.1	Explain the benefits of following the laws and the consequences of breaking the rules and laws of our local and national communities.
3.SS.4.2	Identify the people or groups that make, apply, and enforce laws in our local and national communities.
3.SS.4.3	Identify and explain the basic functions of local and state governments.
3.SS.4.4	Explain how local government officials are chosen, e.g., election, or appointment.
3.SS.4.5	Describe services commonly and primarily provided by governments for the community.
3.SS.4.6	Identify local government officials.
3.SS.4.7	Identify ways children and adults can participate in their community and/or local governments.
3.SS.4.8	Explain that people in the United States share a national identity through patriotic symbols and holidays.

5. GLOBAL PERSPECTIVES

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
3.SS.5.1	Explore connections that the local community has with other communities throughout the world.
3.SS.5.2	Examine the contributions of various cultures from other parts of the world to the development of the community and how they make that community unique.

E. Grade 4

1. HISTORY

Students will build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and examine the various roles American Indians assumed in the development of the United States, and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States, and still do today.

Code	Standard
4.SS.1.1	Identify the contributions of different cultural groups to Idaho (e.g., Basque sheepherders, French Canadian fur trappers, LDS, pioneers, etc.) and describe ways that they have influenced a shared Idaho culture. ~~Identify characteristics of different cultural groups in Idaho and describe ways that they have influenced and impacted each other.~~
4.SS.1.2	Describe the federal policies behind the treaties and executive orders that resulted in the creation of the reservations in Idaho.
4.SS.1.3	4.SS.1.3 Identify the impact on western expansion and the creation of the State of Idaho through contributions of major groups, including but not limited to explorers, missionaries, immigrants, and American Indians. • Lewis and Clark • Sacagawea • David Thompson • Fort Lemhi • Pioneers • Miners • Vaqueros • Emma Yearnian • Railroad workers • William Wallace ~~Identify the major groups, including but not limited to explorers, missionaries, and significant individuals, immigrant experiences, and their impact on western expansion and the creation of the State of Idaho.~~
4.SS.1.4	Describe the historic role of fur trading and the discovery of gold and silver in Idaho.

Code	Standard
4.SS.1.5	Describe the federal policies and the motivations that led to westward expansion and subsequent consequences that impacted American Indian tribes in Idaho. ~~Describe the ideology and federal policies that led to westward expansion and subsequent consequences that impacted American Indian tribes in Idaho.~~
4.SS.1.6	Compare and contrast the historical and current key characteristics of the five federally recognized American Indian tribes in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone –Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and ceded and current reservation lands.
4.SS.1.7	Describe how tribes in Idaho interacted with and impacted existing and newly arriving people.
4.SS.1.8	Examine the meaning of tribal sovereignty and its relationship at the tribal, local, state, and federal levels of government.
4.SS.1.9	Describe how American Indian tribes maintain resources, including cultural materials, history, language, and culture.

2. GEOGRAPHY

Students will analyze the spatial organizations of people, places, and environments on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Code	Standard
4.SS.2.1	Use a number/letter coordinate grid to collect, analyze, interpret, and communicate data for finding specific locations on a map of Idaho.
4.SS.2.2	Describe the physical regions of Idaho, identify major natural resources, and explain their impact on settlement.
4.SS.2.3	Describe conflicts resulting from land disputes, including but not limited to the Battle of Four Lakes, Bear River Massacre, Nez Perce Flight of 1877, Bannock War of 1878, and Kootenai War of 1974. ~~Describe the encroachment on tribal lands in Idaho and the resulting conflicts, such as the Battle of Four Lakes, Bear River Massacre, Nez Perce Flight of 1877, Bannock War of 1878, and Kootenai War of 1974.~~

3. ECONOMICS

Students will explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

Code	Standard
4.SS.3.1	Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.
4.SS.3.2	Explain the concepts of supply and demand and scarcity.
4.SS.3.3	Explain the concepts of specialization and division of labor.
4.SS.3.4	Identify goods and services in early Idaho settlements.
4.SS.3.5	Describe examples of historic and current technological innovations in relation to economic growth in Idaho.
4.SS.3.6	Describe how the geographic features of Idaho have determined the economic base of Idaho's regions.
4.SS.3.7	Define entrepreneurship and identify reasons for starting a business.

4. CIVICS AND GOVERNMENT

Students will build an understanding of the foundational principles of the American political system, the organization, and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Code	Standard
4.SS.4.1	Identify the people and groups who make, apply, and enforce laws within state, local, and tribal governments how they function, and the relationships between them.
4.SS.4.2	Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.
4.SS.4.3	Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.

Code	Standard
4.SS.4.4	Identify the three branches of state government and explain the major responsibilities of each.
4.SS.4.5	Identify elected officials, how they can be contacted, and how they are responsible to their constituents. ~~Name elected state officials and how they can be contacted.~~
4.SS.4.6	Identify ways to be informed about and participate in state, Tribal, and local governments. ~~Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.~~
4.SS.4.7	Describe the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty.

5. GLOBAL PERSPECTIVES

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
4.SS.5.1	Analyze the roles and relationships of groups of people who have impacted the state's history and contributed to Idaho's cultural heritage. ~~Analyze the roles and relationships of diverse groups of people from various parts of the world who have impacted the state's history and contributed to Idaho's cultural heritage.~~
4.SS.5.2	Describe the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.
4.SS.5.3	Identify Idaho's role in the global economy.
4.SS.5.4	Compare the distinct histories, cultures, and ways of life of American Indian tribes in Idaho with those of indigenous peoples around the world. ~~Identify the diversity within American Indian tribes in Idaho and develop an awareness of the similar experiences of indigenous populations in the world.~~

F. Grade 5

1. HISTORY

Students will build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and examine the various roles American Indians assumed in the development of the United States and discuss the concept of sovereignty and how federally recognized tribes exercised their sovereign status throughout the history of the United States and still do today.

Code	Standard
5.SS.1.1	Describe the interactions between European colonists and established societies in North America.
5.SS.1.2	Identify significant individuals who have been responsible for bringing about cultural and social changes in the United States including the founding fathers and presidents.
5.SS.1.3	Identify and explain influential political and cultural groups and their impact on American history.
5.SS.1.4	Identify different examples of how religion has been an important influence in American history.
5.SS.1.5	Describe how the establishment of the 13 original colonies contributed to the founding of the nation.
5.SS.1.6	Analyze the causes and effects of various compromises and conflicts in American history, including the various events leading to the American Revolution.
5.SS.1.7	Explain the religious, political, and economic motives of immigrants to the United States.
5.SS.1.8	Explain the history of indentured servitude and the slave trade in the United States.
5.SS.1.9	Analyze or distinguish the geographic, economic, and religious motivations that influenced the movement of people.
5.SS.1.10	Review that American Indians were the first inhabitants of the United States and analyze the impact of westward expansion on ~~Indigenous peoples.~~North American tribes.

Code	Standard
5.SS.1.11	Describe the impact of scientific and technological advances on westward expansion including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive.

2. GEOGRAPHY

Students will analyze the spatial organizations of people, places, and environments on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Code	Standard
5.SS.2.1	Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.
5.SS.2.2	Identify the regions of the United States and their resources.
5.SS.2.3	Name and locate the 50 States and their Capitals, and United States Territories.
5.SS.2.4	Read, analyze, and interpret maps, including the use of latitude and longitude aerial photography, satellite images, and other geospatial products.

3. ECONOMICS

Students will explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

Code	Standard
5.SS.3.1	Describe examples of improved transportation and communication networks and how they encourage economic growth.
5.SS.3.2	Explain the concepts of tariffs, taxation, and embargo.
5.SS.3.3	Describe the basic characteristics of a market economy.
5.SS.3.4	Explain the economic policies that contributed to rebellion within the North American colonies.
5.SS.3.5	Identify economic incentives and risks of entrepreneurship.
5.SS.3.6	Explain the impact of taxation on personal finance.

4. CIVICS AND GOVERNMENT

Students will build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Code	Standard
5.SS.4.1	Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.
5.SS.4.2	Identify and explain the important concepts in the Declaration of Independence.
5.SS.4.3	Explain the significance of the Articles of Confederation as the transitional form of government.
5.SS.4.4	Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.
5.SS.4.5	Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.
5.SS.4.6	Identify the three branches of government and the functions and powers of each.
5.SS.4.7	Explain the difference between reservations, State public lands, and Federal public lands.
5.SS.4.8	Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.
5.SS.4.9	Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.
5.SS.4.10	Describe ways in which citizens participate in public life.
5.SS.4.11	Explain how the United States is a republic.
5.SS.4.12	State the difference between direct democracy and the constitutional republic of today's United States.

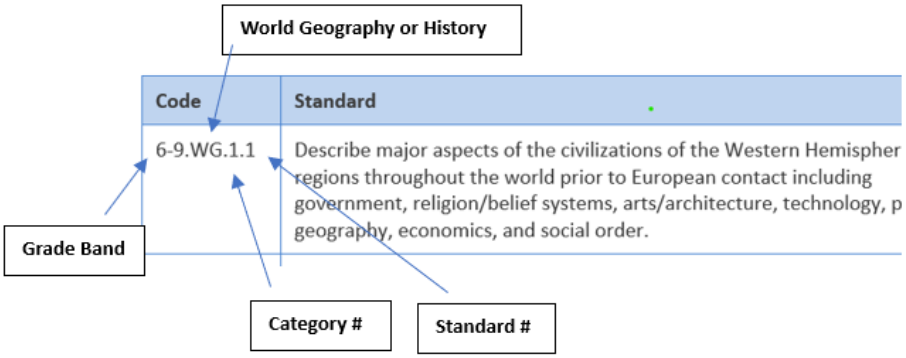
Code	Standard
5.SS.4.13	Explain the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.

5. GLOBAL PERSPECTIVES

Students will build an understanding of multiple perspectives and global interdependence.

Code	Standard
5.SS.5.1	Explain how the world is divided into many different countries and each has its own government and how they interact with each other.
5.SS.5.2	Explain how countries try to resolve problems.
5.SS.5.3	Identify the role of the United States in a global economy.

IV. WORLD GEOGRAPHY AND CIVILIZATIONS GRADES 6-9



A. World Geography

1. HISTORY

Students studying World Geography will build an understanding of the cultural and social development of human civilizations.

Code	Standard
6-9.WG.1.1	Describe major aspects of the civilizations in regions throughout the world prior to European contact including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.
6-8.WG.1.2	Examine the impact of Europeans and ~~indigenous~~ native cultures on one another in regions throughout the world.
6-9.WG.1.3	Describe and compare various motivations of European colonization in regions throughout the world.
6-9.WG.1.4	Investigate the historical origins, central beliefs, and spread of major religions and belief systems, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism and Indigenous knowledge and belief systems.

2. GEOGRAPHY

Students studying World Geography will analyze the spatial organization of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Code	Standard
6-9.WG.2.1	Apply latitude and longitude to locate places on Earth.
6-9.WG.2.2	Describe the uses of technology, such as Global Positioning Systems (GPS) Geographic Information Systems (GIS), and satellite and aerial imaging.
6-9.WG.2.3	Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.
6-9.WG.2.4	Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.
6-9.WG.2.5	Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.
6-9.WG.2.6	Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.
6-9.WG.2.7	Identify the names and locations of countries and major cities in regions around the world.
6-9.WG.2.8	Describe major physical characteristics of regions throughout the world.
6-9.WG.2.9	Identify patterns of population distribution and growth in regions throughout the world and explain changes in these patterns that have occurred over time.
6-9.WG.2.10	Compare and contrast cultural patterns in regions throughout the world, such as language, religion, and ethnicity.
6-9.WG.2.11	Analyze the locations of the major manufacturing and agricultural areas in regions throughout the world.
6-9.WG.2.12	Analyze the availability of natural resources in regions throughout the world.

Code	Standard
6-9.WG.2.13	Give examples of how both natural and technological hazards have impacted the physical environment and human populations in regions throughout the world.
6-9.WG.2.14	Give examples of how landforms, water, climate, and natural vegetation have influenced historical trends and developments in regions throughout the world.
6-9.WG.2.15	Describe various views that affect environmental issues in regions throughout the world.
6-9.WG.2.16	Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.

3. ECONOMICS

Students studying World Geography will explain basic economic concepts and identify different influences on economic systems.

Code	Standard
6-9.WG.3.1	Describe abundance, scarcity, and distribution of resources; explain their impact on decision making such as trade, settlement, stewardship of the natural environment, and development of infrastructure.
6-9.WG.3.2	Describe how different economic systems guide decisions about what to produce, how to produce, and for whom to produce.
6-9.WG.3.3	Compare the standard of living of various regions today using quality of life indicators and discuss their impact on everyday life locally, nationally, and globally.
6-9.WG.3.4	Analyze current economic issues using a variety of sources representing multiple perspectives.
6-9.WG.3.5	Identify economic connections between local, national, and global economies in regions throughout the world.
6-9.WG.3.6	Explain how the demand for important natural resources evolved in regions throughout the world.

Code	Standard
6-9.WG.3.7	Investigate how physical geography, natural resources, specialization, and trade have influenced the way people meet their material needs.

4. CIVICS AND GOVERNMENT

Students studying World Geography will build an understanding of comparative government.

Code	Standard
6-9.WG.4.1	Identify the major forms of government in regions throughout the world and compare them with the government of the United States.

5. GLOBAL PERSPECTIVES

Students studying World Geography will build an understanding of multiple perspectives and global interdependence.

Code	Standard
6-9.WG.5.1	Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in regions throughout the world.
6-9.WG.5.2	Give examples of how language, literature, and the arts shape the development and transmission of culture in regions throughout the world.
6-9.WG.5.3	Analyze how miscommunication or misunderstandings of different cultures can lead to conflict. ~~Define ethnocentrism and give examples of how it can lead to miscommunication and cultural misunderstandings.~~
6-9.WG.5.4	Discuss present conflicts between cultural groups and nation-states in regions throughout the world.
6-9.WG.5.5	Describe the costs and benefits of global connections including trading, seeking solutions to mutual problems, learning from technological advances, acquiring new perspectives, and benefiting from developments in culture.
6-9.WG.5.6	Explain the causes and consequences of current global issues, including the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species.

6. GEOGRAPHY SKILLS

Students in World Geography will apply the following geography skills.

Code	**Standard**
6-9.WG.6.1	Explain how and why events may be interpreted differently according to the points of view of participants and observers.
6-9.WG.6.2	Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.
6-9.WG.6.3	Analyze visual and statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

B. World History and Civilizations

1. HISTORY

Students in World History and Civilizations will explain the rise of human civilization, trace how natural resources and technological advances have shaped civilizations, build an understanding of human cultural and social development, and identify the role of religion/belief systems in civilizations over time.

Code	**Standard**
6-9.WH.1.1	Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.
6-9.WH.1.2	Describe the characteristics of early hunter-gatherer communities.
6-9.WH.1.3	Describe how hunter-gatherer communities developed into agricultural sedentary settlements.
6-9.WH.1.4	Analyze the characteristics of early civilizations throughout the world including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.
6-9.WH.1.5	Explain how humans adapted the environment to maintain population growth and develop the first civilizations.
6-9.WH.1.6	Identify the technological advances developed by Ancient, Middle Age, Early-Modern, and Modern societies and civilizations throughout the world.

Code	Standard
6-9.WH.1.7	Identify examples of how writing, art, architecture, mathematics, and science have evolved over time, such as in Ancient, Middle Age, Early-Modern, or Modern societies and civilizations throughout the world.
6-9.WH.1.8	Analyze different social classes and their impact on societies and civilizations throughout the world, including Ancient, Middle Age, Early-Modern, and Modern.
6-9.WH.1.9	Explain the relationship between religion and belief systems and people's understanding of the natural world.
6-9.WH.1.10	Explain how religion and belief systems shaped the development of civilizations.
6-9.WH.1.11	Discuss how religion, belief systems, economics, and politics influenced social behavior and were used to maintain social order.
6-9.WH.1.12	Examine why the diversity of religion and belief systems across cultural, social, political, and economic institutions have been sources of conflict.

2. GEOGRAPHY

Students in World History and Civilization will analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Code	Standard
6-9.WH.2.1	Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.
6-9.WH.2.2	Identify the main reasons for major migrations of people.
6-9.WH.2.3	Explain how climate affects human migration and settlement.
6-9.WH.2.4	Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.
6-9.WH.2.5	Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.

Code	Standard
6-9.WH.2.6	Explain the impact of waterways on civilizations.
6-9.WH.2.7	Explain how the resources of an area can be the source of conflict between competing groups.
6-9.WH.2.8	Illustrate how the population growth rate impacts a nation's resources.
6-9.WH.2.9	Explain how the rapid growth of cities can lead to economic, social, political, and technological problems and innovations.
6-9.WH.2.10	Describe why the conservation of resources is necessary to maintain a healthy environment.

3. Economics

Students in World History and Civilization will explain basic economic concepts and identify different influences on economic systems.

Code	Standard
6-9.WH.3.1	Explain how people historically relied on their natural resources to meet their needs.
6-9.WH.3.2	Describe examples that show how economic opportunity and a higher standard of living are important factors in human migration.
6-9.WH.3.3	Analyze the role of money and alternative means of exchange.
6-9.WH.3.4	Analyze the impact of economic growth on society.
6-9.WH.3.5	Identify influential economic thinkers and the impact of their philosophies.

4. CIVICS AND GOVERNMENT

Students in World History and Civilization will build an understanding of the evolution of governmental structures.

Code	Standard
6-9.WH.4.1	Describe the role of government in historical human migration, such as push and pull factors.

Code	Standard
6-9.WH.4.2	Analyze the various political systems that shaped civilizations throughout the world, including the City-State, Monarchy, Republic, Nation-State, or Democracy.
6-9.WH.4.3	Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements.

5. GLOBAL PERSPECTIVES

Students in World History and Civilization will build an understanding of multiple perspectives and global interdependence.

Code	Standard
6-9.WH.5.1	Explain the political, economic, religious, or cultural causes of conflicts in various civilizations and their consequences.
6-9.WH.5.2	Identify and compare major modern world conflicts and explain their global consequences and impacts including European colonialism, World War I, World War II, the Cold War, and decolonialism movements.
6-9.WH.5.3	Explain why people unite for political, economic, and humanitarian reasons.
6-9.WH.5.4	Analyze the causes, events, and consequences of the Holocaust while exploring the impacts of discrimination and prejudice.

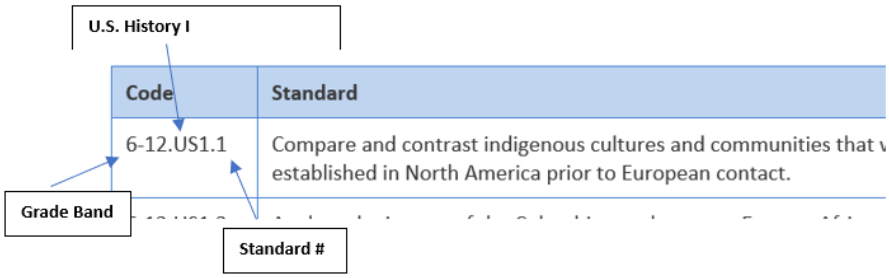
6. HISTORICAL THINKING SKILLS

Students in World History will apply the following historical thinking skills.

Code	Standard
6-9.WH.6.1	Synthesize evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.
6-9.WH.6.2	Determine and explain the cause and effect of historical events or developments.
6-9.WH.6.3	Explain how and why events may be interpreted differently according to the points of view of participants and observers.

Code	Standard
6-9.WH.6.4	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
6-9.WH.6.5	Analyze the context of historical events to determine the motivations of people in those events.

V. UNITED STATES HISTORY I GRADES 6-12



A. ~~Indigenous~~ American Indian Cultures and Colonization 1491-1754

Code	Standard
6-12.US1.1	Compare and contrast the culture of various American Indian communities that were established in North America prior to European settlement, including but not limited to: • Arctic (Inuit, Aleut) • Subarctic (Cree, Ojibwa) • Northeast (Iroquois, Ottawa) • Southeast (Creek, Seminole, Chickasaw, Choctaw, Cherokee) • Great Plains (Dakota, Blackfoot, Comanche) • Great Basin (Shoshone, Bannock, Ute) • Plateau (Nez Perce, Salish) • Southwest (Pueblo, Apache, Navajo) • Pacific Coast (Mohave, Chinook, Tillamook) • Other Idaho tribes (Coeur d'Alene, Kootenai, Paiute) ~~Compare and contrast Indigenous cultures and communities that were established in North America prior to European contact.~~
6-12.US1.2	Analyze the impact of the Columbian exchange on Europe, Africa, and the Americas, including, but not limited to agriculture, technology, politics, and religion. ~~Analyze the impact of the Columbian exchange on Europe, Africa, and the Americas.~~
6-12.US1.3	Analyze the development of the New England, Mid-Atlantic, and Southern Colonies, including the reasons for the establishment, the economic, political,

Code	Standard
	and social development, and the relationships with ~~Indigenous peoples.~~American Indians.
6-12.US1.4	Explain the differences with economic systems between New England, and the Mid-Atlantic and Southern colonies, including indentured servitude and slavery as labor sources, and the role of the transatlantic slave trade. ~~Explain the difference between indentured servitude and slavery in colonial North America and the role of the transatlantic slave trade.~~
6-12.US1.5	Compare the settlement motivations and impacts of the Spanish, Dutch, French, and English in North America. ~~Explain the social and economic motivations and events surrounding the enslavement of peoples, both Indigenous and African, in the northern and the southern colonies.~~
6-12.US1.6	Compare the settlement motivations and impacts of the Spanish, Dutch, French, and English in North America.
6-12.US1.7	Trace and analyze the colonial social, religious, political, and economic developments that provided context for the American Revolution, including but not limited to discussion of: • Mercantilism • Royal, Joint Stock, and Proprietary Charters • Legislative bodies • Town meetings • Magna Carta and Common Law • Juries • First Great Awakening ~~Analyze the Tribal nations' resistance and adaptations to European colonization and the European attitudes toward the land and the Indigenous peoples of the 17th and 18th centuries.~~

B. American Revolution 1754-1791

Code	Standard
6-12.US1.8	Analyze how the French and Indian War influenced British imperial policies, North American-Indian alliances, and the colonial response to these policies, including, but not limited to: • Mayflower Compact

Code	Standard
	• Mercantilism • Royal Proclamation of 1763 • Sugar Act (1764) • Stamp Act (1765) • Stamp Act Congress (1765) • Declaratory Act (1766) • Townshend Duties (1767) • Tea Act (1773) • Intolerable Acts (1774) • Boston Tea Party (1773) ~~Trace and analyze the colonial social, political, and economic developments, including mercantilism, that provided context for the American Revolution.~~
6-12.US1.9	Identify the impact of multiple intellectual traditions on the American Revolution and the Declaration of Independence, including early modern and Enlightenment thinkers (e.g., Locke and Montesquieu), Greek, Roman and English political history. ~~Analyze how the French and Indian War impacted American-Indian alliances, British colonial policies, and American colonists.~~
6-12.US1.10	Analyze the impact of major military events on the American Revolution, including but not limited to Lexington and Concord, Bunker Hill, Saratoga, Trenton, and Yorktown. ~~Identify the impact of the Enlightenment on the American Revolution particularly the Declaration of Independence.~~
6-12.US1.11	Explain the contributions of leaders throughout the American Revolution, including, but not limited to George Washington, Thomas Paine, Patrick Henry, John Adams, Ben Franklin, and Thomas Jefferson ~~Analyze the impact of major military events and leaders throughout the American Revolution.~~
6-12.US1.12	Explain the contributions of key historical figures during the Revolutionary Period, including, but not limited to: • Molly Pitcher • Betsy Ross • Mercy Otis Warren • Phillis Wheatly • Chief Cornstalk

Code	Standard
	• Joseph Brant • Marquis de Lafayette • Baron Friedrich Von Steuben ~~Compare the roles of Indigenous people, women, African Americans, and immigrants in the Revolution Period.~~

C. Founding a New Government 1776-1791

Code	Standard
6-12.US1.13	Analyze the successes and failures of the Articles of Confederation and the events that led to the Constitutional Convention of 1787. ~~Analyze the successes and failures of the Articles of Confederation.~~
6-12.US1.14	Explain the key concerns and compromises that emerged at the Constitutional Convention of 1787, including arguments over the Bill of Rights and its eventual adoption, including, but not limited to: • New Jersy Plan, Virginia Plan, and the Great Compromise • Compromises regarding representation • Compromises regarding taxation • Compromises regarding slavery • State vs. federal power ~~Explain the key concerns and compromises that emerged at the Constitutional Convention including arguments over the Bill of Rights and its eventual adoption.~~
6-12.US1.15	Analyze the arguments and outcomes of the ratification debate between leading Federalists and Anti-Federalists, including, but not limited to: • Federalists (John Jay, Alexander Hamilton, and James Madison) • Anti-Federalists (Patrick Henry, Sam Adams, Elbridge Gerry, George Mason, Brutus) ~~Analyze the arguments and outcomes of the ratification debate between Federalists and Anti-Federalists.~~
6-12.US1.16	Analyze the original Constitution by comparing the powers of government branches, assessing its response to Revolutionary causes and alignment with Declaration of Independence ideals, and addressing failures of the Articles of Confederation.

