STATE BOARD OF EDUCATION MEETING
August 21, 2024
Office of the State Board of Education
650 West State Street, Suite 307
Boise, ID 83720

Public Streaming: https://www.youtube.com/channel/UC7j4VGGyNzPa6g6a-zVTHnA

Wednesday, August 21, 2024 – 8:00 a.m. (Mountain Time)

BOARDWORK

1. Agenda Review and Approval – Action Item
2. Minutes Review and Approval – Action Item
3. Rolling Calendar – Action Item

CONSENT

BAHR

1. University of Idaho - Renew Existing Lease Request – UI CLAS/Huston Vineyards, LLC in Caldwell – Action Item
2. University of Idaho –Second Amendment of existing lease at UI Research Park in Post Falls for Protelligent, Inc.– Action Item

IRSA

3. General Education Committee Appointments – Action Item
4. Higher Education Research Council Appointments – Action Item

PPGA

5. Empowering Parents Business Procedures Updates – Action Item
6. Accountability Oversight Committee Appointments – Action Item
7. Idaho State Rehabilitation Council Membership – Action Item

IDE

8. Appointments to the Professional Standards Commission – Action Item
9. 2024 Curricular Materials Adoption – Action Item
10. Adoption of Praxis II Tests and Idaho Qualifying Scores – Action Item
11. Request for Continuance of Remote School Status for Athol Elementary – Action Item

OPEN FORUM

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Board Policy V.Y – Financial Misconduct – First Reading – Action Item
2. Board Policy V.Q – Residency for Tuition Purposes – First Reading – Action Item
3. Board Policy V.T. – Fee Waivers – First Reading – Action Item
4. Idaho State University – Foundation Operating Agreement – Action Item

5. Boise State University – Albertsons Stadium North End Zone Expansion Request – Action Item
6. University of Idaho – Additional Construction Authorization Request – Meat Science and Innovation Center – Action Item
7. University of Idaho Reimbursement Resolution Request for use of 2025 Tax-exempt Bond for Housing Improvements - Master Developer Partnership – Action Item
8. FY2026 Budget Line-Item Approvals – Action Item
9. FY2026 Capital Budget Requests and 6-Year Plans - Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – First Reading – Action Item
2. Three-Year Program Plan – Action Item
3. Addressing Idaho's Healthcare Workforce Shortage – Information Item
4. University of Idaho – Doctor of Anatomical Sciences – Action Item

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent's Update – Information Item
2. Proposed Amendments to the Special Education Manual – Action Item
3. Proposed Amendments to Graduation Requirements – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Board Policy - Bylaws – First Reading – Action Item
2. Board Policy I.E – Executive Officers – First Reading – Action Item
3. Board Policy VII.D – Idaho Quality Program Standards - First Reading – Action Item
4. Board Policy VII.C. – Career Technical Educator Certification – Second Reading – Action Item
5. Proposed Executive Agency Legislation: Safety and Security Advisory Board - Action Item
6. Proposed Executive Agency Legislation: Broadband Grant Funds – Action Item
7. Proposed Executive Agency Legislation: Behavioral Threat Assessment Management Teams – Action Item
8. Temporary Rule Docket No. 08-0203-2403, Rules Governing Thoroughness – (Special Education Manual) – Action Item
9. Proposed Rule Docket No. 08-0203-2401, Rules Governing Thoroughness – Action Item
10. Proposed Rule Docket No. 04-0101-2401, Rules Governing Vocational Rehabilitation Services – Action Item
11. Proposed Rule Docket No. 08-0202-2401, Rules Governing Uniformity – Action Item
12. Proposed Rule Docket No. 08-0113-2401, Rules Governing the Opportunity Scholarship Program – Action Item

13. Proposed Rule Docket No. 08-0401-2401, Rules Governing the Idaho Digital Learning Academy – Action Item
14. Request to Reset EPP Program Title II Review Measure Benchmarks – Action Item

WORKSESSION

PPGA

A. Review of NCTQ Outcomes and Discussion on Standards for Teacher Quality – Information Item

INFORMATIONAL

BAHR

1. Annual Athletic Reports – All Institutions – Information Item

IRSA

2. Graduate Medical Education Committee Annual Report – Information Item
3. Semi-Annual Report of Approved Program Requests – Information Item

PPGA

4. Accelerated Math Learning Collaborative Report – Information Item
5. Idaho Public Television – Annual Report – Information Item

IDE

6. Notification of Schools Approved to Operate with Less Than Ten (10) Students Reported in Average Daily Attendance
7. Annual Update re. Albion Elementary Hardship Status

If auxiliary aids or services are needed for individuals with disabilities, please contact the Board office at 208-332-1571. If you wish to speak at Open Forum the deadline to sign up to speak is 8:00 a.m. (MT), August 19, 2024. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

STATE BOARD OF EDUCATION
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BOARDWORK
AUGUST 21, 2024

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1. Agenda Approval

Changes or additions to the agenda.

BOARD ACTION
I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION
I move to approve the minutes for the June 11-12-13, 2024 Regular Board meeting, and the June 28, 2024, Special Board meeting.

3. Rolling Calendar

BOARD ACTION
I move to set August 20, 2025, as the date for the August 2025 regularly scheduled Board Meeting, to occur via videoconference originating from the Office of the State Board of Education in Boise.

DRAFT Minutes June 11-12-13, 2024

STATE BOARD OF EDUCATION MEETING
June 11, 2024
Idaho State University
ICCU Bengal Alumni Center
1601 E Bonneville St
Pocatello, ID 83201

A regular meeting of the Idaho State Board of Education was held at the ISU campus on June 11, 2024. Board President Dr. Linda Clark called the meeting to order at 9:00 a.m. (MT).

Present

Dr. Linda Clark, President
William G. Gilbert, Vice-President
Superintendent Critchfield, Secretary
Cindy Siddoway
Dr. David Hill
Kurt Liebich
Shawn Keough

Absent

Cally Roach

Tuesday, June 11, 2023 - 9:00 a.m. (Mountain Time)

EXECUTIVE SESSION – (Closed to the Public)
Action Item to go into Executive Session - No action taken in Executive Session.
To conduct CEO Evaluations.

M/S (Hill / Keough) I move the Board

1. **Go into Executive Session pursuant to Idaho Code § 74-206(1)(b) "to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent."** A roll call vote was taken, and the motion carried 7-0. Cally Roach was absent from voting.

The Board moved to Executive Session at 9:01 a.m. (MT).

Cally Roach joined the meeting at 1:30 p.m. (MT).

DRAFT Minutes June 11-12-13, 2024

The Board returned from Executive Session at 4:00 p.m. (MT). Board President Dr. Linda Clark stated that the Board concluded its discussion and took no action on the matter discussed.

There being no further business a motion to adjourn was entertained.

BOARD ACTION
M/S (Critchfield / Hill) I move to adjourn the meeting at 4:00 p.m. (MT). A roll call vote was taken, and the motion carried 8-0.

June 12-13, 2024
Idaho State University
ICCU Bengal Alumni Center
1601 E Bonneville St
Pocatello, ID 83201

A regular meeting of the Idaho State Board of Education was held at Idaho State University on June 12 - 13, 2024. Board President Dr. Linda Clark presided and called the meeting to order at 9:00 a.m. (MT).

Present

Dr. Linda Clark, President	Kurt Liebich
Superintendent Critchfield, Secretary	Shawn Keough
Dr. David Hill	Cindy Siddoway

Absent

William G. Gilbert, Jr. Vice-President	Cally Roach

Wednesday, June 12, 2024 – 8:00 a.m. (Mountain Time)

BOARDWORK

1. Agenda Review and Approval – Action Item

Mr. Liebich started the meeting by amending the agenda. He said IRSA agenda item #7 is being removed (University of Idaho – Master of Physician Assistant Studies) and a new agenda item was added to the BAHR agenda (#8. Idaho Division of Vocational Rehabilitation – Appointment of Interim Administrator).

BOARD ACTION
M/S (Liebich / Hill) I move to approve the agenda as amended. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

2. Minutes Review and Approval – Action Item

BOARD ACTION
M/S (Liebich / Keough) I move to approve the minutes for the April 17-18, 2024, Regular Board meeting and the May 2, 2024, and May 31, 2024, Special Board meetings. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

3. Rolling Calendar – Action Item

BOARD ACTION
M/S (Liebich / Hill) I move to set June 16, 2025, as the date and Idaho State University as the location for the Executive Officers performance evaluations. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Hill) I move to set June 17-18, 2025, as the date and Idaho State University as the location for the June 2025 regularly scheduled Board Meeting. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

CONSENT

BAHR

1. Boise State University – Men's Assistant Football Coach Contracts (3): Assistant Head Coach/Special Teams Coordinator, Offensive Coordinator and Defensive Coordinator - Action Item

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the request by Boise State University to enter into employment agreements with Dirk Koetter - Offensive Coordinator, Erik Chinander - Defensive Coordinator and Stacy Collins - Assistant Head Coach / Special Teams Coordinator / Linebackers for its football team, as presented in the attached documents. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

2. Boise State University – Online Program Fee Request – Graduate Certificate in User Research – Action Item

BOARD ACTION

M/S (Liebich / Siddoway) I move to approve the request by Boise State University to offer a graduate Certificate in User Research, an existing online certificate, to be also offered utilizing an online program fee model. The certificate program will charge an online program fee of $525 per credit. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

3. Idaho State University – Women's Head Basketball Coach Contract – Action Item

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the request by Idaho State University to enter into a five (5) employment agreement with Seton Sobolewski, Head Women's Basketball Coach, commencing on July 1, 2024 and terminating on May 4, 2029, at a base salary of $151,287 and supplemental compensation provisions, as submitted. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

4. University of Idaho – Amendment of Existing Lease – UI Research Park/Protelligent, Post Falls - Action Item

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the request by the University of Idaho for authority to enter a lease amendment with Protelligent, Inc in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

5. University of Idaho – Renewal of Existing Lease – UI Caldwell Agriculture and Life Sciences (CALS)/Hat Ranch Winery, Caldwell - Action Item

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the request by the University of Idaho for authority to enter into a lease with Hat Ranch Winery, LLC in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

6. University of Idaho – Renewal of Existing Lease – Lookout Federal Credit Union/UI Center Disability and Human Development (CDHD), Pocatello - Action Item

BOARD ACTION

M/S (Liebich / Siddoway) I move to approve the request by the University of Idaho for authority to enter into a lease with Lookout Federal Credit Union in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

IDE

7. Emergency Provisional Certificates – Action Item

BOARD ACTION

M/S (Liebich / Siddoway) I move to authorize the Idaho Department of Education to issue emergency provisional standard instructional certificates for candidates 1-3 as presented above, effective for the 2023-2024 school year only, and pending a cleared background check. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

8. Appointments to the Assessment Item Review Committee – Action Item

BOARD ACTION

M/S (Liebich / Siddoway) I move to approve the request by the Idaho Department of Education to appoint the seventeen (17) individuals identified in Attachment 1 for a four-year term on the Assessment Item Review Committee beginning in fall 2024 and exiting in fall 2028. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

9. Praxis II Assessments and Qualifying Scores – Action Item

BOARD ACTION

M/S (Liebich / Siddoway) I move to approve the proposed Praxis II assessments and qualifying scores as provided in Attachment 1, effective September 1, 2024. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

IRSA

10. Graduate Medical Education Committee Appointments – Action Item

BOARD ACTION

M/S (Liebich / Siddoway) I move to appoint Dr. Brandon Mickelsen, MD of the Idaho State University Family Medicine Residency, to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2027.

A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to appoint Dr. Caroline Elizabeth Gass, MD of University of Washington (UW) Boise Psychiatry, to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2025. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to appoint Dr. Patricia Howell-DelTufo, MD of Eastern Idaho Regional Medical Center to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2025. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to appoint Travis Leach, MBA FACHE of West Valley Medical Center, to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2025. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

PPGA

11. Data Management Council Appointments – Action Item

BOARD ACTION

M/S (Liebich / Siddoway)I move to approve the appointment of William Goodman to the Data Management Council as a K-12 urban district representative commencing July 1, 2024, and ending June 30, 2026. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to approve the appointment of Nashea Noble to the Data Management Council as a community college representative commencing July 1, 2024, and ending June 30, 2026. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to approve the appointment of Ayaka Nukui to the Data Management Council as a State Department of Education representative commencing July 1, 2024, and ending June 30, 2026. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to approve the appointment of Scott Woolstenhulme to the Data Management Council as a K-12 at-large representative commencing July 1, 2024, and ending June 30, 2026. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to approve the appointment of Wesley McClintick to the Data Management Council as a public postsecondary institution representative commencing July 1, 2024, and ending June 30, 2026. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to approve the appointment of Salvador Vazquez to the Data Management Council as a Department of Labor representative commencing July 1, 2024, and ending June 30, 2026. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

12. Accountability Oversight Committee Appointments – Action Item

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the reappointment of Julian Duffey to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2024, and ending on June 30, 2026. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to approve the reappointment of Anne Ritter to the Accountability Oversight Committee for a term of 2 years commencing July 1,

2024, and ending on June 30, 2026. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to approve the reappointment of Roger Stewart to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2024, and ending on June 30, 2026. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

13. Idaho State Rehabilitation Council Appointments – Action Item

BOARD ACTION
M/S (Liebich / Siddoway) I move to appoint Danielle Larsen as representative of Community Rehabilitation Program (CRP) service providers. for a three-year term, effective immediately through June 13, 2027. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to appoint Janice Carson as a representative of a disability group for a three-year term, effective immediately through June 13, 2027. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the consent agenda. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

IDAHO STATE UNIVERSITY BOARD OF TRUSTEES
IDAHO STATE UNIVERSITY COMMUNITY FORUM – Information Item

The following students addressed the Board: Brynli Nalder, Michael Lemos, Mari Santillan, Miriam Province, Bryson Swensen.

Mr. Liebich asked if the students felt prepared to matriculate from high school to college and if they felt there were any specific gaps in their education as they navigated from high school to college. He also asked if they had taken advantage of the dual credit courses offered in high school and if so how many credits were they able to transfer to ISU. The students shared the following: They took between 26 and 60 dual credits at their various high schools and they all felt prepared for entering ISU. One student took

38 dual credit courses and felt very prepared when entering ISU. Another took 60 credits and likewise felt prepared. One of the programs that helped with the transition was the CAMP (College Assistant Migrant Program) program, which helps first generation college students who come from a field work or Hispanic background navigate being a freshman on a college campus. Another student mentioned the Start program which ISU offers as a transition from not being in school for a long time to going to school and they felt that provided all of the resources that were needed to be successful.

Mr. Liebich asked for more information on the START program. He was told that they meet two days a week, there's four classes that you go through like English, math electronics or technology. Then there is an emotional intelligence class. So throughout the four classes students get to see all of the services offered by ISU, so they know where to go for resources such as counseling and tutoring. If you graduate you get an additional scholarship so the benefits for those who might not be able to afford college tuition right away is impactful.

Superintendent Critchfield asked what was unique about ISU and why did they choose it to attend. One student said that ISU was the most affordable option for them. Another said ISU was really close to home and they liked the campus culture. Yet another student shared that she chose ISU because it was far from home but not too far, but it felt like a big campus with a small community feel. This makes it easier for students to get to know their professors and advisors on a personal level, which they thought was important. Another student said it was the different opportunities they were able to have doing undergraduate research which would have been harder to get into at a larger university that propelled them to enroll at ISU. Further, it was shared that it was the reputable academic programs such as the nursing program and physics and mathematics programs that made ISU an attractive option.

Superintendent Critchfield said she was curious if the students could share with the Board why their peers may have chosen not to attend college. The answers ranged from the length of time it would take to get a graduate degree to the crippling debt that they would come out with at the end. Many choose to enter the workforce which seemed simpler to them. Many of their peers are also going to trade or vocational schools. It was also shared that many students graduate from high school and have no idea what they want to do as a career.

Mr. Liebich asked what their biggest challenge in navigating their university experience has been. The students said time management their first semester was a real eye opener. The first-generation students said it was hard because they didn't know what was going on and they needed to figure out what resources were available to them. Another student said developing their social and support network was important but not easy to achieve.

Dr. Hill asked the students how they think the pandemic affected their education and how many courses do they take in person and online and how does that work for them in their individual programs. The students shared that it was difficult not having any social interactions with the other students during the pandemic. Being able to have in-person courses now where everyone gets to interact and build relationships has been helpful. Other students said they like the zoom option for courses and many programs are now completely offered online.

Dr. Hill said this was really the first generation where online classes have become the norm and wondered what their experiences have been in taking online verses in-person courses. The students felt that it would honestly depend on the degree that students are taking. For example, even though electronics classes are online its nice to be in-person with an instructor to get hands on experience and training.

Board President Dr. Clark asked the students if there was something they wanted to share with the Board that the Board didn't ask them. The students wondered if there was any further talk around accelerated programs for degree completion where students can begin taking Master level courses in their junior year of their bachelor's degree. This accelerated option might help with degree completion and even in recruitment of students. Mr. Freeman, Executive Director, Idaho State Board of Education said it was possible, but first institutions would need to bring forward program proposals for the Board's consideration. Leadership of ISU was in the room and heard the request from the students, Mr. Freeman was sure they would investigate how to make accelerated learning a reality.

Mrs. Keough said from her perspective it seems that students feel that in some fields they must have their master's degree when in the past a bachelor's degree would open employment doors for them. Or was this more of a way to minimize the financial and time investment in getting an advanced degree. The students agreed that in this money driven world having a master's degree should ensure a higher salary from the start instead of entering the work force with just their bachelor's degree.

There were no further comments or questions from the Board.

2. Idaho State University – Employees address the Board

The following staff members addressed the Board. They were :
Jessy Sears - Director of Emergency Management
Fredi Giesler - Faculty Senate President & Assistant Professor - Sociology
Noah Harper - Bio skills Lab Supervisor, Meridian
Tyler Burch - Assistant Professor - Business
Kasidy McKay - PPRA Department Chair & Clinical Assistant Professor - Pharmacy
Michelle Brumley - Associate Vice President for Research

Mustafa Mashal - CAES Associate Director & Associate Professor - Engineering
Dave Treasure - Chair of the Trade and Industrial Department, College of Technology

Mrs. Siddoway began by asking Dave Treasure, who has been at ISU almost 40 years, what were the most significant changes he has witnessed during his time on the campus. Mr. Treasure shared that the biggest change he has seen is that there are much better facilities and better equipment than when he started and even more talented faculty with more diversity in students which has led to a better success in job placement and higher paying wage categories for graduates.

Mr. Liebich asked for their perspective on the level of preparedness of the students coming into ISU today versus pre-pandemic. The teachers said that from their perspective the students who take dual credit courses are somewhat prepared and maybe outperforming other freshman. It was also shared that post pandemic many students seem to want in-person instruction over online instruction, but there are those students who are struggling to see that in-person instruction is important to their education and development and in helping them become more engaged with their college experience. It was also observed that many students come into the college environment not fully aware of the time commitment they will need to invest in their academics, nor do they understand the pressures and challenges of higher education and they are unrealistic in how much time they need to study, do research or how much time to put into self-care.

Superintendent Critchfield asked the teachers how they planned to help ISU address some of the concerns the students expressed such as weighing the high cost of getting a college education versus the time commitment in getting a degree. One teacher said he could be more intentional in what he puts in his curriculum to make sure he's doing a good job at helping the students see the value and making sure the course is relevant to the type of work experiences they will encounter. It was also stressed that helping students navigate the financial and physical school environments would also need to encompass taking care of their mental health. Another teacher said recognizing how students are taught is very different today from how it was approached even 5 years ago so faculty need to constantly assess and adapt the way they teach to fit the needs of current learners.

Mrs. Siddoway asked if the teachers were able to tell when a student was using AI and if so how are they adapting to using that technology in their classroom. Some of the teachers shared that it was their job to teach the students how to use AI responsibly, be it in assisting them with a writing project and how to site their sources appropriately. The debate over whether to allow AI in the classroom is ongoing with no clear directions on the horizon. More discussion on this topic will be forthcoming.

Dr. Hill wondered if the students were taking full advantage of the undergraduate research and internship opportunities that were offered to them. The answer was an enthusiastic yes. There is a steady stream of undergraduate and graduate students going through the research labs.

The teachers were asked if there were any questions for the Board. The Board was asked what the Board's vision was and how the higher education institutions in collaboration with entities such as the INL lab, can support that vision. The question was deferred to Dr. David Hill. He said that the INL lab is incentivized through community support to work with local universities to provide opportunities for students, so he encouraged Dr. Wagner to make contact with the lab director and see what opportunities exist. Dr. Hill knows from experience that the INL lab hires many interns over the summer. Dr. Hill also said that the best thing that can happen for a new PhD is to put them with an experienced technician. To clarify, most PhD's that come into the lab are not well trained about how to actually work in the industrial environment and this is where the lab tech can be immensely useful.

There were no further comments or questions from the Board.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Idaho State University – Information Item – President Wagner

Dr. Robert Wagner, President, Idaho State University gave the annual report to the Board sharing the following.

- ISU has a record student retention rate of 74% (up by 11% since 2019)
- $49M in external scholarships have been awarded
- A 33% increase in research expenditures
- $2.25M in external student research support
- $24M raised in scholarships
- $1.1M raised for Bengal Giving Day (a record)
- $27M in new commitments to date
- 4 athletic championships in 4 years
- 89% graduation rate among athletes
- 3.0+ average GPA across every athletic team

In addition, the College of Arts and Letters are adding certificates to programs that provide options for students on conflict management. The College of Health is working on developing an accelerated nursing program.

For the Budget Optimization Financial Impact, the initial budget deficit is $15,700,000. Recurring Savings through Optimization is $7,000.000 (identified without making cuts or

enacting layoffs). New net tuition revenue increase is $2,200.000 which brings the deficit down to $6,500,000 which is expected to be cleared by the end of FY 25 which is ahead of schedule.

President Wagner said ISU will also move into the future by looking outwards and beginning to embrace external opportunities and ways that ISU can serve the state more. They will do that through partnerships and through collaboration with others. President Wagner then introduced Brian Blad, Mayor of Pocatello to the Board who shared that a few years ago he realized that if the university fails the city fails, if the city fails the university fails.

Mayor Blad also initiated the following community events. For the first day of school, Pocatello invites the students to come out into the community in our downtown area and the community is invited to intermingle with the students. Pocatello started Bengal Wednesday, every Wednesday in Pocatello people are encouraged to wear orange and black to celebrate the university. For the end of the school year, Pocatello started *communiversity* where they invite the community onto the campus so that they can see what the students have been able to accomplish in the last year and understand the different programs that the university has to offer the community. Pocatello worked to make Martin Luther King Drive more pedestrian friendly seeing less conflicts with pedestrians and vehicles. The mayor also assigned a police liaison to work with ISU's athletes and different student groups and minority groups throughout the community, so they know who to call if they have any concerns.