D. Early Republic 1787-1825

Code	Standard
6-12.US1.17	Identify the traits, beliefs, and characteristics that united and divided the United States as a nation and a society during this time period.
6-12.US1.18	Compare and contrast the political differences and similarities among early Republic Presidents, including the significance of the Election of 1800 and the Era of Good Feelings. ~~Compare and contrast the political differences and similarities among early Republic Presidents.~~
6-12.US1.19	Explain the social and economic motivations and developments surrounding the enslavement of peoples in the northern and southern states and territories.
6-12.US1.20	Explain the changes in manufacturing, agriculture, transportation, and communication during the First Industrial Revolution.
6-12.US1.21	Explain the causes and effects of the War of 1812, including but not limited to: • British restrictions on trade, and impressment • Embargo Act and Non-Intercourse Act • Major events of the war, including the role of the USS Constitution, invasion of Canada, the burning of the Capitol and the White House, and the Battle of New Orleans, Battle of Tippecanoe and Tecumseh's Confederation • The attack on Fort McHenry, which led to the writing of the Star-Spangled Banner ~~Explain the causes and effects of the War of 1812.~~
6-12.US1.22	Identify and analyze the impact of the foreign policy developments of the period 1787-1825, including but not limited to the Neutrality Acts, the Louisiana Purchase, the Embargo Act, the Adams-Onis Treaty, and the Monroe Doctrine. ~~Analyze how foreign policy at the end of the 18th century and the beginning of the 19th century impacted relations with sovereign powers outside the United States.~~
6-12.US1.~~X~~23	Describe how American westward expansion during the Early Republic affected tribal relations; understand how intertribal relations lead to American alliances with the Muscogee, Choctaw, Cherokee, and Chickasaw and how other tribal confederacies formed to resist American expansion with the support of foreign European powers, including but not limited to discussion of:

Code	Standard
	• Lewis and Clark Expedition • The Northwest Indian War, including St. Clair's Defeat and the Battle of Fallen Timbers • Tecumseh's Rebellion • Creek War • First Seminole War • Cherokee delegation to Washington (1824)

E. Geographic Expansion and Political and Social Changes 1820-1860

Code	Standard
6-12.US1.2~~3~~4	Analyze how economic, political, and social events led to the Civil War, including, but not limited to: • Slavery • Virgina and Kentucky Resolutions • Nullification Crisis • Missouri Compromise • Compromise of 1850 • Publication of Uncle Tom's Cabin • Fugitive Slave Act • Personal Liberty Laws in the North • Kansas-Nebraska Act • Dred Scott Decision • Rise of the Republican Party and the Election of 1856 • John Brown's Raid • Election of 1860 • Crittenden Compromise ~~Analyze how economic, political, and social events, including the election of Abraham Lincoln, led to the Civil War.~~ • ~~Slavery~~ • ~~Nullification Crisis~~ • ~~Missouri Compromise~~ • ~~Compromise of 1850~~ • ~~*Uncle Tom's Cabin*~~ • ~~Fugitive Slave Act~~ • ~~Personal Liberty Laws in the North~~ • ~~Kansas-Nebraska Act~~ • ~~Dred Scott Decision~~ • ~~John Brown's Raid~~

Code	Standard
	~~• Election of 1860~~ • Secession documents
6-12.US1.2~~4~~5	Compare the political differences and similarities among Democratic and Whig presidents from 1825 to 1860, including, but not limited to: • Expansion of voting rights • Rise of the Democratic Party • The Spoils System • Jackson's veto of the National Bank • Tariff of Abominations and Nullification Crisis • Log cabin campaign of William Henry Harrison ~~Compare the political differences and similarities among Jacksonian and Whig presidents of 1825-1860 such as analysis of the effects of the early 19th century expansion of voting rights on presidential campaigns and policies.~~
6-12.US1.2~~5~~6	Analyze the religious, political, and economic motives of immigrants who came to North America between 1820-1860.
6-12.US1.2~~6~~7	Compare and contrast the various manifestations of slavery in this time period, for example, ownership patterns, labor divisions, and geographic differences.
6-12.US1.2~~7~~8	Compare and contrast various defenses of slavery offered by apologists and various anti-slavery movements, including but not limited to discussion of: • American Colonization Society (Henry Clay) • Gradualist abolitionist movements • Radical abolitionist movements • Frederick Douglass • John Brown • Angelina Grimke • William Lloyd Garrison • Sojourner Truth • Harriet Tubman • Theodore Weld ~~Compare and contrast various defenses of slavery offered by apologists and various anti-slavery movements such as the American Colonization Society, the gradualist abolitionist movements, and the radical abolitionist movements.~~

Code	Standard
6-12.US1.2~~8~~9	Analyze the political and individual motivations and the social, political, economic, environmental impacts of individuals who moved West.
6-12.US1.~~X~~30	Describe the impact of westward expansion, treaties, and federal policies on American-tribal relations, including but not limited to discussion of: • Indian Removal Act of 1830 • *Cherokee Nation v. Georgia* • Trail of Tears • Five Civilized Tribes • Establishment of Indian Territory and other reservations • Americanization/assimilation
6-12.US1.~~29~~31	Trace and explain how settlement patterns, federal policies, and treaties impacted American Indians through reservations, removal, and forced assimilation.
6-12-US1.3~~0~~2	Analyze the communication, industrial and agricultural changes and their impact on the social and economic lives of people in the North, South, and West.
6-12.US1.3~~1~~3	Explain how the development of various modes of transportation increased economic prosperity, promoted national unity, and contributed to disunity.
6-12.US1.3~~2~~4	Investigate the Second Great Awakening and various reform movements such as prison, education, and women's rights, as they formed the greater story of the United States in the 19th century.
6-12.US1.3~~3~~5	Describe the policies, motivations, and events, and subsequent policies that led to the westward expansion of the United States from 1820-1860, including, but not limited to: • Manifest Destiny • Texas Revolution and annexation • Mexican American War • Expeditions of John C. Fremont • California Gold Rush • Acquisition of Oregon Territory • Acquisition of Alaska Territory • Oregon, California, Sante Fe, and Mormon Trails ~~Describe the ideology, motivations, and events that led to the westward expansion of the United States from 1820-1860,~~

Code	Standard
	• ~~Texas Revolution~~ • ~~War with Mexico~~ • ~~California Gold Rush~~ • ~~Acquisition of Oregon Territory~~ • ~~Acquisition of Alaska Territory~~
~~6-12.US1.34~~	~~Analyze the political conflicts that arose from the United States' territorial expansion.~~
6-12.US1.3~~5~~6	Analyze how foreign policy during the 1820s to 1860s impacted relations with sovereign powers outside the United States, for example, tariff policies and treaties with European powers and Mexico.
6-12.US1.3~~6~~7	Understand how the interactions between the five federally recognized Idaho Tribal governments of Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and national, state, and local governments have impacted American Indian Tribal sovereignty over time.

F. Civil War and Reconstruction 1860s-1890

Code	Standard
6-12.US1.3~~7~~8	Trace the evolution of Lincoln's political thought on slavery, equality and rights for blacks, and the meaning of the war from the 1857 Dred Scott decision through the Lincoln Douglas debates, the First Inaugural Address, the Emancipation Proclamation, and the Gettysburg Address to his Second Inaugural Address.
6-12.US1.3~~8~~9	Analyze the impact of major military events in the Civil War, including, but not limited to Fort Sumter, First Bull Run, Antietam, Vicksburg, Fredericksburg, Gettysburg, Sherman's March, and Appomattox. ~~Analyze the impact of major military events and leaders throughout the American Civil War.~~
6-12.US1.~~X~~40	Explain the contributions of key leaders throughout the American Civil War, including, but not limited to: Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson, George McClellan, Abraham Lincoln, and Jefferson Davis.
6-12.US1.~~39~~41	Explain the contributions of key historical figures and groups during the Civil War period, including, but not limited to: • Clara Barton • Belle Boyd

Code	Standard
	• Harriet Beecher Stowe • Ely S. Parker • Stand Waite • Thomas Francis Meagher • Patrick Cleburne • 54th Massachusetts Infantry Regiment • German and Irish soldiers in both armies ~~Compare and contrast the social and political roles of Indigenous people, women, African Americans, and immigrants in the Civil War Period.~~
6-12.US1.4~~0~~2	Analyze the outcomes of the American Civil War and the legal, political, and social implications of Reconstruction. • Reconstruction Amendments (13th, 14th, and 15th) • State, local, and federal elections • New political representation • Military presence • American Indian Warrior involvement • 1st and 2nd Indian Home Guard • Emancipation • Freedman's Bureau • Black Codes • Sharecropping • Ku Klux Klan (KKK)
6-12.US1.4~~1~~3	Analyze the context and consequences of The Compromise of 1877 and the end of Federal Reconstruction.
6-12.US1.4~~2~~4	Identify how continued land and natural resource competition affected political, cultural, and economic development of the western United States, including, but not limited to: • Homestead Act of 1862 • Transcontinental Railroad • Fur trade, cattle drives, end of "open range" era, destruction of the bison population • Land Rush of 1889 ~~Identify how natural resource competition affected political, cultural, and economic development.~~
6-12.US1.4~~3~~5	Explain the social and political impacts of the Civil War on Americans during the war and in the immediate aftermath of the war.

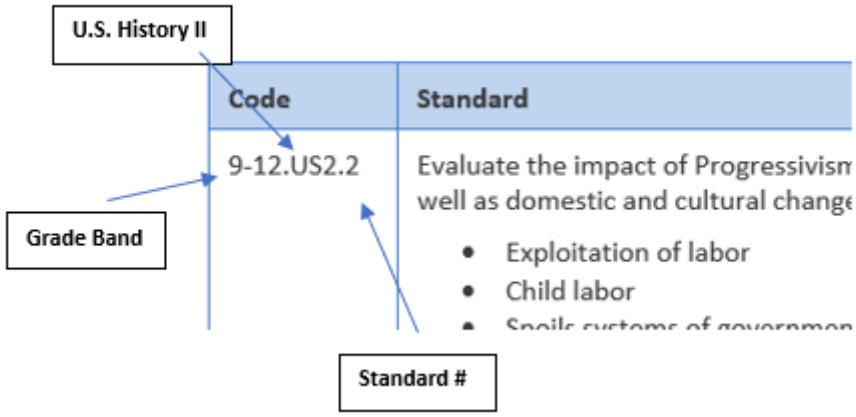
G. Growth of Industrial World 1877-1890 (Bridge with US History II)

Code	Standard
6-12.US1.4~~4~~6	Analyze the religious, political, and economic motives of 19th-century immigrants who came to North America.
6-12.US1.4~~5~~7	Explain the changes in manufacturing, agriculture, transportation, and communication during the Second Industrial Revolution.
6-12.US1.~~X~~48	Describe relations between American Indians and the United States government following the Civil War, including conflict, treaties, containment, reservation, and assimilation.
6-12.US1.4~~6~~9	Evaluate how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization.
6-12.US1.~~47~~50	Describe the impact of business leaders, laissez-faire capitalism, and the use of corporations, monopolies, and trusts on the American economy.
6-12.US1.~~48~~51	Evaluate the impact of industrialization and laissez-faire policies on labor.
6-12.US1.~~49~~52	Explain the impact of labor unions and strikes on labor-management relations.
6-12.US1.5~~0~~3	Identify the impact of post-Civil War immigration on urbanization and labor relations.
6-12.US1.5~~1~~4	Describe the impact of geographic expansion during the late 19th century on the political, legal, and social rights of various groups and individuals, including but not limited to: • Women's Suffrage in the West • Buffalo Soldiers • Disenfranchisement in the South • Chinese Railroad Workers • Chinese Exclusion Act, 1882 • Anti-Irish Sentiments ~~Describe the impact of geographic expansion on the political, legal, and social rights of women, African Americans, Asians, Indigenous peoples, and European immigrants.~~

H. Historical Thinking Skills

Code	Standard
6-12.HT1.1	Identify a series of historical events and developments as examples of change and/or continuity over time.
6-12.HT1.2	Explain how events and developments in the past stem from multiple causes and have multiple effects.
6-12.HT1.3	Evaluate historical sources, considering authorship, strengths, limitations, and perspectives, while analyzing primary and secondary sources to understand their collective contribution to historical interpretation. ~~Analyze how people's perspectives influenced the historical sources they created and how people's perspectives may change over time~~
6-12.HT1.4	Construct and/or communicate a historical argument using primary and secondary sources.
6-12.HT1.5	Analyze historical issues by addressing questions that are open-ended and require research, analysis, and interpretation.
6-12.HT1.6	Analyze connections among events and developments in broader historical contexts.
6-12.HT1.7	Analyze, compare, and/or interpret artistic works to understand cultural and historical context and experience.
6-12.HT1.8	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time. ~~Evaluate sources based on the background of the author, historical context, and purpose of the document.~~
6-12.HT1.9	Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience, and whether the source contains valid citations.

VI. UNITED STATES HISTORY II GRADES 9-12



A. Federal Indian Policy Period, 1879 - Present

Code	Standard
9-12.US2.1	Analyze how federal policies established the relationship between the United States government and American Indian tribes, and the intended and unintended outcomes. • Allocation and Assimilated Period 1879-1934 • Tribal Reorganization Period, 1934-1958 • Termination and Relocation Period, 1953-1971 • Self-Determination Period, 1968-present

B. Progressivism and Imperialism, 1890 - 1920

Code	Standard
9-12.US2.2	Evaluate Progressivism's impact on circumstances and policies. These may include: • Exploitation of labor • Child labor • Spoils systems of government hiring • Machine politics • Corruption • Immigration tension • Women's suffrage • Prohibition

Code	Standard
	• Race relations • Eugenics
9-12.US2.3	Evaluate the impact of racial, economic, moral, political, and strategic motives for the United States becoming an imperialist power.
9-12.US2.4	Analyze the origins and the impacts of the Spanish-American War and American involvement in Latin America, Hawaii, the Philippines, China, and Japan.

C. World War I, 1915-1919

Code	Standard
9-12.US2.5	Explain the factors that led to World War One and describe the factors that were deterring the United States from involvement as well as the driving forces that eventually led to the United States' involvement.
9-12.US2.6	Determine the impact of government mobilization programs, restrictions on civil liberties, and propaganda on the American Homefront.
9-12.US2.7	Explain how new technologies influenced strategies, military tactics, and battle conditions on the Western Front during World War One.
9-12.US2.8	Analyze the goals and effects of the Treaty of Versailles.

D. The Roaring 20s, 1920-1929

Code	Standard
9-12.US2.9	Describe the impacts of economic, demographic, social, and cultural changes during the 1920s.
9-12.US2.10	Evaluate the social tensions of the era, including: • Race • Christian fundamentalism • Labor • Immigration • Changing social values • The Red Scare • Rise of the Ku Klux Klan • Prohibition

Code	Standard
	• Rise of the mob and mafia

E. The Great Depression and the New Deal 1929-1939

Code	Standard
9-12.US2.11	Analyze the causes of the crash of 1929 and the Great Depression.
9-12.US2.12	Analyze the impact of the Great Depression and the Dust Bowl on farmers, businesses, workers, and racial and ethnic minorities.
9-12.US2.13	Evaluate the effectiveness of New Deal programs in addressing economic issues underlying the Great Depression.
9-12.US2.14	Evaluate the social tensions of the era, including: • Race • Labor • Domestic Migration • Changing social values • The Rise of Political Extremism

F. World War II 1939-1945

Code	Standard
9-12.US2.15	Explain the events and actions that led to World War Two, including the rise of fascism and totalitarianism, appeasement, and European and Japanese Imperialism.
9-12.US2.16	Analyze American participation in the international response to the Holocaust.
9-12.US2.17	Describe the strategies, events, and turning points that shaped the outcomes of World War Two.
9-12.US2.18	Compare and contrast the experience of Americans on the Pacific and European battle fronts during World War Two.
9-12.US2.19	Evaluate the factors that influenced the decision to employ atomic weapons against Japan.

Code	Standard
9-12.US2.20	Analyze the impact of events and policies on the Homefront during World War Two.
9-12.US2.21	Evaluate Supreme Court and executive decisions to limit civil liberties and to relocate Japanese Americans and others to internment camps.

G. Affluence, Cold War, and Social Revolutions 1945-1974

Code	Standard
9-12.US2.22	Evaluate the impact of postwar demobilization and the GI Bill on economic growth, culture, and lifestyle.
9-12.US2.23	Describe the ways the United States competed with the Soviet Union culturally, economically, and politically during the Cold War, and how this competition affected postwar military and economic growth.
9-12.US2.24	Analyze various foreign policy events through the lens of the Cold War, military engagements, and covert actions during this period. These may include: • Berlin Blockade • Rise of the Communist regime in China • Korean War • Central Intelligence Agency's support of coups in Iran and Guatemala • Cuban Missile Crisis • U2 incident • Berlin Wall • Vietnam War
9-12.US2.25	Compare various ways the United States and the Soviet Union built and strengthened economic, political, and military alliances with countries during this period. These may include: • Truman Doctrine • Marshall Plan • North Atlantic Treaty Organization (NATO) • Occupation and rebuilding of Japan and West Germany • Warsaw Pact • Occupation and rebuilding of Eastern Europe
9-12.US2.26	Examine the influence of the Cold War on United States politics and society. Including:

Code	Standard
	• The House of Un-American Activities Committee • McCarthyism • The Alger Hiss Case • The Rosenberg Case
9-12.US2.27	Describe the causes and effects on American society and culture of widespread growing affluence in the post-war period, as well as groups and geographic areas that were largely left out of it.
9-12.US2.28	Analyze the American Labor Movement during the post-war period.
9-12.US2.29	Analyze the motives, strategies, methods, organizations, and impacts of various Civil Rights Movements.
9-12.US2.30	Analyze the experiences of American soldiers in Vietnam and their experiences upon returning home including how these experiences compared to previous conflicts.
9-12.US2.31	Describe the relationships between the Vietnam War, the counterculture movement, and the anti-war movement.
9-12.US2.32	Examine the various ways the counterculture critiqued United States society.
9-12.US2.33	Analyze the major features of the Great Society policy. This may include: - War on Poverty - Medicare/Medicaid - Head Start and Education Reform - Urban Renewal - Support for the Arts and Humanities - Immigration Reform - Environmental Initiatives
9-12.US2.34	Examine the causes and consequences of the constitutional crisis that led to the resignation of President Richard Nixon.
9-12.US2.35	Analyze how Vietnam and Watergate reduced American faith in government and the military and led to significant political, constitutional, and legislative reforms.

H. Economic, Political, and Social Reorganization 1974-1992

Code	Standard
9-12.US2.36	Evaluate the causes and impacts on public confidence and trust in the government's ability to solve economic and social problems, such as: • Deindustrialization • Urban decline • Migration • Stagflation • Deficit spending • Energy crisis • Racial tensions
9-12.US2.37	Evaluate the factors that impacted relationships and policies with China, Russia, Latin America, and the Middle East.
9-12.US2.38	Analyze the rise of the New Right and the Reagan Revolution including the social, cultural, and economic policies it advocated for.
9-12.US2.39	Evaluate the factors that contributed to the end of the Cold War. These may include: • American diplomacy • Military build-up • Treaties • Iran-Contra affair • Strategic Defense Initiative (Star Wars) • Support of Afghanistan • Fall of the Berlin Wall • Collapse of the USSR
9-12.US2.40	Explain the causes and consequences of the American response to Iraq's invasion of Kuwait.

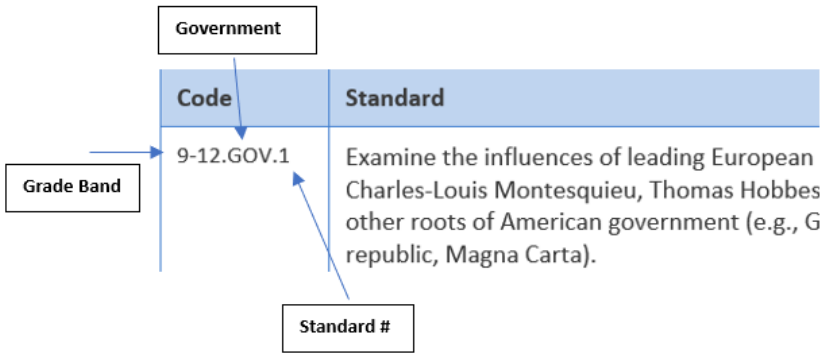
I. Globalization, Information Technology, Terrorism, Political and Social Polarization 1992-Present

Code	Standard
9-12.US2.41	Analyze the effects of globalization, free trade agreements, financial market deregulation, and the computer revolution on the economic boom of the 1990s.
9-12.US2.42	Describe some effects of key changes on United States society and labor. These may include: • Outsourcing • Robotic automation • Income disparities • Shift toward a service-based economy
9-12.US2.43	Evaluate the motivations behind domestic and non-state aligned terrorism, assess governmental responses including those after September 11, 2001, and analyze the causes, progression, and aftermath of the War on Terror in Afghanistan and Iraq.
9-12.US2.44	Evaluate how the rise of alternative media, social media, and technology, including smartphones, have affected United States culture, society, and politics.
9-12.US2.45	Examine United States policy on environmental issues.
9-12.US2.46	Evaluate the progress of civil rights and immigration issues in recent United States history.
9-12.US2.47	Evaluate the causes and consequences of the 2008 financial crisis and Great Recession.
9-12.US2.48	Evaluate the causes and impact of increasing political polarization on American politics.

J. Historical Thinking Skills

Code	Standard
6-12.HT2.1	Evaluate how historical events and developments were shaped by unique circumstances of time and place and broader historical contexts.
6-12.HT2.2	Analyze change and continuity in historical eras.
6-12.HT2.3	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
6-12.HT2.4	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras and how those perspectives are reflected throughout history.
6-12.HT2.5	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time.
6-12.HT2.6	Evaluate historical sources, considering authorship, strengths, limitations, potential biases, and appropriate application, while analyzing primary and secondary sources to understand their collective contribution to historical interpretation.
6-12.HT2.7	Analyze multiple and complex causes and effects of events in the past.
6-12.HT2.8	Construct historical arguments distinguishing the differences between long-term causes and triggering events using evidence from multiple relevant historical sources, perspectives, and interpretations.
6-12.HT2.9	Evaluate the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

VII. AMERICAN GOVERNMENT GRADES 9-12



A. Foundations of the American Political System

Code	Standard
9-12.GOV.1	Examine the influences of leading European thinkers such as Locke and Montesquieu, as well as the influence of historical institutions such as Greek democracy, Roman republicanism, and the English legal tradition on the American Founding.
9-12.GOV.2	Examine the Declaration of Independence and American grievances against British rule.
9-12.GOV.3	Identify the strengths and weaknesses of the Articles of Confederation.
9-12.GOV.4	Analyze the Constitutional Convention of 1787, including the Great Compromise and the ensuing debate over ratification between the Federalists and Anti-Federalists.
9-12.GOV.5	Evaluate the arguments presented in the Federalist Papers, particularly Essay 10 and Essay 51, and evaluate the arguments in the Anti-Federalist Papers.
9-12.GOV.6	Describe the purposes and functions of government as outlined in the Preamble of the Constitution.
9-12.GOV.7	Describe limited government within the Constitution, including: • Checks and balances • Popular sovereignty • Rule of law • Federalism

Code	Standard
	• Separation of powers • Judicial review • Majority rule and protection of minority rights
9-12.GOV.8	Describe the structure of the Constitution and the process to amend it.
9-12.GOV.9	Analyze how the Bill of Rights limits the powers of the government and ensures individual rights.
9-12.GOV.10	Define the concepts of democracy and republic and examine the relationship between the two.
9-12.GOV.11	Understand the shared values and aspirations of Americans including liberty, egalitarianism, individualism, and laissez-faire government.
9-12.GOV.12	Evaluate the arguments within the Declaration of Independence and its definition of an ideal government.

B. Citizenship and Civic Participation

Code	Standard
9-12.GOV.13	Describe, at the national, state, and local level, what should be reasonably expected from any citizen or resident of the U.S. and explain why it is important for the well-being of the nation, including being informed on civic issues, serving in the military or alternative service, obeying the law, paying taxes, volunteering, and performing public service, respecting the rights of others, serving as a juror, and voting.
9-12.GOV.14	Compare and contrast major American political ideologies.
9-12.GOV.15	Evaluate the roles of the federal and state governments in the Civil Rights Movement.
9-12.GOV.16	Explain the role and evolution of political parties in governing and in the recruitment/election of political candidates and the importance of and difference between primaries, caucuses, and general elections.
9-12.GOV.17	Evaluate the role of the media/social media as a means of communicating information/misinformation and how it influences the importance of issues and public opinion.

Code	Standard
9-12.GOV.18	Describe the means that citizens use to responsibly participate in the political process, including campaigning, petitioning, demonstrating, running for office, lobbying, and voting.
9-12.GOV.19	Explain the requirements to be considered a natural-born U.S. citizen, and describe the process of naturalization, including the knowledge required by the Naturalization Test.
9-12.GOV.20	Explain the history and significance of dual citizenship regarding American Indians.
9-12.GOV.21	Identify and be able to engage with key officials, both elected and appointed, in the legislative, executive, and judicial branches at the federal, state, and local levels.
9-12.GOV.22	Distinguish between civil rights and civil liberties and how they are put into practice in our daily lives.
9-12.GOV.23	Evaluate the Supreme Court's interpretations of the freedoms articulated in the First Amendment, including *Schenck v. United States*, *New York Times v. United States*, *Engel v. Vitale*, *Miller v. California*, *Tinker v. Des Moines*, *Texas v. Johnson*, and *Kennedy v. Bremerton*.
9-12.GOV.24	Evaluate the Supreme Court's interpretations of freedoms in the Fourth through Eighth Amendments, including Mapp v. Ohio, Gideon v. Wainwright, and *Miranda v. Arizona*.
9-12.GOV.25	Evaluate the Supreme Court's interpretations of the freedoms in the 14th Amendment, equal protection, and due process clauses including *Plessy v. Ferguson, Roe v. Wade, Dobbs v. Jackson Women's Health Organization, Gitlow v. New York, Loving v. Virginia, Obergefell v. Hodges, and Brown v. Board of Education, 1954.*

C. Political Economy

Code	Standard
9-12.GOV.26	Explain the government's limited role in free enterprise and how that affects individual economic freedoms.
9-12.GOV.27	Evaluate the government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and

Code	Standard
	enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace.
9-12.GOV.28	Compare the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government.
9-12.GOV.29	Describe how the Federal Reserve can use monetary policy to pursue price stability, full employment, and economic growth with the goal of stabilizing the economy.

D. Function and Structure of the United States Political System

Code	Standard
9-12.GOV.30	Analyze Article I and the 17th Amendment of the Constitution as they relate to the legislative branch, including eligibility for office, roles, duties, casework, length of terms, and election to office for representatives and senators.
9-12.GOV.31	Describe the census and its role in redistricting and reapportionment, including the role of *Baker v. Carr.*
9-12.GOV.32	Identify leadership positions of the legislative branch, including majority and minority leaders, the president pro tempore, the role of the Vice president, and the Speaker of the House.
9-12.GOV.33	Describe the process of how a bill becomes law.
9-12.GOV.34	Describe the powers of United States' Congress, including appropriations, declaration of war, commerce, implied powers, confirmations, necessary and proper clauses, and powers of impeachment and oversight.
9-12.GOV.35	Analyze Article II of the Constitution as it relates to the executive branch, including appointments, oath of office, Commander-in-chief of the military, powers of the president, eligibility for office, succession (25th Amendment), executive orders, treaties, length of term (20th and 22nd Amendments).
9-12.GOV.36	Identify major departments of the executive branch, including cabinet and non-cabinet level departments and agencies, along with the development and growth of federal administrative state.
9-12.GOV.37	Explain the Electoral College system, and how it has evolved over time, and compare arguments for and against it.

Code	Standard
9-12.GOV.38	Analyze Article III of the Constitution as it relates to judicial power, including the length of terms and the jurisdiction of the U.S. Supreme Court.
9-12.GOV.39	Analyze the origin and evolution of the modern federal court structure including the Judiciary Act of 1789.
9-12.GOV.40	Explain the processes of selection and confirmation of Supreme Court justices.
9-12.GOV.41	Describe the Supreme Court's role, established by Marbury vs. Madison, in determining the constitutionality of laws and acts of the legislative and executive branches.
9-12.GOV.42	Compare and contrast different judicial philosophies including activism vs. conservatism, originalism vs. living constitution, and textualism.
9-12.GOV.43	Explain the functions, powers, interactions, and dynamic relationships among federal, state, local, and tribal governments including the roles of the 10th Amendment, *McCulloch vs Maryland*, *Gibbons vs. Ogden*, and evolution from dual federalism to cooperative federalism.
9-12.GOV.44	Analyze and discuss sovereignty and the federal responsibility the United States has with federally recognized American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.
9-12.GOV.45	Explain the organization and powers of state and local government as described in the Constitution of the State of Idaho by analyzing legislative, executive, and judicial branches.
9-12.GOV.46	Compare the lawmaking process at the national, state, and local level.
9-12.GOV.47	Understand the structure, powers, and lawmaking process of local government (county, city, special district) by analyzing the relationships between state and local governments and the roles of regional authorities, governing boards, and commissions.
9-12.GOV.48	Compare partisan and non-partisan offices and elections.

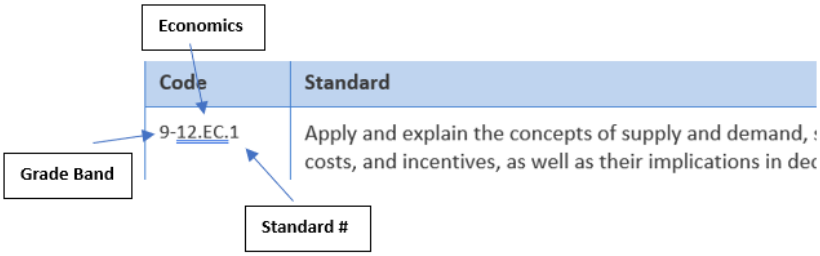
E. The American Electoral System

Code	Standard
9-12.GOV.49	Describe the evolution of voting (methods and process) and enfranchisement including key amendments (15th, 19th, 23rd, 24th, 26th) and laws (1965 Voting Rights Act) that have extended the right to vote to previously disenfranchised Americans.
9-12.GOV.50	Examine campaign finance laws and campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups.
9-12.GOV.51	Describe the nomination and election process in American national and state elections, including the Electoral College.
9-12.GOV.52	Analyze the influence of political parties, media coverage, campaign advertising, interest groups, public opinion polls, social media, and digital communications on elections.
9-12.GOV.53	Explain the impact of reapportionment and redistricting on elections and governance.
9-12.GOV.54	Explain the role of state governments in administering elections and compare different state's voting rules and elections laws.
9-12.GOV.55	Evaluate the challenges of the election process.

F. The United States and the International System

Code	Standard
9-12.GOV.56	Compare the different forms of domestic and foreign political systems, electoral systems, economic systems, and civil societies including presidential vs parliamentary, unitary vs federal, and autocracy vs democracy.
9-12.GOV.57	Describe the characteristics of United States foreign policy and how it has been created and implemented over time.
9-12.GOV.58	Identify and evaluate the role of the United States in international organizations, agreements, treaties, and humanitarian relief efforts.
9-12.GOV.59	Evaluate the changing role of the United States in supporting democratic principles and institutions in the international system.

VIII. ECONOMICS GRADES 9-12



A. Fundamental Economic Concepts

Code	Standard
9-12.EC.1	Apply and explain the concepts of supply and demand, scarcity, opportunity costs, and incentives, as well as their implications for decision-making.
9-12.EC.2	Identify ways in which the interaction of all buyers and sellers influences prices.
9-12.EC.3	Identify how incentives determine what is produced and distributed in a competitive market system.
9-12.EC.4	Describe the factors of production.
9-12.EC.5	Analyze the various parts of the business cycle and its effect on the economy.
9-12.EC.6	Compare and contrast the characteristics of different economic systems and economic philosophies.

B. Macroeconomics and International Trade

Code	Standard
9-12.EC.7	Analyze the impact of events such as wars, industrialization, and technological developments on the business cycle.
9-12.EC.8	Explain monetary policy, fiscal policy, and the role of the Federal Reserve.
9-12.EC.9	Examine the economic implications of fiscal policy in the United States including federal taxation, spending, and the national debt.

Code	Standard
9-12.EC.10	Analyze global economic interdependence and competition.
9-12.EC.11	Apply economic concepts to explain the role of imports/exports both nationally and internationally.
9-12.EC.12	Describe the elements of entrepreneurship and successful businesses including comparative advantage, specialization, and trade.
9-12.EC.13	Identify the roles of financial markets and institutions on the economy.

C. Personal Finance

Code	Standard
9-12.EC.14	Demonstrate how to set financial goals and analyze the costs and benefits of spending decisions.
9-12.EC.15	Demonstrate procedures for opening and managing checking and savings accounts, including writing checks, managing virtual accounts, and accessing statements.
9-12.EC.16	Evaluate types of investments to determine how they meet the objectives of a personal financial plan including compound interest over time.
9-12.EC.17	Research and analyze information on credit options available to consumers.
9-12.EC.18	Demonstrate how to use comparison shopping skills to make purchasing decisions, including major purchases and college education.
9-12.EC.19	Research and report on factors that affect creditworthiness and credit scores.
9-12.EC.20	Describe how life, health, home, and auto insurance protects against loss and mitigates financial consequences.
9-12.EC.21	Analyze the federal, state, and local tax systems and how they relate to each citizen and the citizen's income and the society.
9-12.EC.22	Explain how sales and property taxes affect financial decisions in terms of both personal finances and public services provided to citizens.
9-12.EC.23	Build a monthly budget for an individual or a family given their income, savings goals, taxes, and list of fixed and variable expenses.

Code	Standard
9-12.EC.24	Identify and evaluate modern consumer skills, tools, and practices.

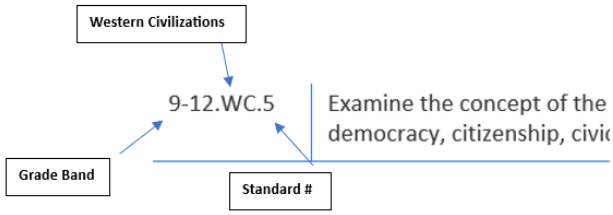
As a part of the revisions to Social Studies, a committee of educators and subject matter experts from across the state came together to create a consistent set of content standards for a course in Western Civilization. These standards are now available for schools and districts that choose to offer it. The standards span from 800 BC to 1815 AD and focus on the foundations of Western Civilization, offering guidance on key ideas, events, and figures that shaped the modern Western world.

Respectfully,

The Foundations of Western Civilization Standards Committee

Scott Arnold
Monica Church
Jim Francis
Ralph Ginorio
Vincent Kane
Samuel Lair
Karen Miller

IX. FOUNDATIONS OF WESTERN CIVILIZATION GRADES 9-12



A. Introduction to Study of Western Civilization

Code	Standard
9-12.WC.1	Explain how geography influenced the development of Western Civilization
9-12.WC.2	Explain how Western civilization is distinct from other cultures and civilizations and arose primarily from a synthesis of cultures, including, but not limited to classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples.

B. Ancient Greece (c. 800 BC – 150 BC)

Code	Standard
9-12.WC.3	Examine the Hellenic concept of the polis in Greek city-states, including, but not limited to the ideas of democracy, citizenship, civic participation, and the rule of law.
9-12.WC.4	Analyze the causes and consequences of the Persian and Peloponnesian Wars.
9-12.WC.5	Analyze the contributions of Alexander the Great and the development of the Hellenistic world.
9-12.WC.6	Explain the significance of ancient Greek literature, including, but not limited to the *Iliad* and the *Odyssey*.
9-12.WC.7	Analyze the ideas of ancient Greek philosophers including but not limited to Socrates, Plato, Aristotle, and their impact on Western thought.

C. Ancient Rome (c. 500 BC – 500 AD)

Code	Standard
9-12.WC.8	Describe the government of the Roman Republic and its contribution to the development of democratic principles including, but not limited to separation of powers, rule of law, representative government, and civic duty.
9-12.WC.9	Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society.
9-12.WC.10	Describe the causes and consequences of the Punic Wars on the development of the Roman Republic.
9-12.WC.11	Describe the fall of the Roman Republic, including, but not limited to, Julius Caesar taking the role of Dictator for Life.
9-12.WC.12	Describe the causes and consequences of the establishment of the Roman Empire by the Julio-Claudians, including, but not limited to the role of Augustus Caesar.
9-12.WC.13	Describe the process of Romanization and explain the characteristics of Pax Romana.
9-12.WC.14	Analyze the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
9-12.WC.15	Analyze the causes and consequences of Diocletian's reforms and Constantine the Great's establishment of "New Rome" (Constantinople) and the recognition of Christianity as a legal religion.
9-12.WC.16	Analyze the Hebrew tradition and its influence on Western Civilization.
9-12.WC.17	Explain the expulsion of the Jewish people from their homeland and the subsequent Jewish diaspora.
9-12.WC.18	Analyze the Hebrew and Classical origins and central features of early Christianity, including key people, texts, events, and major teachings.
9-12.WC.19	Analyze the impact of Christianity on Classical culture and society and the formation of the Catholic Church.

D. The Middle Ages (c. 330 AD – 1450 AD)

Code	Standard
9-12.WC.20	Identify key figures of the Byzantine Empire, including but not limited to Justinian and Theodora, and explain their contributions to its history and culture.
9-12.WC.21	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism and the development of feudal obligations.
9-12.WC.22	Explain the importance of Christian monasteries and convents as centers of education, missionary activity, economic productivity, and political power, including, but not limited to the contributions of St. Benedict and Pope Gregory the Great.
9-12.WC.23	Identify key figures, artistic and intellectual achievements of the medieval period in Western Europe, (e.g. Thomas Aquinas, Hildegard von Bingen, Dante, Gothic architecture, scholasticism, etc.).
9-12.WC.24	Explain how Charlemagne reshaped and redefined medieval Europe.
9-12.WC.25	Explain the reintroduction of Classical thought from the Islamic World into Christendom.
9-12.WC.26	Analyze the causes and consequences of the Crusades and Reconquista on Christian, Muslim, and Jewish populations.
9-12.WC.27	Describe the emergence, tenets, and expansion of Islamic Civilization under the Caliphates.
9-12.WC.28	Analyze the causes and consequences of the Norman Conquest of England.
9-12.WC.29	Analyze the relationships between the Papacy and the European monarchs.
9-12.WC.30	Explain key developments in medieval English legal and constitutional history, including the impact of the Magna Carta on limiting the monarch's power, the development of a Parliament, establishing the rule of law, and securing the right to trial by jury.

E. The Renaissance and Reformation (c. 1450 AD – 1600 AD)

Code	Standard
9-12.WC.31	Explain humanism and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith.
9-12.WC.32	Analyze the ideas of Renaissance and Northern humanism.
9.12.WC.33	Analyze the significance of Renaissance art, including, but not limited to: • Leonardo da Vinci • Michelangelo • Brunelleschi • Raphael
9-12.WC.34	Analyze Johannes Gutenberg's printing press and its effect on society (e.g. growth of literacy and the dissemination of ideas).
9-12.WC.35	Summarize religious reforms associated with key figures and movements, including, but not limited to, Luther, Calvin, Zwingli, Henry VIII, John of Leyden, Ignatius of Loyola (Jesuits), and the Council of Trent, and analyze the effects of the Reformation and Counter-Reformation on Europe.
9-12.WC.36	Analyze the causes and consequences of the fall of Constantinople.

F. The Age of Discovery and Scientific Revolution (c. 1400 AD – 1700 AD)

Code	Standard
9-12.WC.37	Analyze the Golden Age of the Tudor dynasty including, but not limited to Queen Elizabeth I, the works of William Shakespeare, the defeat of the Spanish Armada, and the rise of English power in Europe.
9-12.WC.38	Analyze the causes and consequences of the Thirty Years' War.
9.12.WC.39	Analyze the causes and consequences of the Age of Discovery and the rise of European Empires.
9-12.WC.40	Identify the major contributions of individuals associated with the Scientific Revolution, including, but not limited to Copernicus, Kepler, Galileo, Newton, Bacon, and Descartes.
9-12.WC.41	Analyze the causes and consequences of the English Civil War and the Glorious Revolution.

G. The Enlightenment and the Age of Revolution (c. 1600 AD – 1815 AD)

Code	Standard
9-12.WC.42	Identify the characteristics of Absolutism and Divine Right of Kings (e.g. Louis XIV, James I, Charles I).
9-12.WC.43	Analyze the ideas and effects of the major ideas of Enlightenment philosophers including, but not limited to: • Thomas Hobbes • John Locke • Voltaire • Baron de Montesquieu • Jean-Jacques Rousseau • Adam Smith
9-12.WC.44	Analyze the causes and consequences of the Second Agricultural Revolution and the early Industrial Revolution.
9-12.WC.45	Analyze the extent to which the Enlightenment influenced the American and French Revolutions.
9-12.WC.46	Analyze the major events of the French Revolution (e.g., storming of the Bastille, execution of Louis XVI, reign of terror), and trace the evolution of France's government from constitutional monarchy to democratic despotism.
9-12.WC.47	Analyze the causes and consequences of the Napoleonic Era.
9-12.WC.48	Evaluate the significance of the Congress of Vienna and the Concert of Europe in reshaping Europe after the Napoleonic Wars.
9-12.WC.49	Explain how the American experiment emerged from the traditions of the West.

For Questions Contact
Content and Curriculum
Dr. Scott Thunstrom, Director
Idaho Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov

SUBJECT

Proposed Rule – Docket No. 08-0205-2501, Rules Governing Pay for Success Contracting

REFERENCE

August 2016	Board Approved Proposed rule, Docket 08-0205-1601, outlining the newly established Idaho code 33-125B in rule.
November 2016	Board Approved Pending rule, Docket 08-0205-1601, outlining the newly established Idaho code 33-125B in rule.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-125B
Idaho Administrative Code, IDAPA 08.02.05, Rules Governing Pay for Success Contracting
Idaho Code Title 67, Chapter 52, Idaho Administrative Procedures Act

BACKGROUND

Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47.

Executive Order 2020-01, *Zero Based Regulations*, created an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule, according to a schedule established by the Division of Financial Management (DFM), no later than legislative adjournment *sine die* in 2026. HB563 (2024) amended Section 67-5292, Idaho Code to establish an ongoing five-year cycle for review of all administrative rules. The Office of the Administrative Rules Coordinator will publish a schedule for rule review prior to the expiration of Executive Order 2020-01.

DISCUSSION

Notice of Intent to Promulgate Rules regarding Docket No. 08-0205-2501 – IDAPA 08.02.05, *Rules Governing Pay for Success Contracting*, was published in the June 4, 2025 (Vol 25-6) *Idaho Administrative Rules Bulletin*.

The rule was promulgated and structured around statute 33-125B, Idaho Code. 33-125B and the rule have not been utilized by the State Department of Education in recent years, if ever. Additionally, IDAPA 08.02.05 is scheduled for review as part of the *Zero Based Regulation* review process established by Executive Order 2020-21. The process requires a full chapter evaluation to determine how it may be improved, simplified, and streamlined. Any provisions duplicative of statutory language will also be removed. For this reason, this rulemaking action proposes to repeal the rule in its entirety.

Board staff has worked closely with the primary stakeholders to gather feedback on the proposed changes. The proposed amendments, drafted after feedback was gathered, are presented in Attachment 2.

IMPACT

If the State Board of Education approves the proposed rule, it will be submitted to the Division of Financial Management Office of the Administrative Rules Coordinator and will be published as a proposed rule.

A 21-day public feedback period follows the publication of proposed rules. During this time, stakeholders and members of the public may provide additional feedback on the drafted text. Once approved, pending rules will be submitted for final publication and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

ATTACHMENTS

Attachment 1 – Notice of Proposed Rulemaking
Attachment 2 – Proposed Rule Docket No. 08.0205.2501, Rules Governing Pay for Success Contracting

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed rule Docket Number 08.0113.2501, as presented in Attachment 2.

BOARD ACTION

I move to approve proposed rule – Docket Number 08.0205.2501, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08 – STATE BOARD OF EDUCATION

08.02.05 - RULES GOVERNING PAY FOR SUCCESS CONTRACTING

DOCKET NO. 08-0205-2501

NOTICE OF RULEMAKING - PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to section 33-125b, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 15, 2025.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

The rule was promulgated and structured around statute 33-125B, Idaho code. 33-125B and the rule has not been utilized by the State Department of Education in recent years or possibly ever. Additionally, IDAPA 08.02.05 is scheduled for review in reference to the Zero Based Regulation review process brought forth by Executive Order 2020-21. The process requires full chapter evaluation of how it can be improved, simplified, and streamlined. Any provisions duplicative of statutory language will also be removed. For this reason, the action of this rule is to repeal the rule in its entirety.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: NA

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: NA

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 4, 2025 Idaho Administrative Bulletin, Volume 25-6

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: NA

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586.

DATED this 21st day of August

Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632

08.02.05 – RULES GOVERNING PAY FOR SUCCESS CONTRACTING

000. LEGAL AUTHORITY.

In accordance with Sections 33-125B(8), Idaho Code, the State Board of Education may promulgate rules implementing the provisions of Section 33-125B, Idaho Code. (3-15-22)

001. SCOPE.

These rules constitute the requirements for Pay for Success Contracting. (3-15-22)

002. – 009. (RESERVED)

010. DEFINITIONS.

01. Board. The State Board of Education. (3-15-22)

02. Department. The State Department of Education. (3-15-22)

03. Oversight Committee. Committee formed pursuant to Section 33-125B(6), Idaho Code, to evaluate pay for success contracting proposals. (3-15-22)

04. Pay for Success Contracting. Contracting for services with private entities whereby services are reimbursed based on the achievement of outcomes pursuant to Section 33-125B, Idaho Code. (3-15-22)

011. – 100. (RESERVED)

101. INITIATING CONTRACTING.

01. Two Routes for Initiating Contracting. Contracting may be initiated through two (2) separate routes. (3-15-22)

a. Initiated by Department. The Department may issues a request for information upon identification of a need for a service; or (3-15-22)

b. Initiated by interested party. An interested party or service provider may identify a need for service and submit a proposal to the State Department of Education. Proposals must include a letter of intent to participate in a pay for success contract and must include the following information: (3-15-22)

i. Special service(s) that the service provider will provide; (3-15-22)

ii. How the services will enhance student academic achievement; (3-15-22)

iii. Source of education funding from which savings will be realized; (3-15-22)

iv. Identity of one (1) or more qualified external evaluators; (3-15-22)

v. Provide external evaluator's qualifications and expertise as required pursuant to Section 33-125B, Idaho Code; and (3-15-22)

vi. Identify local education agencies (LEA) that have expressed interest in participating in the service and documentation that LEA meets the requirements pursuant to Section 33-125B, Idaho Code. (3-15-22)

02. Additional Information. As part of the review process, the oversight committee may request additional information. (3-15-22)

03. Format. Proposals may be submitted in electronic or hard copy format. (3-15-22)

~~**102. PROPOSAL EVALUATION.**~~

~~**01. Timeline**. (3-15-22)~~

~~**a.** Within five (5) business days of receipt of the complete proposal, the proposal will be forwarded electronically to the oversight committee. (3-15-22)~~

~~**b.** After receiving the proposal, the oversight committee will determine if additional information is needed to evaluate the proposal. The oversight committee will request additional information from the interested party within thirty (30) days of receiving the initial proposal. (3-15-22)~~

~~**c.** The interested party shall respond to a request for additional information within fifteen (15) days of receiving the request. (3-15-22)~~

~~i. Requests for additional response time may be granted at the discretion of the oversight committee. (3-15-22)~~

~~ii. If the interested party fails to respond or additional information is not received within the specified time, the oversight committee may reject the proposal without further consideration. (3-15-22)~~

~~**d.** The oversight committee shall hold an initial meeting either in person, telephonically, or by other means, to consider the merits of the proposal within forty-five (45) days of receipt of the proposal. (3-15-22)~~

~~**e.** The oversight committee chair shall inform the Department designated staff person, and the interested party, of its decision on a proposal within ninety (90) days of receipt of the complete proposal. (3-15-22)~~

~~**02. Oversight Committee Action**. Following consideration of a proposal, the oversight committee shall take one (1) of the following actions: (3-15-22)~~

~~**a.** Require the Department to start negotiations with the interested party; (3-15-22)~~

~~**b.** Require the Department to start negotiations with the interested party, subject to conditions imposed by the oversight committee; (3-15-22)~~

~~**c.** Reject the proposal with suggestions for improving the proposal prior to considering resubmittal, or; (3-15-22)~~

~~**d.** Reject the proposal. (3-15-22)~~

~~**03. Proposal Resubmittal**. Proposals that have been rejected may be resubmitted for consideration if amendments have been made to the proposal or additional information has been added for the oversight committee's consideration. (3-15-22)~~

~~**103. CONTRACT NEGOTIATIONS.**~~

~~**01. Negotiation Teams**. Contract negotiations for accepted proposals shall involve the following individuals: (3-15-22)~~

~~**a.** The Department chief budget officer or designee; (3-15-22)~~

~~**b.** One (1) or more individuals with a background in complex financial instruments; (3-15-22)~~

~~**c.** One (1) or more individuals with a background in complex financial instruments, at least one (1) of which will be from the state treasurer's office or the state endowment fund board; (3-15-22)~~

~~**d.** One (1) or more financial officers from a local education agency. In the event a local education agency has already been identified to participate in the proposal, the chief financial officer for the local education agency shall participate. (3-15-22)~~

~~**e.** One (1) or more individuals representing the interested party. (3-15-22)~~

~~**02. Negotiation Timeline**. Negotiations shall be completed within ninety (90) days unless extended by the oversight committee. To be extended by the oversight committee, the committee must determine that all parties have made a best effort to negotiate the contract. (3-15-22)~~

~~**03. Negotiation Updates**. The Department shall provide regular contract negotiation updates to the oversight committee, not less than every thirty (30) days during contract negotiations. Failure to negotiate mutually agreeable terms within ninety (90) days shall be reported to the oversight committee. The committee may extend the timeline for negotiations, appoint a new negotiations team or terminate the negotiations. (3-15-22)~~

~~**04. Time Tracking**. State employees' time spent on the evaluation or negotiation shall be tracked and recorded on a per proposal basis and be provided to the oversight committee, or to other interested parties upon request. (3-15-22)~~

~~**104. CONTRACT MONITORING.**~~
~~Contract monitoring reports will be submitted to the oversight committee by the Department in a timeline and format established by the oversight committee. (3-15-22)~~

~~**105. -- 999. (RESERVED)**~~

SUBJECT

Proposed Rule – Docket No. 55-0103-2501 Rules of Career Technical Schools

REFERENCE

August 2023	Board approved proposed rule, Docket 55-0103-2301. Zero-Based Regulations review
November 2023	Board approved proposed rule, Docket 55-0103-2301. Zero-Based Regulations review

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 55.01.03, Rules of Career Technical Schools
Idaho Code Title 67, Chapter 52, Idaho Administrative Procedures Act
Section 33-1002G, Idaho Code and Sections 33-2202 through 33-2205, Idaho Code
Executive Order 2020-01

BACKGROUND

Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47.