Board President Dr. Clark thanked Mayor Blad for his outstanding commitment to collaboration with ISU saying it makes a tremendous difference and the Board appreciates that partnership.

There were no further comments or questions from the Board.

At this time the Board took a 15-minute break returning at 9:44 a.m.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY 2025 Operating Budgets – Action Item

Dr. Hill said the first item in the BAHR agenda concerns the FY 2025 operating budgets. All of the operating budgets for various agencies and institutions are based on the appropriations and guidelines adopted by the Board and are submitted for formal approval every year. The information before the Board today is in summary formats showing program revenue source expenditures, personnel cost by position type, etc. It also shows how much money goes towards administration and how much to faculty. The board approves these annual budgets, thus allowing the agencies and institutions to operate.

BOARD ACTION
M/S (Hill / Keough) I move to approve the FY 2025 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, Public Charter Schools Commission, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs, and Special Programs, as presented in Attachments 2-28. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

Mr. Liebich said he had reviewed the budget for ISU and wondered about the deficit that is being reported and wondered how ISU planned to pay for that debt. President Wagner said ISU will be paying that debt out of reserves. Jennifer Steele, Vice President for Finance, Idaho State University, said ISU will end this current fiscal year with uncommitted central reserves of close to $60 million.

There were no further comments or questions from the Board.

2. Agency Heads Compensation and Chief Executive Officers Contract Terms – Action Item

Dr. Hill said the Board met yesterday with the presidents to conduct an annual performance evaluation and to assess and make recommendations for proposed salary and contract adjustments. These contracts for the presidents of the institutions, established in state board policy, states that chief executive officer annual compensation shall be set and approved by the Board. The Board is therefore recommending the following salaries for agency heads and chief executive officers.

BOARD ACTION
M/S (Hill / Keough) I move to approve an hourly rate of $66.20 (annual salary of $137,696.00) for Jeff Tucker as General Manager of Idaho Public Television, retroactively effective on June 9, 2024. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Hill / Keough) I move to approve an annual salary of $473,448.77 for Marlene Tromp as President of Boise State University, retroactively effective on June 9, 2024, and

M/S (Hill / Keough) I move to approve an amendment to extend Marlene Tromp's contract as President of Boise State University by one year, and for the parties to

execute the fourth amendment to her contract. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Hill / Keough) I move to approve an annual salary of $479,191.78 for Scott Green as President of the University of Idaho, retroactively effective on June 9, 2024, and

M/S (Hill / Keough) I move to approve an amendment to extend Scott Green's contract as President of the University of Idaho by one year, and for the parties to execute the fourth amendment to his contract. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Hill / Keough) I move to approve an annual salary of $297,412.50 for Cynthia Pemberton as President of Lewis-Clark State College, retroactively effective on June 9, 2024, and

M/S (Hill / Keough) I move to approve an amendment for Cynthia Pemberton's contract as President of Lewis-Clark State College by one year, and for the parties to execute the third amendment to her contract. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

Dr. Hill mentioned that the reason Dr. Wagner was not included in this motion is because he was only hired six months ago. The Board did meet with President Wagner yesterday to discuss his experience over the first six months, and he'll be eligible for contract review a year from now.

There were no further comments or questions from the Board.

3. Boise State University – BSU Foundation Operative and Service Agreement Approvals – Action Item

Alicia Estey, Chief Financial Officer, Boise State University, said before the Board today is a request by Boise State University to change its operating and service agreements to facilitate the movement of BSU's fundraising arm to the foundation to create a more seamless experience for donors. To help accomplish this, current vice president for advancement Matthew Ying will leave his position with the university to become the CEO for the foundation where he will report solely and exclusively to the foundation board. All advancement staff will become foundation employees through a loaned employee agreement. The university will charge the foundation for services provided for loaned employees as well as rent and other fees for support services including for

example HR. The foundation will charge the university a fee for each dollar raised and this arrangement is intended to be cost neutral to the university.

BOARD ACTION
M/S (Hill / Keough) I move to approve the request by Boise State University to enter into an Operating Agreement with Boise State University Foundation, Inc. and to authorize the President to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 1. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Hill / Keough) I move to approve the request by Boise State University to enter into a Service Agreement with the Boise State University Foundation, Inc. and to authorize the President to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 2. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

4. Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College – FY 2025 Increase to Athletics Spending Cap – Action Items

Dr. Hill said the next item is a proposed increase in athletic spending caps at the various institutions. All four of the universities are requesting an increase to their annual FY 2025 athletic spending limits and respectively Boise State University is seeking a $1 million increase, Idaho State $1.2 million, Lewis Clark State College half a million, University of Idaho a $1.35 million increase. It's important to note that these are permanent adjustment requests not one-time waivers. The requests aim to fix a number of issues. In the case of ISU allowing for flexibility and funding to address inflation, for Boise State and University of Idaho to support program growth and Title IX and for LC which needs to build out its Title IX recovery plan.

BOARD ACTION
M/S (Hill / Siddoway) I move to approve the request to permanently increase the annual Athletic Spending Limit for Boise State University to $10,004,500 for FY25. A roll call vote was taken, and the motion carried 5-0. Superintendent Critchfield voted nay. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Hill / Siddoway) I move to approve the request to permanently increase the annual Athletic Spending Limit for Idaho State University to $7,832,800 for FY25. A roll call vote was taken, and the motion carried 5-0. Superintendent Critchfield voted nay. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Hill / Siddoway) I move to approve the request to permanently increase the annual Athletic Spending Limit for Lewis-Clark State College to $4,574,900 for FY25. A roll call vote was taken, and the motion carried 5-0. Superintendent Critchfield voted nay. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Hill / Siddoway) I move to approve the request to permanently increase the annual Athletic Spending Limit for University of Idaho to $9,251,700 for FY25. A roll call vote was taken, and the motion carried 5-0. Superintendent Critchfield voted nay. William G. Gilbert, Jr. and Cally Roach were absent from voting.

Dr. Hill said athletic limits are set in policy as a specific fraction of the appropriated amount. He further shared that he felt it was bad policy to continually wave policy. It means either the policy is out of date or there's something wrong with it and it needs to be fixed. While this request is justified in the current environment he hoped the Board would go back and look at the policy and come up with a more reproducible way of calculating and assessing what the athletic spending cap limit is and recognize this sets the amount of money from state appropriation that can be spent on athletics. From a legislator's point of view, they're appropriating these monies for education so this is why the Board limits the amounts that can go to athletics.

Mr. Freeman said there is currently a formula in policy that increases at the same rate that the general fund appropriation increases. However, in discussions with Board members it seems that the formula being used is out of date. It is perhaps time for the Board to update the formula rather than doing one off increases.

Mr. Liebich agreed saying that this would not be the last time the Board discussed this issue as the financial model for college athletics is broken and with every new decision the NCAA makes around the transfer portal it breaks even more. Each institution is either going to have to find ways to increase philanthropy by an order of magnitude just to keep the lights on or the issue is going to come back to the Board.

Dr. Hill ended the discussion by saying he believed that a mandate was given to Board staff to put this at the top of the list for reviewing and making appropriate modifications to the policy and the Board will expect that work to begin right away.

There were no further comments or questions from the Board.

5. Boise State University - Men's Head Football Coach Contract - Action Item

Dr. Hill said the next item concerns BSU's men's head football coach contract. The coach's contracts come to the Board when they exceed a financial amount but in reality these contract amounts are set by market conditions and the Board has little or no influence over the amount.

Ms. Estey continued by saying that the proposed contract is a 5-year, 3-month agreement. The base salary for the first full year is $1.1 million with an additional $455,000 in academic achievement and athletic performance incentives that are possible. The contract has two one-time retention payments that are payable in 2027 and then in 2029 if coach Danielson is still employed as the head coach at the time those payments are due.

BOARD ACTION
M/S (Hill / Critchfield) I move to approve the request by Boise State University to enter into the multi-year agreement as proposed with Spencer Danielson as head coach of BSU's football team. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

Mr. Liebich asked for clarity on what is BSU's obligation if they decide to terminate the contract versus the obligation of financial payment that would come to the university if Coach Danielson decided to go elsewhere to coach. BSU replied that the buyout for the University approach would be to at least incentivize the first couple years for Spencer, so you'll notice years one and two it's a larger number ($2.5 million) and then it shrinks down to $500,000 in his last couple years. On BSU's side it's a balance between winning percentage and the other conditions the program expects.

There were no further comments or questions from the Board.

6. University of Idaho - Bidding and Construction Authorization for the Proposed Huckabay (WWAMI) Medical Education Building Expansion – Action Item

Brian Foisy, Vice President for Finance, University of Idaho, said the next item concerns the University of Idaho bidding and construction authorization for the proposed Huckabay medical education building expansion. In April of 2024 the board approved the expansion of the Huckabay medical education building on the six-year capital

improvement plan and approved the design phase for this proposed expansion over the course of the five-year life of the building. As the WWAMI program has grown there is a need for facility expansion to add space for faculty offices, a classroom, and support spaces. The proposed addition is approximately 5,400 gsf. The site plan of the original structure accounted for an eventual expansion of the facility. In terms of project schedule, the design team is currently working towards a Ready to Advertise (RTA) for bid date of July 2024, with an overall goal of construction completion in summer of 2025 and desired occupancy for the 2025-26 Academic Year.

Based on the design work and construction documents developed to date, the cost of general construction for this proposed expansion is estimated by a third-party construction costs consultant at $3,585,000. Owner's costs, costs of architectural services, reasonable and rational construction and project contingencies bring the total estimate project costs to $4,496,900. The source of funds for this project effort is WWAMI program funds set aside for this project initiative.

BOARD ACTION
M/S (Hill / Keough) I move to approve the request by the University of Idaho to implement the Bid and Construction phases of the proposed Huckabay Medical Education Building Expansion, with a projected total cost of $4,496,900, as described in the materials submitted to the Board. Construction authorization includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the planning and design phases of the project. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no further comments or questions from the Board.

7. University of Idaho - Men's Head Football Coach Contract Extension - Action Item

Carl Klein, Office of General Counsil, University of Idaho, shared that this is a renegotiated contract with UI's head football coach. The initial contract was negotiated in 2022 and ending in 2027. This new contract is going through January 31, 2029. An increase of annual compensation for media obligations from $125,000 to $200,000. The updated tables in the contract clearly show financial obligations if the Termination of Convenience Clause is acted upon by either Coach Eck or UI.

BOARD ACTION
M/S (Hill / Siddoway) I move to approve the University of Idaho's request to approve the multi-year employment contract extension for the Football Team Head Coach in substantial conformance with the form submitted to the Board as

Attachment 1. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

8. Idaho Division of Vocation Rehabilitation (IDVR) interim Administrator Appointment – Action Item

Mr. Freeman said the final item for the BAHR agenda is regarding the Division of Vocational Rehabilitation. The previous administrator resigned on May 31st, 2024. Since that time, he has been serving as the acting administrator working closely with the governor's office to identify a potential interim administrator. As a result of those conversations, Judy Taylor, who is currently the director of the Idaho Commission on Aging, has agreed, if the Board is willing, to serve as the interim administrator. Due to some prior commitments that Ms. Taylor has that are front loaded in the summer and early fall, related to her Commission on Aging responsibilities, it made sense to recommend a 9-month interim appointment. Ms. Taylor will commit the majority of her time to the Division of Vocational Rehabilitation. She will only maintain maybe eight hours a week for her work on commission on Aging but understands that this administrator position for vocational rehabilitation will require the majority of her time. Mr. Freeman has spoken with Ms. Taylor, and she has agreed to serve if that is the will of the Board.

BOARD ACTION
M/S (Hill / Critchfield) I move to appoint Judy Taylor as Interim Administrator for the Division of Vocational Rehabilitation effective June 17, 2024, for a term not to exceed nine months, and to set her compensation at $64.87/hr. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

IDAHO DEPARTMENT OF EDUCATION

1. K-12 Overview – Information Item – Superintendent Critchfield

Superintendent Critchfield gave the Board an update on activities from IDE.

IDE 2024 Summer Initiatives

- There are currently 28 mentors helping student teachers. IDE hopes to be able to provide mentors to 200 teachers. Mentors will be helping with all types of things such as how to take attendance, answering who do they talk with at a school if they have an issue, what protocols do they need to follow and what

meetings should they attend and basically answering the questions new teachers have that build anxiety. IDE is looking to expand this program using Master Teachers who left the profession and enlist their help as mentors.

- IDE is initiating a formal resource for ethics training. Their professional standards committee receives and reviews all of the ethics complaints that IDE receives and makes recommendations. Unfortunately, there has been an uptick in the number of complaints, so IDE is working on a reminder course that when an individual becomes certified to teach they also take a pledge to behave ethically.
- The Millennium Fund Committee is a joint legislative committee charged with making decisions around the tobacco settlement money that paid to the state. They are looking at anti-vaping measures around the state. One of the programs available for the funding is for schools to put vape detectors in bathrooms and locker rooms. Another area they are working on addressing is mental health training to help with fighting the fentanyl crisis. The Legislature awarded the millennium fund $3.3 million dollars to advance their initiatives.
- Special Education hiring has always been a challenge and to get to the heart of the issue IDE will be holding a couple of round table discussions with parents and teachers to learn more about how to fix this problem. IDE believes that the issues around special education are not just money issues but they address what the kids need, what the parents expect and what the role of the school is.
- IDE is developing a parent pocket guide so that when they go into an IEP meeting they have a better understanding of some of the terminology being used when discussing their student and their needs.
- IDE held an absenteeism listening session a few weeks ago with school districts and here are a few of the takeaways. 1. Attitudes toward schooling have changed post covid and that attitude is across all economic groups. 2. The feeling that post covid attending school is optional. 3. School surroundings and classrooms need to be more attractive. 4. Schools need ways to enforce attendance policies.

HB521 Implementation Update

- This is the $1.25 billion appropriation allocated for school modernization.
- The money is set to be distributed at a date past August 31 of 2024. The date for distribution for the first round of funding will hopefully begin in late September or early October.
- IDE has put out an RFP for software so that every district is filling in the same form to make reviewing their requests easier. The schools will also need to submit their plan, who did they talk to to develop that plan and who in their community did they involve.

- IDE will know by July the distribution that will go to districts since that number is based on attendance.

Ryan Cantrell, Assistant Superintendent of Public Instruction, Idaho Department of Education gave the next update.

Idaho Reading Indicator (IRI)

- The RFP for the IRI is currently on track and it will close at the end of June. When it does IDE will gather subject matter experts who will score those RFPs based on a rubric, and they will do that by the end of July which means that by mid-August IDE expects to award a contract to whomever the vendor is for the Idaho Reading Indicator.
- If the contract is awarded to the same vendor then nothing will change. However, if the new contract is awarded to a different vendor, IDE will run two processes in the fall. The original IRI which is currently I-Station and using the new vendor they will run a pilot program with several districts to validate how it's working.
- If the vendor changes, it would be one year from this fall before that process would change for all districts.

K-12 Report Card

- The RFP for the K-12 Report Card is on a similar track and will close at the end of this month.
- Once the RFP closes IDE will get together subject matter experts and score the RFP's using the rubric developed. That will happen at the end of July.
- IDE expects to begin implementation of the new K-12 Report Card sometime in December.

As implementation begins on both programs, IDE will bring back more data and outcomes for the Board's review.

There were no comments or questions from the Board.

2. Request to Reallocate COVID Funding – Action Item

Gideon Tolman, Chief Financial Officer, Idaho Department of Education said a couple of years ago there was an amount allocated by the Board to the department to administer the K-12 covid funding and both the flowthrough funding to schools and the administrative funding to the department will expire at the end of this year.

As IDE is drawing closer to that date they projected how much funding the department will need to close out the co-funding administration which has been determined to be $526,000. There are four items that IDE would like to use that one-time funding for instead.

- $410,000 to provide training and professional development to K-12 districts and charters in implementing professional learning communities.
- $35,000 to identify and share best practices in addressing early literacy instruction and success on the Idaho Reading Indicator.
- $15,000 to provide leadership training and support for charter schools in connection with the Idaho Principals Network and Idaho Superintendent Network; and
- $66,000 to provide for the one-time purchase of 504 software in Idaho's EDPASS system to support the rising impact of students with health and behavioral needs in schools.

BOARD ACTION
M/S (Critchfield / Siddoway) I move to authorize $526,000 of the ARP ESSER SEA set aside funds for administrative costs to be allocated for professional development in professional learning communities, events to share best practices for success on the Idaho Reading Indicator, charter school leadership development, and technical assistance and EDPASS for 504 plans as described above. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

3. Request to Approve Content Standards Updates for the Following Content Areas: Arts/Humanities; Computer Science/Technology; Social Studies and Driver's Education – Action Item

Mr. Cantrell said State Content Standards describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. IDE is expected to review these standards every five to six years.

IDE has conducted a thorough content standards review process, including compiling a committee of stakeholders and content area experts, hosting in-person and virtual meetings, preparing multiple drafts of each set of content standards, and soliciting feedback from the public through multiple methodologies.

Thus far in 2024 these are the standards that have been reviewed.

- Arts & Humanities

- Driver Education
- Social Studies
- Computer Science and Information and Communication Technology

The Revision Process and Instructions

- Prioritize the most important concepts
- Lessen complex verbiage (student friendly)
- Remove guidance language
- Reduce the number of standards (if applicable)

Additional Notes

- All committees had representation from each of the six educational regions in the state. Financial Literacy standards were established within the Economic Standards in the content of Social Studies.
- K-8 Computational Thinking and Digital Literacy standards were established in alignment with new instructional requirements.

BOARD ACTION
M/S (Critchfield / Siddoway) I move to approve the revisions to the Arts and Humanities Content Standards as submitted in attachments 8, 10, 12, 14, 16, 18, 21, 23, 26, and 28. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Critchfield / Siddoway) I move to approve the revisions to the World Language Content Standards as submitted in attachments 31, 34, 36, and 37. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Critchfield / Siddoway) I move to approve the revisions to the Driver Education Content Standards as submitted in attachment 39. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Critchfield / Siddoway) I move to approve the revisions to the Social Studies Content Standards as submitted in attachment 46. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting. **AND**

M/S (Critchfield / Siddoway) I move to approve the revisions to the Computer Science, and Information and Communication Technology Standards as submitted in attachments 48, 50, and 51. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

4. Instructional Day Minimums for Schools Operating on Four-Day School Weeks – Action Item

Superintendent Critchfield said H521 and H766 were passed and signed into law during the 2024 legislative session, amending Idaho Code Title 33, Chapter 9 with the addition of a new section designated as Idaho Code Section 33-916, "Eligibility of School Districts for School Modernization Facilities Fund Distributions."

Specifically, the requirement states that in order for a school district to receive either the annualized distributions or the lump sum distribution, it must attest that it meets the minimum student instructional day or hour requirements set by the State Board of Education. The Board will adopt these requirements no later than August 1, 2024, and implement them no sooner than July 1, 2025. Additionally, the law states that the Board may phase in such requirements over a multi-year period.

On April 17, 2024, the Board discussed its requirement to set a minimum number of instructional days (in addition to existing hourly requirements) to meet the statutory requirement for adoption no later than August 1, 2024. Local Education Agencies (LEAs), i.e., school districts or public charter schools, would be required to meet the hourly instructional requirement or instructional days requirement of the State Board.

There are 38 4-day LEAs that have fewer than 146 instructional days. The average 4-day district's students attend an average of 1030 hours, while the average 5-day district's students attend an average of 1049 hours.

Although the Board will set the minimum instructional days during its June meeting, this requirement will be phased in for the 2025-2026 school year. Districts will be required to attest that they meet this requirement or the minimum hour requirement in state law no later than July 1, 2025.

The school districts who receive this distribution must meet this minimum student instructional days set by the Board or the instructional hour requirements in law.

Based on the information and data at the April and June Board meetings, the State Department of Education recommends setting a minimum of 152 instructional days.

This number is based on the fact that the average number of instructional days for our 4-day school districts being 146 days and 38 4-day LEAs have fewer than 146 instructional days. The addition of a week is a reasonable request for these LEAs and can be implemented within a year.

BOARD ACTION
M/S (Critchfield / Siddoway) I move that the Board sets the minimum instructional day requirement at 152 days in compliance with Idaho Code Section 33-916 with districts attesting to the Board that they will meet this requirement or the hourly instructional requirement no later than July 1, 2025, during their district calendar setting for the 2025-2026 school year. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

At this time the Board took a 45-minute break returning at 12:46 p.m.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

2. Board Policy VII.C – CTE Certifications Endorsement Update – First Reading of Proposed Amendments – Action Item

Tracie Bent, Chief Administrative Officer, Career Technical Education, said the division of CTE is responsible for issuing CTE teacher certifications. Along with those certificates are endorsements to indicate what areas the teachers can teach in and what program areas are contained in Board policy. As the division goes through the process of updating standards, identifying new program areas, CTE must come forward to update the policy as well as to bring the existing endorsements into alignment or to add new endorsement areas. The agenda item before the Board will update the titles of small engine repair which has been changed to Power Sports and Outdoor Power equipment as well as making technical amendments including updating the existence reference to IDAPA 08022 and changing the name of the heavy equipment diesel technology endorsement to heavy duty truck and equipment. In addition to that CTE added aircraft maintenance cyber security and cyber technology.

BOARD ACTION

M/S (Liebich / Siddoway) I move to approve the first reading of Board Policy VII.C. Career Technical Educator Certification as provided in Attachment 1. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.
There were no comments or questions from the Board.

3. Board Policies VII.A (General Policies and Definitions), VII.B (Program Delivery), and IV.D (Educator Preparation and Certification) – Second Reading of Proposed Amendments – Action Items

Ms. Bent said as noted this is the second reading and there were no changes between the first and second reading. In section VII.A and B. that updates the process for reviewing and approving the content areas for the Career Technical Education Pathways. A pathway is the combination of courses in a sequence that can lead a student to an industry certification credential or move them into a postsecondary CTE program. The amendment in Board Policy IV.D. is to align the language to actually reference the pathway content standards as opposed to a content area.

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the second reading of amendments to Board Policy VII.A and B as provided in Attachment 1 and Attachment 2. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Siddoway) I move to approve the second reading of proposed amendments to Board Policy IV.D. as provided in Attachment 3. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

4. Board Policy I.G (Conflict of Interest), Board Bylaws, and Board Policy II.Q (Conflict of Interest and Ethical Conduct – All Employees) – Second Reading of Proposed Repeal and Amendments – Action Item

Ms. Thompson said Board Policies I.G. and II.Q. both address conflicts of interest. Proposed changes include relocating the text of I.G. to the Board's Bylaws to clarify its application to Board members. Policy II.Q. is located within the Board's human resources policies and procedures and is applicable to the employees of the institutions

and agencies under the Board's governance. Additional changes to both policies are intended to make references consistent between the two policies.

The proposed repeal and relocation of conflict-of-interest policy related to Board Members will ensure that policy related to Board Members is more properly located in the Board Bylaws. The proposed revisions to Board Policy II.Q will help clarify the conflict of interest and ethical conduct expectations of employees. No changes were received between first and second reading.

BOARD ACTION
M/S (Liebich / Hill) I move to approve the proposed repeal and relocation of Board Policy I.G., the proposed revisions to the Board Bylaws, and the proposed revisions to Board Policy II.Q as presented in Attachments 1, 2, and 3. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

5. Board Policy V.W - Litigation – Second Reading of Proposed Amendments – Action Item

Ms. Thompson shared that Board Policy V.W. provides foundational guidelines for the management of lawsuits, legal documents, and other official notices. Board Policy V.W. includes reporting requirements. The proposed revisions clarify that the specified reports are to be provided to the executive director. Revisions also provide for consistency in formatting.

No comments were received, and no changes were made between the first and second reading of this proposed amendment.

BOARD ACTION
M/S (Liebich / Keough) I move to approve the proposed amendment to Board Policy V.W. as presented in Attachment 1. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

6. Board Policy V.H - Audits – Second Reading of Proposed Amendments – Action Item

During the reading of this agenda item, it was questioned why this particular item came through PPGA and not BAHR when there will be further revisions being brought forward

at the August Board of Education meeting through the BAHR Committee. It was decided to make a motion to table this agenda item.

BOARD ACTION
M/S (Liebich / Keough) I move to table this agenda item. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

7. Board Policy I.M – Annual Planning and Reporting – Second Reading of Proposed Amendments – Action Item

Ms. Thompson shared that the proposed revisions to Board Policy I.M. largely removes unnecessary repetition of statute and DFM guidance. The revisions propose to retain only the additional requirements for agencies and institutions under the governance of the Board. This includes the timeline for Board approval of strategic plans.

No comments were received, and no changes were made between the first and second reading of this proposed amendment.

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the proposed amendment to Board Policy I.M. as presented in Attachment 1. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

Mr. Liebich asked if these changes were actually helpful to the institutions, who actually have to do the strategic plans. Ms. Thompson said she's met with the institutions a few times to talk about this process. There seems to be really significant support for the ability to have those conversations and start the process. The adjustments in the Board policy are a little anticlimactic because nothing happens today, this approval allows us to move forward with the right discussions in the right format.

There were no further comments or questions from the Board.

8. Temporary and Proposed Rule Docket 08-0111-2401 – Registration of Postsecondary Educational Institutions and Proprietary Schools – Action Item

Ms. Thompson said should the Board approve the temporary and proposed rule, and the Governor approves promulgation, the rule would go into effect temporarily beginning on July 1, 2024, and concluding at sine die of the 2025 legislative session. If

promulgated the notice will appear in volume 24-7 of the Idaho Administrative Rule Bulletin.

The proposed changes align this rule with the 2023 changes made by the U.S. Department of Education (US DOE) with regard to language around accreditation. The US DOE no longer uses the term "regional" when referencing accreditation, which is currently referenced in subsection 08.01.11.100 titled Recognition of Accreditation Organizations. Removing the word "regional" ensures that Idaho's rule is aligned with the update in federal terminology.

The proposed changes are exempted from the negotiated rulemaking process because they are necessary to reflect changes made at the federal level; therefore, a temporary rule is justified. Temporary rules must be approved by the Board and authorized by the governor.

The proposed rule, which is the same as the temporary rule, would be considered by the legislature during the 2025 legislative session and would be codified upon the concurrent resolution of both committee floors with identical action. It is requested that the proposed rule be effective as of sine die of the 2025 legislative session. This proposal was brought forward by the Board's Chief Academic Officer and the Board's State Authorization Program Manager in 2023 after they became aware of the federal change to the language.

BOARD ACTION
M/S (Liebich / Hill) I move to approve temporary and proposed rule – Docket 08-0111-2401, as submitted in Attachment 1, effective July 1, 2024, contingent upon approval to promulgate the temporary rule by the governor. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

9. Temporary and Proposed Rule Docket 08.0201.2401 – Rules Governing Administration – Action Item

Ms. Thompson shared that to ensure conformity with recent changes to legislation made by H422 (2024) and H521 (2024) additional information must be collected through the Idaho System of Educational Excellence (ISEE) data collection system. Idaho Code 33-133(3)(g) requires that any new data points proposed for collection through ISEE must be presented to the governor and the legislature for their approval through the administrative rulemaking process.

H521 amended Section 33-911, Idaho Code such that it will now be necessary to identify whether a student is in attendance at a physical facility in order to properly calculate the distribution of facility funds. A "physically on campus" data point will be added to ISEE.

H422 repealed and replaced Section 33-5207, Idaho Code. The new section amends several aspects of funding distributions for charter schools. Particularly in cases where a student may be dual enrolled in more than one school, it will be necessary to determine which school is responsible for the provision of special education services. Adding a "responsible district/school" data point to ISEE will facilitate the state's ability to determine a school's eligibility for funding requests and hold schools accountable for the provision of special education services.

Should the Board approve the temporary and proposed rule, and the Governor approves promulgation, the rule would go into effect temporarily beginning on July 1, 2024, and concluding at sine die of the 2025 legislative session. If promulgated the notice will appear in volume 24-7 of the Idaho Administrative Rule Bulletin.

The proposed rule, which is the same as the temporary rule, would be considered by the legislature during the 2025 legislative session and would be codified upon the concurrent resolution of both committee floors with identical action. It is requested that the proposed rule be effective as of sine die of the 2025 legislative session.

BOARD ACTION
M/S (Liebich / Critchfield) I move to approve temporary and proposed rule – Docket 08-0201-2401, as submitted in Attachment 1, effective July 1, 2024, contingent upon approval to promulgate the temporary rule by the Governor. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

10. Temporary Rule Docket 08.0203.2402 – Rules Governing Thoroughness – Action Item

Ms. Thompson said the last rule before the Board today is IDAPA 08.02.03, Rules Governing Thoroughness, which 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.

Should the Board approve, and the Governor promulgate this temporary rule, it would go into effect on July 1, 2024, and expire upon the legislature adjourning sine die at the conclusion of the 2025 legislative session. If promulgated the notice will appear in volume 24-7 of the Idaho Administrative Rule Bulletin.

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 2025 legislature. These revisions would be codified upon the concurrent resolution of both committee floors with identical action as of sine die of the 2025 legislative session.

BOARD ACTION
M/S (Liebich / Critchfield) I move to approve temporary rule – Docket 08-0203-2402, as submitted in Attachment 1, effective July 1, 2024, contingent upon approval to promulgate the temporary rule by the Governor. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

11. Strategic Plans – Postsecondary Institutions and Agencies Under the Board's Governance – Action Item

Ms. Thompson said 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. the submitted draft plans were included in the meeting materials for the Board's regularly scheduled April meeting.

Two institutions and one agency made changes between the first and final drafts. All other strategic plans are presented with no changes from April.

Changes include:

- At the time initial drafts were submitted to Board staff in March, Idaho State University had not yet finalized the methodology for 3.A.ii, 4.D.ii, 5.A.ii, and 5.B.iii and iv. Methodologies are not a required element of the strategic plan, but as these have now been finalized, ISU has included previous year data in the final drafts for the Board's reference. Additionally, minor updates were made to five-year benchmarks for 2.B. and 4.B.

- Idaho Division of Career Technical Education made several minor technical adjustments, including moving a measure to better align with the Board's K20 plan (Goal I.C.) and dividing one measure into two metrics for clarity (2.A.)

- The College of Eastern Idaho made corrections to data that inaccurately represented outcomes in previous years (1.A.1. and 1.B.). They also added additional measures at 3.C.2, 3.D.2., and 3.E. Please also note the structured summary of the plan included on page 11 of CEI's strategic plan. This is a unique and user-friendly feature.

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the institution and agency strategic plans as presented in Attachments 2-14. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

12. Proposed Legislative Ideas for 2025 – Action Item

Ms. Thompson shared that the State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact.

All legislative ideas for the 2025 legislative session must be submitted to DFM by the end of June 2024. Therefore, legislative ideas from the institutions and agencies must be submitted for the Board's consideration at its regular June meeting.

Legislative idea 1 would fulfill a significant need to better ensure student safety in our schools. The work will be led by Mike Munger, OSBE's School Safety and Security Director. His team has conducted significant research over the past year. The financial impact is estimated at less than $100,000. Board staff recommend pursuing this work as necessary for the safety of children in our state.

Legislative idea 2 - H738 (2024) shifted the appropriation of broadband program funds from the Idaho Department of Education (IDE) to the State Board of Education. However, Section 33-5605(1), Idaho Code provides that the IDE shall distribute monies appropriated for broadband and related services. It is necessary to amend Section 33-5605, Idaho Code to ensure all relevant sections of code are in alignment.

Legislative ideas 3 and 4 would ensure that CTE teachers are placed on and move along the career ladder in alignment with the intent of the original legislation. This work would serve to improve the state of Idaho's educator pipeline. This would be led by Tracie Bent, CTE Chief Administrative Officer. The financial impact of this work is less than $100,000 in total.

There is a 5th Legislative proposal in the Board paperwork that came from the Middle Grades Math Work Group. This work group was established by the Board in 2022 with the task of bringing recommendations back to the Board. They did meet with the Board and provided some recommendations one of which was to start on a comprehensive math plan. There's still work to be done before we bring this huge request for financial support before you so it's not time to bring this forward.

BOARD ACTION
M/S (Liebich / Hill) I move to approve legislative ideas 1, 2, 3 and 4 as presented in Attachment 1 to move forward in the Executive Agency Legislative process. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

AND

M/S (Liebich / Hill) I move to authorize the Executive Director to submit these legislative ideas and any additional proposals that may be identified after the June Board meeting and July submittal deadline as necessary through the Governor's legislative process. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

13. Registered Teacher Apprenticeship Program for Special Education – Action Item

Ms. Thompson said the request before the Board today is to allow OSBE to submit an application for a second apprenticeship program specific to special education. The special education certification process has some federal requirements. It's separate from our K-8 teacher registered apprenticeship program in that it would require a bachelor's degree in order to complete the apprenticeship program and it would also require that an apprentice be noted as the teacher of record while they are serving as an apprentice. Apprentices would work with our traditional institutions through the process to completion.

Katie Shoup, Educator Effectiveness Program Manager, Idaho State Board of Education, said this pathway is unique because it does blend paid employment with

training for the teacher apprentice who will also have access to apply for federal funding to help reduce the costs of tuition. This is also a great opportunity for us to increase our pipeline and increase equity as far as reducing barriers for entry into this field.

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the registered teacher apprenticeship standards for special education for use by our local education agencies, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

14. Proposed Amendment to the Idaho Consolidated State Plan – Action Item

Alison Henken, K-12 Accountability and Projects Program Manager, Idaho State Board of Education, talked about the few changes that have happened between when AOC brought this agenda item to the Board in April and what is being proposed to send to the US Department of Education.

Board and Department staff co-facilitated four (4) online focus groups that were attended by over 130 people. Feedback from the focus groups included:

- General support of the draft approaches to setting new goals and making changes to the trajectory growth model.
- Recommendations to adjust the graduation rate goals and English Learner progress goals by lowering them modestly so they have the potential to be achieved; and
- Suggestions to adjust the growth model to adjust the targets created for students who score proficient or advanced to expect them to maintain a score within their sub-category or category, rather than increase by one sub-category.

If approved, this amendment will ensure that Idaho's Consolidated State Plan remains in full compliance with federal law by establishing new long-term goals and measurements of interim progress. Additionally, the amendment would create a new process for establishing student targets, which will impact the growth indicator within the state's school accountability system. If the proposed amendment is approved by the Board, the State Superintendent of Instruction will submit the amendment to the U.S. Department of Education for final consideration. Proposed changes will not take effect until the amendment is approved by U.S. Department of Education.

For a complete review of the changes and recommendations please navigate to; https://boardofed.idaho.gov/event/board-meeting-pocatello-4/ Planning, Policy and Governmental Affairs.

BOARD ACTION
M/S (Liebich / Siddoway) I move to approve the Amendment to the Idaho Consolidated State Plan, as aligned to the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA), as provided in Attachment 1 and authorize the State Superintendent of Public Instruction to submit the amendment request on behalf of the State Board of Education. A roll call vote was taken, and the motion carried 6-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

There were no comments or questions from the Board.

At this time the Board recessed for the evening at 1:46 p.m.

Thursday, June 13, 2024 – 8:00 a.m. (Mountain Time)

Prior to the start of the meeting, Board President Dr. Linda Clark asked for a moment of privilege so that she and the Board could recognize a few individuals who have had an impact on the Board of Education office. She started by thanking Dr. Rick Aman, President, College of Eastern Idaho (CEI) for his work as the first President of CEI. Dr. Clark mentioned his enthusiasm and vision when she attended the ribbon cutting at CEI and said he had done stellar work over these last few years in making that vision, and the vision of his community a reality, and she thanked him very much for all of his efforts and she wished him well in his retirement.

Next, Dr. David Hill. Dr. Clark read from the plaque, *"Presented to Dr David Hill in appreciation for your dedicated service to the students and educators of Idaho while serving on the Idaho State Board of Education 2014 to 2024."* Dr. Clark continued by saying it's really hard to have enough words to describe Dr Hill's contribution over the past 10 years to the Board of Education. He has never said no to any request that was made to serve on a committee, a work group, or to consult on Board matters. With his clear vision he has often brought clarity to challenging and difficult discussions. He's also done a great job of keeping the Board true to its policy as was evident yesterday and he will be sorely, sorely missed. Thank you David for all of your many contributions over the past 10 years. Superintendent Critchfield contributed to the accolade by saying its truly hard to capture the influence and impact that Dave had not only on-Board members but on people from around the state, and he would be missed.

The final recognition was for Matt Freeman, Executive Director, Idaho State Board of Education. Dr. Clark read from his plaque, *"Presented to Matt Freeman, thank you for 15 years of dedicated service to the Idaho State Board of Education and the students of Idaho. Your steady leadership, sense of humor, genuine care and respect for others*

and deep commitment to advancing public education in Idaho will never be forgotten 2009 to 2024." Dr. Clark shared that she had worked with a lot of folks over the years but never with a leader who led with more integrity and honesty than Matt. He has a commitment to the students of Idaho and to our unique system. It seems inadequate to say thank you Matt, but we do thank you with all our hearts for all of your hard work.

BOARD ACTION
M/S (Liebich / Hill) I move to remove IRSA agenda item 8 from the agenda. A roll call vote was taken, and the motion carried 7-0. William G. Gilbert, Jr. and Cally Roach were absent from voting.

WORK SESSION

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

A. Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses

Superintendent Critchfield led the work session discussion. She began by asking the Board a series of questions that she needed the Board's input on. She said the intent was to then bring this item back to the Board at the August Board meeting with a first reading of Policy III.Z.

Question 1. Should the right of first refusal time frame be three months or six months?
Discussion: In reality the three-month time frame is most likely not adequate for an institution to do what they need to so six months would be better; however, three months should be sufficient for straight forward requests. It is the times when the requests are complex, and the institution has to address things like accreditation or having to deal with outside influences that they may need to stray outside of the three-month limit. As long as there is flexibility for the institutions to say they cannot meet the deadline in the three-month time frame due to outside considerations they should be allowed to continue. However, the institutions cannot wait until the three-month limit is up to say they need additional time to complete the review. The institution who owns the right of first refusal needs to come forward with a concrete plan, with time scales, if time scales are determined by outside factors such as accreditation.

Dr. TJ Bliss, Chief Academic Affairs Officer, Idaho State Board of Education clarified that the designated institution(s) may respond in one of three ways: i. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest. ii. Determine to offer the proposed program and submit to the Board Office a Letter of Intent within 6 months AND a program proposal within 12 months of receiving the Letter of Interest. iii. Refute the claims in the Letter of Interest and request the Board

to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.

Question 2. Should the Board review the designated service regions? And if so what are those regions ensuring rural areas are served and not abandoned?
Discussion: If designated service regions imply a commitment of the institution to serve that region then the geographical locations make sense. If it implies a barrier to stop other people coming in with what might be needed in that region then it definitely needs to be reviewed. Another factor is what will be the cadence to review the service regions. Is this a one and done revision or will this review be done every so many years.

Dr. Bliss reflected that the designated service regions have been in place since the 1980's. Board Policy III.Z. didn't come into play until 2003. The Board said knowing that the designated service regions have been untouched since the 1980's lends to the need for a review. Idaho is so different than it was just 10 years ago in terms of where the population centers are, and in terms of where the future trajectory of growth in different parts of the state are relative to where the institutions are located.

Question 3. Does online education stay removed from Policy III.Z.?
Discussion: It was felt that online education is not controllable. A student is going to take courses where they can, so trying to control that would limit opportunities for Idaho students and that is not the purview of Policy III.Z.

Question 4. Are the two-year colleges included in the Policy III.Z. discussion to the extent that they want to offer bachelor's degrees?
Discussion: If Community Colleges are regional then their boundaries are set and III.Z. does apply when they wish to offer courses outside of that boundary.

Mr. Freeman clarified and said the Board of Education has a statutory requirement to review and approve programs to ensure unnecessary duplication of course offerings. That is one of the few direct governance responsibilities that this Board has with respect to the community colleges.

Question 5. Should the one sentence statement in Policy III.Z., which restricts institutions from offering statewide courses outside of their regions and forces them to use resources from the institution in that region be stricken.
Discussion: Policy III.Z. states that if an institution wants to offer a program in a region outside its geographical region, or somewhere else in the state, they must use the resources of the institution in that location. For example, if Idaho State wants to offer a program that it has statewide responsibility for in the Treasure Valley policy requires that they use the courses that are taught by BSU or CWI instead of offering their own Gen Ed courses to avoid unnecessary duplication. Of concern with continuing this

portion of III.Z. was what was in the best interest of the student. Another aspect of continuing this portion of the policy was the conversation around salary discrepancy for faculty. If UI were to set up Gen Ed courses at the Water Center what would encourage adjunct faculty from CWI to seek employment via UI instead of BSU because the salary would be higher for UI's Gen Ed courses than BSU's. This could benefit UI students while harming BSU students.

Dr. Dean Fisher, President, College of Southern Idaho, expressed his displeasure saying, if the Board's assertion is that III.Z. applies to the community colleges and you are asserting that you have a statutory mission to avoid duplication of course offerings he would be hard pressed to support the notion that you were placing the universities or LC in a mission where they could offer general education on CSI's campus or in proximity to them because there may be a return on the investment for the University to do that which in turn damages the interests of the community college with whom that partnership exists. If on the other hand the CC cannot meet the general education needs in the three-month period of right of first refusal, then fine, let the universities continue but generally the CC's can meet those needs. He felt it would serve the students best if ways were found to create efficiencies around how the CC's and universities could partner to better support student needs.

Dr. Bliss said that Policy III.Z. works ninety-nine percent of the time and what the Board hears are the times when it's not working but the vast majority of everything our institutions do, work within the framework of collaboration that this policy embodies.

Superintendent Critchfield ended the work session saying that the Board would be remiss if anyone left this meeting thinking that the Board does not realize and appreciate the massive amount of collaboration and cooperation that goes on amongst our institutions. The intent of this discussion today is to try to make sure that we are taking an old approach and looking at it to make sure it meets the needs of today.

There were no further comments or questions from the Board.

At this time the Board took a 20-minute break returning at 9:44 a.m.

Cally Roach joined the meeting at 9:45 a.m.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.G. Postsecondary Program Review and Approval – Second Reading – Action Item

Dr. Bliss said this was a second reading of a revision to Policy III.G. which provides the framework for how the Board reviews and approves program proposals. Policy III.G.

works hand in hand with policy III.Z. but streamlines the work for the institutions, for the Board, and for board staff. III.G. clearly articulates the differential roles and administrative responsibilities between the Board's executive director and the CTE administrator. Between first and second reading there were two proposed amendments added. These amendments direct the Board's executive director or designee in case of academic programs and the state administrator in case of CTE programs to develop and publish a timeline to ensure timely submission of program proposals that require review and approval by the full board and that is the only change between first and second reading

BOARD ACTION
M/S (Keough / Hill) I move to approve the second reading of proposed amendments to Board Policy III.G, Postsecondary Program Review and Approval, as submitted in Attachment 1. A roll call vote was taken, and the motion carried 7-0. William G. Gilbert, Jr. was absent from voting.

There were no comments or questions from the Board.

2. Board Policy III.Q. Admission Standards – Second Reading – Action Item

Dr. Heidi Estrem, Associate Academic Officer, Idaho State Board of Education shared that this policy received several rounds of input from various affected constituencies. The main adjustments in this policy are to substantially streamline the CTE admission requirements or process and it clarifies direct admissions standards and provides some clearer guidance around high achieving students coming from non-accredited high schools. There were no changes between first and second reading.

BOARD ACTION
M/S (Keough / Critchfield) I move to approve the second reading of proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0. William G. Gilbert, Jr. was absent from voting.

There were no comments or questions from the Board.

3. Boise State University – Bachelor of Science in Neuroscience – Action Item

Patty Sanchez, Academic Affairs Program Manager, Idaho State Board of Education said consistent with Policy III.G., program review and approval of each proposal that's submitted to the Board office under goes a 30-day review process and provides an opportunity for our institutions to review any given proposal specifically in relation to programs that they might be currently offering in the same area so that they are able to provide some input and that provides the context for review that the Board under goes.

In terms of the relation to the three-year planning process and responsibilities, per Board Policy III.Z. this first proposal by Boise State is a Bachelor of Science in Neuroscience. It was added to their three-year plan in August of 2022 and was submitted to our office in April and completed its 30-day review on May 5th. CAAP reviewed the program proposal on May 2nd and there were no concerns as a result of that review. Currently no institution has the statewide program responsibility for Interdisciplinary Neuroscience programs. The main reason this program is coming before the Board is because of its fiscal impact. Per Board Policy III.G., if the impact is more than $250,000 per fiscal year it has to come to the Board for approval.

Dr. Zeynep Hanson, Vice Provost for Academic Planning, Boise State University, said Boise State University proposes to offer a Bachelor of Science in Neuroscience degree. This degree offers a versatile skill set applicable to numerous industries such as health care, pharmaceuticals, biotechnology. Based on research the demand for a bachelor's degree for a better prepared workforce is greatest in biotechnology and medical technology fields. Market analysis shows that both student and industry demand is great for this field and studies show that student demand will grow by 6.3% annually.