Executive Order 2020-01, *Zero Based Regulations*, created an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule, established by the Division of Financial Management (DFM), no later than legislative adjournment *sine die* in 2026. HB563 (2024) amended Section 67-5292, Idaho Code to establish an ongoing five-year cycle for review of all administrative rules. The Office of the Administrative Rules Coordinator will publish a schedule for rule review prior to the expiration of Executive Order 2020-01.

DISCUSSION

Notice of Intent to Promulgate Rules regarding Docket No. 55-0103-2501,*Rules of Career Technical Schools*, was published in the June 4, 2025 (Vol 25-6) *Idaho Administrative Rules Bulletin*.

This amendment would remove an unnecessary term that is federally defined as part of the Perkin V program to align with federal changes. The proposed amendment removes the definition of the term "concentrator." and the reference within the definition of "participation." The current methodology references enrolled concentrator students in a capstone course, even though students enrolled in such courses already meet the definition of a concentrator.

IMPACT

If the State Board of Education approves the proposed rule, it will be submitted to the Division of Financial Management Office of the Administrative Rules Coordinator and will be published as a proposed rule.

A 21-day public feedback period follows the publication of proposed rules. During this time, stakeholders and members of the public may provide additional feedback on the drafted text. Once approved, pending rules will be submitted for final publication and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

ATTACHMENTS

Attachment 1 - Notice of Proposed Rulemaking
Attachment 2 - Proposed Rule Docket 55-0103-2501 Rules of Career Technical Schools

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed rule Docket Number 55-0103-2501, as presented in Attachment 2.

BOARD ACTION

I move to approve proposed rule – Docket Number 55-0103-2501 as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 55 – DIVISION OF CAREER TECHNICAL EDUCATION

55.01.03 – RULES GOVERNING OF CAREER TECHNICAL CENTERS

DOCKET NO. 55-0103-2501

NOTICE OF RULEMAKING - PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to sections 33-101, 33-105, 33-107, 33-1002G, 33-1629, 33-2202, 33-2207, and 33-2211 in Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 15, 2025.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than one (1) day prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

This amendment would remove an unnecessary term that is federally defined as part of the Perkin V program to align with federal changes. The proposed amendment removes the definition of the term concentrator and the reference to the term concentrator from the definition of participation. The current methodology references enrolled concentrator students in a capstone course because the students in a capstone course already meet the definition of a concentrator.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: NA

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year resulting from this rulemaking: NA

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules - Negotiated Rulemaking was published in the June 4, 2025 Idaho Administrative Bulletin, Volume 25-6

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief synopsis of why the materials cited are being incorporated by reference into this rule: NA

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586.

DATED this 21st day of August

Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632

55.01.03 – RULES OF CAREER TECHNICAL CENTERS

000. LEGAL AUTHORITY.
Sections 33-1002G and 33-2202 through 33-2212, Idaho Code. (7-1-24)

001. SCOPE.
These rules serve the administration of Career Technical centers in Idaho and define the duties of the State Division of Career Technical Education. (7-1-24)

002. -- 004. (RESERVED)

005. DEFINITIONS.

01. Administrator. A designated school administrator, holding a career technical education program administrator certificate pursuant to IDAPA 08.02.02, "Rules Governing Uniformity," Subsection 015.04.b., and who oversees and monitors the career technical center programs and is responsible for ensuring the school meets all applicable federal, state, and local school district regulations, rules, and policies. (7-1-24)

02. Capstone Course. A culminating course that requires students to demonstrate the knowledge and skills learned throughout their program of study. (7-1-24)

~~**03. Concentrator Student**. A student enrolled in the career technical education program capstone course.~~ ~~(7-1-24)~~( ) Field Code Changed

043. Division. The Division of Career Technical Education. (7-1-24)

054. Enrollment Units. The total number of individual EDUIDs that are reported as enrolled during the previous academic year in a qualifying capstone course, as determined by the division. (7-1-24)

067. Intermediate Course. A course beyond the introductory level that adds to the technical competencies of pathway students, is intended to serve as a prerequisite for a capstone course and is offered in grades 9 through 12. (7-1-24)

078. Participation ~~Data~~. The number of technical skills assessments taken by enrolled ~~concentrator~~ students as part of each required capstone course during the previous academic year. (7-1-24)

089. Technical Skills Assessment. An assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway. (7-1-24)

109. Work-based Learning Course. A paid or unpaid, internship, clinical, or apprenticeship that is delivered as part of a Career Technical center program of study. This course must be delivered in conjunction with or after completion of a capstone course. Work-based learning courses must be tied to the program of study, and must be formalized through a written agreement between the school, industry partner, parent, and student. (7-1-24)

(BREAK IN CONTINUITY OF SECTIONS)

SUBJECT

2025 Idaho Comprehensive Mathematics Plan

REFERENCE

February 2024	Board received and reviewed the 2023 Math Work Group Report, including the priority recommendation to develop an Idaho Comprehensive Math Plan.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-1627

BACKGROUND/DISCUSSION

In February 2024, when the Board reviewed the 2023 Math Work Group Report, the Board supported the work group's priority recommendation to develop an Idaho Comprehensive Math Plan. In October 2024, the Comprehensive Math Plan Work Group (work group) was established to complete this work, with Board Member Cindy Siddoway as Chair of the work group and Dr. Linda Clark (Board President at the time) as an additional member.

The work group includes twenty-eight (28) individuals from across Idaho, including staff from state agencies (State Board of Education, State Department of Education, Division of Career Technical Education, and STEM Action Center), K-12 educators, and higher education mathematics experts (including representation from the Regional Math Centers). When the work group was divided into subgroups focused on specific portions of the plan's development, it was determined that more support would be needed. As a result, thirteen (13) additional representatives from state agencies and higher education were recruited to support the subgroups.

The work group has held eight (8) meetings since November 2024 and has engaged in additional work sessions. The Idaho Comprehensive Math Plan (CMP) has been developed using a collaborative approach: content was outlined and drafted by subgroups, the full work group provided detailed feedback, and Alison Henken, K-12 Accountability and Projects Program Manager at the State Board of Education, served as both editor and final writer.

The work group decided to build the CMP to be consistent with the state's Comprehensive Literacy Plan in organization and layout. Following two sections that provide context and foundational information, the plan focuses on outlining goals and next steps for stakeholder groups to complete to improve mathematical outcomes in Idaho. The goals and next steps are organized into the same four (4) Essential Elements included in the Comprehensive Literacy Plan: Collaborative Leadership, Developing Professional Educators, Assessment and Data, and Effective Instruction and Interventions.

In addition to the CMP, the work group is currently finalizing a companion document, the Idaho Mathematics Instructional Guide, which is designed to

provide educators with a cohesive outline of the state's expectations for evidence-based mathematics instruction and interventions. The Mathematics Instructional Guide will be brought to the Board for review and adoption no later than the Board's December 2025 meeting.

IMPACT

This is the first Idaho Comprehensive Mathematics Plan. The Comprehensive Mathematics Plan is not incorporated by reference in state statute or rule. Approval will establish clear goals and strategies to improve K-12 mathematics outcomes statewide, including responsibilities of the state, school districts, schools, institutions of higher education, and the broader community. To the extent feasible based on available resources, partnering state agencies will be expected to align their work in supporting mathematics to the Comprehensive Mathematics Plan.

ATTACHMENTS

Attachment 1 – Idaho Comprehensive Mathematics Plan, 2025

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The collaborative process used to develop the Idaho Comprehensive Mathematics Plan has resulted in a document that provides strategic guidance to stakeholders in a clear, concise manner. All stakeholders involved have expressed support for the document and intention to immediately integrate it into their work.

State Board and State Department staff will collaboratively ensure the CMP is distributed, and will strongly encourage districts, schools, and other stakeholders to align their efforts with the CMP. The CMP also serves as a foundational document for potential changes to statute or expansion of the Math Initiative should the legislature provide additional funding.

State Board of Education staff are committed to putting the Comprehensive Mathematics Plan on a regular update cycle, with the next version scheduled for 2031, with subsequent versions to be released every five years.

Board staff recommends approval.

BOARD ACTION

I move to adopt the Idaho Comprehensive Mathematics Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Comprehensive Mathematics Plan

Kindergarten through 12th Grade

August 2025

Idaho State Board of Education

P.O. BOX 83720, BOISE, ID 83720-0037
208-334-2270

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Suggested citation:

Henken, A. (2025). *Comprehensive Mathematics Plan: Kindergarten through 12th grade, August 2025*. Idaho State Board of Education.

SECTION I:

INTRODUCTION

IDAHO'S MATH INITIATIVE & THE COMPREHENSIVE MATHEMATICS PLAN

The Goal of Idaho's Math Initiative

The Idaho Math Initiative was established in 2008 in recognition that "mathematical skills are increasingly important to the future academic and career success of students" and improvements in math outcomes are necessary to meet the needs of Idaho's economy.[1] This document aims to expand and modernize the Math Initiative with a renewed focus on a single goal: creating systems and supports to ensure all Idaho students receive high quality math instruction and develop mathematical thinking and proficiency that empowers their future success. The Math Initiative's success will be evidenced by continued growth in meeting the following performance targets:

- The Idaho Consolidated State Plan long-term academic achievement goals for Mathematics (Idaho Standards Achievement Test- ISAT) ; and
- the State Board of Education's Strategic Plan Performance Measures for Mathematics.

Idaho's Math Initiative: Foundational Frameworks

To support the success of Idaho's Math Initiative, the State Board of Education and State Department of Education have identified specific frameworks that are foundational to our work. Together, the Idaho Comprehensive Mathematics Plan and the Idaho Mathematics Instructional Guide are designed to set a vision and direction for the Math Initiative. These documents are complementary and intended to build alignment across our efforts to improve math instruction and student outcomes. Each of the documents has a distinct purpose and intended audience:

Document	Audience(s)	Focus	Purpose
Idaho Comprehensive Mathematics Plan	All stakeholders: state policymakers, state agencies, districts, schools, classrooms, parents/guardians, and the community	Policy & Systems	Align state, district, and local efforts in support of Idaho's Math Initiative.
Idaho Mathematics Instructional Guide	Educators: District and school leaders, instructional coaches, classroom teachers, and paraprofessionals	School-level Instruction & Interventions	Provide clear guidance on the state's expectations for high quality math instruction and interventions.

The Idaho Mathematics Instructional Guide describes the evidence-based teaching strategies in the Idaho Mathematics Instructional Framework. These strategies support students in developing mathematical proficiency. Idaho has adopted the following definition of mathematical proficiency:

> Mathematical proficiency is the ability to productively solve problems through demonstration of five interwoven and interdependent capacities: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning,

[1] Idaho Code Section 33-1627

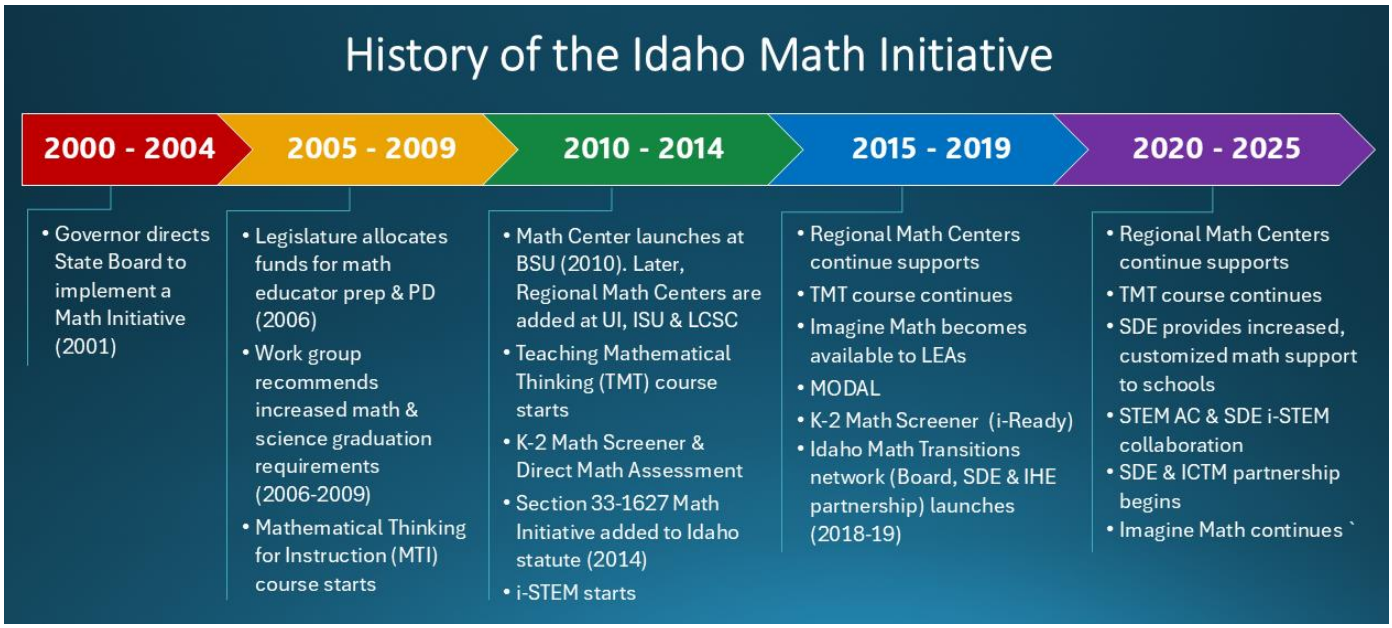
and productive disposition. [2] Students demonstrate their mathematical proficiency by mastering the Idaho State Content Standards in Mathematics.

The mathematics capacities established by the National Research Council as the 5 Mathematical Proficiencies are referred to in this document as strands of the Idaho Math Rope, and are described in detail in *Section II: Developing Mathematical Thinking and Proficiency*. Additionally, while we recognize that "mathematics" is the proper academic terminology, to support concise descriptions and ease of reading, we will be using the terms mathematics and math as direct synonyms in our documents.

Where We Are Now

The Idaho Comprehensive Mathematics Plan represents the culmination of work completed by state agencies, partnering universities and contractors, and advisory groups over the past twenty five years. Our current efforts to improve students' mathematical thinking and proficiency are built upon efforts that began in 2001 and have continued to increase and expand, with particular emphasis given in the last five years as we experienced and came out of the pandemic. The Comprehensive Mathematics Plan and Mathematics Instructional Guide are designed to consolidate the work that has been done, build upon it, and push it into a new phase where all stakeholders push together with a greater intensity. To ensure our plan and efforts remain current and relevant, the State Board of Education has committed to reviewing and updating the Comprehensive Mathematics Plan every five years.

The timeline below represents the history of Idaho's Math Initiative. This timeline highlights the most impactful events, but does not include every action taken.



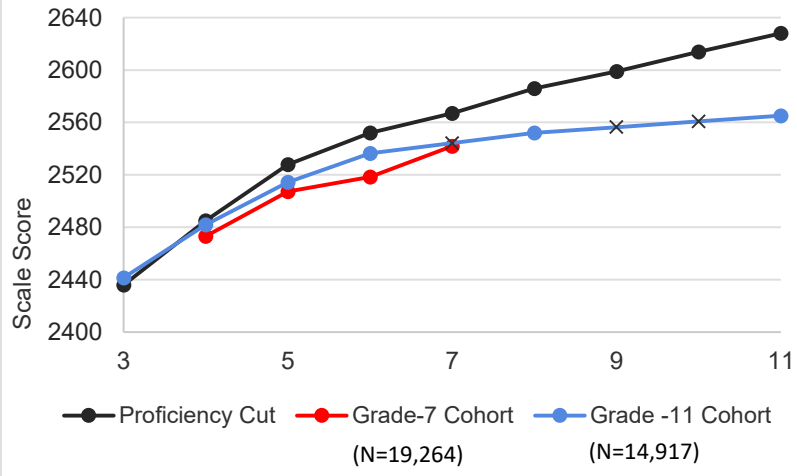
[2] National Research Council, 2001

Need for Focus on Mathematical Teaching and Learning

As demonstrated in *Section IV: Data*, Idaho's current outcomes reveal systemic challenges that must be addressed to ensure all K-12 students acquire the mathematical thinking and proficiency needed to prepare them for college and career success.

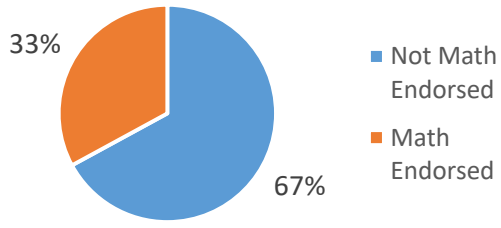
Several data reviews have revealed a troubling trend – as Idaho students progress through our public education system, the percentage scoring proficient in math decreases. Figure 1 illustrates this pattern by comparing the average ISAT Math scale scores of the 2024 Grade 7 and Grade 11 cohorts to the proficiency cut scores by grade. As students move into upper grades, the average scale score continues to diverge from the proficiency cut, indicating that increasing numbers of students are struggling to meet grade level expectations each year.

Figure 1: ISAT Math Average Scale Score vs. Proficiency Cut, by Cohort



This persistent decline underscores the importance of core instruction grounded in evidence-based instructional strategies. Effective core instruction provided by well-prepared teachers is critical for students to develop strong foundational math skills and engage in deeper mathematical thinking. Despite the need for teachers to have specialized math expertise, credentialing data reveals that the majority of teachers providing instruction in grades 6 through 8 are doing so with a K-8 generalist certificate and no mathematics endorsement.

Figure 2: Endorsements of Grade 6-8 Math Teachers



The impacts of the pandemic on student learning remain evident. Even when groups of students have proficiency rates near pre-pandemic levels, a greater proportion of those not proficient are scoring Below Basic – the lowest category – than prior to the pandemic. This shift highlights an urgent need for sustained mathematics support as students progress into higher grades. Unfortunately, the funding available to districts and schools has not kept pace with this growing need. We must renew and expand our efforts to improve mathematics teaching and learning for all students, with an emphasis on interventions for students in need of individualized support. Our goals and next steps are outlined in *Section III: Essential Elements*.

SECTION II:

DEVELOPING MATHEMATICAL THINKING AND PROFICIENCY

Purpose of This Section

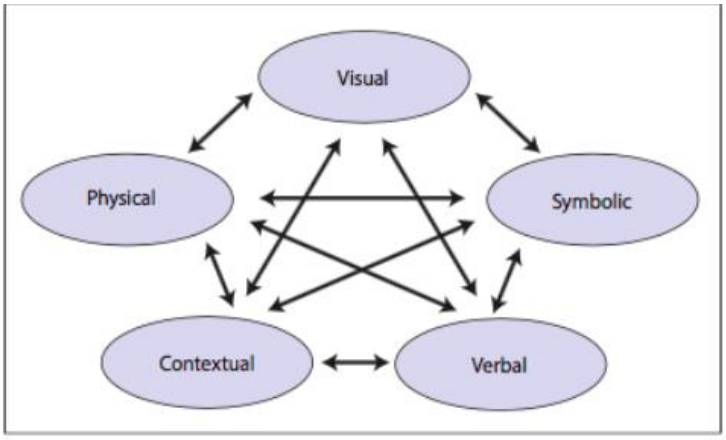
Mathematical thinking and proficiency develop over time, beginning in early childhood and continuing throughout a students' educational journey.

This section grounds the meaning of mathematical proficiency in the Idaho Math Rope and the Idaho Standards for Mathematical Practice. It also provides a high level overview of the typical learning progression of mathematical concepts as students prepare for and move through the K-12 educational system.

THE DEVELOPMENT OF MATHEMATICAL THINKING AND PROFICIENCY

What is Mathematics?

Mathematics is a "way of knowing" that includes reasoning processes and the ability to solve problems.[3] Students can use mathematical models and justifications to understand, question, and critique the world around us.[4]

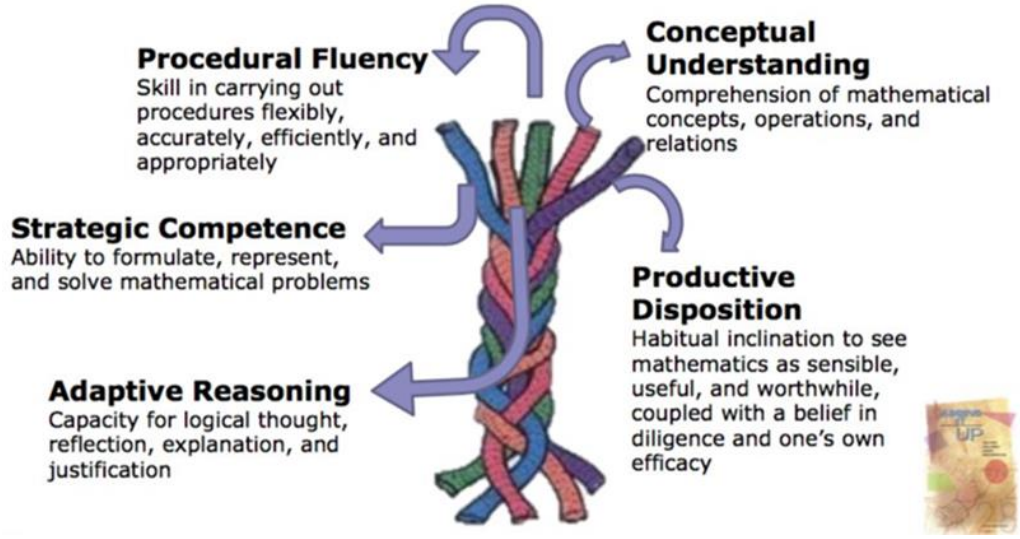


Visual, symbolic, verbal, contextual and physical representations serve as essential tools for students to process, communicate, and connect mathematical ideas.

When students regularly engage in representing their thinking in multiple ways and making connections across those representations, they build deeper conceptual understanding and strengthen their ability to solve complex problems.[5]

THE IDAHO MATH ROPE[6]

In *Adding It Up*, the National Research Council advocates for viewing mathematical proficiency as five interwoven and interdependent strands. Within our Math Initiative documents, we are adopting the 5 Strands of Mathematical Proficiency as the Idaho Math Rope.