The number of students in the program is expected to grow to 200 by year six. In the initial years the program may incur a small deficit based on the estimated tuition which will be covered by an internal MOU that is already agreed upon. The expenditures in the initial years are anywhere from $38,000 to $550,000 over a 4-year period. This will be the only undergraduate program in neural science in the State of Idaho. The University of Idaho has a master's and a PhD program in this field so students could start at Boise State and then pursue graduate degrees at a sister institution.

BOARD ACTION
M/S (Keough / Siddoway) I move to approve the request by Boise State University to create a Bachelor of Science in Neuroscience, as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0. William G. Gilbert, Jr. was absent from voting.

There were no comments or questions from the Board.

4. Boise State University – Online Bachelor of Arts/Bachelor of Applied Science in Public Service Leadership – Action Item

Ms. Sanchez said the Online Bachelor of Arts/Bachelor of Applied Science in Public Service Leadership includes an online program fee, was added to BSU's plan in August of last year, submitted in early April for review to CAAP which concluded in early May and then submitted to IRSA on May 30th. Neither review raised any concerns from the provosts at any of the institutions. No institution has the statewide responsibility for public service education programs. The reason for this program proposal to come

before the Board is the online program fee. Board Policy V.R. requires the Board to review a program when an online fee is asked for.

Dr. Hanson said this program is mostly geared toward transfer students for online studies or non-traditional students who may already have an AAS where they are bringing in credits and looking to complete their bachelor's degree. The other option available is for a traditional hybrid degree in public service leadership for both in resident and out of state students.

The key component of this proposal is that core classes are going to be offered in only online format and not duplicated, which gives the students the most flexibility and adaptability of all the options. This fully online program is proposed to be launched at a market competitive rate of $375 per credit in accordance with Board Policy V.R. The $375 per credit is a nationally competitive rate and also lower than our part-time per credit rate for in-state students of $411 per credit.

Superintendent Critchfield asked that these motions be read separately saying that she would support the program but not the fee. She also asked for a future work session on the fee structure for online courses to specifically explain the revenue structure, show their online business model detailing how many online students are there, how many courses are being taken and what is the overall revenue generated by these offerings, all in an attempt to understand the economics of online delivery. The IRSA committee was charged with planning this work session.

BOARD ACTION
M/S (Keough / Hill) I move to approve the request by Boise State University to create a new online Bachelor of Arts and Bachelor of Applied Science in Public Service Leadership, and a hybrid/face-to-face Bachelor of Arts in Public Service Leadership as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0. William G. Gilbert, Jr. was absent from voting.

M/S (Keough / Siddoway) I move to approve the request by Boise State University to charge an online program fee of $375 per credit for the BA/BAS Public Service Leadership program, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken, and the motion carried 6-1. Superintendent Critchfield voted nay. William G. Gilbert, Jr. was absent from voting.

There were no further comments or questions from the Board.

5. University of Idaho – School of Health and Medical Professions – Action Item

Dr. Bliss said policy III.Z. does not apply to this request but policy III.G. does. Ms. Sanchez continued the discussion saying the proposal went through its 30-day review process which concluded at the end of March. It was then presented to the provosts on March 28th and to IRSA on May 30th. There are no statewide responsibilities associated with the establishment of new administrative or instructional units. The main reason for the approval is the financial impact of the request.

BOARD ACTION
M/S (Keough / Hill) I move to approve the request by the University of Idaho to establish the School of Health and Medical Professions as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0. William G. Gilbert, Jr. was absent from voting.

Superintendent Critchfield said she was concerned over the limited number of clinical placements that were available in the state. Idaho can have all of the students in the world taking this program, but will there be enough clinical spots for them to participate in. She asked to see hard data that shows how many clinical spots there are today and how many will there be in the next five years. In a world where clinical placements do not grow, we're not accomplishing anything. Dr. Jeff Seegmiller, WWAMI Director, University of Idaho, said medicine is innovating how they do clinical education with something called longitudinal integrated clerkships which is a different way of looking at how to do clinical training.

Board President Dr. Clark asked for two clarifications. One, the Board would like the specifics of the collaboration as much as he could give, and secondly related to the last question could he also address rumblings the Board has heard around accreditation associated with clinicals. Dr. Seegmiller said he understood the concern over having enough clinical placements and acknowledged that it is always preferable to have Idaho students do their clinical placements in Idaho because there is more of a chance they will stay in Idaho and practice here. There will be a report released in the next week or two that will propose two key solutions for some of the biggest bottleneck problems that Idaho faces and drawing on successes in other states as well as in Idaho.

As for the accreditation question when approval from the accreditors to expand is given it is expected that UI will take existing PA students from the Meridian campus and move them into clinicals up north so that they can more quickly begin to address that need.

There were no further comments or questions from the Board.

6. University of Idaho – Online Master of Science in Gerontology – Action Item

Dr. Bliss pointed out one error on the cover page saying that Policy III.Z. is not applicable to this program because it is online. Ms. Sanchez said while this proposal is

not listed on the UI's current approved plan it has been added to their draft updated plan that will be considered by the board in August. The proposal completed its 30-day review in March, was shared with the Provosts on March 28th and with IRSA on May 30th. This review did not result in any questions or concerns. Currently there is no institution with a responsibility for gerontology programs. The main reason for this proposal coming forward is the self-support program fee which is another fee model that is consistent with Board Policy V.R. on establishment of these fees. This is a one-year program at a cost of $6,000 per semester for three semesters for a total cost to the students of $18,000.00

Superintendent Critchfield again asked that the motions be read separately.

BOARD ACTION
M/S (Keough / Siddoway) I move to approve the request by the University of Idaho to create an online Master of Science in Gerontology, as presented in Attachment 1. A roll call vote was taken, and the motion carried 7-0. William G. Gilbert, Jr. was absent from voting.

M/S (Keough / Hill) I move to approve the request by the University of Idaho to charge a self-support fee of $18,000 per year for the Master of Science in Gerontology, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken, and the motion carried 6-1. Superintendent Critchfield voted nay. William G. Gilbert, Jr. was absent from voting.

There were no comments or questions from the Board.

INFORMATION ITEMS
None

There being no further business a motion to adjourn was entertained.

BOARD ACTION
M/S (Hill / Keough) I move to adjourn the meeting at 11:07 a.m. (MT).

DRAFT Minutes June 28, 2024

Special Board Meeting
June 28th, 2024
Idaho State Board of Education
OSBE Conference Room
650 West State Street
Suite 307
Boise, ID 83720

A special meeting of the Idaho State Board of Education was held at the offices of the Idaho State Board of Education on June 28th, 2024. Board President Dr. Linda Clark called the meeting to order at 8:30 a.m. (Mountain Time).

Present

Dr. Linda Clark, President	Cindy Siddoway
William G. Gilbert, Jr., Vice-President	Cally Roach
Kurt Liebich	

Absent

Superintendent Critchfield, Secretary	Shawn Keough

Friday, June 28th, 2024 – 8:30 a.m. (MT)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. UI – University of Phoenix Amendment to Asset Purchase Agreement – Action Item

Mr. Gilbert said today's agenda item relates to the University of Phoenix transaction and an amendment to the asset purchase agreement deadline. Under the asset purchase agreement the deadline to close on the transaction was May 31st, 2024. Parties have verbally agreed to extend that to June 30th, 2024, pending negotiations. Parties have negotiated an amendment. The salient provisions of which are to extend the closing date to June 10, 2025; sellers to pay $5 million in outside date extension fee; the exclusivity terms have been dropped; sellers can solicit other buyers either through private sale or IPO.

Mr. Liebich offered a little historical perspective on the University of Phoenix negotiations. Mr. Liebich was asked to be Board point person for this proposal and in this capacity he was able to travel to the University of Phoenix to meet with the accreditors when seeking accreditation approval. He also traveled to the US

Department of Education in Washington, DC to discuss this potential acquisition with various constituencies. He has consistently monitored the University of Phoenix progress and performance over the past year.

Referencing the micro trends being seen across the country as they pertain to higher education, and the recommendations from former Governor Otter's task force on higher education, Mr. Liebich shared the following.

1. Online learning is the most cost effective and best delivery mode for many types of content. This trend toward offering online learning has grown rapidly since the task force met 10 years ago.
2. In order for higher education to grow it must focus on the tens of millions of adults in the United States who have some college and no degree, many of whom are citizens of Idaho. The message needs to be that if people finish their degree they will have a better economic future. With AI perhaps taking jobs away from college graduates, having a career with one employer is most likely not in the cards for many, which means higher education institutions should be focusing on helping these new lifelong learners who will need new skill sets to stay employed.
3. The demographic cliff. Latest statistics show that in the next five years there will be upwards of 10 percent fewer traditional age college students in the US. That will impact every college and university in the United States. Higher education must figure out how to diversify their educational offerings or many will go out of business.
4. Appropriations to our public universities have not kept pace with inflation for at least 15 years, meaning institutions need to think about other sources of potential revenue to help their organizations thrive. This in turn helps them help our citizenry in getting degrees and certificates to drive our economy forward.

Further, Mr. Liebich shared that even though the Board approved this transaction a year ago, legal challenges have prevented the University of Idaho from moving forward because they would not be able to issue bonds due to ongoing legal challenges. Therefore, in his opinion, the only path forward is for the Board to work with the Legislature to make this transaction happen.

Scott Green, President, University of Idaho then shared the following with the Board. He said the purpose of the request before the Board today would:

- Create an opportunity to engage the Idaho Legislature and seek legislative solutions to meet state educational objectives.
- Collaborate to align structure and governance with HB 708.
- Provide the legislature with additional time and opportunities to better understand University of Phoenix operations and success.
- Any final purchase agreement would be approved by Regents at a later date.
- In return for the non-exclusivity clause being dropped the University of Idaho will receive $5 million upon signing this extension. If the deal does not close by June

30th, 2025, UI will receive an additional $5 million. If University of Phoenix sells to another buyer, UI will receive an additional $15 million in total compensation.

Further, President Green gave University of Phoenix financial and enrollment updates to the Board.

Financial Performance:

- Adjusted EBITDA in excess of $200 million.
- Well over $200 million in free cash flow.

Enrollment:

- More than 8 percent enrollment growth year over year.
  - Specifically targeted to maintain and improve retention and graduation rates
- Continued expansion of professional development agreements with industry.
- Idaho's workforce and economy increasingly depend on place-bound educational opportunities.

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the proposed Amendment No. 1 to the Asset Purchase Agreement in substantial conformance to Attachment 1 and to authorize the president of the University of Idaho, or the president's designee to execute the amendment and to execute and deliver all such other documents, instruments, certificates, filings and other agreements, and to do and perform all such other acts as may be required to effectuate the intent and purposes of the Asset Purchase Agreement as amended thereby. A roll call vote was taken, and the motion carried 6-0. Shawn Keough joined the meeting at 8:34 a.m. Superintendent Critchfield was absent from voting.

Mrs. Roach asked why would the sellers want to continue to work with us if an IPO or sale to another entity could generate a higher return. President Green said the sellers firmly believe that UI is the right match for this transaction. We have similar views where education is headed; UI has a unique position in the state with a large rural population that needs help adjusting to the global economy and they think we can be great partners in developing unique opportunities in reaching those adults learners.

Mrs. Roach asked if the Board were to approve the motion before it today would the nondisclosure agreement be lifted. President Green said no, the NDAs would still be in place.

Mrs. Siddoway asked if the approval of this amendment would require the Department of Education's review or approval. President Green said currently there was no review necessary from the US Department of Education, but he could not rule out there needing to be some discussions in the future.

Board President Dr. Clark said during the last legislative session there was a lot of talk about State entities forming corporations and wondered where did the legislature land on that and what statutory landscape are we operating in now with regard to that question. President Green said when talking about a legislative pathway one of the things UI was looking at is House Bill 708 which addressed legislative concerns over corporations created by state agencies. That bill prohibits formation of Corporations by state agencies under the General Corporate laws of the state but those that have already been formed such as the 501c3 that UI had already formed creates a pathway for coming into compliance with the statute. That statute also discusses the use of public bodies that are created by the legislature as an alternative to general corporations. Many body politics exist today such as the Idaho lottery, the Idaho Health and Insurance Exchange and the State Insurance Fund. For our purposes going forward if the proposed amendment is approved and signed, we would discuss all those paths with our legislative partners. So, while House Bill 708 presents opportunities there may be other paths as well to explore.

Mrs. Roach asked if the sellers were required to notify UI if they entered into negotiations with other buyers. Kent Nelson, General Council, University of Idaho said initially no, University of Phoenix would not have to disclose this information. At some point however, when they have conversations with the US Department of Education in Washington, DC, those conversations will be disclosed as they will perhaps impact the transaction. However, the current agreement calls for Mr. Nelson and General Counsel for the University of Phoenix to meet monthly to discuss these types of conversations.

Board President Dr. Clark said there's reference in the Board materials to Talent Mobility and asked President Green to explain that to the Board. President Green said Talent Mobility is an enterprise owned by Apollo Education Group which is the parent company to the University of Phoenix, and it focuses on assisting corporations and large organizations in skills mapping. This platform helps employees needing upskilling to fill growing employer skill gaps. It is estimated that by 2030 there will be a shortage of 6.5 million college grads and 12.2 million occupational transitions due to generative AI and technology innovation. Talent Mobility uses AI to infer the skills of company employees and provides tools to help map those skills to jobs in the organization to get a better fit. Then the employee is given the educational tools necessary to fill that gap. The ability for companies to close critical skill gaps and to educate and promote from within is more important than ever and that is where Talent Mobility comes into play.

Board President Dr. Clark asked if approval of this amendment would have any impact on the UI's credit rating positively or negatively. President Green said the amendment itself would have no impact on UI's credit rating. The impact on the credit rating would come from any amended transaction structure, which would have to be analyzed further.

There were no further comments or questions from the Board.

There being no further business a motion to adjourn was entertained.

BOARD ACTION
M/S (Roach / Liebich) I move to adjourn the meeting at 8:56 a.m. (MT). A roll call vote was taken, and the motion carried 6-0. Superintendent Critchfield was absent from voting.

TAB	DESCRIPTION	ACTION
1	BAHR – UNIVERSITY OF IDAHO – RENEWAL OF EXISTING LEASE REQUEST – UI CLAS/HUSTON VINYARDS, LLC IN CALDWELL	Action Item
2	BAHR – UNIVERSITY OF IDAHO - SECOND AMENDMENT OF EXISTING LEASE AT UI RESEARCH PARK IN POST FALLS FOR PROTELLIGENT, INC	Action Item
3	IRSA – GENERAL EDUCATION COMMITTEE APPOINTMENTS	Action Item
4	IRSA – HIGHER EDUCATION RESEARCH COUNCIL APPOINTMENTS	Action Item
5	PPGA – EMPOWERING PARENTS BUSINESS PROCEDURES UPDATE	Action Item
6	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENTS	Action Item
7	PPGA - IDAHO STATE REHABILITATION COUNCIL MEMBERSHIP	Action Item
8	IDE – APPOINTMENTS TO THE PROFESSIONAL STANDARDS COMMISSION	Action Item
9	IDE - 2024 CURRICULAR MATERIALS ADOPTION	Action Item

TAB	DESCRIPTION	ACTION
10	IDE - ADOPTION OF PRAXIS II TESTS AND IDAHO QUALIFYING SCORES	Action Item
11	IDE - REQUEST FOR CONTINUANCE OF REMOTE SCHOOL STATUS FOR ATHOL ELEMENTARY	Action Item

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UNIVERSITY OF IDAHO

SUBJECT

Renewal of existing lease at UI College of Agricultural and Life Sciences' Agribusiness Incubator for Huston Vineyards, LLC in Caldwell.

REFERENCE

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2(a)

BACKGROUND/DISCUSSION

Since 2019, UI CALS has leased commercial space at its Agribusiness Incubator in Caldwell to a local business, Huston Vineyards, LLC. The Regents acquired the property in the 1990's to promote local economic development by providing suitable commercial space to serve local small business needs and to receive support from on-site UI expertise. This is one of several private tenants in this facility that continues business development with recurring, shorter term lease renewals or amendments.

The attached draft lease is a one-year renewal of an often-renewed lease arrangement. In the past such periodic short-term renewals or amendments for low value leases did not require Board approval when the new term is for a period of less than five years. However, August 2023 Board policy changes require Board approval for any extension of an existing term of a lease when such extension results in a cumulative period of occupation exceeding five years. Aside from periodic escalations in rent to cover increased operating costs of the facility, the terms of the lease have remained essentially unchanged for several years.

IMPACT

UI CALS collects lease revenue from its operation of the facility to cover expenses of occupancy and management of the facility.

ATTACHMENTS

Attachment 1 – Draft Lease Agreement

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.2(a) – Institutional Approval Authorization Limits requires Board approval for all transactions for institutional leases of real property (as lessee or lessor) if lease amount is over $2M, or the term of the lease exceeds 5 years.

The policy was updated in August 2023 to additionally include the following language that pertains to this one-year lease renewal extension for commercial

space at UI College of Agricultural and Life Sciences' Agribusiness Incubator for Huston Vineyards, LLC in Caldwell, "If the lease term including renewal terms did not exceed 5 years under the original term of a lease, but through amendment the term is extended, Board approval is required." The lease term commences September 1, 2024, and is scheduled to terminate on August 31, 2025.

The lease terms and details are in substantial conformance with Board policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to enter into a lease with Huston Vineyards, LLC in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

TENANT LEASE

THIS TENANT LEASE ("**Lease**") is made by and between THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO ("**Landlord**") and Huston Vineyards, LLC, an Idaho corporation ("**Tenant**"). Landlord hereby leases to Tenant and Tenant hereby leases from Landlord the Premises (hereinafter defined) upon all of the terms and conditions provided herein.

ARTICLE 1
PREMISES/ FACILITY/PARKING

1.1 Premises

The premises comprise the area shown as Bay H on the floor plan attached hereto as Exhibit A ("**Premises**"). Premises is located at 1904 E Chicago St, Caldwell ID 83605 and located in a building, together with related driveways, parking areas, fixtures and improvements ("**Facility**").

1.2 Common Areas

Subject to the terms of this Lease, Tenant shall have the non-exclusive right in common with other occupants of the Facility, to use certain access roads, parking areas, sidewalks, entrances, corridors, grounds, lobby areas, meeting rooms, common restrooms, and other building amenities within the Facility provided and designated from time to time by Landlord for the general use and convenience of the occupants of the Facility (collectively, "**Common Areas**").

1.3 Parking

Tenant's use of the Common Areas shall include use, on an unassigned basis, of those portions of the Common Areas designated by Landlord from time to time for Tenant parking and access to such parking. Parking spaces available to Tenant shall be used for parking only by vehicles no larger than full-sized passenger automobiles. No overnight parking for Tenant vehicles is permitted without the written consent of Landlord. Tenant shall not permit or allow any vehicles that belong to or are controlled by Tenant or Tenant's employees, suppliers, shippers, customers or invitees to be loaded or parked in areas other than those designated by Landlord for such activities. If Tenant permits or allows any of the prohibited activities described in this Section, Landlord shall have the right, in addition to all other rights and remedies that it may have under this Lease, to remove or tow away the vehicle involved without prior notice to Tenant and the cost thereof shall be paid to Landlord within ten (10) days after notice from Landlord to Tenant.

ARTICLE 2
LEASE TERM/CONDITION OF PREMISES

2.1 Lease Term

Lease term shall commence on September 1, 2024, and shall terminate on August 31, 2025. This Lease may also be terminated prior to the Lease termination date by either party. The party choosing to terminate must provide sixty days written notice to the other party.

2.2 Improvement to Premises and Acceptance of Condition of Premises

If improvements to the Premises and/or Facility are deemed necessary by the parties, Landlord shall arrange and perform that work and make the installations in the Premises and/or Facility substantially as listed in Exhibit B (the "**Improvements to Premises**"). If no work is deemed necessary by Landlord and Tenant, Exhibit B shall simply state "No improvements to Premises or Facility necessary", and such statement shall be deemed as Tenant's acknowledgement and acceptance of Premises and Facility "AS IS". Other than as listed in Exhibit B, Landlord has no obligation to improve, alter or remodel the Premises or Facility beyond repair and maintenance of the existing facility infrastructure as provided herein and Tenant hereby acknowledges that no improvements beyond those specified in Exhibit B shall be provided by Landlord. All such installations provided herein shall immediately become and remain the property of Landlord.

ARTICLE 3
PAYMENT OF RENT/ADDITIONAL RENT

3.1 Amount and Payment of Monthly Rent and Additional Rent

Tenant agrees to pay monthly rent of $637 for each month of the Lease term to Landlord on or before the first day of that month for which rent is due, e.g. payment for January shall be due on January 1. If the first day of the month falls on a weekend or holiday payment shall be due the first University business day thereafter. Payment must be RECEIVED by the close of business on the due date to be considered timely. Without separate invoice from Landlord, Tenant shall make its monthly rent check payable to "Bursar, University of Idaho" and forward payment to the University of Idaho Agribusiness office at 1904 E Chicago Street, Caldwell ID 86305, or to such other address as Landlord may designate in writing. All other monies besides monthly rent payable by Tenant to Landlord under this Lease shall be deemed to be additional rent and shall be separately invoiced by Landlord and payable and recoverable as rent in the manner herein provided and Landlord shall have all rights against Tenant for default in any such payment. Rent shall be paid to Landlord during the entire term of this Lease, without abatement, deduction or set-off of any kind. Tenant's obligation to pay all rent due under this Lease shall survive the expiration or earlier termination of this Lease. Should this Lease commence on a day other than the first day of the month or terminate on a day other than the last day of the month, the rent for such partial month shall be prorated.

3.2 Late Payment Charge

If Tenant fails to pay any rent within fifteen (15) days of when due (as provided in Section 3.1 above), Tenant shall pay to Landlord a late payment charge for each occurrence of $20 to help defray the additional cost to Landlord for processing such late payments. If Tenant fails to pay any rent when due for any period exceeding thirty days, such unpaid amounts shall, in addition to late payment of $20 also pay an additional delinquency fee that shall bear interest from the date due until paid at the rate of eighteen percent (18%) per annum. These provisions for late charges shall be in addition to Landlord's other rights and remedies hereunder or at law or in equity and shall not be construed as liquidated damages or as limiting Landlord's remedies in any manner.

3.3 Personal Property Taxes

Tenant shall pay prior to delinquency all personal property taxes and business taxes with respect to all property and business activities of Tenant on Premises and shall provide promptly upon request of Landlord written proof of such payments.

ARTICLE 4

Article intentionally deleted.

ARTICLE 5
SECURITY DEPOSIT

5.1 Security Deposit

Upon execution of the Lease, Tenant shall deposit an amount equal to two month's rent (as established in Section 3.1 above) as security for the faithful performance and observance by Tenant of all the terms, covenants, conditions, provisions and agreements of this Lease ("**Security Deposit**"). This amount is separate from and in addition to the amount due as "monthly rent" as provided by Section 3.1 of this Lease. If Tenant shall default with respect to any covenant or condition of this Lease including, but not limited to the payment of rent, Landlord may, but shall not be obligated to, apply all or any part of such deposit to the payment of any sum in default or any other sum which Landlord may be required to spend or incur by reason of Tenant's default, and, in such event, Tenant shall, upon demand, deposit with Landlord the amount so applied so that Landlord shall have the full deposit on hand at all times during the term of this Lease. If Tenant shall have fully complied with all the covenants and conditions of this Lease, the Security Deposit or any balance thereof shall be refunded to Tenant upon Landlord's final inspection of the Premises and within thirty (30) days after Tenant has vacated the same and after any accrued charges for which Tenant is responsible (such as but not limited to repair of damages to the Premises attributable to Tenant) and have been determined and paid in full. Tenant agrees that if this Security Deposit is insufficient to compensate Landlord for any damages, costs, and expenses not covered thereby, including loss of rental income during any period reasonably required to repair physical damages to Premises or to clean Premises, Tenant shall pay the balance thereof, immediately upon demand.

ARTICLE 6
USE AND OCCUPANCY

6.1 Permitted Use, Signage and Preservation of Business Incubator Setting

Premises shall be occupied and used only for the specific purpose of storing post-harvest perishables and for no other business or purpose without the prior written consent of Landlord. Tenant shall not display any sign or advertisement on the exterior of Premises or Facility without the written consent of Landlord and such consent may be withheld at the sole discretion of Landlord. Landlord shall place upon a common sign structure in the Facility's courtyard a

business identification panel with Tenant's business name. Such panel shall be designed and placed by Landlord at no additional cost to Tenant beyond monthly rent.

No act shall be done in or about the Premises or Common Areas that is unlawful or that will increase the existing rate of insurance on the Building. Tenant shall not commit or allow to be committed any waste upon the Premises or Facility, or any public or private nuisance or other act or thing which disturbs the quiet enjoyment of any other tenant or occupant in the Facility. Tenant shall not, without the written consent of Landlord, use any apparatus, machinery or device in the Premises, which will cause any substantial noise or vibration about the Premises. If any of Tenant's office machines and equipment should disturb the quiet enjoyment of any other tenants in the Facility, then Tenant shall take such action as may be necessary to eliminate the disturbance (subject to any Premises or Facility alteration approvals from Landlord). Tenant shall comply with all state, federal, and local laws, ordinances, and regulations relating to its use of the Premises and shall observe such reasonable rules and regulations as may be adopted and distributed to Tenant in writing by Landlord for the safety, care and cleanliness of the Premises or the Facility, and for preservation of a professional business incubator setting at the Facility.

6.2 Compliance with Environmental Laws

Tenant represents, warrants, and covenants to Landlord that:

(a) Tenant and Premises will remain in compliance with all applicable laws, ordinances, and regulations (including consent decrees and administrative orders) relating to public health and safety and protection of the environment, including those statutes, laws, regulations, and ordinances identified in subparagraph (h), all as amended and modified from time to time (collectively, "**Environmental Laws**"). All governmental permits relating to the use or operation of the Premises required by applicable Environmental Laws are and will remain in effect, and Tenant will comply with them.

(b) Tenant will not permit any release, generation, manufacture, storage, treatment, transportation, or disposal of hazardous material, as that term is defined in subparagraph (h), on, in, under, or from Premises in violation of any Environmental Laws. Tenant will promptly notify Landlord, in writing, if Tenant has or acquires notice or knowledge that any hazardous material has been or is threatened to be released, generated, manufactured, stored, treated, transported, or disposed of, on, in, under, or from Premises in violation of any Environmental Laws; and if any hazardous material is found on Premises in violation of any Environmental Laws, Tenant, at its own cost and expense, will immediately take such action as is necessary to detain the spread of and remove the hazardous material to the complete satisfaction of Landlord and the appropriate governmental authorities.

(c) Tenant will immediately notify Landlord and provide copies upon receipt of all written complaints, claims, citations, demands, inquiries, reports, or notices relating to the condition of Premises or compliance with Environmental Laws. Tenant will promptly cure and have dismissed with prejudice any of those actions and proceedings to the satisfaction of Landlord. Tenant will keep Premises free of any lien imposed pursuant to Environmental Laws.

(d) Landlord will have the right at all reasonable times and from time to time to conduct environmental audits of Premises, and Tenant will cooperate in the conduct of those audits. The audits will be conducted by a person(s) of Landlord's choosing, and if any hazardous material is detected or if a violation of any of the warranties, representations, or covenants contained in this paragraph is discovered, the fees and expenses of such person(s) will be borne by Tenant and will be paid as additional rent under this Lease on demand by Landlord.

(e) If Tenant fails to comply with any of the foregoing warranties, representations, and covenants, Landlord may cause the removal (or other cleanup acceptable to Landlord) of any hazardous material from Premises and/or Facility. The costs of hazardous material removal and any other cleanup (including transportation and storage costs) will be additional rent under this Lease, whether or not a court has ordered the cleanup, and those costs will become due and payable on demand by Landlord. Tenant will give Landlord, its agents, and employees, access to Premises to remove or otherwise clean up any hazardous material. Landlord, however, has no affirmative obligation to remove or otherwise clean up any hazardous material, and this Lease will not be construed as creating any such obligation.

(f) Tenant will indemnify and hold harmless Landlord and its employees, agents, officers, and directors from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs, or expenses of any kind or nature, known or unknown, contingent or otherwise, arising out of or in any way related to the acts and omissions of Tenant, Tenant's officers, directors, employees, agents, contractors, subcontractors, subtenants, and invitees with respect to (1) the generation, manufacture, operations involving, transport, treatment, storage, handling, production, processing, disposal, release, or threatened release of any hazardous materials which are on, from, or affecting the Premises, including, without limitation, the soil, water, vegetation, buildings, and improvements on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such hazardous materials; (3) any lawsuit brought or threatened, settlement reached, or governmental order relating to such hazardous materials; and (4) any violations of laws, orders, regulations, requirements, or demands of governmental authorities, or any reasonable policies or requirements of Landlord, which are based upon or in any way related to such hazardous material including, without limitation, attorney and consultant fees, investigation and laboratory fees, court costs, and litigation expenses. This indemnification will survive this Lease.

(g) At the end of this Lease, Tenant will surrender Premises to Landlord free of any and all hazardous materials and in compliance with Environmental Laws affecting Premises.

(h) For the purpose of this Section, the term "**hazardous materials**" includes, without limitation, any flammable explosives, radioactive materials, hazardous materials, hazardous wastes, hazardous or toxic substances, or related materials defined in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended (42 U.S.C. § 9601 et seq.), the Hazardous Materials Transportation Act, as amended (49 U.S.C. § 1801 et seq.), the Resource Conservation and Recovery Act of 1976, as amended (42 U.S.C. § 6901 et seq.); and in the regulations adopted and publications promulgated pursuant to them, or

any other federal, state, or local environmental laws, ordinances, rules, or regulations now enacted or enacted after this date.

(i) The provisions of this Section shall be in addition to any and all obligations and liabilities Tenant may have to Landlord and common law, will survive this Lease.

6.3 Relocation

Landlord shall have the right, at its option and upon at least thirty (30) days' written notice to Tenant, to relocate Tenant and to substitute for the Premises described above other spaces in the Facility containing at least as much useable area as the original Premises. Such substituted Premises shall be improved by Landlord at its expense, with improvements at least equal in quantity and quality to those in the original Premises. Landlord shall pay the expenses reasonably incurred by Tenant in connection with such substitution of Premises, including, but not limited to costs of moving, telecommunication infrastructure relocation, etc., up to an amount that shall not exceed $6.00 per useable square foot of the new Premises.

ARTICLE 7
UTILITIES AND SERVICES

7.1 Utilities

Municipal water, sewer, and garbage collection are provided to Tenant by Landlord at no additional cost to Tenant. However, if Tenant's use of water, sewer, or garbage collection services results in charges to Landlord from the service provider that exceeds those charges deemed by Landlord to be customary for the Permitted Use of Premises, Landlord reserves the right to bill Tenant for such extraordinary use as additional rent. Electricity and utility services for heating and cooling are metered separately and shall be paid by Tenant directly to service provider.

7.2 Maintenance, Janitorial, and Shared Equipment Services

Landlord shall provide regular maintenance and janitorial services for Building and Common Areas, but janitorial services for Premises are the responsibility and at the expense of Tenant. Landlord may provide certain shared office equipment and services at some additional cost for Tenant's use. Use of this equipment and services is optional and charges shall only be assessed with use by Tenant, Tenant's employees, guests, or invitees and such charges shall be in accordance with a payment schedule established by Landlord prior to Tenant's participation during the Term of this Lease. In the event of specific facility, maintenance, janitorial or shared equipment service questions, Tenant may contact the UI Food Technology Center at 208-795-5332 and/or such other number as Landlord may provide from time to time.

7.3 Landlord's Liability

Landlord shall not be liable to Tenant for any loss or damage caused by or resulting from any variation, interruption, or failure of such utilities and services due to any cause whatsoever. No

temporary interruption or failure of such services incident to the making of repairs, alterations or improvements, or due to accident or strike, or conditions or events beyond Landlord's reasonable control shall be deemed an eviction of Tenant or relieve Tenant from any of Tenant's obligations hereunder.

ARTICLE 8
CARE OF PREMISES/END OF TERM

8.1 Landlord's Responsibility

As long as Tenant is not in default of any of the provisions of this Lease, Landlord shall maintain Premises and Building in reasonably good condition except for damage occasioned by the act or omission of Tenant, the repair of which shall be paid for by Tenant.

8.2 Tenant's Responsibility

Tenant shall take good care of the Premises. Tenant's responsibility shall extend to its visitors, contractors, guests or agents. Tenant shall, at the expiration or termination of this Lease, surrender and deliver the Premises to Landlord in as good condition as when received by Tenant from Landlord or as thereafter improved, reasonable use and wear excepted. At the expiration or termination of this Lease, Landlord shall cause all carpets in Premises to be professionally cleaned and shall thereafter submit a bill to Tenant for the reasonable costs associated with such cleaning. Such bill shall be paid by Tenant as additional rent and shall be due promptly upon receipt by Tenant. Tenant shall be responsible for the cost of replacement of carpet that is damaged as a result of dragging or pushing furniture in the Premises or Common Areas.

Tenant shall not make any alterations, additions or improvements in or to Premises, or make changes to locks on doors, or add, disturb or in any way change any plumbing or wiring without first obtaining the written consent of Landlord. Unless specifically approved by Landlord to the contrary, ALL alterations, additions, or improvements shall be completed by Landlord or Landlord's contractor and shall become the property of Landlord during the Lease term and after termination. If such approval is given, it shall assign costs for completing such work to Landlord or Tenant and shall also establish if such alterations, additions, and improvements shall be removed by Tenant at Tenant's expense at the end of term.

All damage or injury done to Premises or Common Areas by Tenant or by any persons who may be in or upon Premises and Common Areas with the consent of Tenant, including the cracking or breaking of glass of any windows and doors, shall be paid for by Tenant, and Tenant shall pay all damage to the Facility caused by Tenant's misuse of the Premises or the appurtenances thereto. If Tenant refuses or neglects to pay for repairs and/or maintain the Premises or any part thereof in a manner reasonably satisfactory to Landlord, Landlord shall have the right, upon giving Tenant five (5) days' written notice of Landlord's election to do so, to make such repairs or perform such maintenance on for the account of Tenant. In such event, such work shall be paid for by Tenant as additional rent and shall be due promptly upon receipt of a bill therefor. Anything to the contrary herein notwithstanding, in the event that an emergency condition should exist because of the failure of Tenant to perform any of its obligations to repair or maintain Premises in accordance with this Lease, Tenant shall not be entitled to any notice and Landlord

may immediately assume all or any portion of such obligations and Tenant shall be responsible for all costs of remedy. For the purposes of the preceding sentence, the phrase "**emergency condition**" shall mean any condition constituting an immediate risk of injury to person, serious damage to property or impairment of Landlord's or another tenant's or occupant's business. No exercise by Landlord of any rights herein reserved shall entitle Tenant to any damage for any injury or inconvenience occasioned thereby or to any abatement of rent. Tenant shall not put any curtains, draperies or other hangings on or beside the windows in the Premises without first obtaining Landlord's consent. All normal repairs necessary to maintain the Premises in a tenantable condition shall be done by or under the direction of Landlord and at Landlord's expense except as otherwise provided herein. Landlord shall be the sole judge as to what repairs are necessary.

Tenant shall not make any alterations, additions or improvements in or to Common Areas.

8.3 Surrender of Possession

Upon expiration of the term of this Lease, whether by lapse of time or otherwise, Tenant shall promptly and peacefully surrender Premises to Landlord.

8.4 Removal of Property

Any trade fixtures, equipment, or other personal property placed in the Premises by Tenant and not affixed to the walls, ceiling, floors, or other part thereof, shall remain the property of Tenant, and provided that Tenant is not in default of performance of this Lease, they may be removed by Tenant at any time during the term hereof.

Those trade fixtures or equipment which must necessarily be affixed to the walls, ceiling, floors, or other part of the Premises in such a manner that damage thereto will result from the installation or removal thereof, shall not be installed without the prior consent in writing and approval of the manner of installation by Landlord. If so installed, they shall remain a part of the Premises and not be removed therefrom unless Landlord shall demand their removal, in which event they shall promptly be removed by Tenant, and Tenant shall be responsible for repair of all damage to any part of the Premises occasioned by their installation or removal. If Tenant shall fail to remove any other property of any nature whatsoever from the Premises or Facility at the termination of this Lease, or when Landlord has the right of re-entry, Landlord may, at its option, remove and store said property without liability for loss thereof or damage thereto, such storage to be for the account and at the expense of Tenant. If Tenant shall not pay the cost of storing any such property after it has been stored for a period of thirty (30) days or more, Landlord may, at its option, sell, or permit to be sold, any or all of such property at public or private sale, in such manner at such times and places as Landlord, in its sole discretion, may deem proper, without notice to Tenant, and shall apply the proceeds of such sale as follows: first, to the cost and expense of such sale, including advertising costs and reasonable attorneys' fees actually incurred; second, to the payment of the costs or charges for storing any such property; third, to the payment of any other sums of money which may then be or thereafter become due Landlord from Tenant under any of the term hereof; and, fourth, the balance, if any, to Tenant.

ARTICLE 9

ACCESS

9.1 Access

Tenant will permit Landlord and its agents to enter into and upon the Premises at all reasonable times for the purpose of inspecting the same or for the purpose of cleaning, repairing, altering or improving the Premises or Building. Nothing contained in this Article 9 shall be deemed to impose any obligation upon Landlord not expressly stated elsewhere in this Lease. When reasonably necessary, Landlord may temporarily close entrances, doors, corridors, or other facilities without liability to Tenant by reason of such closure and without such action by Landlord being construed as an eviction of Tenant or relieve Tenant from the duty of observing and performing any of the provisions of this Lease. Landlord shall have the right to require Tenant to exclusively use service or delivery access routes as designated by Landlord from time to time. Landlord shall have the right to enter the Premises for the purpose of showing the Premises to prospective tenants at any time during the Lease term.

ARTICLE 10

DAMAGE OR DESTRUCTION

10.1 Damage or Destruction

If Premises shall be damaged, either wholly or in part, by fire or other casualty, Landlord may, at its option, restore the Premises to their previous condition, and in the meantime, the monthly rent shall be abated in the same proportion as the untenantable portion of the Premises bears to the whole thereof. Notwithstanding the foregoing, if the fire or other casualty results from or arises out of Tenant's willful or negligent act or omission, monthly rent shall not be abated. If the Building shall be destroyed or damaged by fire or other casualty to the extent that more than twenty percent (20%) thereof is damaged, notwithstanding that the Premises may be unaffected directly by such destruction or damage, Landlord may, at its election, terminate this Lease upon thirty (30) days' prior written notice.

ARTICLE 11

INDEMNITY AND INSURANCE

11.1 Indemnification

Tenant shall defend and indemnify Landlord and hold it harmless from and against any and all liability, damages, costs or expenses, including attorneys' fees, arising from any act, omission or negligence of Tenant, or the officers, contractors, licensees, agents, servants, employees, guests, invitees, or visitors of Tenant in and about the Facility, or arising from any accident, injury, or damage, howsoever and by whomsoever caused, to any person or property, occurring in or about the Facility; provided that the foregoing provision shall not be construed to make Tenant responsible for loss, damage, liability or expense resulting from injuries to third parties caused by the willful act or negligence of Landlord, or of any officer, contractor, licensee, agent, servant, employee, guest, invitee or visitor of Landlord.

Landlord shall not be liable for any loss or damage to personal property or loss of income sustained by Tenant, or other persons, which may be caused by the Facility or the Premises, or any appurtenances thereto, being out of repair, or by the bursting or leakage of any water, gas, sewer or steam pipe, or by theft, or by any act or neglect of any tenant or occupant of the Facility, or of any other person, or by any other cause of whatsoever nature, unless caused by the gross negligence or willful misconduct of Landlord.

11.2 Insurance Coverage

By requiring insurance herein, Landlord does not represent that coverage and limits will necessarily be adequate to protect Tenant, and such coverage and limits shall not be deemed as a limitation on Tenant's liability under the indemnities granted to Landlord in this Lease. Failure to maintain the required insurance may result in termination of this Lease at Landlord's option.

Tenant shall, at Tenant's sole cost and expense, throughout the term of this Lease, obtain and maintain insurance of the types and in the amounts described below:

Commercial General and Umbrella Liability Insurance. Tenant shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, and if Tenant owns or operates more than one location other than the location under this Lease, then the CGL shall be endorsed to show that "limits apply per location". CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. The policy shall be on a primary occurrence form non-contributable to insurance carried by Landlord.

Workers' Compensation. Where required by law, Tenant shall maintain all statutorily required coverages including Employer's Liability.

All policies (except Workers Compensation and personal property) shall name Landlord as an additional insured. Certificates of Insurance shall be issued to Landlord within five (5) days after the commencement date shown in Section 2.1 of this Lease and prior to any renewal or change of policy term of Tenant's insurance. Additional Insured Endorsement shall be attached to the Certificate. The Certificate shall indicate on the certificate if Tenant's insurance applies at more than the location insured under this Lease. Failure of Landlord to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Landlord to identify a deficiency from evidence that is provided shall not be construed as a waiver of Tenant's obligation to maintain such insurance.

ARTICLE 12

ASSIGNMENT/ SUBLETTING

12.1 Assignment and Subletting by Tenant Prohibited

This Lease shall not be assigned by Tenant and the Premises shall not be sublet by Tenant.

ARTICLE 13

LIENS/ INSOLVENCY

13.1 Liens and Insolvency

Tenant shall keep the Premises and the Facility free from any liens arising out of any work performed, materials ordered or obligations incurred by Tenant. If Tenant becomes insolvent, voluntarily or involuntarily bankrupt, or if a receiver or assignee or other liquidating officer is appointed for the business of Tenant, then Landlord may terminate Tenant's right of possession under this Lease at Landlord's option.

ARTICLE 14

DEFAULT

14.1 Default

Time is of the essence hereof, and if at any time the rent or additional rent reserved herein shall become in arrears and be unpaid when due and continue to be unpaid for a period of ten (10) days after written demand for the payment thereof from Landlord specifying such failure to pay, or if Tenant shall default in the performance of any of the other terms, covenants and provisions of this Lease on its part to be performed and such failure is not cured within twenty (20) days after written demand for the performance thereof, or if Premises become vacant or deserted while no rent is being paid, or if Tenant files or has filed against it in any court pursuant to any statute, a petition in bankruptcy or insolvency, or for reorganization or for appointment of a receiver or trustee of all or a substantial portion of the property owned by Tenant, or if Tenant makes an assignment for the benefit of creditors, or any execution or attachment shall be issued against Tenant of all or a substantial portion of Tenant's property, whereby all or any portion of the Premises covered by this Lease or any improvement thereon shall be taken or occupied or attempted to be taken or occupied by someone other than Tenant and such adjudication, appointment, assignment, petition, execution or attachment shall not be set aside, vacated, discharged or bonded within thirty (30) days after the determination, issuance of filing of the same, then, and in such event, Landlord shall have the right to terminate this Lease and the term hereof, as well as all of the right, title and interest of Tenant hereunder, by giving Tenant not less than the aforementioned ten (10) days' notice in writing for default on rent and not less than the aforementioned twenty (20) days' notice in writing for all other defaults of such intention and upon the expiration of the time fixed in such notice (if such default shall not have been cured), this Lease and the term hereof, as well as all the right, title and interest of Tenant hereunder, shall wholly terminate in the same manner and with the same force and effect (except as to Tenant's liability) as if the date fixed by such latter notice were the expiration of the term herein

originally granted, and Landlord may enter into and/or repossess said Premises, either by force or summary proceedings, or otherwise, and Tenant hereby expressly waives service of notice of intention to re-enter or to institute legal proceedings to that end.

In the event of a cancellation or termination hereof by either the issuance of a dispossessory warrant or summons, or the service of a notice of termination as hereinabove provided, or otherwise, Tenant shall, nevertheless, remain and continue liable to Landlord in a sum equal to all of the rent and all additional charges for the balance of the term; and Landlord may re-enter said Premises, using such force for that purpose as may be necessary without being liable to any prosecution for said re-entry or for the use of such force, and Landlord may repair or alter said Premises in such manner as to Landlord may seem necessary or advisable, and/or let or relet said Premises or any or all parts thereof for the whole or any part of the remainder of the original term hereof or for a longer or shorter period, in Landlord's name or otherwise, and, out of any rent so collected or received, Landlord shall first pay to itself the expense and cost of retaking, repossessing, repairing and/or altering said Premises and the expenses of removing all persons and property therefrom; second, pay to itself any cost or expense sustained in securing any new tenant or tenants; and third, to pay to itself any balance remaining and apply the whole said balance, or so much thereof as may be required, toward payment of the liability of Tenant to Landlord for the sum equal to the rents reserved herein and then unpaid by Tenant for the remainder of the term. Any entry or re-entry by Landlord, whether had or taken under summary proceedings or otherwise, shall not absolve or discharge Tenant from liability hereunder. The words "re-enter" and "re-entry" as used in this Lease are not restricted to their technical legal meaning. The failure of Landlord to relet the Premises or any part or parts thereof shall not release or affect Tenant's liability for damages or otherwise.