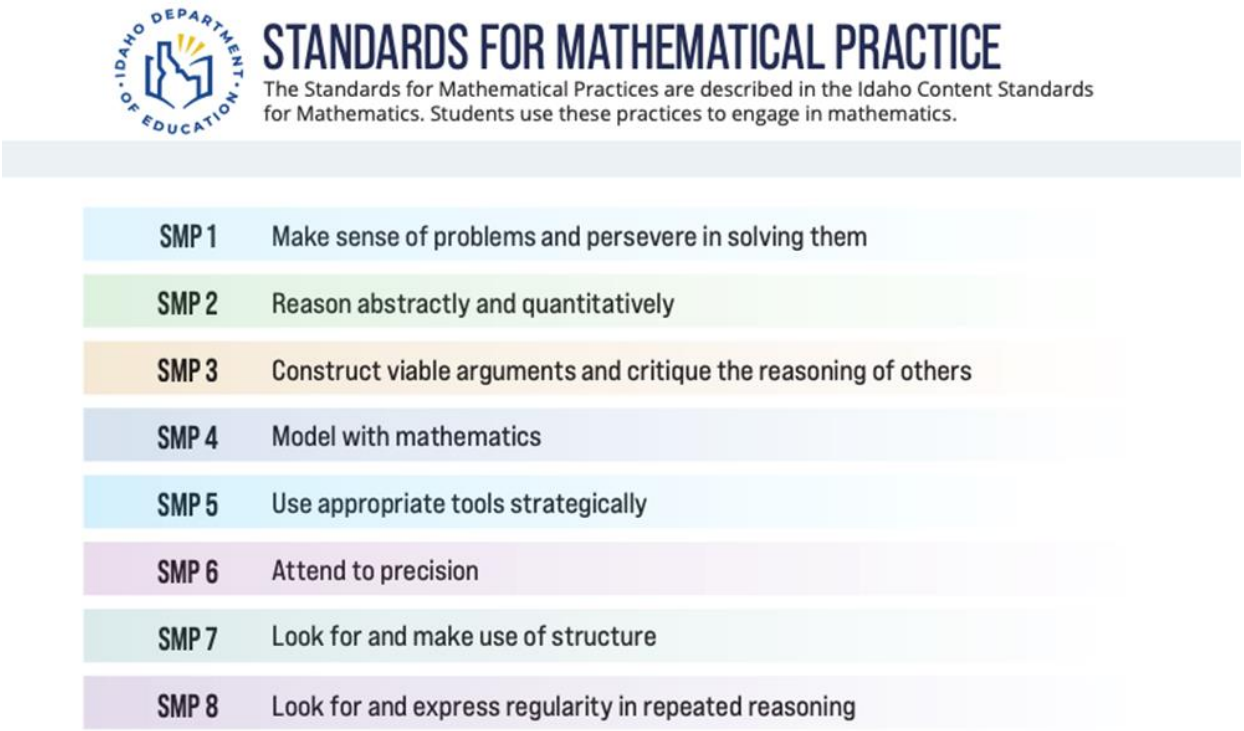


[3] Idaho State Board of Education, 2021
[4] National Council of Teachers of Mathematics, 2020
[5] National Council of Teachers of Mathematics, 2014
[6] National Research Council, 2001

Like Scarborough's Reading Rope, which shows how multiple strands work together for reading proficiency, mathematics learning also involves interwoven strands. But unlike reading, mathematical proficiency is not about a fixed sequence of skills— it's about developing flexible, connected understanding. A deep mathematical understanding allows learners to connect pieces of knowledge and use these connections to productively solve problems. In depth descriptions of each strand of the Idaho Math Rope along with recommended teacher and student actions are provided in the Idaho Mathematics Instructional Guide.

IDAHO STANDARDS FOR MATHEMATICAL PRACTICE FOR STUDENTS[7]

The strands of the Idaho Math Rope are reflected in Idaho's K-12 Content Standards for Mathematics, which specifies what students are expected to know and be able to do at each grade level. The Idaho Standards for Mathematical Practice are a complement to, not separate from, the content standards. The Idaho Standards for Mathematical Practice guide *how* students learn to think about, approach, and apply mathematical concepts, while the Idaho Content Standards for Mathematics guide *which* math concepts students learn in specific grades.



The Standards for Mathematical Practice describe the eight actions students demonstrate as they develop deep understandings of mathematical concepts.[8] Clear explanations of the Idaho Standards for Mathematical Practice, tailored for each grade level from K-8 and high school, are provided in the Idaho Content Standards for Mathematics.

[7] Adopted from National Council of Teachers of Mathematics, 2014
[8] National Council of Teachers of Mathematics, 2014; National Council of Teachers of Mathematics, 2000

PROGRESSION OF CONCEPTS

Learning mathematics begins at an early age with understanding basic patterns, differences, and the ability to communicate about mathematics.[9] Children work with math in a tangible way through touching objects and using age appropriate vocabulary to explain understanding, which lays a foundation for math learning through their school years.[10]

The table below outlines math skills and knowledge typical for students based on their age or grade range. This information is not meant to represent or be used as academic content standards. Educators should deliver instruction based on the Idaho Early Learning Guidelines (for Birth to Age 4) and the Idaho Content Standards for Mathematics (for K-12).

<table>
<tr><th colspan="2">Math Concept and Skills Development</th></tr>
<tr><td colspan="2">Birth to Age 4</td></tr>
<tr><td colspan="2">• Counts out loud to 10
• Recognizes numerals 0 to 10
• Begins to count to 20
• Counts objects by touching one object at a time
• Recognizes and creates groups of two, three, four, or five objects.
• Sorts similar items (e.g. blue toys and red toys)
• Identifies, names, and draws shapes (e.g. circle, triangle, square, and rectangle)
• Uses comparative words (e.g. more / less, bigger/smaller, longer/shorter, heavier/lighter
• Recognizes and creates simple patterns</td></tr>
<tr><td colspan="2">Kindergarten through High School</td></tr>
<tr><td>Arithmetic
Focused on adding, subtracting, multiplying and dividing</td><td>Progression:
• Grades K - 2: Counting, adding small numbers, understanding what numbers, addition, and subtraction mean.
• Grades 3 - 5: Working with larger numbers, learning about the meaning of multiplication and division, fractions, and decimals.
• Grade 6 - High School: Using arithmetic with negative numbers, square roots, and percentages in real-world situations.
🛠 Why It Matters: Strong arithmetic skills are foundational for all areas of math.</td></tr>
<tr><td>Algebra
Teaches us to find unknown values and make conjectures and generalizations.</td><td>Progression:
• Grades K - 5: Recognizing patterns, understanding equal signs, using simple equations like 3 + ___ = 7.
• Grades 6 - 8: Learning about variables (x, y), solving equations (2x + 5 = 11), and working with proportions.
• High School: Graphing equations, working with polynomials, and understanding functions.
🛠 Why It Matters: Algebra is the foundation for advanced math and is used in everything from budgeting to computer science.</td></tr>
</table>

[9] NAEYC & NCTM, 2010
[10] Baroody, 2004; Ginsburg, Lee & Boyd, 2008; Clements & Sarama, 2009

Geometry The study of shapes, angles, and how objects fit together.	Progression: • Grades K - 2: Recognizing basic shapes; understanding bigger / smaller. • Grades 3 - 5: Measuring angles, exploring symmetry, working with 3D shapes. • Grade 6 - High School: Using formulas to find areas and volumes, working with transformations, and proving theorems. 🛠 Why It Matters: Geometry is key for engineering, art, and architecture.
Measurement Focused on determining size, weight, time, and temperature.	Progression: • Grades K - 2: Comparing sizes, learning to tell time, using a ruler. • Grades 3 - 5: Converting between units (inches to feet, minutes to hours), measuring area and volume. • Grade 6 - High School: Using formulas for speed, density, and complex measurements like surface area. 🛠 Why It Matters: Measurement is a life skill used in cooking, construction, and everyday problem-solving.
Data Analysis Helps us organize and interpret information through charts and graphs.	Progression: • Grades K - 2: Sorting objects, making simple bar graphs. • Grades 3 - 5: Reading and creating graphs, understanding averages. • Grade 6 - High School: Using spreadsheets, analyzing trends, and making predictions. 🛠 Why It Matters: Data skills are critical for decision-making in business, healthcare, and technology.
Statistics Helps us analyze data, find patterns, and make informed decisions.	Progression: • Grades K - 5: Collecting and organizing simple data, understanding averages. • Grade 6 - High School: Learning about surveys, interpreting data, and using statistical formulas. 🛠 Why It Matters: Statistics are used in polls, medical studies, and business forecasting.
Probability The math of predicting outcomes and understanding risk.	Progression: • Grades K - 2: Talking about "likely" vs. "unlikely" (e.g., Will it snow in July?). • Grades 3- 5: Learning simple probability (rolling dice, flipping coins). • Middle–High School: Calculating probabilities in real-world situations (weather forecasts, sports odds). 🛠 Why It Matters: Probability is used in everyday decisions, from playing games to buying insurance.
Calculus Used to study motion, growth, and change over time.	Progression: • Grades K - 8: Building the foundation through algebra and functions. • High School: Learning about rates of change, slopes, and areas under curves. 🛠 Why It Matters: Calculus is essential for careers in science, engineering, economics, and medicine.
Number Theory Explores number patterns, prime numbers, and divisibility.	Progression: • Grades K - 5: Learning about odd/even numbers and factors. • Grade 6 - High School: Exploring prime numbers, divisibility rules, and modular arithmetic. 🛠 Why It Matters: Number theory is the foundation of cryptography (used in cybersecurity and digital banking).

SECTION III:

ESSENTIAL ELEMENTS

Purpose of This Section

This section outlines our state's goals for improving mathematical teaching and learning and the next steps Idaho education stakeholders (state, districts, schools, higher education, the community, and home) must corporately and individually take to ensure the goals can be met. The goals and next steps for implementation are categorized into four Essential Elements:

1. Collaborative Leadership
2. Developing Professional Educators
3. Assessment and Data
4. Effective Instruction and Interventions

OVERVIEW

Essential Elements of the Idaho Comprehensive Mathematics Plan

Collaborative Leadership

Effective leaders are critical for successful and sustainable implementation of initiatives to improve mathematics teaching and learning. Collaborative leaders provide strategic guidance, support data-based decision making and distribution of resources, and encourage partnerships for sharing knowledge and best practices.

Developing Professional Educators

Training high-quality educators (including administrators, teachers, and paraprofessionals) is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, onboarding and mentoring, and ongoing professional development. An innovative, clear, and shared focus must be integrated to prepare all educators to effectively implement evidence-based instructional practices.

Assessment and Data

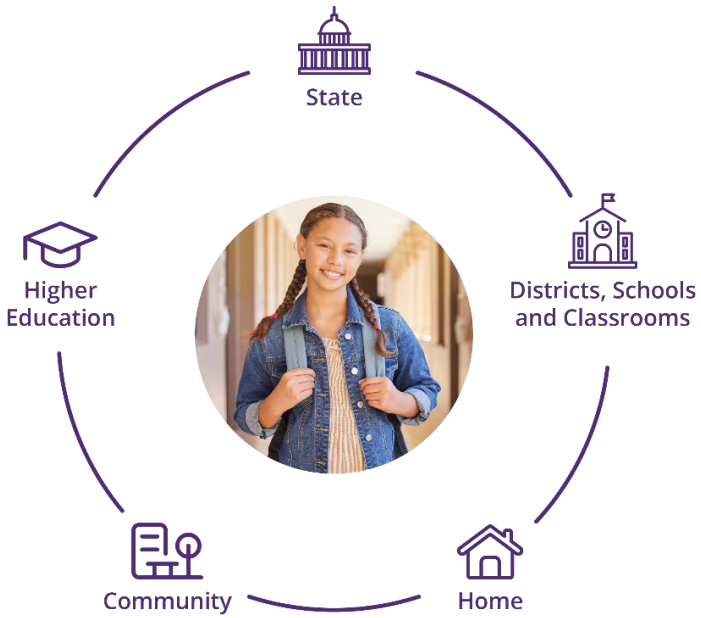
A balanced assessment system is essential for all stakeholders to understand student performance and improve math outcomes. Data-based decision-making should occur at every level. Statewide summative assessments inform policymakers and educators about system effectiveness and resource allocation, while interim and formative assessments help educators plan instruction and interventions to meet the unique needs of all students.

Effective Instruction and Interventions

Exceptional teaching inspires engaged and deep learning. Effective instruction is rooted in implementation of the Idaho Standards for Mathematical Practice for Students in alignment with the Idaho Mathematics Academic Content Standards. When teachers implement evidence-based instructional practices, students at all skill levels benefit. Student outcomes are improved through well-established systems of support for English learners, students with disabilities, and those struggling to develop grade-level math skills.

Organization of the Comprehensive Mathematics Plan

Improving mathematics outcomes is not just the responsibility of schools or classroom teachers; it takes a statewide effort. All stakeholders involved in supporting students must understand their role and ability to contribute to the larger picture, while recognizing that none are in it alone.



The Comprehensive Mathematics Plan highlights the responsibilities each stakeholder group has in promoting the goals of the Essential Elements. While next step actions are identified for specific groups, they should be viewed as interconnected–together they reflect a strategic approach to improving math outcomes in our state. **Thoughtful implementation decisions will require consideration of both the interrelated nature of the actions and the resources available to carry out the work, including federal, state, and local funding.**

State:	Policymakers including the Governor, legislature, Superintendent of Public Instruction, State Board of Education (the Board), State Department of Education (the Department), Division of Career Technical Education and other state agencies involved in education-related work
Districts, Schools, and Classrooms:	All district and school employees and contractors who work to support students, including superintendents, principals, instructional coaches, educators, paraprofessionals, counselors, contractors, and other school staff
Higher Education:	Idaho's public and private institutions of higher learning, including community colleges, universities, and career-technical and certificate programs
Community and Home:	Parents/guardians, libraries, early learning providers (preschools and daycares), out-of-school time program providers, healthcare providers, nonprofits, businesses, and community agencies

COLLABORATIVE LEADERSHIP

Effective leadership is essential for successful implementation of sustainable initiatives to improve math instruction and learning. Our ability to improve mathematics outcomes will be deeply impacted by the culture we create around education.

Collaborative leaders maintain a culture of shared responsibility and respect for new ideas. When we leverage diverse perspectives and joint problem-solving, we expand our capacity to address complex issues. When we are working to improve student outcomes, we must ensure that all voices are valued, from state policymakers to students.

Just as it is easy for silos to emerge within individual organizations, it is common for decisions to be made by our various stakeholder groups with little to no communication or input from other parties. When we break down these divisions and focus on joint accountability, we can cultivate a set of common values and practices- a whole systems view- that will guide our efforts to improve math teaching and learning over time.

COLLABORATIVE LEADERSHIP		
GOAL 1		Communication and partnerships are developed at the local, regional, and statewide levels that result in effective collaboration amongst entities.
Group Responsible		**Next Steps**
STATE	**Governor & Legislature**	➢ Support funding for math initiatives aligned to the Idaho Comprehensive Mathematics Plan and the Idaho Mathematics Instructional Guide.
	Board & Department	➢ Facilitate collaboration amongst entities, including consistent communication and regular convenings of advisory groups to identify effective strategies for improving math outcomes. ➢ Collaborate with the Regional Math Centers to identify a structure and funding that provides long-term sustainability.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Engage in the sharing of best practices through regional partnerships and collaboration. ➢ Emphasize the development of schools with a strong culture of collaboration around the importance of math and establishing a strong "why" for students.
HIGHER EDUCATION	**Higher Education Leaders**	➢ Collaborate with the state, districts, and schools to support the implementation of the Comprehensive Mathematics Plan.
	Educator Preparation Programs	➢ Ensure that administrator preparation programs include content on the importance and impact of collaborative school culture.
COMMUNITY & HOME	**Parents & Guardians**	➢ Engage as active partners with their schools and their children, including recognizing shared responsibility for achieving learning outcomes. ➢ Work to dispel the myth of being "bad at math" and emphasize a productive disposition and growth mindset.
	Community Partners	➢ Collaborate with districts and schools to provide math-focused activities that offer parents/guardians an active way to learn, support, and engage in their children's learning (math nights, STEM camps).

GOAL 2		All education entities work together to make strategic decisions and develop statewide and regional strategies that maximize funding, resources, and student achievement outcomes.
Group Responsible		**Next Steps**
STATE	**Board**	➢ Provides leadership to support evidence-based math initiatives, including forming useful policies and rules, advocating for statutory changes, and facilitating collaboration amongst entities.
	Department	➢ Supports funding to expand regional math supports, emphasizing professional development with effectiveness evidence. ➢ Incorporates training for district and school leaders on how to establish and monitor local district and school math plans.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Create and implement local math plans to improve outcomes and provide professional development to support the plan (with PD aligned to the Comprehensive Mathematics Plan and the Mathematics Instructional Guide). ➢ Support infrastructural modifications aligned to the Comprehensive Mathematics Plan, such as sufficient time for PLCs and other educator collaboration. ➢ Leverage data to allocate resources and develop budgets to ensure math instruction is effective and aligned to the goals the LEA established in their plan to improve mathematical outcomes.
HIGHER EDUCATION	**Higher Education Leaders**	➢ Re-examine how course requirements are established for educator preparation programs.
	Educator Preparation Programs	➢ Participate in efforts to align the strategies, research, and assessment practices taught during educator preparation with those implemented by practicing educators and ensure all implement the Idaho Instructional Framework as outlined in the Mathematics Instructional Guide.
COMMUNITY & HOME	**Parents & Guardians**	➢ Support the development and implementation of their district or school Math Plan and related activities.
	Community Partners	➢ Collaborate with state agencies to expand existing school readiness efforts statewide by building families' knowledge about the importance of engaging in activities that promote early math skills development from birth to age 5.

DEVELOPING PROFESSIONAL EDUCATORS

Mathematics educators need to continually develop their math teaching knowledge and skills throughout their careers. Effective teaching is supported by a well-developed understanding of content, pedagogy, curriculum, and student thinking.[11] The experiences teachers have in the classroom can support general instructional practices, but specialized math content knowledge must be explicitly studied and extends beyond knowledge gained from classroom experiences.[12]

As described in *Section II: Developing Mathematical Thinking and Proficiency*, effective mathematics instruction requires a balanced approach that supports students in developing procedural fluency, conceptual understanding, and mathematical reasoning simultaneously.[13] Students need to develop these components in unison from the earliest years, with a strong emphasis on conceptual understanding. However, many current educators experienced math instruction that heavily emphasized procedural fluency (under the assumption that mastering procedures is necessary to develop conceptual understanding) which limits their ability to effectively support students.

Therefore, effective professional learning must address multiple dimensions of teacher growth. It must support educators in deepening their understanding of essential mathematical concepts, equip them with strategies to meaningfully develop these understandings in students, and ensure they have the procedural and conceptual fluency and flexibility needed to apply mathematical knowledge in diverse contexts.

Supporting Mathematics Educators' Professional Learning

To support mathematics educators in their professional learning, they should be provided with professional development (PD) that aligns with the following key features[14]:

1. **Content Focus:** PD activities that focus on math content and how to use evidence-based practices to support students' learning[15], such as:
    - Cognitively Guided Instruction
    - Professional Noticing
    - 5 Practices for Orchestrating Productive Mathematics Discussions
    - Cognitively Demanding Tasks
2. **Active learning**: PD experiences that provide direct participation with evidence-based practices. For example, observing expert teachers, interactive feedback and discussion, and reviewing student work.

[11] Shulman, 1987
[12] Ball et al., 2008
[13] National Research Council, 2001
[14] Desimone, 2009; Desimone & Pak, 2017
[15] Carpenter et al., 1996; Jacobs et al., 2010; Smith & Stein, 2011; Smith & Stein, 1998

3. **Coherence:** PD that aligns across content and activities, consistent with: school curriculum and goals, educator knowledge and beliefs, the needs of students, and school, district, and state reforms and policies.
4. **Duration:** PD activities of a sufficient duration, including both span of time over which the activity is spread (e.g., one day or one semester) and the number of hours spent engaging in the activity. Research suggests that activities should include a minimum of 20 hours spread over a semester to provide support to educators that results in improved instructional practices.
5. **Collective participation:** PD activities support an interactive learning community where groups of educators from the same grade, subject, or school can collaborate and build a shared understanding.

Professional development experiences should focus on topics designed to equip educators with the knowledge and practices needed to deliver effective mathematics instruction, including: interventions, assessments, evidence-based classroom practices, analyzing student thinking, shifting to a learning-oriented mindset, and Mathematical Knowledge for Teaching (MKT).

Educator Preparation Differences

While educators demonstrate math content knowledge through an assessment to obtain certification, content and pedagogy coursework requirements vary based on certification path. Mathematics educators benefit from intensive professional development in their early years of teaching, and those from alternative routes may need higher levels of support.

Math Preparation for Teachers, by Preparation Type		
Alternative Certification **(Non-Traditional Programs)**	**Traditional Preparation Program** **(ID public higher education institutions)**	**Teacher Leader - Mathematics**
Varies across programs, but often only includes: • 3-credit Teaching Mathematical Thinking (TMT) course as their mathematics-specific preparation.	Varies across institutions, but generally includes: • K-8 Endorsement, including 6 credits of math content and 3 credits of K-8 math pedagogy. • Math Endorsement for 5-9 or 6-12, including 20 or more credits of math content, including coursework in secondary methods of teaching mathematics.	Varies across institutions, but generally requires: • 20 or more additional credits beyond undergraduate preparation. • Strong focus on mathematics content and pedagogy.

Preparation programs should include aligning program outcomes to effective standards in the field of mathematics education, such as: Standards for Preparing Teachers of Mathematics[16] and Principles and Standards for School Mathematics.[17]

[16] Association of Mathematics Teacher Educators, 2020
[17] National Council of Teachers of Mathematics, 2000

DEVELOPING PROFESSIONAL EDUCATORS		
GOAL 1		Develop and implement a systematic approach to building educators' knowledge and skills through educator preparation grounded in research on effective mathematics instruction.
Group Responsible		**Next Steps**
STATE	**Board**	➢ Requires educator preparation program (EPPs) to provide evidence of the integration of evidence-based mathematics instruction (aligned to the Mathematics Instructional Guide) into coursework during the program approval and review process.
	Board & Department	➢ Collaborate with EPPs to review integration of math content into educator preparation including appropriate ways for educators to demonstrate math content and pedagogy knowledge.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Work with EPPs to develop systems and structures to ensure all candidates' field experiences are valuable and effective learning opportunities.
HIGHER EDUCATION	**Educator Preparation Programs**	➢ Ensure course content for math instruction is grounded in research and is aligned to the Mathematics Instructional Guide. ➢ Prepare teacher candidates to meet the needs of all learners, including English Learners and those with learning difficulties. ➢ Provide teacher candidates with effective clinical, field study, and student teaching opportunities early and often.
GOAL 2		Leverage certification policies to ensure K-12 math educators develop and sustain strong knowledge and pedagogical expertise grounded in current research on effective mathematics teaching and aligned with the Idaho Mathematics Instructional Guide.
Group Responsible		**Next Steps**
STATE	**Board**	➢ Adjust recertification expectations to require professional learning in math content and pedagogy (e.g., coursework, micro-credentials, or state-approved PD hours) for school-level administrators and teachers in K-12 math placements. ➢ Encourage K-12 educators from other content areas that include embedded math (e.g. science, CTE, etc.) to participate in PD on math content and pedagogy.
	Department	➢ Collaborates with regional math supports and districts to deliver recertification-eligible, job-embedded PD in math content and pedagogy, including learning communities, micro-credentials, and leadership development.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Provide sustained, job-embedded math professional development aligned with recertification requirements and tailored to different grade bands. ➢ Train educators on how to implement evidence-based instructional practices and provide math interventions in alignment to the Mathematics Instructional Guide. ➢ Equip educators to address the needs of all students, including English Learners and those with learning difficulties.
HIGHER EDUCATION	**Institutions of Higher Education**	➢ Offer graduate certificates or coursework in mathematical knowledge for teaching (MKT) that are eligible for recertification credit and responsive to current classroom demands.

GOAL 3		Ensure educators entering the profession through non-traditional pathways (alternative or emergency certification) receive targeted, mathematics-specific supports to build instructional expertise, confidence, and retention.
Group Responsible		**Next Steps**
STATE	**Board**	➢ Continues to require teachers prepared out of state or through non-traditional routes to complete the Teaching Mathematical Thinking for Instruction course.
	Board & Department	➢ Develop and fund a statewide induction framework for alternatively-certified educators that includes content-focused mentoring and instructional coaching.
	Department	➢ In partnership with regional math supports, implement tailored professional learning cohorts or induction programs specifically for non-traditional pathway teachers, with a focus on content, pedagogy, and classroom routines. ➢ Partner with the Division of Career Technical Education (CTE) to provide cross-training for CTE educators on integrating effective math instruction aligned to industry applications.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Provide alternatively-certified teachers with a math mentor and job-embedded, grade-specific tailored professional development.
HIGHER EDUCATION	**Higher Education Leaders**	➢ Create flexible, practice-embedded coursework or certificate programs that build MKT and are accessible to teachers working full-time on emergency or alternative credentials.
GOAL 4		Ensure all K–12 math educators have Individual Professional Learning Plans (IPLPs) that include meaningful, mathematics-specific goals aligned with student learning needs and state standards.
Group Responsible		**Next Steps**
STATE	**Board**	➢ Incorporates a requirement for math educators' IPLPs to include at least one mathematics-specific goal, informed by student data and aligned with Idaho Content Standards for Mathematics.
	Department	➢ In partnership with regional math supports, provide model IPLP templates and host regional workshops that help in-service educators craft math-specific goals tied to instructional priorities and student learning outcomes.
DISTRICTS, SCHOOLS & CLASSROOMS	**District Leaders**	➢ Provide training and guidance for administrators on how to support educators in setting math-focused IPLP goals that are both ambitious and instructionally relevant.
	School Leaders & Educators	➢ Invite parents to contribute insights into their child's math learning needs; use information to set informed IPLP goals.
HIGHER EDUCATION	**Higher Education Leaders**	➢ Integrate IPLP development and reflective practice into educator preparation coursework and student teaching experiences, with an emphasis on using data-based goal setting.
COMMUNITY AND HOME	**Parents & Guardians**	➢ Engage as partners in their children's education, providing insights into their child's math learning needs.