Should any rent so collected by Landlord after the payments aforesaid be insufficient fully to pay to Landlord a sum equal to all rent and other charges herein reserved, the balance or deficiency shall be paid by Tenant following receipt of notice from Landlord of the amount of such balance or deficiency that is due. Upon the first day of each month during the term of this Lease, Tenant shall pay to Landlord the amount of said deficiency then existing and shall remain liable for any portion thereof not so paid; and the right of Landlord to recover from Tenant the amount of such deficiency, or a sum equal to the amount of all rent and other charges herein reserved if there shall be no reletting by Landlord, shall survive the issuance of any dispossessory warrant or other termination of the term hereof.

Suit or suits for the recovery of any such deficiency or damages, or for a sum equal to any installment or installments of rent or charges payable hereunder may be brought by Landlord, from time to time at Landlord's election, and nothing herein contained shall be deemed to require Landlord to await the date whereon this Lease or the term hereof would have expired by limitation had there been no such default by Tenant or no such termination. Rather, Landlord shall have the right to recover from Tenant (in addition to past-due rent and other sums then owing) the total amount of rent which would be payable over the then remaining term of this Lease.

Tenant hereby expressly waives any and all rights of redemption granted by or under any present or future laws in the event of Tenant being evicted or dispossessed for any cause, or in the event of Landlord obtaining possession of demised Premises, by reason of the violation of Tenant of any of the covenants and conditions of this Lease.

Upon expiration or sooner termination of this Lease, all improvements and additions to the Premises shall become the property of Landlord.

ARTICLE 15
NON-WAIVER

15.1 Non-Waiver

Waiver by Landlord of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition; or of any subsequent breach of the same or any other term, covenant or condition herein contained. The subsequent acceptance of rent hereunder by Landlord shall not be deemed to be a waiver of any preceding breach by Tenant of any term, covenant or condition of this Lease, other than the failure of Tenant to pay the particular rental so accepted, regardless of Landlord's knowledge of such preceding breach at the time of acceptance of such rent.

ARTICLE 16
NOTICES

16.1 Notices

Any notice authorized to be given from Landlord to Tenant or from Tenant to Landlord shall be sufficiently served or given for all purposes if delivered personally or if sent by United States certified mail, return receipt requested, addressed to the party in question at the following address:

Landlord:	Vice President for Finance and Administration University of Idaho 875 Perimeter Dr MS 3168 Moscow ID 83844-3168
Tenant:	Huston Vineyards LLC Gregg Alger 16473 Chicken Dinner Rd Caldwell ID 83607

For the purposes of this Lease, a notice served by mail shall be deemed to have been delivered on the date mailed, as indicated by the postal service postmark on the certified mail receipt or on the envelope containing the notice.

ARTICLE 17

ATTORNEYS' FEES

17.1 Attorneys' Fees

In the event any person initiates or defends any legal action or proceeding to enforce or interpret any of the terms of this Lease, the prevailing party in any such action or proceeding shall be entitled to recover from the losing party in any such action or proceeding its reasonable costs and attorneys' and paralegal's fees (including its reasonable costs and attorneys' and paralegal's fees on any appeal).

ARTICLE 18

LANDLORD'S LIABILITY

18.1 Landlord's Liability

Anything in this Lease to the contrary notwithstanding, covenants, undertakings and agreements herein made on the part of Landlord are made and intended not as personal covenants, undertakings and agreements or for the purpose of binding Landlord personally or the assets of Landlord, except Landlord's interest in the Premises and Facility, but are made and intended for the purpose of binding only Landlord's interest in the Premises. No personal liability or personal responsibility is assumed by, nor shall at any time be asserted or enforceable against Landlord or its agents or employees, and their respective heirs, legal representatives, successors and assigns on account of the Lease or on account of any covenant, undertaking or agreement of Landlord in this Lease contained. In the event this Lease is assigned by Landlord, Landlord's liability hereunder shall terminate upon the effective date of said assignment.

ARTICLE 19

GENERAL PROVISIONS

19.1 Time is of the Essence

In all instances where Tenant is required by the terms and provisions of this Lease to pay any sum or to do any act at a particular time or within an indicated period, it is understood and agreed that time is of the essence.

19.2 Waiver of Jury Trial

Landlord and Tenant hereby agree that each of them shall waive trial by jury in any action, proceeding or counterclaims brought by either Landlord or Tenant against the other. This waiver applies to any matters whatsoever arising out of or in any way connected with this Lease, or the relationship of Landlord and Tenant, or Tenant's use of the Premises, or any emergency statute, or any remedy authorized by statue.

19.3 Successors

Except as otherwise specifically provided, the terms, covenants, and conditions, contained in this Lease shall apply to and bind the heirs, successors, executors, administrators, and permitted assignees of the parties to this Lease.

19.4 Joint and Several Liability

If there is more than one Tenant, the obligations imposed by this Lease upon Tenant shall be joint and several.

19.5 Entire Agreement - Captions

This Lease contains the entire agreement of the parties. No representations, promises, or agreements oral or otherwise between the parties not contained in this Lease shall be of any force and effect. Neither this Lease nor any provisions hereof may be changed, waived, discharged, or terminated except in writing executed by Landlord and Tenant. The captions for Lease sections are for convenience only and shall have no effect upon the construction or interpretation of any part of this Lease.

19.6 Severability

The illegality, invalidity or unenforceability of any term, condition, or provision of the Lease shall in no way impair or invalidate any other term, condition, or provision of the Lease. All such other terms, conditions, and provisions shall remain in full force and effect.

19.7 Brokerage Commission

Tenant and Landlord each represents and warrants that it has dealt with no broker, agent or finder in account of this Lease. Tenant agrees to defend, indemnify, and hold harmless Landlord from and against any and all claims, damages, and costs, including attorneys' fees, in connection with any claim for brokerage, finder's, or similar fees, or compensation related to this Lease, which may be made or alleged as a result of acts or omissions of that party.

19.8 Authorization to Sign Lease

If Tenant is a corporation, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with Tenant's bylaws or a duly adopted resolution of Tenant's Board of Directors, and that the Lease is binding upon Tenant in accordance with its terms. Tenant shall concurrently with its execution of the Lease, deliver to Landlord upon its request, a certified copy of such bylaws or the resolution of its Board of Directors authorizing the execution of the Lease. If Tenant is a partnership or trust, each individual executing the Lease on behalf of Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with the terms of the partnership or trust agreement, respectively, and that the Lease is binding upon Tenant in accordance with its terms. Tenant shall concurrently with its execution of the Lease deliver to Landlord, upon its request, such certificates or written assurances from the partnership or trust as Landlord may request authorizing the execution of the Lease. If Tenant is a limited liability company, each individual executing the Lease on behalf of

Tenant represents and warrants that he/she is duly authorized to execute and deliver the Lease on behalf of Tenant in accordance with Tenant's Operating Agreement and that the Lease is binding upon Tenant in accordance with its terms.

19.9 Governing Law and Venue

This Lease shall be governed by, construed and enforced in accordance with the laws of the State of Idaho. The venue for any action brought to enforce this Agreement or otherwise shall be in the state district court of Latah County, Idaho.

19.10 Force Majeure

Time periods for Landlord's performance under this Lease, including services to be furnished by Landlord as provided for in this Lease, shall be extended for periods of time during which Landlord's performance is prevented due to circumstances beyond Landlord's control. This would include, without limitation, strikes, embargoes, repairs, alterations, governmental action, acts of God, war, or other strife. Landlord shall not be liable for any costs or damages incurred by Tenant due to such circumstances. Suspension or interruption of any services provided by Landlord shall not result in any abatement of rent, be deemed an eviction, or relieve Tenant of any obligation under this Lease

19.11 Recordation

This Lease or memorandum hereof, shall not be recorded by Tenant.

19.12 Binding Effect

Submission of this instrument for examination or signature by Tenant does not constitute an offer to lease, or a reservation of or option for a lease, and it is not effective as a lease or otherwise until execution and delivery by both Landlord and Tenant.

19.13 Building Regulations

Tenant shall obey all written rules and regulations of the Facility as imposed by Landlord from time to time so long as such rules and regulations are necessary for the safety of persons at the Facility, the protection of the Facility from damage, the preservation of the professional business incubator setting, and they do not unreasonably affect Tenant's permitted use of the Premises. Any rules and regulations are in addition to and shall not be construed to modify or amend this Lease in any way. Landlord shall not be liable for failure of any other tenant to obey such rules and regulations. Failure by Landlord to enforce any current or subsequent rules or regulations against any tenant of the Facility shall not constitute a waiver thereof.

19.14 Relationship of Parties

Nothing contained in this Lease shall be construed as creating the relationship of principal or agent, partnership or joint venture. Neither the method of setting monthly rent rates, nor any provision of this Lease, or any act of the parties shall be deemed to create any relationship other than that of landlord and tenant.

19.15 Equal Opportunity

Each party agrees not to discriminate against any employee or applicant for employment in the performance of this Lease with respect to tenure, terms, conditions, or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. Breach of this covenant may be regarded as a material breach of this Lease.

19.16 Non-use of Names and Trademarks

No party to this Lease shall, without written consent in each case from the other party, use any name, trade name, trademark, or other designation of any other party hereto (including contraction, abbreviation, or simulation) in advertising, publicity, promotional, or similar activities or context.

IN WITNESS WHEREOF, Landlord and Tenant have respectively executed this Lease on the day and year below.

LANDLORD:	TENANT:
Board of Regents of the University of Idaho, a body politic and corporate organized and existing under the laws of the State of Idaho	Huston Vineyards, an Idaho LLC
By _____	By _____
Kim Salisbury, AVP Budget & Planning	Gregg Alger, Owner

Date of Landlord's signature_____

Exhibit List

Exhibit A: Floor Plan of Building Showing Premises Leased

Exhibit B: List of Improvements or Acknowledgement of Acceptance

EXIBIT A LEASED PREMISES

EXHIBIT B ACCEPTANCE OF PREMISES

No improvements to Premises or Facility necessary.

ATTACHMENT 1

UNIVERSITY OF IDAHO

SUBJECT

Second Amendment of existing lease at UI Research Park in Post Falls for Protelligent, Inc.

REFERENCE

June 2024 Approved first amendment to existing lease.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2(a)

BACKGROUND/DISCUSSION

In June 2024 the Regents approved a brief extension of a longstanding lease at the UI Research Park in Post Falls to Protelligent, Inc, a cybersecurity firm from California that is registered to conduct business in Idaho. Since UI's submission of the agenda item, the tenant has requested another extension of the current lease, as they have been unable to secure an alternative space.

As previously presented, UI developed the facilities in Post Falls to promote local economic development by providing suitable commercial space to serve business needs and for companies to receive support and collaborate with on-site UI expertise. This is one of several private and public entity tenants in this facility that operates at this site with recurring, shorter term lease renewals or amendments.

The attached draft lease amendment provides for an additional and somewhat flexible extension of an often-renewed lease arrangement. In the past such periodic short-term renewals or amendments for low value leases did not require Board approval when the new term is for a period of less than five years. However, August 2023 Board policy changes appear to now require Board approval for any extension of an existing term of a lease when such extension results in a cumulative period of occupation exceeding five years. Aside from periodic escalations in rent to cover operating costs of the facility, the terms of the lease have remained essentially unchanged for several years. Because the prior approved lease extension expired June 30, and the tenant only notified the UI Research Park as that termination date was imminent, the deadline for submission to the June Regents' agenda had passed and the next available meeting for required Regents' approval was not scheduled until two months later. The tenant has indicated its intention to move out of the facility by August 31, but to avoid the recurrence of this situation created by the new Board policy, UI administration is proposing a more flexible and longer lasting term of lease, as presented in the attached draft.

IMPACT

UI collects lease revenue from its operation of the Research Park to cover expenses of occupancy and management of the facility.

ATTACHMENTS

Attachment 1 – Draft Lease Second Amendment

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.2(a) – Institutional Approval Authorization Limits requires Board approval for all transactions for institutional leases of real property (as lessee or lessor) if lease amount is over $2M, or the term of the lease exceeds 5 years.

The policy was updated in August 2023 to additionally include the following language that pertains to this second amendment for lease extension for commercial space at UI Research Park for Protelligent, Inc. in Post Falls, "If the lease term including renewal terms did not exceed 5 years under the original term of a lease, but through amendment the term is extended, Board approval is required." The lease term commenced on April 1, 2024, and is now scheduled to terminate on August 31, 2025.

The lease terms and details are in substantial conformance with Board policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to enter a lease amendment with Protelligent, Inc., in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Associate Vice President for Budget and Planning to execute the lease and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

SECOND AMENDMENT TO TENANT LEASE

This Lease Amendment (Second Amendment) is made by and between the Board of Regents of the University of Idaho (Landlord), and Protelligent, Inc, a California Corporation registered to conduct business in the State of Idaho (Tenant). This Second Amendment shall revise the Tenant Lease between the parties that commenced on April 1, 2022, and shall become effective upon the date signed by Landlord.

Now, THEREFORE, in consideration of the mutual promises contained herein, Landlord and Tenant agree as follows:

A. Section 2.1 of the Tenant Lease is hereby repealed and replaced by the following Section 2.1:

> "Lease Term shall terminate June 30, 2025. Without further notice to Landlord, Tenant may at its sole discretion terminate this Lease on or before August 31, 2024. In the event such early termination right is not exercised and the Premises have not been fully vacated by Tenant on or before August 31, 2024, then either party may unilaterally terminate prior to the lease termination date. To exercise this subsequent and mutual right for unilateral early termination, the party choosing such earlier termination shall provide not less than sixty days prior written notice to the other party and specify the precise date for early termination."

B. Section 3.1 of the Lease is hereby amended to state that the Tenant agrees to pay the Landlord $3054 per month as rent during Term.

C. All other provisions of the Lease are unchanged and shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment on the date(s) set forth below.

TENANT	LANDLORD
_____	_____
Christopher George Chief Executive Officer	Kim Salisbury, AVP Budget & Planning
_____	_____
Date	Date

SUBJECT

General Education Committee Appointments

REFERENCE

June 2016	The Board appointed Jana McCurdy (CWI), Dr. Margaret Johnson (ISU), and Kenton Bird (UI) to the GEM Committee.
December 2016	The Board appointed Dr. Joanne Tokle (ISU) and John Bieter (BSU) to the GEM Committee.
August 2017	The Board appointed Lori Barber, representing CEI, to the GEM Committee.
October 2017	The Board appointed Cher Hendricks, representing UI, to the GEM Committee.
April 2019	The Board appointed Dean Panttaja representing UI, and Whitney Smith-Schuler representing CSI to the GEM Committee.
June 2019	The Board appointed Greg Wilson representing CWI, replacing Jana McCurdy to the GEM Committee.
October 2019	The Board appointed Tiffany Seeley-Case representing CSI, replacing Whitney Smith-Schuler to the GEM Committee.
June 2020	The Board appointed Martin Gibbs representing LCSC, replacing Mary Flores to the GEM Committee.
June 2021	The Board appointed Cindy Hill representing ISU and Angela Sackett-Smith representing CEI to the GEM Committee.
August 2021	The Board appointed Candyce Reynolds representing BSU and Lloyd Duman representing NIC to the GEM Committee.
October 2021	The Board appointed Karina Smith representing dual credit, Kristin Whitman open education, and Debbie Ronneburg representing the Technical College Leadership Council to the GEM Committee.
April 2022	The Board appointed Sherry Simkins representing NIC and Ryan Randall representing open education to the GEM Committee.
August 2022	The Board appointed Karen Appleby representing ISU to the GEM Committee.
December 2022	The Board appointed Ann Abbott, representing the open education community, and Ryan Faulkner, representing the digital learning community to the GEM Committee.
February 2023	The Board appointed Jacob Haeberle, representing CEI to the GEM committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education

BACKGROUND/DISCUSSION

Consistent with Board Policy III.N, the state General Education Committee is responsible for ensuring the consistency and relevance of general education programs and courses at all eight public postsecondary institutions. The General Education Committee consists of a representative from each Idaho public postsecondary institution; a representative from the Division of Career Technical Education; a representative from the digital learning community; a representative from the dual credit community, a representative from the open education community, all appointed by the Board; a representative from the Idaho Registrars Council as an ex-officio member; and the Executive Director or designee of the Office of the State Board of Education, who serves as chair to the committee. Personnel changes prompted these proposed committee membership updates.

Liza Long is an Associate Professor of English at the College of Western Idaho. She has served as the Department Chair of Integrated Studies (2021-23), General Studies Program committee chair (2023-present), and as a member of CWI's General Education Committee since 2016. Liza is the current Open Education Resource Champion for the School of Arts and Humanities at CWI. She was an OPAL inaugural fellow in 2020, an OPAL mentor, and is involved with the Wiki Scholars program.

Barb Kirchmeier is the Director of General Education and Independent Study in Idaho at the University of Idaho (U of I). She holds an EdD with an emphasis in Curriculum and Instruction from the U of I. Prior to her current roles, she was Director of First-Year Composition in the English Department at the U of I. She has developed numerous courses, received several honors such as the Idaho GEM Innovative Educator Award, and actively engages in university and community service.

Whitney Smith-Schuler grew up in Twin Falls and graduated from BSU with degrees in English and English Literature. She has been working at the College of Southern Idaho since 1998 as faculty member and department chair and was recently named Dean of General and Transfer Education. Whitney is especially proud of her efforts in General Education Program Assessment at CSI, and she looks forward to continuing to work in that area through serving on the state General Education Committee.

Laura Ahola-Young is the Vice Provost for Faculty Affairs at Idaho State University and a Professor in the Department of Art. She served ISU as a Faculty Ombuds and as co-chair of the Faculty Senate in the academic year of 2018-2019 and helped shepherd the faculty constitution through the university and the Idaho State Board of Education. She served the senate in two non-consecutive terms as ex officio Senate chair and parliamentarian.

IMPACT

The proposed appointments replace the institutional representatives for the University of Idaho, Idaho State University, and College of Southern Idaho and the open education community representative.

ATTACHMENTS

Attachment 1 – Current General Education Committee Membership

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to appoint Liza Long, representing the open education community, Barb Kirchmeier representing the University of Idaho, Whitney Smith-Schuler representing the College of Southern Idaho, and Laura Ahola-Young representing Idaho State University to the General Education Matriculation Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

General Education Committee

August 2024

Candyce Reynolds, Ph.D.
Director, University Foundations
Boise State University
appointed August 2021

Martin Gibbs
Dean of Liberal Arts & Sciences
Lewis-Clark State College
appointed June 2020

Laura Ahola-Young, Ph.D.
Vice Provost for Faculty Affairs
Idaho State University
pending appointment August 2024

Barbara Kirchmeier, Ed.D.
Director of General Education and Independent Study in Idaho (IS)
University of Idaho
pending appointment August 2024

Jacob Haeberle
Dean of General Education
College of Eastern Idaho
appointed February 2023

Whitney Smith-Schuler
Dean of General and Transfer Education College of Southern Idaho
pending appointment August 2024

Greg Wilson
Assistant Dean, General Education
College of Western Idaho
Appointed June 2019

Sherry Simkins, Ed.D.
Dean of Instruction, General Studies
North Idaho College
appointed April 2022

Karina Smith, Ph.D.
Assistant Director for Concurrent Enrollment
Boise State University
appointed October 2021

Debbie Ronneburg
Dean, College of Technology
Idaho State University
Technical College Leadership Council Representative
appointed October 2021

Ryan Faulkner, Ed.D.
Dean of Online Learning
College of Eastern Idaho
digital learning representative
appointed December 2022

Liza Long, Ed.D.
College of Western Idaho
open education representative
pending approval August 2024

Mandy Nelson
Registrar
Boise State University
Idaho Registrars Council
ex officio

Board Staff Support
Heidi Estrem, Ph.D.
Associate Academic Officer

SUBJECT

Higher Education Research Council Committee Appointment

REFERENCE

August 2014	Board appointed Dr. Kelly Beierschmitt to the Higher Education Research Council as the INL representative, replacing Dr. Hill.
October 2014	Board appointed Ms. Robin Woods and re-appointed Dr. Haven Baker to the Higher Education Research Council for a three (3) year term.
August 2016	Board re-appointed Mr. Bill Canon to the Higher Education Research Council for a term expiring June 30, 2019.
October 2018	Board re-appointed Dr. Haven Baker and Ms. Robin Woods as non-institutional representatives for terms expiring June 30, 2020, and approved the appointment of Dr. Todd E. Combs as the INL representative.
June 2020	Board appointed Ms. Eileen Langan-Barber and Ms. Heather Messenger as non-institutional representatives for terms expiring June 30, 2023.
December 2021	Board appointed Mr. Douglas Sayer as a non-institutional representative for a term expiring June 30, 2024.
June 2023	Board re-appointed both Ms. Eileen Barber and Ms. Heather Messenger as non-institutional representatives to the Higher Education Research Council for 3-year terms expiring June 30, 2026.

BACKGROUND/DISCUSSION

The Higher Education Research Council (HERC) is responsible for implementing the Board's research policy (Board Policy III.W) and provides guidance to Idaho's four-year public institutions for a statewide collaborative effort to accomplish goals and objectives set forth in Board policy. HERC also provides direction for and oversees the use of research funding provided to the Board by the Legislature to promote research activities that will have a beneficial effect on the quality of education and the economy of the state.

HERC consists of the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho; and a representative of Lewis-Clark State College; a representative of the Idaho National Laboratory (INL); and three (3) non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics. The Board shall appoint the three non-institutional representatives. The appointments of the representative of INL shall be subject to approval of the Board. HERC

appointments for non-institutional representatives are appointed for staggered three-year terms.

Following an extensive nationwide search, INL Director John Wagner selected Dr. Todd Combs as INL's next deputy laboratory director for science and technology and chief research officer. He replaces Dr. Marianne Walck as the INL HERC representative. Dr. Walck departed INL after being selected as the Director of the National Energy Technology Laboratory earlier this year.

Dr. Combs previously worked as the associate laboratory director for INL's Energy and Environment Science and Technology (EES&T) directorate, where his demonstrated track record of leadership and commitment to INL values grew and developed the organization. His deep understanding of the laboratory's mission space and operations, along with his extensive experience at other national laboratories and his career military service, coupled with a clear and compelling vision for the future of research at INL, made him a standout candidate for the deputy laboratory director position.

Dr. Comb's leadership and service extends beyond INL. He serves as chair of the Idaho Strategic Energy Alliance, a board that informs the governor and other leadership on state energy issues. He is a member of the Boise State University College of Engineering's Industrial Advisory Board and has previously served as a member of Idaho's Higher Education Research Council committee and its Established Program to Stimulate Competitive Research committee. He also serves on the National Academies of Sciences' Action Collaborative on Transforming Trajectories for Women of Color in Tech.

As INL's representative to HERC, Dr. Comb's vast experience and expertise is sure to be an asset to the Council as it works to carry out its important responsibilities and duties.

ATTACHMENTS

Attachment 1 – Current HERC Membership – August 2024

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Todd Combs as the representative from Idaho National Laboratory to the Higher Education Research Council, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

HIGHER EDUCATION RESEARCH COUNCIL
August 2024

Dr. Nancy Glenn
Vice President of Research & Economic Development
Boise State University

Dr. Todd Combs
Deputy Laboratory Director
Idaho National Laboratory

Dr. Martin Blair
Vice President for Research & Economic Development
Idaho State University

Ms. Eileen Barber (06/23-06/26)
Non-institutional representative
Co-Founder
Keynetics

Dr. Grace Anderson
Vice President for Institutional Research & Effectiveness
Lewis-Clark State College

Ms. Heather Messenger (06/23-06/26)
Non-institutional representative
Executive
PPD Biotech

Dr. Christopher Nomura
Vice President for Research & Economic Development
University of Idaho

Mr. Douglas Sayer (12/21-12/24)
Non-institutional representative
President
Premier Technology

Board Staff Support
Dr. TJ Bliss
Chief Academic Officer

Mr. John Thomas
HERC Program Manager

SUBJECT

Empowering Parents Grant Program Business Procedures updated by S1358.

REFERENCE

June 14, 2023	State Board of Education ("Board") heard an update on status of program implementation.
August 23, 2023	Board heard an update on status of program implementation and received Final Report and Action Plan dated 8/2/23.
October 18, 2023	Board approved recommendations made by the Empowering Parents Parent Advisory Panel.
December 13, 2023	Board approved standardized Business Procedures

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 33-1030 to 1034, RS31249/S1358

BACKGROUND/DISCUSSION

The Empowering Parents Grant Program (Program) was enacted in 2022 (S1255) to provide education grants for eligible students. After a competitive solicitation, the State Division of Purchasing awarded Primary Class Inc., also known as "Odyssey," the contract to create and administer an online platform including an electronic marketplace for awardees to use grant awards for eligible products and services.

Idaho Code § 33-1031(2)(d) provides that the Board "may take other such actions as necessary to implement and enforce the provision of this section." Board staff have worked closely with Odyssey staff to clarify the procedures for implementing and enforcing the program.

The Board approved Business Procedures in December 2023.

Business Procedures need to be updated to reflect the legislation changes enacted by S1358 (2024). The updated Business Procedures are presented at Attachment 1. Additionally, a parent handbook has been updated as a public-facing complement to the internal procedures and is included in these materials for informational purposes.

The proposed business procedures are updated to reflect the changes enacted by recent legislation and ensure that there is a single point of reference for questions and complicated administrative actions. Other non-substantive changes include formatting and technical corrections.

IMPACT

If the Board approves the business procedures, the practices will be standardized for the 2024-2025 grant administration year and reflect the recent legislative changes.

ATTACHMENTS

Attachment 1 – Empowering Parents Business Procedures (final format)

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed amendments to the Empowering Parents Business Procedures as presented in Attachment 1.

BOARD ACTION

I move to approve the proposed amendments to the Empowering Parents Business Procedures as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Empowering Parents
HELPING THEIR STUDENTS ACHIEVE

BUSINESS PROCEDURES

2024- 2025

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AUTHORITY

Idaho Code § 33-1030 through § 33-1034, establishes the Empowering Parents grant program. The purpose of the program is to provide education grants for eligible students, provide a grant distribution platform; a grant application management system; and grant award management system that provides access to an online marketplace of eligible vendors for the use of award funds to purchase eligible products and services. Awards will be made based on the parent or guardian household adjusted gross income (AGI). Awardees may use the funds to purchase eligible products and services for a qualifying student. The online marketplace includes a variety of vendors that offer eligible products and services.

Idaho Code § 33-1031(2)(d) allows the Office of the State Board of Education (OSBE) to "take other such actions as are necessary to implement and enforce the provisions of this section."
Under this authority, OSBE establishes the following business procedures.

The Board, through the Division of Purchasing, contracts with a software as a service (SaaS), cloud-based, platform for accepting, processing, and managing grant applications, grant account management and electronic marketplace for use of grant awards for eligible education products and services for the Empowering Parents grant program.

DEFINITIONS

1. **Applicant(s):** Parent or legal guardian applying for a grant on behalf of their eligible student(s).
2. **Awardee(s):** Parent or legal guardian awarded a grant on behalf of their eligible student.
3. **Board:** The State Board of Education.
4. **Contractor:** The offeror awarded the contract procured by the Division of Purchasing on behalf of the State Board of Education.
5. **Digital wallet**: Account where grant funds are held for each awardee and through which awardees pay for eligible products and services.
6. **Eligible products and services:** The eligible expenses as defined by Idaho Code § 33-1030(3).
7. **Eligible student**: a person aged 5-18, whether a public school, homeschooled, or nonpublic school student.
8. **Grant**: Awards under the program, limited to one thousand dollars ($1,000) per eligible student and $3,000 per family.
9. **Grant distribution platform**: a digital platform through which grant funds are transferred to participant accounts.
10. **Marketplace:** A feature that facilitates awardees' ability to browse and select eligible products and services for purchase.
11. **Participant:** an eligible student for whom a grant is awarded under section 33-1031, Idaho Code.
12. **Program**: The Empowering Parents grant program established by section 33-1031, Idaho Code.
13. **Program Administrator:** OSBE staff designated by the OSBE Executive Director to oversee matters related to the Empowering Parents grant program.
14. **Vendor**: Vendors offering eligible products or services for sale in the marketplace.

APPLICATION FORM REQUIREMENTS

The Contractor will

1. include the following eligibility required fields on the application
    a. Applicant Full Name
    b. Email address
    c. Social Security/ITN Number
    d. Mailing address
    e. Phone number
    f. Number of full-time Idaho residents ages 5-18 in the applicant's household
    g. Adjusted Gross Income for most recent tax year
    h. Child(ren) name
    i. Child(ren) date of birth
2. Allow Applicants to upload supporting documentation to determine eligibility.

3. Provide Applicants an acknowledgement for terms of acceptance of grant funds, an acknowledgement for misuse of grant funds, a timeline for award, and an explanation of eligible products and services.

ELIGIBILITY, NOTIFICATION, and AWARD

Age Eligibility

The contractor will verify that the children on an application meet the eligibility requirements of a full-time resident of Idaho five (5) to eighteen (18) years of age and are dependents of the applicant. Idaho Code § 33-201 requires an eligible child to be the age of five (5) years on or before September 1 of the school year in which the child is to enroll in kindergarten.

AGI Eligibility

1. The contractor will verify the applicant's reported adjusted gross income (AGI) with the Idaho State Tax Commission through an electronic or application programming interface (API) process acceptable by the Idaho State Tax Commission against established thresholds for the purpose of prioritizing awards.
    a. Applicant's AGI is based on personal (not business) tax returns.
    b. State law does not allow discretion in using anything other than an applicant's AGI verified by the Idaho Tax Commission.
        i. However, a review may be requested in the following situations:
            1. Idaho residents who are active-duty military personnel and deployed outside of Idaho; or,
            2. Residents who are new Idaho residents due to a recent military assignment; or,
            3. The parent and/or legal guardian of Idaho residents ages 5-18 without the most recent years personal tax returns due to the parent's death.
2. In joint custody cases or disputes, the contractor will verify documentation provided by the applicant. If a child is a new dependent or in foster care, the contractor will verify documentation to prevent duplication of awards.
3. The contractor will confirm that an individual student is not on more than one application.

Notification of Applicants

Once eligibility is determined

1. The contractor must determine applicant eligibility within two (2) weeks of receipt of a complete Application.
2. The contractor must send notification to applicant within forty-eight (48) hours of eligibility determination.
3. The contractor may notify the applicant that eligibility is verified, unverified, or denied.
4. If an applicant's eligibility is unverified or denied, the contractor must include the following provision and a description of the unverified or denied eligibility criteria in the notice (text below):

a. The contractor has not verified or denied your eligibility for the reasons described in this notice.
{insert reason}
Grants are discretionary and not subject to appeal rights, including, but not limited to, appeals under the Idaho Administrative Procedure Act. You may request reconsideration within five (5) business days of this notice. To request reconsideration, contact the Office of the State Board of Education at 208-334-2270 or email empoweringparents@osbe.idaho.gov. If you request reconsideration, you must submit all requested information in the time period specified by the Office of the State Board of Education. The Office of the State Board of Education's determination concerning your eligibility must be final and binding. No additional rights or challenges must be provided following the Office of the State Board of Education's decision.

Parent Participation Agreement

Prior to the award of a grant

1. The applicant must agree to program compliance.
    a. The applicant must use grant funds only for eligible education expenses. If an applicant is found to misuse grant funds, then neither the applicant nor another parent of the student living in the same household may apply for a grant in the future for any student, provided that the applicant may appeal the finding to the board or its designee.

Award of Grants

The contractor must award grants consistent with Idaho Code § 33-1031(2)(c):

1. First to all eligible applicants with an AGI under sixty thousand ($60,000) within thirty (30) days of application.
2. Sixty (60) days after notification of applicants listed above (1), eligible applicants with an AGI of seventy-five thousand dollars ($75,000) shall be awarded grant funds.
3. After the applicants listed above (1 and 2) are awarded grants, all remaining eligible applicants shall be awarded grants funds on a first come, first served basis until all available funds are distributed.

Grant funds must be deposited in awardee digital wallets within thirty (30) days of being notified of the award. Grant applications

Grant Expiration

- Grant funds distributed to awardee's digital wallets in the 2022-23 plan year must be expended no later than December 1, 2026. Unused funds will be returned to the Empowering Parents grant program within thirty (30) days of expiration.
- Grant funds distributed to awardee's digital wallets in the 2023-24 plan year and subsequent years must be expended no later than three (3) years from issuance. Unused funds will be returned to Empowering Parents grant program within thirty (30) days of expiration.

Changes to Awarded Account

An awardee may transfer ownership of an account to another parent/legal guardian eligible to oversee the account. To transfer ownership,

1. The existing designated Awardee should submit a request for a Change of Designated Parent/Guardian to OSBE.
2. Once reviewed and processed by OSBE, the new designee assumes all oversight of the account.
3. OSBE will email the Contractor with the requested change. The Contractor will update the platform and resend welcome emails and/or password resets as needed.

Withdraw from Program

An awardee may withdraw from the program at any time. To withdraw

1. The awardee should submit a request to withdraw to the contractor.
2. Once reviewed and processed, the contractor will notify the program administrator and close the awardee account.
3. If there are funds remaining in the account, the contractor will process a reimbursement to the Empowering Parents grant program within thirty (30) days of expiration for redistribution to eligible applicants.

ACCOUNT SUSPENSION

Although ineligible purchases are unlikely, an awardee account may be suspended if either the contractor or the program administrator has reason to believe that the awardee made an ineligible purchase.

Ineligible Purchase Suspension

1. Awardee purchases an ineligible item from the marketplace.
2. Contractor cancels purchase with vendor and returns money to digital wallet.
3. Awardee account is immediately suspended.
4. Contractor notifies awardee of the ineligible purchase. A copy of the notice is to be provided to the program administrator. Such notice must include:
    a. A copy of the participation agreement the parent signed at application stating the risk of permanent removal.
    b. Notice that the awardee can request reinstatement of the account by providing additional documentation to the contractor to justify the eligibility of the purchase within thirty (30) days of the notice.
5. The awardee does not submit a request for reinstatement within the timeframe.
    a. The account will be permanently deactivated at the conclusion of the thirty (30) day window; the awardee will not be allowed to apply in the future, and any remaining funds will be returned to OSBE for redistribution to other eligible applicants.

Request for Reinstatement

1. The request for reinstatement and supporting documentation provided by the awardee to the contractor will be made available via secure folder to OSBE within five (5) business days of receipt, and
2. OSBE will review the documentation and make a final decision within five (5) business days thereafter.

3. The contractor will notify the parent of OSBE's decision within fifteen (15) business days of receiving the request to reactivate the account.
    a. If OSBE's decision is to reactivate the account, the contractor must reactivate the account within 48 hours of parent notification.
    b. If OSBE's decision is not to reactivate the account, the contractor must notify the awardee that the request for reinstatement has been denied, that the awardee account will remain deactivated, and that the awardee may appeal the decision to the Parent Advisory Panel. The appeal form must be included in the notice.

APPEAL TO PARENT ADVISORY PANEL

Awardees who have been notified that they have made an ineligible purchase, have requested reinstatement and provided additional documentation, and have been denied reinstatement by OSBE may appeal that decision to the Parent Advisory Panel.

1. Appeals can be filed by emailing EmpoweringParents@edu.idaho.gov and requesting an appeal form.
2. The form is to include the item purchased and an attestation that the awardee has requested reinstatement and has been denied.
3. Upon receipt of the appeal, the Parent Advisory Panel will request a copy of the request for reinstatement from OSBE. This documentation is to be transferred and retained via a secure folder.
4. The Parent Advisory Panel will review the request for reinstatement and will make a recommendation to either uphold OSBE's decision or to recommend that the account be reactivated.
5. Recommendations from the Parent Advisory Panel regarding appeals of awardee account reactivations are made to the Executive Director of the State Board of Education to whom the Board has delegated the authority to accept or reject such recommendations.
6. This is a final decision.

VENDOR APPLICATION and ACTIVATION GUIDELINES

Vendor Application

1. All interested Vendors must complete an online application form with the contractor.
2. All applications must include an agreement through which vendors acknowledge to only sell eligible products and services on the marketplace and outline the consequences of any violations of the agreement.
3. The Contractor will require the vendor to establish an account by which payments can be made from the contractor to the vendor.
4. The Contractor will notify vendors of the status of their application within fifteen (15) business days of submission.
5. The terms and conditions of the vendor application agreement are between the vendor and contractor.

Application Approval Procedures

1. The contractor reviews vendor applications and issues a tentative approval or denial. The application must include verification of the following:
   a. The vendor intends to sell eligible products and services;
   b. The vendor has completed the participation agreement;
   c. Any additional documentation that may be required due to the type of services the vendor intends to sell is uploaded and accurate/up to date; and,
   d. The vendor services will be advertised on the marketplace in accordance with the eligible products and services categories. Ambiguous categories such as “other” or “supplies” are not allowed.
   e. The program administrator may audit vendors for compliance with eligible products and services. Questions regarding eligible products and services should be directed to the contractor and escalated to the program administrator for clarification as needed.
2. The Contractor may deny an application or request additional information from a Vendor before making a final decision or activating the Vendor’s account.
3. If the vendor application is denied the contractor will notify the vendor.
4. This is a final decision.

Additional Vendor Documentation

Applications from vendors that have direct contact with students in the course of providing services must include additional documentation in the vendor application.

- **Academic Tutors and Driver’s Education Providers**

Vendors with more than five (5) employees (provide academic tutoring services in a tutoring center, in a group or otherwise supervised setting)

- Drug-free workplace assurances form (completed by a representative of the company)
- Assurances that employees are required to pass a background check and have adequate content knowledge in the subject areas being tutored. Specifically, vendors who are eligible to participate in this program may not have employees who have been

convicted of a felony or who are registered sex offenders in direct contact with students.

- **Academic Tutors and Drivers' Education Providers**

Individuals or vendors with five (5) or fewer employees and who provide tutoring or services in a 1:1 setting.

  - Drug-free workplace assurances form (not required of individuals, only of vendors with employees)
  - Active/current Idaho teaching certificate with an endorsement in the area of academic tutoring (English, math, science, social studies, etc.) for each individual providing services. Note: an active teaching certificate is evidence that a background check was conducted, and that the individual did not have a felony conviction and was not a registered sex offender.

- **Providers of Qualifying Therapies**
  - Drug-free workplace assurances form (not required of individuals)
  - Evidence of current licensure for each individual providing direct service to students. Note: current licensure is evidence that a background check was conducted, and that the individual did not have a felony conviction and was not a registered sex offender.
- **Extra-Curricular Classes, Camps, Coaching Services**
  - Drug-free workplace assurances form.
  - Assurances that employees are required to pass a background check and have adequate content knowledge in the subject areas being tutored. Specifically, vendors who are eligible to participate in this program may not have employees who have been convicted of a felony or who are registered sex offenders in direct contact with student.
- **Exceptions**
  Not all situations regarding vendor documentation fit the above requirements perfectly. The contractor may request that the program administrator review an application to determine whether an exception to the required documentation is warranted.

ADDITIONAL VENDOR CONSIDERATIONS

1. An awardee may not receive a payment, refund, or rebate of grant funds from a vendor. All payments, refunds, or rebates for goods and services must be processed through the digital wallet.
2. Grant funds are for the purchase of current or upcoming goods and services. Reimbursements and payments for past-due invoices or late fees are prohibited.
3. An Awardee may be reimbursed for Internet access by the contractor, subject to required documentation, effective July 1, 2024.
4. Vendors will not use the name or logos of the Empowering Parents grant program for advertising, publicity releases, websites, sales presentations, marketing materials, publications, correspondence, and announcements for their own benefit without the prior written consent of the State Board of Education. Vendors are not authorized to use the State Board of Education logo.

VENDOR COMPLAINT ESCALATION

Customer service, remittance of payment, delayed shipping of products, and management of vendors who participate in the marketplace are to be managed by the contractor. However, it is important that the contractor and OSBE work closely together, especially regarding escalated circumstances.

1. All complaints against a vendor that are escalated to OSBE must be filed in writing.
2. All complaints against a vendor that are escalated to OSBE must include the complainant's name, contact information, and a description of the complaint. Anonymous complaints are not accepted.
3. OSBE and its contractor may determine that a complaint is unfounded and may choose not to take further action.
4. If needed, OSBE and contractor will work together to resolve escalated concerns.
5. The complainant is not entitled to information regarding any investigation or actions taken against a vendor that may be a result of the filed complaint.

Issues of Student Safety

1. Complaint makes allegations that, if substantiated, would risk the health or welfare of a child AND the complaint is against a vendor whose employee(s) or proprietor(s) have direct contact with students as a matter of providing an eligible product or service purchased on the platform.
    a. Receiver of Complaint: Provide information to child welfare services and/or 911. If the complainant has reason to believe that a child is in immediate danger, he/she has an obligation to report to the proper authorities, regardless of any investigations or actions that may fall within the scope of the Empowering Parents Grant Program.
    b. Receiver of Complaint: Mandatory and immediate escalation to OSBE and contractor management:
        i. Notify via a separate email. Do not forward complaint emails.
        ii. Subject line: "Issue of Student Safety"
        iii. Email is not to contain specifics of the complaint but should note, the date, time, vendor(s), and note where documentation (if any has been received) is saved (must be in a secure folder)
    c. Contractor and OSBE management will discuss the complaint and document the course of action.
        i. The vendor against whom the complaint is made must be notified within three (3) days that a complaint has been received.
        ii. The course of action may include suspension of vendor accounts while an investigation is conducted and may result in permanent removal from the platform.
        iii. Course of action may conclude with referring the complaint to the entity or agency responsible for enforcement and administration of relevant licenses or certifications held by the vendor or for the enforcement and administration of relevant laws, rules, or regulations.

COMMUNICATION GUIDELINES FOR OSBE & CONTRACTOR

- Do not email or forward complaints, even inside the OSBE or contractor organization.
- Do – save the complaint in a secure folder and notify the appropriate person that a complaint has been filed.
- Do not share Personally Identifiable Information (PII) including parent or student name, social security number, address, age, school, etc. via email.
- Do not – save multiple copies of complaints or retain emails that contain complaints.
- Do – save relevant emails to PDF format and save in a secure folder.

MARKETPLACE REMINDER

All goods and services are purchased using the marketplace. Reimbursements for items or services other than Internet expenses are not allowed.

ELIGIBLE PRODUCTS AND SERVICES

All funds distributed through the Empowering Parents program are to be used for Idaho residents ages 5-18 for eligible education expenses. Idaho Code § 33-1030 defines eligible education expenses. This list includes, but is not limited to the following items:

Idaho Code § 33-1030 (3)(a) Computer hardware, internet access, or other technological devices or services that are primarily used to meet a participant's educational needs; however, expenses related to internet access shall be subject to reimbursement pursuant to the provisions of 33-1031(2)(c), Idaho Code, and shall not be eligible for direct payment through the grant distribution platform.	
Approved	**Not Approved**
Laptops, desktops, and tablets	TV's
Headphones	Smartwatches
Internet access, including reimbursement for monthly fees to an internet service provider and/or purchase or rental of a modem, router, mobile router/hotspot device, or wi-fi extender.	Smartphones, Phones, including cell phone internet
Speakers	Computer Components
Cameras	Karaoke machines
Printers	Video game consoles and console accessories
Virtual Reality Headsets	Video games
	Video/TV/Online Streaming Services
	Live Television
	Musical Streaming Services

Idaho Code § 33-1030 (3)(b) Textbooks, curriculum, or other instructional materials, including educational software and applications	
Approved	**Not Approved**
Textbooks	Pornography
K-12 Curriculum	Content that poses a safety threat to the student or others
K-12 Books	Adult content (such as mixology guides or books)
Educational software	In-Game Purchases or Credits
Educational applications	
Educational workbooks	
Dictionaries	
Software subscriptions (single use with a maximum of 3 users for a family)	

Idaho Code § 33-1030 (3)(c) Fees for national standardized assessments, advanced placement examinations, examinations related to college or university admissions, or industry-recognized certification examinations	
Approved	**Not Approved**
SAT, ACT, AP, and IB	Fees for tests paid to a school district, public charter school, or career technical education program for students counted for public school enrollment

Idaho Code § 33-1030 (3)(d) Therapies, including but not limited to occupational, behavioral, physical, speech-language, and audiology therapies, or other services or therapies specifically approved by the board	
Approved	**Not Approved**
Speech therapy	Services performed by interns
Occupational therapy	
Physical therapy	
Behavioral therapy	
Audiology therapy	
Vision therapy	
Dental therapy	

Idaho Code § 33-1030 (3)(e) Educational programs offered for a fee or pursuant to contract by a school district, public charter school, or career technical education program to nonpublic students, provided that such students may not be counted for purposes of calculating public school enrollment	
Approved Expenses	**Not Approved Expenses**
Athletic fees for school, school-affiliated club or summer teams	Spirit packs or school branded clothing and/or hats
Driver's Education Fees	Yearbooks
Fees related to specific curriculum, including art fees or CTE fees	AP/SAT/ACT testing fees* paid to a school or school district
Graduation fees	School supplies*, including headphones* paid to a school district
	Transportation fees for students
*****Testing fees and school supplies <u>are eligible</u> when purchased in the marketplace. However, those items are **not eligible** if purchased through a school.	