GOAL 5		Develop and maintain a comprehensive data system that links math-related educator preparation, licensure, professional learning experiences, and classroom assignment with key student outcomes to inform policy, practice, and targeted support.
Group Responsible		**Next Steps**
STATE	**Board**	➢ Develops a data system that integrates educator preparation, certification, professional learning records (including micro-credentials), and student achievement data.
	Department	➢ In partnership with regional math supports, gather and evaluate data on outcomes of professional development, instructional coaching, and school-based math initiatives.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Support participation in data collection and validation efforts, ensuring schools submit accurate data on math teacher assignments, professional development, and student achievement indicators.
HIGHER EDUCATION	**Higher Education Leaders**	➢ Contribute EPP completer and placement data to the statewide data system and collaborate on analyzing the relationship between preparation and student math outcomes.
COMMUNITY AND HOME	**Parents & Guardians**	➢ Participate in opportunities to learn about data findings and provide feedback on strengthening math education across Idaho.

ASSESSMENT AND DATA

A Balanced Assessment System

A balanced assessment system uses a purposeful combination of assessments to support both instruction and accountability in K–12 mathematics. "Assessment" refers both to tools like tests and quizzes and to the process of gathering and interpreting evidence of student learning.

Purposes of Assessment

Assessments typically serve two purposes:

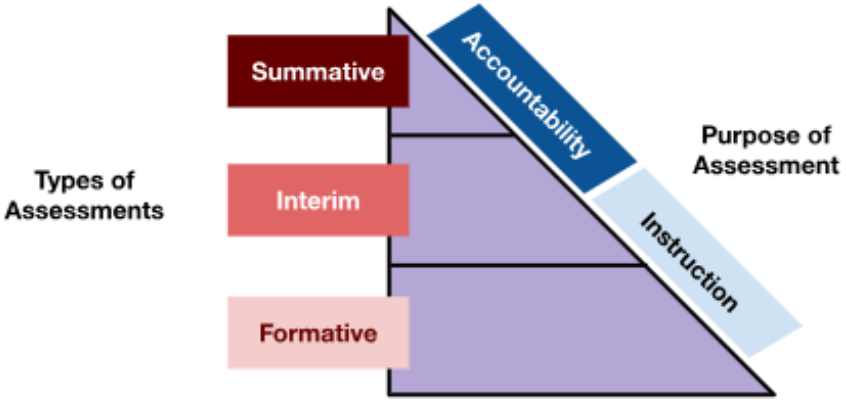
- **Instructional** – to inform teaching and support student learning.
- **Accountability** – to measure student learning for evaluative or reporting purposes.

Understanding the purpose of an assessment is essential. If purpose is unclear or the role of multiple assessments overlaps, leaders should reevaluate their use to protect instructional time.

Types of Assessments[18, 19]

Assessments can be grouped into three main types:

- **Formative assessments** are a part of a planned, ongoing process during instruction to inform teaching. These include observations, class discussions, quizzes, and student self-assessments aimed at checking understanding in real-time.
- **Interim assessments** are given periodically to monitor progress. While often used for accountability, they can support instruction if educators can access and analyze test items aligned to standards.
- **Summative assessments** evaluate learning at a specified endpoint, such as an instructional unit, course, or year (e.g., final exams, state tests). These are typically used for grading and accountability.



Adapted from Perie, Marion, Gong, and Wurtzel (2007) and the Connecticut State Dept of Education.

[18] Evans & Thompson, 2022; Michigan Assessment Consortium, 2024
[19] Image: Perie et al, 2007

Instructional Usefulness

To be instructionally useful, assessments must be embedded in daily instruction and inform real-time decisions. For example, a short activity at the end of a lesson may provide better information about student's learning on a concept than a weekly quiz. A mid-unit quiz can become a learning tool if educators analyze errors and reteach concepts before grading.

When an assessment is intended to result in immediate instructional changes, access to assessment items is crucial. Without seeing test questions or student work, educators cannot effectively interpret results. Educator-created assessments often offer more value than commercial ones by revealing how students think—not just whether they're correct—allowing for more targeted support.

Idaho's Assessment System

Idaho provides a suite of assessments aligned to the state content standards to support both instruction and accountability.

- The Idaho Standards Achievement Test (ISAT) summative assessment in Math is given in grades 3–8 and 11 each spring. The test measures grade-level proficiency and meets federal and state reporting requirements. ISAT Math Data is used by various stakeholders to inform decisions regarding instructional systems and policies.
- Interim Assessments, including comprehensive and shorter block options, are available for educators to incorporate throughout the year. The Idaho assessment system includes both pre-created interim assessments and an item system that allows educators to create their own. These help educators monitor progress and adjust instruction.
- Tools for Teachers, embedded in our state assessment portal, is an online resource that supports daily instruction with formative assessment strategies, lesson plans, and standards-aligned tasks.

ASSESSMENT AND DATA		
GOAL 1		Implement a balanced assessment system aligned with the Idaho Content Standards for Mathematics to generate meaningful math data for instruction, intervention, and evaluation. This includes: • ensuring appropriate use of assessment data • deepening educators' understanding of instructionally useful assessments • integrating assessment into instruction • minimizing administration of unnecessary assessments
Group Responsible		**Next Steps**
STATE	**Board & Department**	➢ Communicate expectations for balanced assessment practices aligned to the Content Standards for Mathematics, including reducing or eliminating redundant or low-value testing. ➢ Ensure access to high-quality math assessment tools and formative resources.
	Department	➢ Maintains a list of available early math screeners and progress monitoring assessments. ➢ In partnership with regional math supports, offer in-service educators job-embedded professional development around high-impact math assessment practices. ➢ Work with PD providers to develop and implement research-practice partnerships to support evaluation of district and school assessment systems and practices.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Conduct audits of current math assessment practices to identify gaps and eliminate unnecessary or duplicative assessments. ➢ Train educators on assessment data interpretation and use with a focus on informing instruction and intervention. ➢ Establish assessment routines that align with curricular goals and support student learning, not just evaluation.
	Educators	➢ Embed formative assessment strategies into daily instruction across all math classrooms. ➢ Support parents/guardians in understanding the tests their children take and how the data can be used to support learning at school and home.
HIGHER EDUCATION	**Educator Preparation Programs**	➢ Ensure pre-service and graduate coursework equips educators to analyze student thinking through formative practices rather than relying on traditional math tests.
COMMUNITY AND HOME	**Parents & Guardians**	➢ Engage with their children's student learning data through parent-teacher conferences and student-led discussions. ➢ Support a growth mindset at home by focusing on learning progress rather than test scores alone.

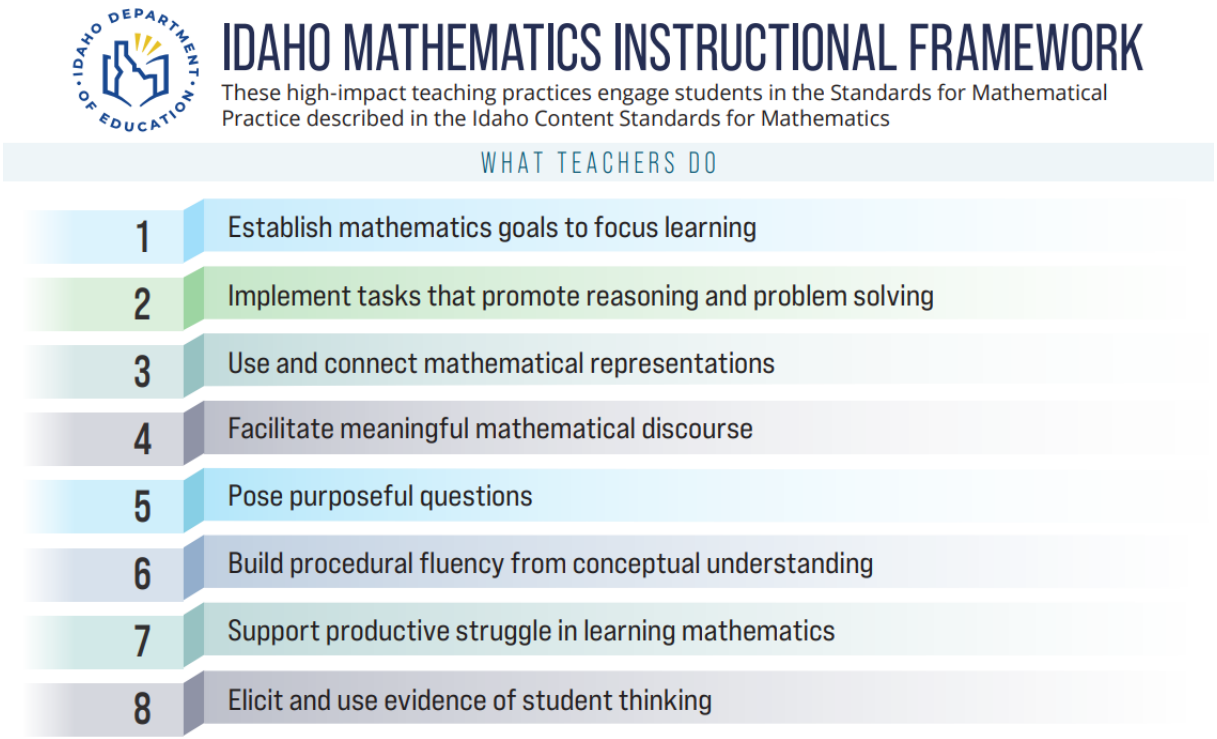
GOAL 2		Educators receive high-quality professional development on math assessment and data use, focusing on instructional usefulness, student engagement in analyzing assessment results, flexible grading practices, and appropriate interpretation and use of assessment data.
Group Responsible		**Next Steps**
STATE	**Governor & Legislature**	➢ Support funding for professional development focused on assessment literacy and instructional use of data.
	Board & Department	➢ Encourage coordination between state agencies and professional development providers (e.g., Regional Math Centers) to align training and reduce duplication.
	Department	➢ Outlines recommendations for flexible, standards-based grading and student-involved assessment practices. ➢ Collaborates with regional math supports and districts to co-design professional learning on using student data to inform instruction and interventions.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Prioritize PD time for training in formative assessment strategies, data interpretation, and student reflection practices.
	Districts	➢ Implement grading policies that allow for reassessment, flexible deadlines, and focus on learning progression rather than point accumulation.
	School Leaders	➢ Create collaborative spaces (e.g., PLCs, data teams) for educators to analyze assessment results and refine instruction.
	Educators	➢ Involve students in interpreting their assessment results to build metacognitive skills and ownership of learning.
HIGHER EDUCATION	**Higher Education Leaders**	➢ Offer educators professional learning opportunities focused on instructional uses of assessment data and equitable grading practices in math classrooms.
	Educator Preparation Programs	➢ Integrate content into educator preparation coursework on differences between various grading approaches and use of data to understand students' knowledge and skills.
GOAL 3		Educators develop expertise in qualitative analysis of student mathematical work to assess mathematical understanding, to inform instruction and improve learning outcomes.
Group Responsible		**Next Steps**
STATE	**Board & Department**	➢ Ensure state-released policy and practice guidance encourages instructional and assessment practices grounded in analysis of student thinking.
	Department	➢ Using a Board-adopted assessment literacy framework, provides professional development and assessment literacy resources that emphasize analyzing student work for evidence of conceptual understanding. ➢ Develops and releases exemplar tasks and annotated student work samples to model qualitative analysis across grade levels. ➢ Gathers and analyzes data from PD providers and districts on educators' implementation of student work analysis and shares promising practices.

DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Guide educators to move beyond correctness toward depth of mathematical thinking.
	School Leaders	➢ Facilitate collaborative analysis of student work during PLCs, grade-level team meetings, or instructional rounds.
	Educators	➢ Use student work protocols to systematically examine and discuss evidence of understanding and misconceptions. ➢ Integrate student voice and analysis of student reasoning into lesson planning and reteaching strategies. ➢ Guide parents/guardians to value students' math reasoning and provide them with tools to facilitate productive math conversations at home.
HIGHER EDUCATION	**Educator Preparation Programs**	➢ Incorporate analysis of student mathematical thinking and work into educator preparation and graduate coursework.
COMMUNITY AND HOME	**Parents & Guardians**	➢ Engage their children in reflection conversations at home where students explain their thinking and problem-solving approaches. ➢ Participate in conferences with educators and utilize resources provided by the school to support their children's learning.

EFFECTIVE INSTRUCTION AND INTERVENTIONS

Effective instruction and interventions are critical in supporting students' development of mathematical thinking and proficiency. Educators need to be knowledgeable and able to implement evidence-based instructional and intervention strategies to provide effective support to all students, especially those from diverse backgrounds and those who struggle to develop grade-level skills. As outlined in *Section II: Developing Mathematical Thinking and Proficiency*, Idaho's expectations for student learning in mathematics are grounded in the Idaho Math Rope and the Idaho Standards for Mathematical Practice for Students.

The Idaho Mathematics Instructional Framework[20] for teachers outlines the teaching strategies educators need to implement effectively in their classrooms to promote deep mathematical learning.



Additional guidance for educators on implementing effective mathematics instruction can be found in the Idaho Mathematics Instructional Guide.

[20] Adopted from National Council of Teachers of Mathematics, 2014

EFFECTIVE INSTRUCTION AND INTERVENTIONS		
GOAL 1		Educators provide effective core instruction that builds students' mathematical thinking and proficiency by implementing the teaching practices outlined in the Idaho Mathematics Instructional Framework and the Idaho Mathematics Instructional Guide.
Group Responsible		**Next Steps**
STATE	**Legislature**	➢ Provides funding for districts and charter schools to purchase and implement high-quality, research-aligned curriculum and materials for core mathematics instruction.
	Board	➢ Establishes minimum minutes for math core instruction.
	Board & Department	➢ Support laws, policies, and structures that promote implementation of the Idaho Mathematics Instructional Framework as outlined in the Mathematics Instructional Guide.
	Department	➢ Releases appropriate resources (guides, etc.) aligned to the Comprehensive Mathematics Plan and the Mathematics Instructional Guide. ➢ Provides support to districts for the selection of high quality curricular materials. ➢ Partner with regional math supports to provide practicing educators with professional learning on evidence-based instructional and intervention practices (in alignment with the Mathematics Instructional Guide).
DISTRICTS, SCHOOLS & CLASSROOMS	**District Leaders**	➢ Establish and implement curriculum adoption processes that ensure programs and materials align to the Idaho Content Standards for Mathematics and the Mathematics Instructional Guide.
	District & School Leaders	➢ Understand the Idaho Mathematics Instructional Guide, stay current on research, and demonstrate a willingness to adjust school structures to apply best practices and encourage innovation.
	Educators	➢ Provide systematic, explicit core instruction grounded in the Idaho Instructional Framework for Teachers (as outlined in the Mathematics Instructional Guide) to ensure all students gain grade-level math knowledge and skills. ➢ Inform parents/guardians about how to support their children's mathematical development at home.
HIGHER EDUCATION	**Educator Preparation Programs**	➢ Prepare teacher candidates to implement the Idaho Instructional Framework for Teachers in their classrooms to support all students in developing mathematical thinking and mastering the Idaho Content Standards for Mathematics. ➢ Integrate the use of research methods to support administrator and teacher candidates in developing the ability to identify and implement evidence-based teaching practices.
COMMUNITY AND HOME	**Community Partners**	➢ Work with early learning providers to increase use of the Idaho Early Learning Guidelines statewide.

GOAL 2		Develop and implement a coherent system of instruction across grades and support programs to ensure consistency and enhance student learning.
Group Responsible		**Next Steps**
STATE	**Board & Department**	➢ Develop and release guidance to improve consistency and communications related to grade and transcript practices (while still giving flexibility for local decision-making) to support parents/guardians and students in managing transitions.
	Department	➢ In partnership with regional math supports, provides professional development regarding how educators can work together across grades and support programs to provide consistent math supports to individual students.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Implement coherent systems of instruction including consistent curricula and clear learning outcomes that provide consistency for students and educators and maximize learning. ➢ Provide educators with guidance and examples of math integration into other content areas and CTE pathways.
	Educators	➢ Engage in meaningful transition planning within and between grade levels to ensure educators are fully informed of students' current learning status and individual instructional needs.
HIGHER EDUCATION	**Educator Preparation Programs**	➢ Prepare teacher candidates to create and use a variety of formative assessment strategies to support instruction. ➢ Ensure administrator and teacher candidate familiarity with the Idaho Content Standards in Mathematics, the Idaho Comprehensive Mathematics Plan, and the Mathematics Instructional Guide.
COMMUNITY AND HOME	**Community Partners**	➢ Build relationships with districts and schools to facilitate sharing of information regarding students and how they learn in order to aid in improved preschool to kindergarten transitions.
GOAL 3		Educators implement a focused, multi-tiered system of supports (MTSS) that identifies and supports struggling and advanced students. • Provide struggling students with targeted interventions aligned to the Idaho Mathematics Instructional Guide. • Offer extension of the standards and enrichment for advanced students.
Group Responsible		**Next Steps**
STATE	**Legislature & Board & Department**	➢ Prioritize funding to districts to support implementation of MTSS for targeted intervention, including evidence-based intervention programs, curricula, and materials.
	Board & Department	➢ Establish guidance on creating school schedules that include focused intervention time (through all grade levels).
	Department	➢ Provides training and an MTSS exemplar for identifying both students with signs of math learning difficulties and advanced students in need of extension. ➢ Expands training on strategies to close math achievement gaps, with a focus on English Learners, students with disabilities, and students from low socioeconomic backgrounds.

DISTRICTS, SCHOOLS & CLASSROOMS	**Districts & Schools**	➢ Implement systems of intervention and extension aligned to grade level standards, based on students' needs, and consistent with evidence-based practices in the Mathematics Instructional Guide.
	District & School Leaders	➢ Provide professional development on designing and providing high-quality mathematics intervention and enrichment.
	Educators	➢ Work with struggling students' parents/guardians to develop individual math intervention plans and monitor for effective implementation. ➢ Inform parents/guardians when their children may benefit from extension/enrichment and involve them in decision-making.
HIGHER EDUCATION	**Educator Preparation Programs**	➢ Integrate content regarding effective implementation of MTSS into administrator preparation coursework. ➢ Prepare teacher candidates to provide differentiated instruction and interventions in alignment with the Idaho Mathematics Instructional Framework and Mathematics Instructional Guide.
COMMUNITY AND HOME	**Parents & Guardians**	➢ Collaborate with their children's school and teacher(s) to create intervention or extension plans based on their children's needs.
GOAL 4		Educators across all content areas (including non-math teachers and career technical educators) ensure students receiving special education services are supported through strategically selected accommodations tailored to their specific learning needs, including: • equitable access to high-quality, on-grade-level math instruction; and • inclusion-based instruction alongside grade-level peers (as much as possible).
Group Responsible		**Next Steps**
STATE	**Department**	➢ In partnership with SESTA, provides guidance and training on designing and implementing inclusive math instruction practices aligned to students' individual education plans (IEPs). ➢ In partnership with SESTA and regional math supports, develops and disseminates a toolkit of evidence-based accommodations specific to math learning. ➢ Monitors and reports equity of access and outcomes for students with disabilities in mathematics.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Use data to identify gaps in access to grade-level math instruction. ➢ Provide teachers and paraprofessionals with training on evidence-based math interventions and accommodations in alignment with the Mathematics Instructional Guide. ➢ Ensure IEP teams include mathematics-specific instructional considerations. ➢ Implement co-teaching models and inclusive scheduling practices.
	Educators	➢ Offer opportunities for parents to become educated on their children's rights to inclusive instruction and accommodations.

HIGHER EDUCATION	**Educator Preparation Programs**	➢ Embed inclusive mathematics education strategies into their methods and math education coursework. ➢ Integrate course content on differentiating math instruction and understanding disabilities in math learning. ➢ Partner with districts and schools to offer clinical and practicum experiences in inclusive math classrooms.
COMMUNITY AND HOME	**Parents & Guardians**	➢ Participate in IEP / 504 meetings (as applicable), provide information on their children's interests and needs, and support high expectations for learning and inclusion.
GOAL 5		Educators have a strong understanding of how to provide explicit instruction on mathematical vocabulary in core instruction, connected to the corresponding symbolic notation, to support the learning of all students, including those with language-based disabilities and English Learners.
Group Responsible		**Next Steps**
STATE	**Legislature & Board & Department**	➢ Continue to provide support and resources to districts for English Learner programs.
	Board	➢ Ensures that the English Language Development Standards are appropriate and adopts updates to the standards as necessary.
	Department	➢ Provides professional development on connections between the English Language Development Standards and the Idaho Content Standards for Mathematics.
DISTRICTS, SCHOOLS & CLASSROOMS	**District & School Leaders**	➢ Provide educators with guidance and PD opportunities to expand their understanding of connections between the English Language Development Standards and the Idaho Content Standards for Mathematics. ➢ Provide guidance to classroom educators on recognizing and supporting students' language development processes in the context of mathematical sense making.
	Educators	➢ Provide targeted support to English Learners using knowledge Mathematical Language Routines (MLRs). ➢ Inform parents/guardians of English Learners on how to promote positive math growth mindsets at home.
HIGHER EDUCATION	**Educator Preparation Programs**	➢ Prepare candidates to integrate the English Language Development Standards into their instructional practice. ➢ Ensure teacher candidates are equipped to support English Learners in building a solid foundation of math vocabulary, including mastering vocabulary in their dominant (first) language.
COMMUNITY AND HOME	**Community Partners**	➢ Implement activities focused on reaching English Learners and their families, and promote the development of strong mathematical concepts and procedural skills, including mastering these skills in their dominant (first) language.

SECTION IV:

DATA

Purpose of This Section

This section provides information regarding the endorsements of middle grades math teachers and performance of Idaho students on standardized assessments in mathematics. It includes graphical representations of student performance, as well as brief data analysis.

IDAHO STANDARDS ACHIEVEMENT TEST (ISAT), MATHEMATICS[21]

The Idaho Standards Achievement Test (ISAT) in Mathematics (Math) is administered to students in grades 3-8 and 11 to evaluate students' math knowledge and skills. [22] The ISAT is a criterion-referenced assessment designed to measure students mastery of the Idaho State Content Standards in Mathematics. These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress. The ISAT Math is comprised of two components: a computer-adaptive test and a performance task. Student scores are reported in four categories: below basic (1), basic (2), proficient (3), and advanced (4).

Student performance on the ISAT Math is reported across multiple levels- individual, class, school, district, and state- and covers various categories, including mathematical concepts and procedures, problem solving and data analysis, and communicating mathematically.

Please note: the ISAT Math graphs display student data from before and after 2020, highlighting the impact of the pandemic, which disrupted instruction and halted assessments.

Some graphs span multiple years, while others, due to space constraints, focus on recent years but include data from the 2018-2019 school year for a pre- and post-pandemic comparison.

Figure 3: ISAT Math, All Students, All Grades, 2015-2024

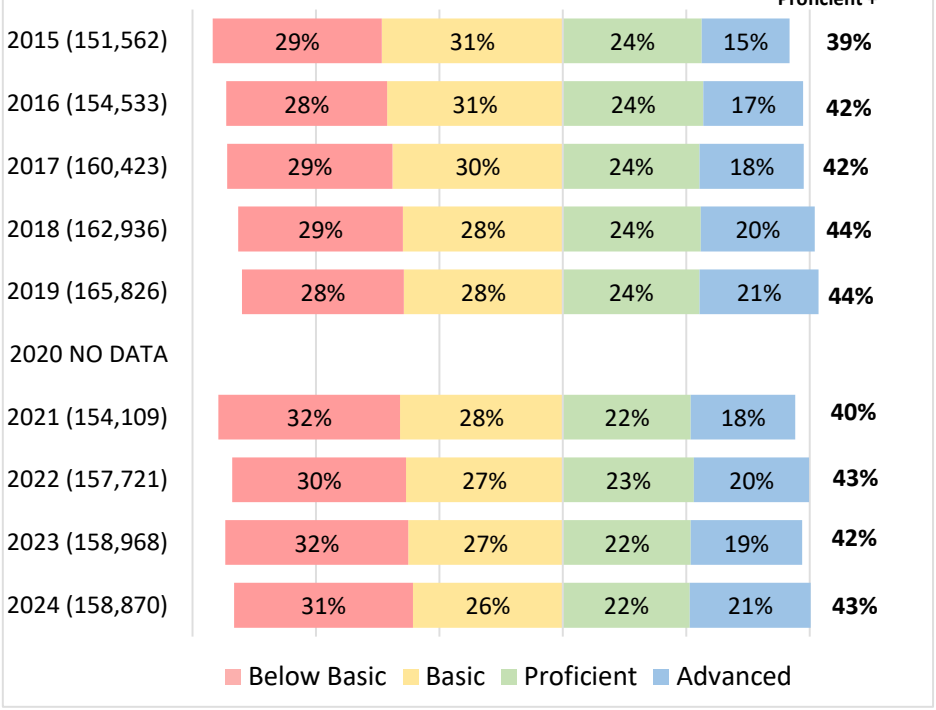


Figure 3 Analysis

- The 2024 ISAT Math proficiency rate for all students (all grades 3-8 and 11) was just 1 percentage point lower in 2024 than 2019.
- The percentage of students scoring in the Below Basic category has been 2 to 4 percentage points higher since the pandemic.

[21] Idaho State Board of Education, Accountability Oversight Committee, 2025

[22] Beginning in School Year 2022-23, high school students are expected to take the ISAT designed for students in grade 11. The majority of Idaho students take the high school ISAT while enrolled in grade 11; however, students may take the Math assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

Figure 4: ISAT Math, All Students, by Grade

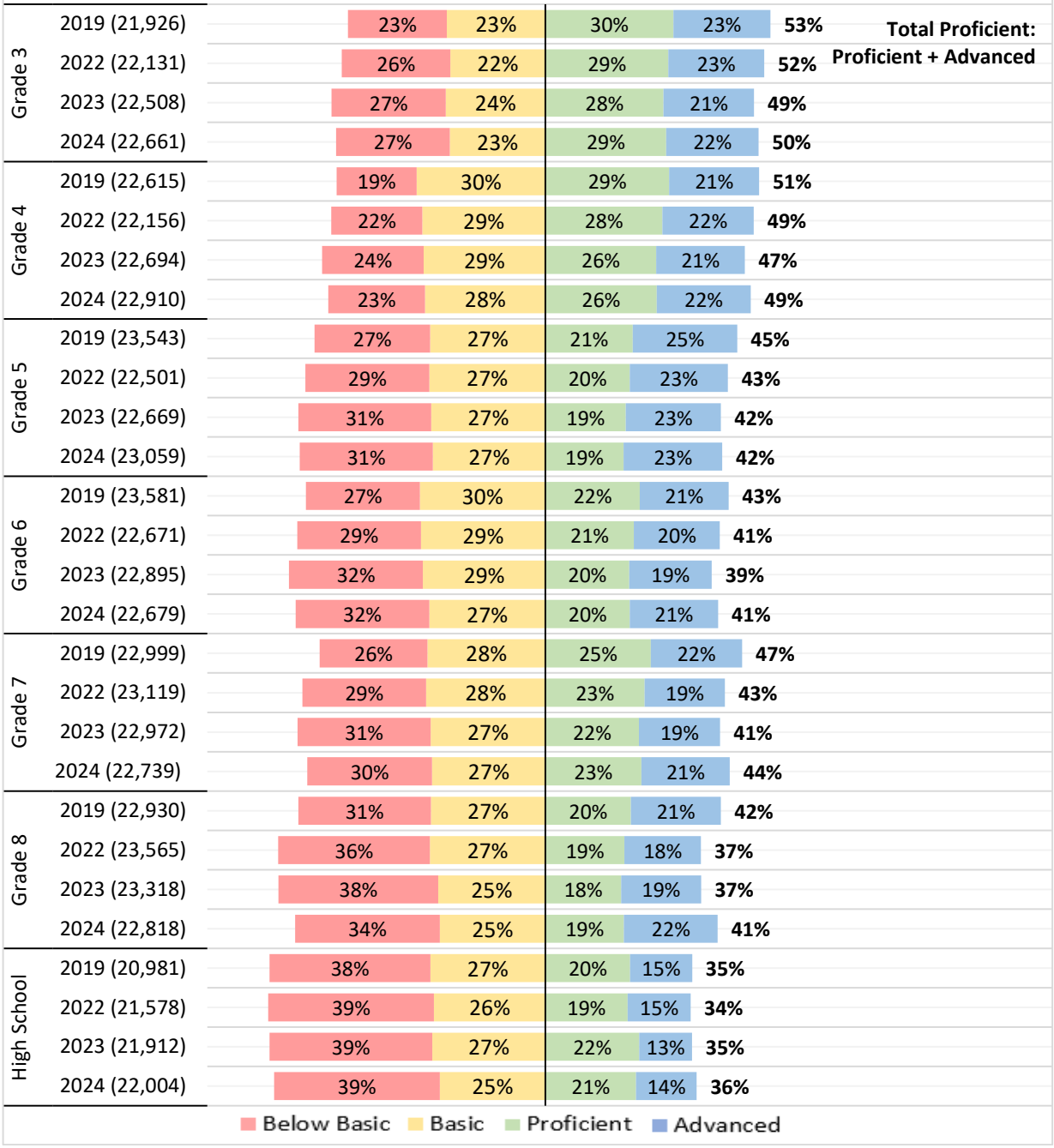


Figure 4 Analysis

- In comparison to 2019 (pre-pandemic), total proficiency rates by grade range from 1 percentage point lower (grade 8 and HS) to 3 points lower (grades 3, 5, 7).
- Idaho's long-term trend (pre- and post- pandemic) demonstrates that the percentage of students who score proficient or advanced is highest for grade 3 and decreases as students matriculate to higher grades.

Figure 5: ISAT Math, All Grades, by Race-Ethnicity

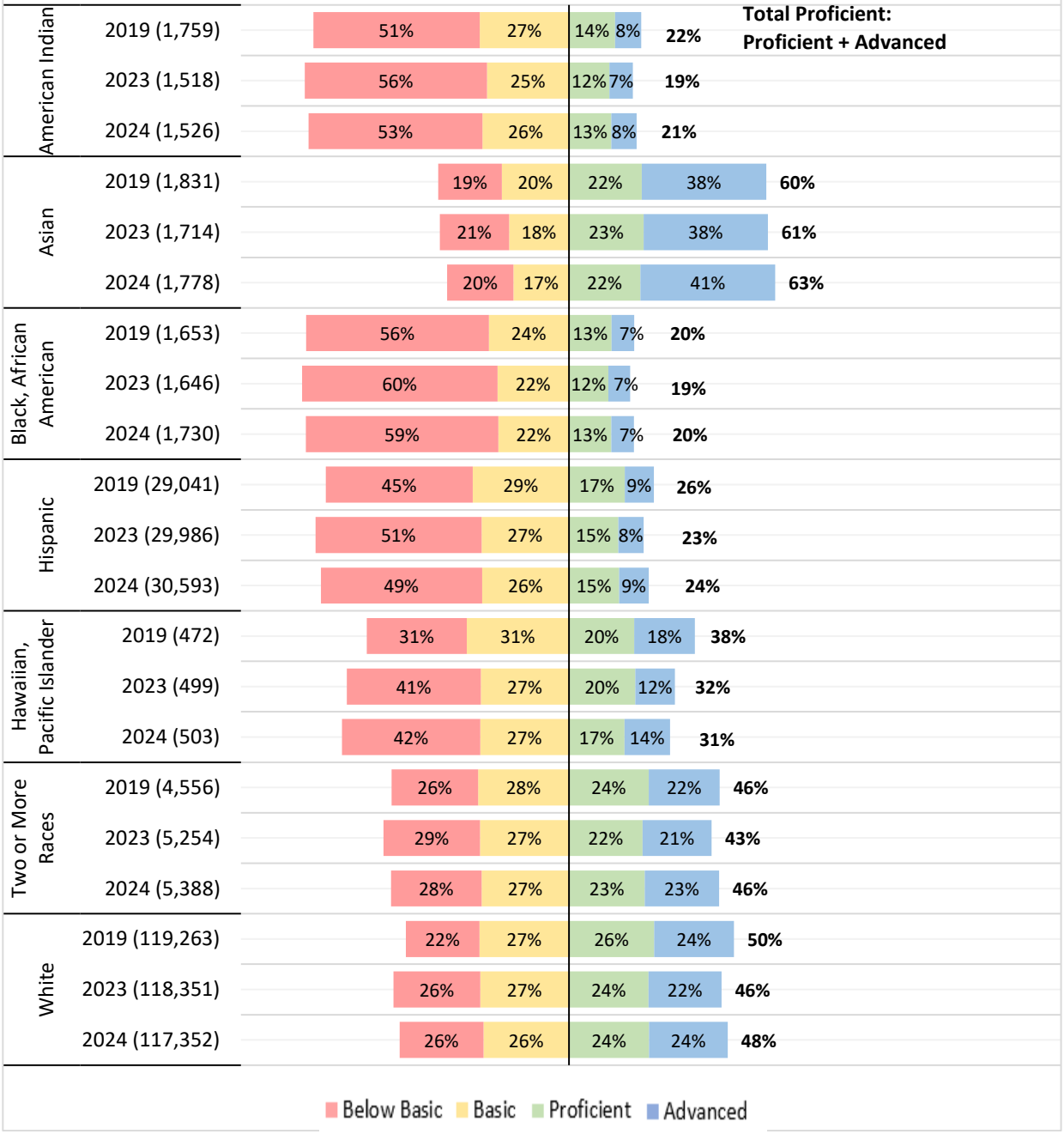


Figure 5 Analysis

- The majority of racial/ethnic subgroups have recovered to within 1 percentage point of their 2019 (pre-pandemic) performance. Exceptions: White, Hawaiian / Pacific Islander, and Hispanic.
- Gaps between racial / ethnic groups remain, with the Asian, White, and Two or More Races groups consistently having higher total proficiency rates than other subgroups.

Figure 6: ISAT Math Performance by Student Group

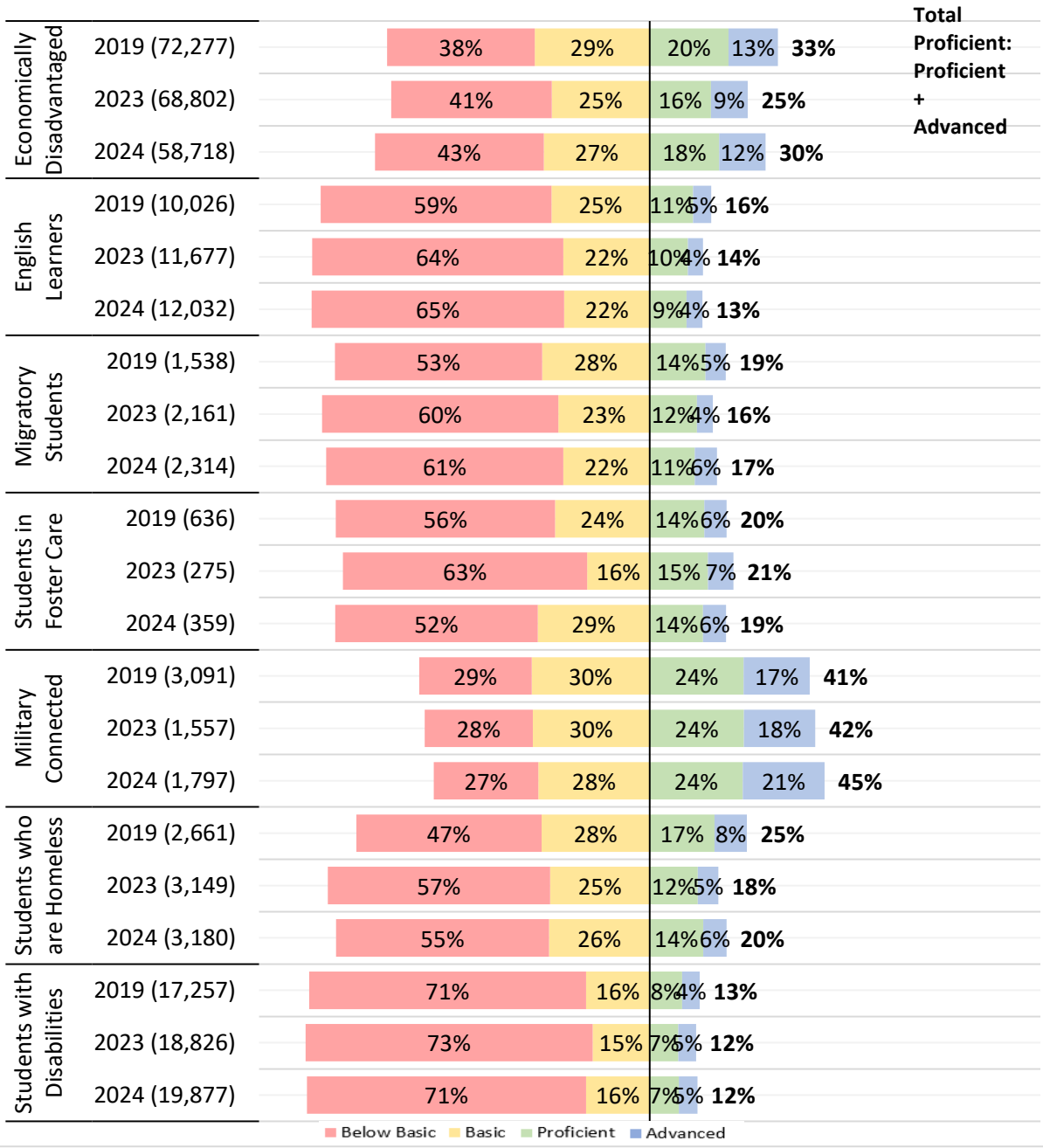


Figure 6 Analysis

- Students identified as economically disadvantaged had a 5 percentage point gain in total proficiency from 2023 to 2024.
- Only Military Connected students had a 2024 total proficiency rate (45%) near or higher than the All Students group (44%).
- Most groups have not recovered from Covid-related proficiency decreases.

Figure 7: ISAT Math Average Scale Score vs. Proficiency Cut, by Cohort

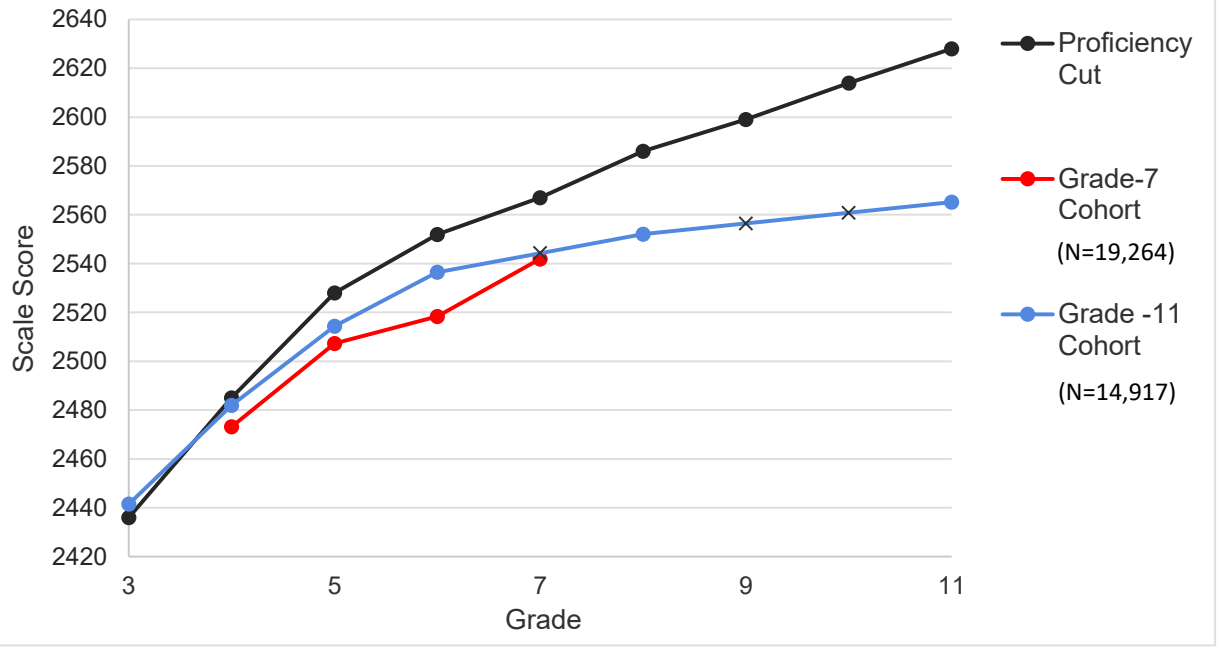


Figure 7 Analysis

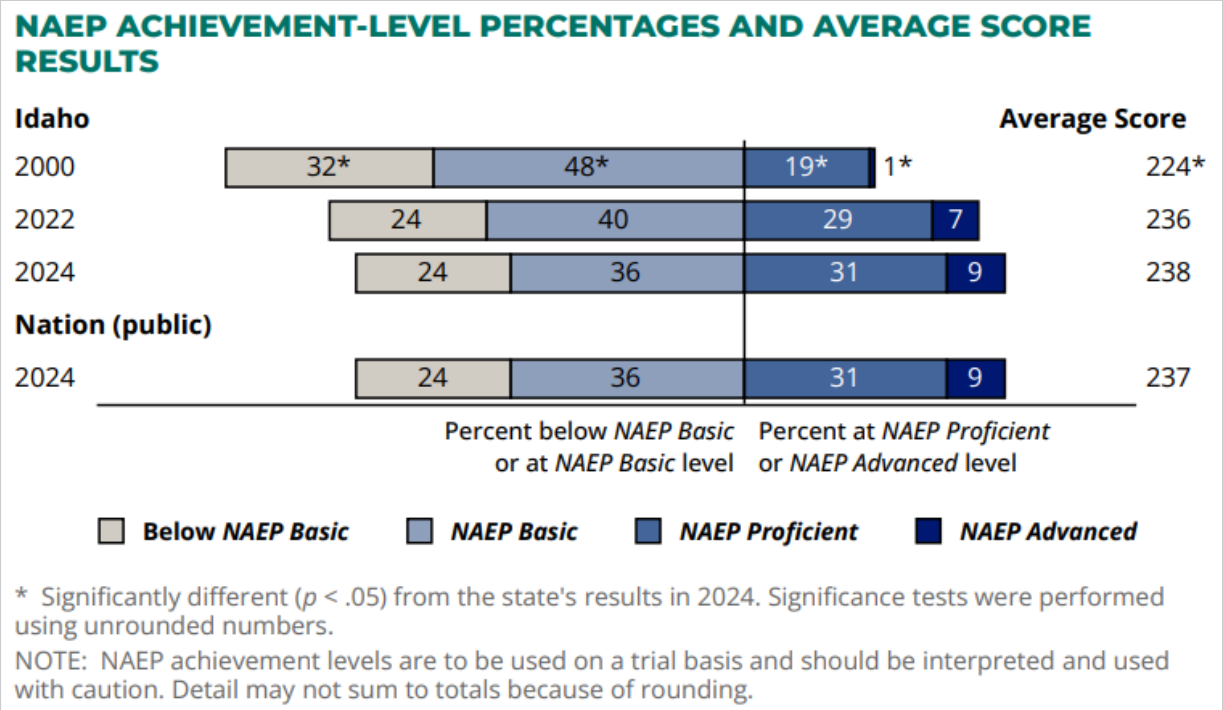
- Figure 5 shows long-term performance of two cohorts of students – those in grade 7 and grade 11 in 2024. This data includes scores from students who remained in their cohort.
- Both cohorts had average scale scores near the proficiency cut score in grade 3 and grade 4. The groups' average scale scores begin falling and flattening as they move through the K-12 system, with the largest difference between average scale score and the proficiency cut occurring in each cohort's highest grade (7 and 11).

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)[23]

The National Assessment of Educational Progress (NAEP) is administered in grades 4 and 8. The assessment is administered to a randomly-selected sample of students of a wide variety of demographics including those from different racial/ethnic backgrounds, students with disabilities (SD), English learners (EL), and those from economically disadvantaged backgrounds (who qualify for the National School Lunch Program). The NAEP incorporates essential inclusive policies and practices into every aspect of the assessment to ensure an assessment that yields meaningful NAEP results for all students. National data, including comparisons between subgroups of students can be found on the National Assessment Governing Board website.

Grade 4 Mathematics

Figure 8: NAEP Grade 4 Math, Average Scores, Idaho and National, 2000, 2022, 2024



NAEP Grade 4 Math Analysis (Figures 8 - 10)

- Idaho's 2024 Grade 4 NAEP Math performance (Figure 8 above) was the same as national averages and statistically significantly higher than the state's 2000 NAEP performance.
- The long-term Grade 4 NAEP performance trend is provided in Figure 9 (following page). Idaho's performance was highest in 2005 and 2019, and a pandemic impact is apparent.
- Figure 10 (following page) is similar to other Idaho data that demonstrates gaps in performance between racial / ethnic subgroups and based on socioeconomic status.

[23] National Center for Education Statistics, n.d.

Figure 9: NAEP Grade 4 Math, Averages Scores, Idaho and National, 2000-2024

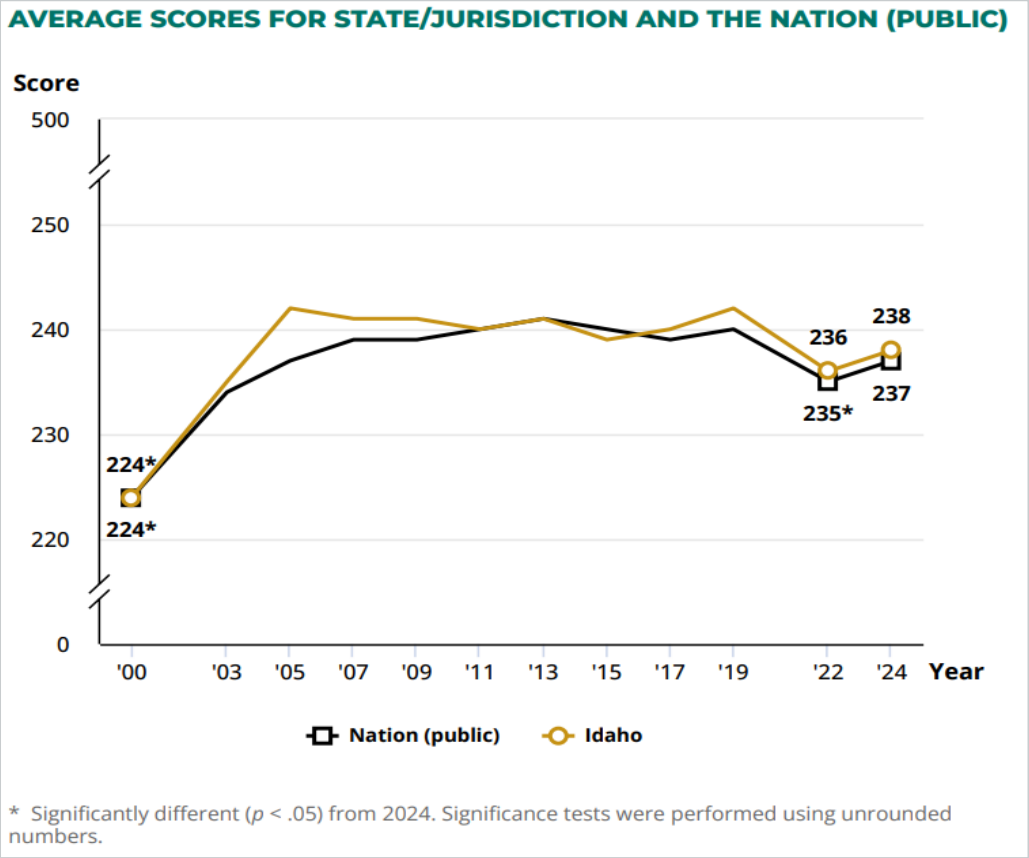


Figure 10: NAEP Grade 4 Math, Averages Scores, Idaho Student Groups, 2024

RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE *NAEP* *BASIC*	*PROFICIENT*	PERCENTAGE AT *NAEP* *ADVANCED*
Race/ethnicity					
American Indian/Alaska Native	1	‡	‡	‡	‡
Asian	1	‡	‡	‡	‡
Black	1	‡	‡	‡	‡
Hispanic	21	223	64	24	3
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	244	80	46	17
White	72	243	81	46	11
Gender					
Male	51	242	79	46	12
Female	49	235	74	36	6
Economically disadvantaged status					
Economically disadvantaged	41	226	64	26	4
Not economically disadvantaged	57	248	85	51	13

Rounds to zero.
‡ Reporting standards not met.
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Grade 8 Mathematics

Figure 11: NAEP Grade 8 Math, Average Scores, Idaho and National, 2000, 2022, 2024

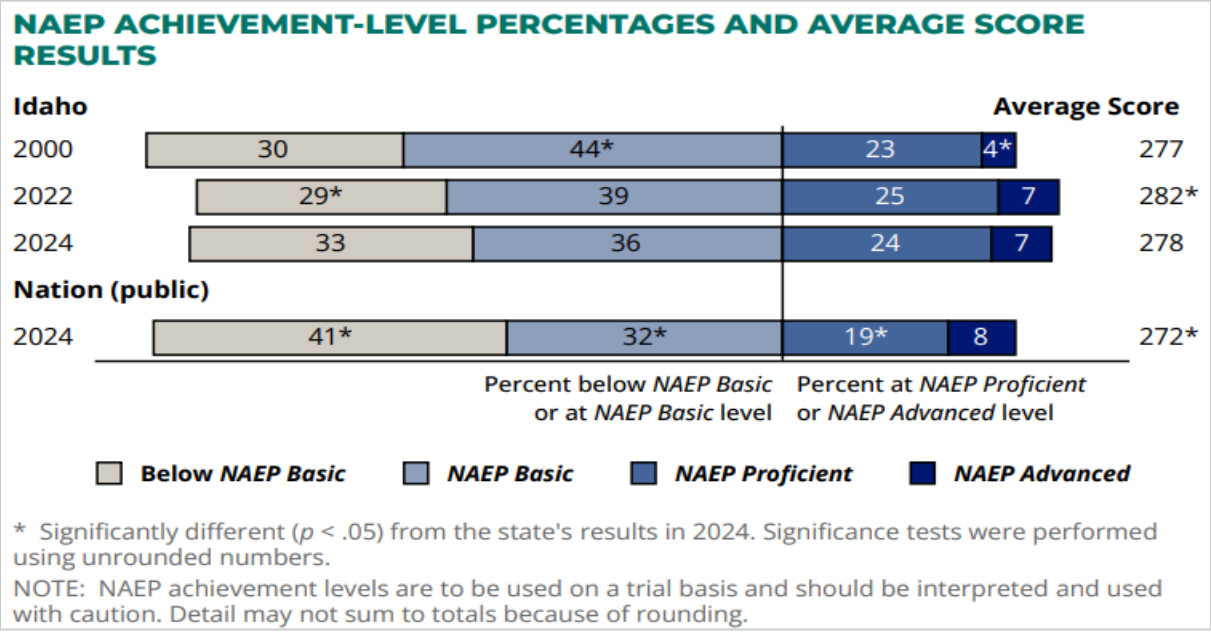


Figure 12: NAEP Grade 8 Math, Averages Scores, Idaho and National, 2000-2024

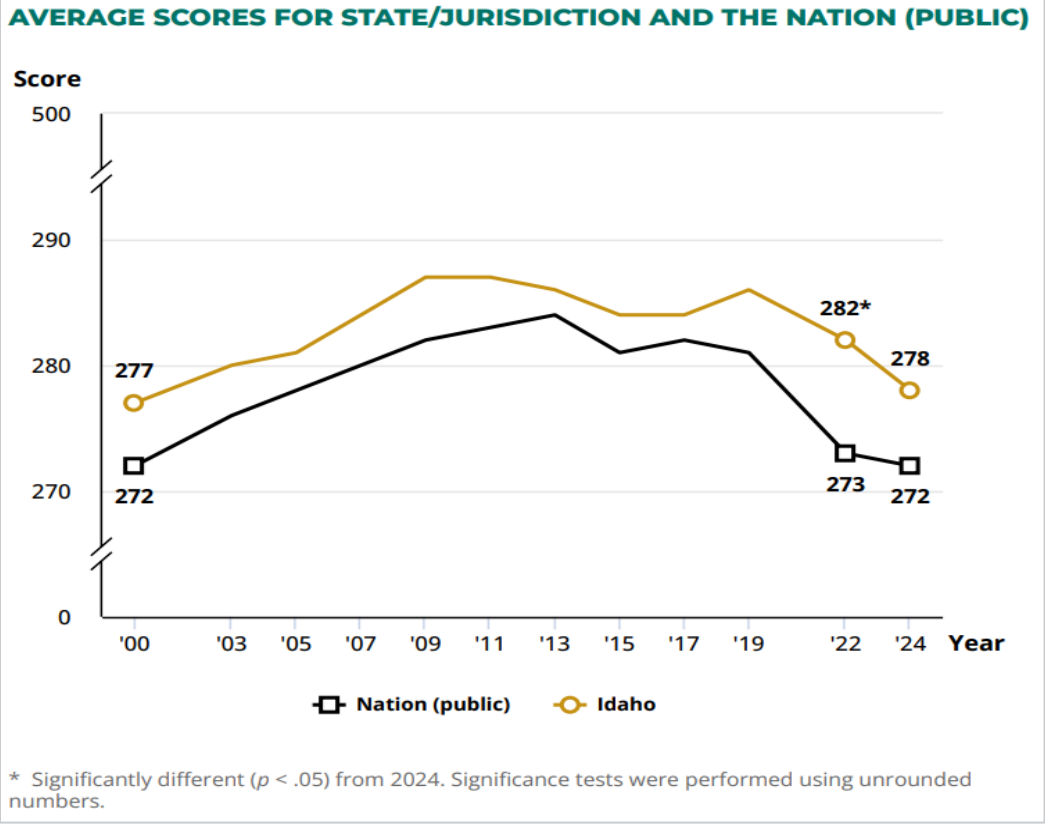


Figure 13: NAEP Grade 8 Math, Averages Scores, Idaho Student Groups, 2024

RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE *NAEP* *BASIC*	*PROFICIENT*	PERCENTAGE AT *NAEP* *ADVANCED*
Race/ethnicity					
American Indian/Alaska Native	1	‡	‡	‡	‡
Asian	1	‡	‡	‡	‡
Black	1	‡	‡	‡	‡
Hispanic	20	256	44	13	1
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
White	74	284	74	35	8
Gender					
Male	51	279	67	33	8
Female	49	277	66	28	6
Economically disadvantaged status					
Economically disadvantaged	33	261	50	15	2
Not economically disadvantaged	66	287	75	39	10

Rounds to zero.
‡ Reporting standards not met.
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NAEP Grade 8 Math Analysis (Figures 11 - 13)

- As shown in Figure 11 (previous page), Idaho's Grade 8 2024 NAEP performance was higher than the national averages, but lower than the state's 2022 performance.
- Figure 12 (previous page) shows that Idaho has long outperformed national averages in 8th grade NAEP Math performance, but the pandemic had notable, negative impact.

IDAHO MATH EDUCATOR DATA

The data on the following page provides some information regarding the level of math expertise of Idaho teachers who provided mathematics instruction to middle grades students during the 2024-25 school year. Notably, this data separates teachers by those with mathematics specific endorsements and those without such endorsement.

At this time, Idaho does not track mathematics professional development or graduate level coursework completed that does not result in an endorsement. Thus, state staff and work group members recognize that this analysis does not account for all mathematics specific training completed by teachers. The 2023 Math Work Group and the 2025 Comprehensive Math Plan Work Group have both recommended the state develop a system to track non-endorsement math coursework (perhaps using a micro-credentialing approach).

The data gathered for this review included teachers in mathematics placements with students in grades 6 through 9. Teachers providing instruction to grade 9 in high school settings were removed from the data.

Figure 14: Endorsements of Grade 6-8 Math Teachers

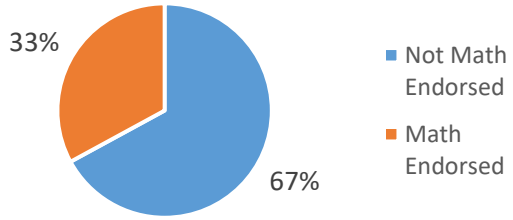


Figure 15: Endorsements of MS & Jr. High Math Teachers

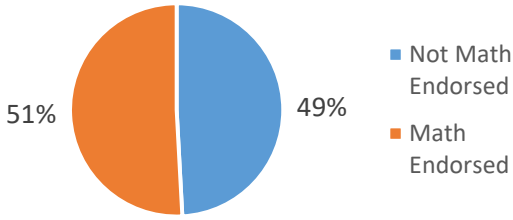
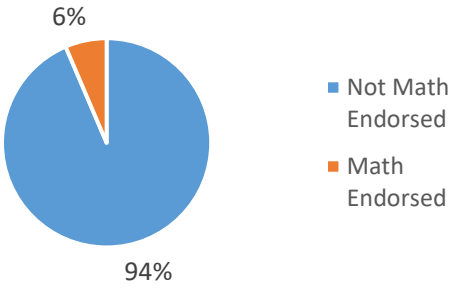


Figure 16: Endorsements of Grade 6 Elementary Teachers



Educator Endorsements Data Analysis (Figures 14 - 16)

- Only 33% of math teachers providing instruction to grades 6 through 8 (in elementary, middle school, and junior high placements) have a math specific endorsement.
- 51% of teachers in middle school and junior high placements have a math endorsement.
- 6% of 6th grade teachers in elementary placements have a math specific endorsement.
- While a figure is not included here, a very high percentage of 9th grade teachers in junior high settings have a math endorsement, as it is required to provide high school mathematics instruction.

SECTION V:

CONCLUSION

COORDINATED ACTION TO ADVANCE MATH OUTCOMES

As technology continues to reshape the global economy, the ability to apply strong mathematical thinking is becoming increasingly essential for Idaho's citizens. Prior to the pandemic, Idaho's math outcomes were gradually but consistently improving. Although elementary math performance is similar to pre-pandemic levels, students whose foundational math instruction was disrupted still require targeted support.

To measurably improve K-12 math outcomes, Idaho must intensify and expand our math initiative, with a focus on improving teaching and learning and delivering effective, individualized interventions to students. This plan must be implemented with an emphasis on removing barriers to student success. We must deepen our efforts to identify and address challenges faced by vulnerable and underserved students, such as English Learners, students receiving special education services, and those facing economic hardship.

The Idaho Comprehensive Mathematics Plan and complementary Mathematics Instructional Guide are designed to set the priorities for the next phase of our K-12 Math Initiative implementation strategy and approach. This call to action requires coordinated efforts from all stakeholders – policymakers, educators, families, and the community. The goals and next steps outlined in this plan require recognition of our shared responsibility and commitment to investing time and resources.

GLOSSARY

Accommodations: Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities.[24]

Assessment Types- Formative, Interim, Summative[25]

- Formative Assessments: Measures used during instruction as a planned, ongoing process to inform teaching. Can include: observations, class discussions, quizzes, student self-assessments, and other teacher-created metrics.
- Interim Assessments: Measures given periodically to monitor student progress toward learning expectations. Often used for accountability, but can support instruction if educators have access to analyze test items and standards.
- Summative Assessments: Tests designed to evaluate learning at a specified endpoint, such as an instructional unit, course, or year (e.g. final exams, state standardized tests). These are typically used for grading and accountability.

Balanced assessment system: A system of assessments that includes both assessment for learning (formative assessments) and assessment of learning (interim and summative assessments).[26]

Comprehensive data system: A system for collecting data on large groups (i.e. students), typically at a district, state, or federal level. A comprehensive data system encompasses a wide range of data points that can be analyzed for research or evaluative purposes, and may include some or all of the following: student information, staff information, curriculum or instructional data, assessment data, financial data, communication data.[27]

Computer adaptive: An assessment designed using an algorithm that presents questions to students based on their performance on previous questions, allowing for a more precise determination of the student's performance on the assessment.[26]

Core instruction: Instruction routinely provided to all students in a general education setting. This is the foundation of learning that all students receive every year, emphasizing grade level content standards.[28]

[24] Idaho State Department of Education, 2024
[25] Evans & Thompson, 2022; Michigan Assessment Consortium, 2024
[26] Michigan Assessment Consortium, 2024
[27] School Analytix, n.d.
[28] Branching Minds, n.d.

Criterion-referenced vs. Norm-referenced scoring[29]

- Criterion-referenced: Compare a student's score to a pre-established standard based on the content the assessment is measuring. Idaho Example: the Idaho Standards Achievement Test (ISAT), which measures student's knowledge and skills as compared to the Idaho Academic Content Standards
- Norm-referenced: Compare a student's score to other students who took the same test (often across a state or the nation). Idaho Example: The Idaho Reading Indicator (IRI) by Istation (used 2017-18 to 2024-25) compared Idaho students' scores to those of all students who took the Istation across the United States and assigned the student a percentile ranking that then placed them within a scoring category.

Early learning providers: Agencies and individuals that provide preschool, prekindergarten, or daycare services.

English learners (ELs): Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.[30]

Evidence-based (teaching strategies, practices, interventions): Any of a wide number of discrete skills, techniques, or strategies which have been demonstrated through experimental research or large-scale field studies to be effective.[31]

Flexible grading practices: Grading practices that offer educators more flexibility in communicating students' progress toward learning expectations. Also referred to as alternative grading systems or approaches, and can include standards-based grading, specifications grading, contract grading, mastery grading, ungrading / student self-grading, and more.[32]

Growth mindset: A learner's belief that their intelligence can expand and develop with effort and learning.[33]

Inclusion: Providing all students, including those with disabilities, with the opportunity to receive instruction in age-appropriate general education classrooms. Inclusion related practices (inclusive instructional practices, inclusive scheduling, etc.) are intentional decisions and strategies that support inclusion-based instruction for students with disabilities to the highest extent possible.[34]

Job-embedded professional development: Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is typically school-day or classroom based and is

[29] Assessment Learning Network, 2019
[30] Glossary of Education Reform, n.d.
[31] IRIS Center, n.d.
[32] Mendez-Padilla, 2025; Townsley & Buckmiller, 2020
[33] Dweck, et al, 2014
[34] Francisco et al, 2020

integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of continuous improvement.[35]

Onboarding: Is the act of bringing new employees up to speed on the organization's goals, strategies, rules, internal processes, expectations, and culture.[36]

Out-of-school time providers: An agency that provides a supervised program when school is not in session. This can include before- and after- school programs on a school campus or at separate facilities.[37]

Mathematics (math): a "way of knowing" that includes reasoning processes and the ability to solve problems. Students can use mathematical models and justifications to understand, question, and critique the world around us. [38, 39]

Mathematical Language Routines (MLRs): Structured but adaptable formats for amplifying, assessing, and developing students' language in math class. These routines emphasize meaningful and purposeful language use, rather than just getting right answers.[40]

Mathematical Proficiency: The ability to productively solve problems through demonstration of five interwoven and interdependent capacities: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. [41] Students demonstrate their mathematical proficiency by mastering the Idaho State Content Standards in Mathematics.

Mathematical proficiency strands of the Idaho Math Rope (as adopted based on the Five Strands of Mathematical Proficiency)[31]:

- Conceptual understanding: Comprehension of mathematical concepts, operations, and relations.
- Procedural fluency: Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.
- Strategic competence: Ability to formulate, represent, and solve mathematical problems.
- Adaptive reasoning: Capacity for logical thought, reflection, explanation, and justification.
- Productive disposition: Habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

Mathematical Reasoning: The process of manipulating and analyzing objects, representations, diagrams, symbols, or statements to draw conclusions based on evidence or assumptions.

[35] Croft et al, 2010
[36] Douglas, 2011
[37] CDC Healthy Schools, n.d.
[38] Idaho State Board of Education, 2021
[39] National Council of Teachers of Mathematics, 2020
[40] Illustrative Mathematics, n.d.
[41] National Research Council, 2001

Multi-tiered system of supports (MTSS): Idaho Multi-Tiered System of Support (MTSS) is a prevention-based framework of team-driven, data-based decision -making for improving outcomes for all students. The five essential components of Idaho's MTSS include; leadership, assessment, data-based decision making, multi-tiered instruction, and family and community engagement.

Pedagogy: The study of optimal frameworks and techniques for teaching and learning, including both the methods teachers use to guide students' learning and the theoretical principals and practical strategies that underpin effective instruction.[42]

Professional learning communities (PLCs): Teacher learning that is grounded in collaborative cycles of inquiry and action research, operating under the assumption that key to improved learning for students is continuous job-embedded learning for educators. Professional learning communities include the cyclical process of gathering evidence of learning, developing strategies based on those conclusions, implementing the strategies, analyzing the impact, and applying new knowledge.[43]

Reflective practice: An intentional process of systematic inquiry through which teachers collect evidence and reflect on and analyze their teaching practice (including planning, teaching methods, behavior management, communication, etc.) with the intention of improving their teaching.[44]

Sustained professional development: Sustained professional development takes place over an extended period of time, rather than as a short, one-time event or workshop. It typically involves multiple touch points and a significant number of hours. Research suggests that teachers need 50 hours or more of professional development in a subject to "improve their skills and their students' learning."[45]

Systematic, explicit instruction: A structured, systematic, and effective methodology for teaching academic skills.[46] Explicit instruction happens when a teacher intentionally covers academic material, scaffolding on previous knowledge and ensuring students grasp new material.

[42] Djoub, 2024
[43] Dufour et al, 2013
[44] Attwell & Millis, 2024; Suphasri & Chinokul, 2021
[45] Darling-Hammond et al, 2009
[46] Archer & Hughes, 2011

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RESOURCES

Resources Linked in the Plan

- Idaho Consolidated State Plan
- Idaho Early Learning Guidelines
- Idaho State Board of Education Strategic Plan
- Idaho State Content Standards

Additional Resources

Mathematics Instructional Resources:

- Idaho State Department of Education - Mathematics
- Idaho Regional Math Centers: Boise State University RMC; Idaho State University RMC; Lewis Clark State College RMC; University of Idaho RMC
- National Council of Teachers of Mathematics
- Center on Multi-tiered System of Supports (MTSS)

Assessment Literacy Resources:

- Michigan Assessment Consortium Assessment Literacy Standards

Data on Idaho districts, schools, and students:

- Idaho Report Card
- National Assessment of Educational Progress (NAEP); NAEP Idaho Profile

Early learning resources:

- Idaho Early Learning Collaboratives
- Idaho Commission for Libraries

Other Resources:

- Idaho State Department of Education - School Improvement & Support
- Idaho Mentor Standards

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy VII.C. Career Technical Educator Certification – First Reading

REFERENCE

August 26, 2021	Board approved first reading of proposed amendments to Board Policy IV.E. updating career technical educator endorsement provisions.
October 21, 2021	Board approved second reading of proposed amendments to Board policy IV.E.
June 14, 2023	Board approved first reading of proposed amendments to Board policy IV.E. moving the policies regarding the Division to Section VII and repealing Board policy IV.E.
August 23, 2023	Board approved second reading of proposed amendments, repealing Board Policy IV.E. and establishing Board Policy Section VII for Division of CTE policies.
June 13, 2024	Board approved first reading of proposed amendments to Board policy VII.E. creating new endorsements for cybersecurity and aircraft maintenance and updating language regarding small engine repair and outdoor power equipment.
August 21, 2024	Board approved second reading of proposed policy amendments adding two new endorsement areas.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Policy VII.C.
Section 33-2201, 33-2203, and 33-2205, Idaho Code.

BACKGROUND/DISCUSSION

Pursuant to Section 33-2203, Idaho Code, the State Board for Career Technical Education is authorized "to prescribe qualifications for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification for such" educators. The Division is responsible for managing the process and issuing career technical secondary and postsecondary educator certificates. The minimum requirements for issuing career technical certificates are established in Section 33-2205, Idaho Code, while the program area endorsement requirements are contained in Board policy VII.C.

As the Division works through the annual process of updating existing standards or creating standards for emerging career technical education programs it also triggers a review of any impacted certificate endorsement areas. This year one new endorsement area has been identified as well as minor technical corrections.

The proposed amendment creates a new endorsement for aviation. Additional technical corrections include adding a Board Policy reference to the computer science and engineering endorsement language for the respective degree-based Career technical certificate endorsements.

The Forestry endorsement, for the new Forestry pathway area is scheduled to come before the Board in the next update cycle.

IMPACT

The proposed amendments will add an endorsement area for the new aviation pathway and make technical corrections.

ATTACHMENTS

Attachment 1 – Board Policy VII.C. First Reading

STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

I move to approve the first reading of Board Policy VII.C. Career Technical Educator Certification as provided in attachment 1

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: C. Career Technical Educator Certification ~~August 2024~~October 2025

~~Occupational Specialist Certificate Endorsements, effective July 1, 2020.~~ Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified to provide instruction in. Endorsement eligibility is determined by the Idaho Division of Career Technical Education as applicable to the type of career technical education certification, and industry experience. Career technical education certificate endorsements consist of the following:

1. Endorsements A-C
   a. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.
   b. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
   c. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
   d. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.
   e. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.
   f. Aircraft Maintenance (6-12). Industry experience that indicates applied competence in the majority of the following areas: aviation safety regulations, aviation industry trends; aviation career paths, skills, and qualifications; knowledge of aircraft systems including electrical, hydraulic, pneumatic, avionics, and

propulsion systems, and other components; aircraft maintenance principles and practices; maintenance tools and equipment; experience in inspecting, troubleshooting, and diagnosing issues with aircrafts; composite repair techniques, and preventative and structural maintenance.

g. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management.

h. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.

i. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.

j. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.

k. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.

l. Automotive Maintenance and Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.

m. Aviation (6-12). Industry experience that indicates applied competence in the majority of the following areas: aviation careers/career planning; engineering design; forces of flight; aircraft classifications; aircraft systems and design; aircraft performance; unmanned aircraft systems; aviation weather theory and services; airspace and navigation reviews; flight planning; flight instruments; aircraft documents and regulations; airport operations; pilot responsibilities; and aeromedical factors.

~~m.~~n. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.

~~n.~~o. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.

~~o.~~p. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.

~~p.~~q. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.

~~q.~~r. Child Development and Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.

~~r.~~s. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.

~~s.~~t. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.

~~t.~~u. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.

~~u.~~v. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.

~~v.~~w. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-

recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.

~~w.~~x. Cybersecurity (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamentals of cybersecurity, cyber operations, offensive security, defense security, forensics, incident response, networking, risk management, cyber systems thinking, and advanced topics in cybersecurity

2. Endorsements D-N
   a. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.
   b. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.
   c. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
   d. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
   e. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
   f. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.

g. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.
h. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.
i. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.
j. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
k. Heavy Duty Truck and Equipment (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.
l. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.
m. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.

n. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.
o. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.
p. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
q. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.
r. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
s. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.
t. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.

3. Endorsements O-Z
   a. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops;

business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.

b. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
c. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
d. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.
e. Powersports and Outdoor Power Equipment (6-12). Industry experience that indicates applied competence in the majority of the following areas: workplace safety; tools and equipment; precision measuring instruments and fasteners; unit, equipment, and component identification; engine repair, lubrication, and cooling; electrical/electronic systems; fuel, ignition, and engine management systems; drives, clutches, axles, and transmission systems; wheels, tires and brake systems; chassis, suspension, and steering systems; and hydraulic systems.
f. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
g. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
h. Programming and Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes;, exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.
i. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic

interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.

j. Small Engine Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.

k. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.

l. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.

4. Degree Based Career Technical Certificate Endorsements:

a. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.

b. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.

c. Computer Science (6-12). Successful attainment of an institutional recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate~~,~~ and completion of coursework satisfying ~~IDAPA 08.02.02.015.04.a.~~IV.D.2.k, Computer Science (6-12).

d. Cybersecurity Technology Education (6-12). Twenty (20) semester credit hours to include coursework or entry-level cybersecurity certifications in methods of teaching cybersecurity, fundamentals of cybersecurity, cyberoperations, offensive security, defense security, forensics, incident response, networking, risk management, cyber-systems thinking, and advanced topics in cybersecurity

e. Engineering (6-12). Successful attainment of an institutional recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate~~,~~ and completion of coursework satisfying ~~IDAPA 08.02.02.015.04.a.~~ IV.D.2.q, Engineering (6-12).

f. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching

experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.

g. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
h. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

5. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:

a. Agricultural Business Management (6-12)
b. Agricultural Power Machinery (6-12)
c. Agricultural Production (6-12)
d. Animal Health and Veterinary Science (6-12)
e. Aquaculture (6-12)
f. Business Management/Finance (6-12)
g. Child Development Care and Guidance (6-12)
h. Culinary Arts (6-12)
i. Dietitian (6-12)
j. Farm and Ranch Management (6-12)
k. Fashion and Interiors (6-12)
l. Food Service (6-12)
m. Forestry (6-12)
n. Horticulture (6-12)
o. Information/Communication Technology (6-12)
p. Microcomputer Applications (6-12)
q. Natural Resource Management (6-12)
r. Networking and Computer Support (6-12)
s. Orientation to Health Professions (6-12)
t. Programming and Web Design (6-12)

6. The review and approval of professional development courses subject to the provisions of Section 33-1614, Idaho Code, will be evaluated and approved by the Division.