Idaho Code § 33-1030 (3)(f) Registration fees and required materials for education camps and classes offered for a fee by a Board approved vendor	
Approved	**Not Approved**

Tuition, technology, textbook and curriculum fees, and instructional materials for camps and extracurricular classes	Tuition and fees for enrollment in a virtual school or class in which the eligible student is enrolled as a private paying student
Registration fees for Day Camps that operate for less than 12 weeks out of the year, or for just one day per week. Must complete criminal background check assurance and drug-free workplace assurance	Private school tuition and fees
Registration fees for State-licensed Camp programs lasting 9 consecutive weeks or longer	Religious camps
Registration fees for State-licensed Children's Therapeutic Outdoor Programs designed to provide behavioral, substance abuse, or mental health services to minors in an outdoor setting	Annual funds
Out-of-State Camps Accredited by the American Camp Association and approved by the State Board of Education	Giving Funds
	Fundraising fees, donation fees, volunteer waiver fees
	Homeschool co-op tuition and fees
	Gift cards
	Transportation and fees

Idaho Code § 33-1030 (3)(f) Non-technological education equipment that may be necessary to facilitate a student's participation in educational activities	
Approved Expenses	**Not Approved Expenses**
Backpacks, messenger bags, tote bag	Toys
Computer cases	Kitchen Appliances
School supplies	Household Appliances
Sensory items (handheld or specific to a student's educational program)	Household items: cleaning supplies, batteries, packing tape, etc.
Timers	Furniture, bean bags, gaming chairs, and loungers
K-12 Lego kits	Animals
STEM project kits	Cricut or Silhouette machines and accessories
Art supplies and easels	Food (human or animal)
Board games	Green Houses
Calculators	Gas or electric-powered gardening tools
Planners/organizers	Label-makers
Educational flashcards	Desk organization: pen holders, file organizers, etc.
Microscopes	Gift cards

Telescopes	Water and sensory tables
Puzzles	Liquid floor tiles
Laptop stands	Stuffed animals
Horticulture and garden tools and kits	Weighted blankets and sheets
Sewing machines	
Lunchbox	Swings (indoor and outdoor)
Manipulatives: items that help with counting, time, measurement, shapes, addition, etc. (e.g. math cubes, Legos, blocks, shapes, letters, etc.)	Games or puzzles with content that may pose a threat to the student or others or that promote violence or criminal behavior are ineligible for purchase.
Tools for CTE coursework	Rugs or foam tiles
	Storage and organization containers

Idaho Code § 33-1030 (3)(f) Physical educational equipment, gear, uniforms, or pay-to-play fees required for participation in organized physical education activities	
Approved Expenses	**Not Approved Expenses**
Sports gear	Motorized equipment (treadmills, stationary bikes)
Sports competition fees	Recreational equipment
Weights, weight benches	Trampolines
Balls and ball goals	Motorized and recreational boats
Racquets and bats	Scooters/ride-on (including motorized and golf carts)
Swim goggles, fins, kickboards	Pools (in-ground and above)
Yoga mats, gymnastics mats	Camping equipment
	Bikes
	Playsets/swing sets
	Bouncy houses

Idaho Code § 33-1030 (3)(f) Musical instruments and tutoring services	
Approved Expenses	**Not Approved Expenses**
Instruments (purchase and rental)	Maintenance, repairs, and related fees
In-person and online tutoring services	Tuning
	Insurance and service agreements

Idaho Code § 33-1030 (3)(f) Costumes and uniforms – clothing necessary to facilitate participation in an educational camp, class, or event	
Approved Expenses	**Not Approved Expenses**
Leotards	School uniforms
Dance shoes	Dress up and imaginary play clothing
Karate uniform and belts	

Extracurricular class and camp t-shirts that are required to participate	
Sport uniforms	
Dance uniforms and costumes	
Theatrical costumes	
Uniforms for competitive sports teams	

SUBJECT

Accountability Oversight Committee Appointments

REFERENCE

April 2010	The Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee
April 2016	The Board approved second reading of amendment to Board Policy I.Q. adjusting the Accountability Oversight Committee by adding a fifth at-large member with a background in special education.
August 2018	The Board approved the initial appointment of Jodie Mills for a one-year term to complete a vacating member's term.
October 2018	The Board approved second reading of proposed amendments to Board Policy I.Q. adding two (2) members to the committee and designating representation.
August 2020	The Board approved the reappointment of Julian Duffey, Anne Ritter, Rob Sauer, and Roger Stewart.
June 2022	The Board approved reappointment of Julian Duffey, Anne Ritter, and Roger Stewart, and initial appointment of Wendy Johnson.
August 2023	The Board approved reappointment of Iris Chimburas and Jodie Mills.
June 2024	The Board approved reappointment of Julian Duffey, Anne Ritter, and Roger Stewart.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee consists of:

- Two Board members
- The Superintendent of Public Instruction (or designee)
- One member with special education experience

- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a district superintendent
- One member with experience as a school principal or charter school administrator
- One person with experience working with student achievement assessments and data
- Two members at-large.

Jodie Mills was initially appointed to the committee in August 2018 and was designated as the member serving in a school district with a focus on assessment and accountability when Board policy was changed to designate focus areas for some of the member positions. Wendy Johnson was appointed to the district superintendent seat in June 2022. Jodie was reappointed in 2019, 2021, and 2023. As shown in the current membership list (Attachment 1), Wendy Johnson's term ended on June 30, 2024, and the regular two-year term for Jodie Mills will end on June 30, 2025. Due to changes in their professional roles, both Jodie Mills and Wendy Johnson have determined that they are not able to continue to commit time to the committee, so they have resigned their seats effective June 30, 2024. On July 15, the Accountability Oversight Committee met to review resumes of candidates for the open positions on the committee. The slate of potential members was exceptional so the maintaining a balanced and regionally diverse committee was given emphasized consideration in the final decision.

The Accountability Oversight Committee recommends that the Board appoint Adam Johnson to complete Jodie Mill's term as the member serving in a school district with a focus on assessment and accountability. He is the Assistant Superintendent and District Assessment Coordinator of Blaine County School District. Adam has served in this role for three years. Adam was previously a principal and district assessment coordinator for Murtaugh School District and was honored as the 2020 IASA Principal of the Year. He has almost 20 years of experience as an educator, having started as a social studies teacher for Challis School District in 2005. Additionally, Adam was recently a member of the Board's Math Work Group. Adam has a Master of Education Leadership and a Specialist of Education degree from the University of Idaho.

The Accountability Oversight Committee recommends that the Board appoint Sherri Ann Adams as the member with experience as a school district superintendent. Sherri is currently the superintendent of Melba School District, a position she has served in for four years. She was the Principal of Melba Elementary School for 17 years and was instrumental in improving the school's early literacy outcomes. Sherri Ann just completed her thirtieth year as an educator. She holds a Doctor of Philosophy in Educational Leadership and an Education Specialist degree from Northwest Nazarene University and a Master of Education from the University of Idaho.

IMPACT

Appointment of Adam Johnson and Sherri Ann Adams will maintain a full committee through June 30, 2025.

ATTACHMENTS

Attachment 1 – Current AOC Membership List
Attachment 2 – Resumes of Recommended Members

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making appointments to the Accountability Oversight Committee, consideration should be given to the appointees' background, representative district / school size, and regional distribution.

Staff recommends appointment of Adam Johnson and Sherri Ann Adams to the Accountability Oversight Committee.

BOARD ACTION

I move to approve the appointment of Adam Johnson to the Accountability Oversight Committee for a term of 1 year commencing August 21, 2024, and ending on June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Sherri Ann Adams to the Accountability Oversight Committee for a term of 2 years commencing August 21, 2024, and ending on June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ACCOUNTABILITY OVERSIGHT COMMITTEE
JULY 2023

State Board of Education Member
Ex-Officio

Linda Clark
Secretary
State Board of Education

State Board of Education Member
Ex-Officio

Cindy Siddoway
Member
State Board of Education

Superintendent of Public Instruction or Designee
Ex-Officio

Ryan Cantrell
Deputy Superintendent
State Department of Education

Committee Chair, Student Achievement Assessment and Data Representative
Term: July 1, 2024 - June 30, 2026

Roger Stewart
Retired Professor, College of Education
Boise State University

School District Assessment and Accountability Representative
Term: July 1, 2023 - June 30, 2025

VACANT

School District Superintendent Representative
Term: July 1, 2024 - June 30, 2026

VACANT

School Level Administrator Representative
Term: July 1, 2023 - June 30, 2025

Geoff Penrose
Principal, Sandpoint Middle School
Lake Pend Oreille School District #84

Special Education Representative
Term: July 1, 2024 - June 30, 2026

Julian Duffey
Director of Special Education
Jefferson County School District #251

Member At Large
Term: July 1, 2023 - June 30, 2025

Iris Chimburas
Director of Indian Education
Lapwai School District #341

Member At Large
Term: July 1, 2024 - June 30, 2026

Anne Ritter
Board Member
Meridian Medical Arts Charter School

Board Staff Support

Alison Henken
K-12 Accountability and Projects Program Manager
Office of the State Board of Education
alison.henken@osbe.idaho.gov
208-332-1579



Adam Scott Johnson

[redacted]

Education

University of Idaho Moscow, Id
Specialist of Education Leadership 2013
Graduated with 4.0 GPA

University of Idaho Moscow, Id
Masters of Education Leadership 2010
Graduated with 4.0 GPA

Boise State University Boise, Id
B.A. History; Secondary Education 2005
Dean's List

Minico High School Rupert, Id
High School Diploma 2001
Graduated with honors

Employment

Blaine County School District Assistant Superintendent District Assessment Coordinator	2021-Current	Hailey, Id
Murtaugh School District #418 6-12 Principal Assessment Coordinator	2014-2021	Murtaugh, Id
Murtaugh School District #418 Social Studies Teacher Senior Project Director	2013-2014	Murtaugh, Id
Minidoka School District #331 Social Studies Department Chair Social Studies Teacher Digital Learning Coordinator Varsity Boy's Basketball Coach	2011-2013	Rupert, Id
Murtaugh School District #418 Social Studies Teacher Senior Project Director	2006-2011	Murtaugh, Id
Challis School District #181 Social Studies Teacher	2005-2006	Challis, Id

Awards

2020 IASA Idaho Principal of the Year
2013 Idaho Human Rights Educator of the Year
2010 North Side Conference Coach of the Year
2010 District IV 1A Div. II Boys Basketball co-coach of the Year
2008 Member of Idaho Human Rights Education Center
Teacher's Delegation to Europe
2007 Magic Valley Conference Coach of the Year
2007 Member of Idaho Human Rights Education Center
Teacher's Delegation to Jordan
2006 Member of Idaho Department of Education Teacher's Delegation to China
2005 Carey Holiday Tournament Coach of the Year



Adam Scott Johnson

Page 2

Coaching Experience

Varsity Boys Basketball Coach 2006-2013 (9 Seasons)
Varsity Football Coach 2006, 2008, 2012 (3 Seasons)
Varsity Girls Basketball Coach 2013-2014 (1 Season)
Varsity Golf Coach 2007-2010 (3 Seasons)
Athletic Director 2008-2009

References

Michele Capps
Superintendent
Murtaugh School District #418
500 West Boyd St.
Murtaugh, Idaho 83344
Phone: (208)-432-5451
Email: michele.capps@murtaugh.k12.id.us

Kandy Blackburn
Director of Human Resources
Blaine County School District
118 W. Bullion Street
Hailey, Idaho 83333
Phone: (208)-578-5000
Email: kblackburn@blaineschools.org

Suzette Miller
Assistant Superintendent
Minidoka School District #331
292 W 100 S
Rupert, Idaho 83350
Phone: (208)-436-4727
Email: sumiller@minidokaschools.org

SHERRY ANN ADAMS

[redacted]

Educational Leadership is not a job it is a responsibility. Providing a safe and collaborative learning environment is the key to success for students and staff.

EXPERIENCE

JULY 2019 – CURRENT

SUPERINTENDENT, MELBA JOINT SCHOOL DISTRICT #136

Lead a PK – 12 grade district with an enrollment of 850 students and a budget of $6.5 million. Lead the district during the COVID-19 pandemic, creating plans to keep students and staff safely in school. Lead the district in achieving academic success as measured by scoring in the top 10 schools according to the Idaho Reading Indicator. Lead the district in achieving above average growth in reading and math for at-risk students during the pandemic.

AUGUST 2002 – JUNE 2019

PRINCIPAL, MELBA ELEMENTARY SCHOOL

Lead a PK – 6 grade elementary school. Hire, supervise, and evaluate teachers and support staff. Lead the adoption and implementation of curriculum. Lead the implementation of technology throughout the school. Maintain a high level of academic performance within all demographic groups within the school

AUGUST 1993 – JULY 2002

TEACHER, HEAD-TEACHER, BRUNEAU ELEMENTARY SCHOOL

Taught single level as well as mixed grade classrooms.
1997 – 2002, Served as full-time classroom teacher and school leader

EDUCATION

MAY 2017

DOCTOR OF PHILOSOPHY, NORTHWEST NAZARENE UNIVERSITY

Doctor of Philosophy in Educational Leadership
"Leadership and Trust: A Mixed Methods Study of the Rural Elementary Principal"

MAY 2015

EDUCATION SPECIALIST, NORTHWEST NAZARENE UNIVERSITY

MAY 2001

MASTER OF EDUCATION, UNIVERSITY OF IDAHO

Educational Administration

MAY 1993

BACHELOR OF SCIENCE, IDAHO STATE UNIVERSITY

Elementary Education

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership (Council) Membership

REFERENCE

April 2018	Board appointed two current members to the Council and one new member.
June 2018	Board appointed two members to the Council.
August 2018	Board appointed one new member and re-appointed a former member to the Council.
June 2019	Board appointed three new members to the Council.
August 2019	Board appointed one new member to the Council.
October 2019	Board appointed one new member to the Council.
April 2020	Board appointed one new member and re-appointed two members to the Council.
June 2020	Board appointed four new members and re-appointed one member to the Council.
October 2020	Board appointed two new members to the Council.
June 2021	Board appointed one new member and re-appointed four members to the Council.
August 2021	Board appointed two new members to the Council.
October 2021	Board appointed one new member to the Council.
December 2022	Board appointed three new members to the Council.
October 2023	Board appointed one current member to the Council.
December 2023	Board appointed five new members to the Council.
June 2024	Board appointed two new members to the Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.G.
Idaho Code § 33-2202
Idaho Code § 33-2303
Code of Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Code of Federal Regulations (34 CFR § 361.17) sets out the requirements for the State Rehabilitation Council, including the appointment and composition of State Rehabilitation Councils. The regulations require members of state councils to be appointed by the Governor or, in the case of a state that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Idaho Code § 33-2303 designates the State Board for Career Technical Education as that entity. Idaho Code § 33-2202 designates the State Board of Education as the State Board for Career Technical Education "for the purpose of carrying into effect any acts by Congress "affecting vocational rehabilitation."

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director, or another individual recommended by the Client Assistance Program;
iv. At least one qualified vocational rehabilitation counselor with knowledge of, and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
v. At least one representative of community rehabilitation program service providers;
vi. Four representatives of business, industry, and labor;
vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
xi. At least one representative of the State workforce investment board; and
xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR § 361.5(b)(28) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council may serve for not more than two (2) consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to

the remaining members of the Council after making the original appointment.

The Council currently has two (2) re-appointment nominations for Board consideration as follows:

The Council is recommending re-appointment for a second term of Tim Blonsky as representative of a disability group.

The Council is recommending re- appointment for a second term of Stephanie Taylor Thompson as representative of a former VR recipient.

IMPACT

The reappointments will maintain compliance with CFR 34 Part 361.16 and result in sixteen (16) total members.

ATTACHMENTS

Attachment 1 – Current Council Membership
Attachment 2 - Applications and resumes of current council members for re-appointment of second term.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the reappointments to the State Rehabilitation Council as requested.

BOARD ACTION

I move to re-appoint Tim Blonsky for a second term as a representative of a disability group for a three-year term, effective immediately through August 22, 2027.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to re-appoint Stephanie Taylor-Thompson for a second term as a representative of a former VR recipient for a three-year term, effective immediately through August 22, 2027.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

SRC Membership Composition

Members Shall Represent	Representation Required	Name	Region	Term	Term Dates	Voting Member	#
Former Applicant or Recipient of VR services	Minimum 1	Mark Reinhardt	Treasure Valley	1st	12/21/2022-12/20/2025	Yes	1
		Stephanie Taylor-Thompson	Eastern Idaho	1st	8/26/2021-8/25/2024	Yes	2
Parent Training & Information Center	Minimum 1	Vacant					
Client Assistant Program	Minimum 1	Nancy Grant	Treasure Valley	1st	Effective 12/21/2022 No term limit	Yes	3
General VR Counselor	Minimum 1	Vacant	Treasure Valley	1st			
Pre-ETS VR Counselor		Kent Ireton	South Central	1st	12/13/2023 12/12/2026	No	4
Community Rehabilitation Program	Minimum 1	Danielle Larsen	North Idaho	1st	06/12/2024-6/13/2027	Yes	5
Business, Industry and Labor	Minimum 4	Diana Colgrove	North Idaho	1st	12/21/2022-12/20/2025	Yes	6
		Jeff DeForest	Treasure Valley	1st	12/13/2023 12/12/2026	Yes	7
		Lucas Rose	North Idaho	1st	12/13/2023 12/12/2026	Yes	8
		Angie Tuft	Treasure Valley	1st	12/13/2023 12/12/2026	Yes	9
Disability Groups	No minimum or maximum	Tim Blonsky	Treasure Valley	1st	8/26/2021-8/25/2024	Yes	10
		Janice Carson	North Idaho	1st	06/12/2024-6/13/2027	No	11
		Dave Maxwell	Treasure Valley	2nd	6/01/2022-5/31/2025	Yes	12
		Vacant			Vacated 08/31/2023		
State Independent Living Council	Minimum 1	Jami Davis	Treasure Valley	1st	10/21/2021-10/20/2024	Yes	13
Department of Education	Minimum 1	Randi Cole	Treasure Valley	2nd	10/18/2023-10/17/2026	No	14
Director of Vocational Rehabilitation	Minimum 1	Judy Taylor	Treasure Valley	No end date		No	15

SRC Membership Composition

Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	Blackfoot	No end date		Yes	16
Workforce Development Council	Minimum 1	Vacant					

Timothy J. Blonsky

[redacted]

Motivated, results-driven and collaborative leader with extensive experience in relationship development and account management. Proven track record of using cross-functional leadership, creativity, and entrepreneurial initiative to achieve results in dynamic environments.

Professional Experience:

Business Development/Program Manager, IBE, Boise, Idaho *September 2020 – Present*

- Oversight of Treasure and Magic Valley's Youth Apprenticeship Program
  - Responsible for developing business relationships from scratch in presenting Apprenticeship as a mean to develop a skilled workforce.
  - Helping IBE navigate Workforce System, WIOA, and One-Stop System and get a new program off the ground in its first fiscal year and Idaho's first foray in this Federally funded Apprenticeship Program.
  - Help team establish best practices in new CRM and Apprenticeship Data base in accordance with Federal PIRL guidelines.
- Built relationships with all ICTE's Schools to establish framework for facilitating and tracking apprenticeships set up during school (STRAP) or upon graduation.
- Joined Chamber and Professional Networking Groups in the Boise area.

Business Service Coordinator – Aerospace/Manufacturing, CWP, Hartford, CT *Feb 2016-September 2020*

- Responsible for oversight of the grant funded Manufacturing Sector Initiative
  - Developed and maintained strong relationships with over 150 Connecticut based manufacturing companies in the greater Hartford area
  - Successfully placed 500+ manufacturing job applicants
  - Facilitated over $1 Million in workforce incentives for employers in the Hartford region
- Tasked with building awareness of career opportunities in Connecticut's aerospace industry
  - Consistently present to the Chamber of Commerce, local high schools, and adult education centers
  - Developed a successful social media strategy across a variety of channels (Facebook, Instagram, Twitter, and LinkedIn) to raise awareness of the value of Workforce Development
- Published multiple articles for CWP's website, and publications like the Hartford Business Journal and AdvancedManufacturing.org. Established several media contacts and relationships with staff members of local and national politicians
- Proficient in CNC, Lathes, Bridgeport's, and Lean Manufacturing.

Career Coach, Mental Health Connecticut, West Hartford, CT *Feb 2015-Feb 2016*

- Charged with developing MHC's West Hartford Employment division while co-managing the Waterbury division
  - Successfully placed 25+ Deaf/Hard of Hearing/Autistic clients in sustainable employment
  - Responsible for developing and implementing an onboarding curriculum to ensure policy and procedural requirements were met
- Tasked with raising awareness of the value in hiring individuals with disabilities and disabled veterans
  - Increased awareness through networking events, social media, and meeting with local businesses

Connecticut Division Supervisor, New England Business Associates, Manchester, CT *Apr 2011-Feb 2015*

- Responsible for launching a division of NEBA dedicated to securing employment for people with disabilities and veterans, specializing in individuals on the Autism Spectrum.
  - Oversaw team (four direct reports) dedicated to client service and process management.
  - Annual budget ($150k) development and management
  - Built relationships with Vocational Rehabilitation and Developmental Disability Services.
- Tasked with relationship development across a variety of businesses within the state.
  - Secured placement for over 250 employment candidates at 150+ businesses
  - Provided ongoing support to employee and employer once candidate was placed.

Timothy J. Blonsky
[redacted]

- Successfully implemented business ideas into comprehensive business plans in accordance to SCORE standards

Employment Coordinator, Community Options of Connecticut, Farmington, CT *Oct 2010-Apr 2011*
- Developed a startup employment program for people with disabilities by matching candidates with full and part-time employment opportunities
- Provided leadership to and oversight of six direct reports
- Tasked with accelerating community engagement including networking at Chamber of Commerce events, social media outreach, and meeting with local businesses

Residential Manager, MARCH Inc. of Manchester, Manchester, CT *Jan 2009-Oct 2010*
- Responsible for following and adhering to strict compliance of State regulations to maintain licensing of the home in good standing
- Implemented and successfully managed a budget of $200,000
- Responsible for the development and direct supervision of twelve staff members

Education:
Springfield College *Springfield, MA*
- BA in Human Services

Volunteer Experience:
City of Hartford School System *Jul 2011-Jul 2013*
- ASL Instruction

Town of Marlborough CT
- Economic Development Commission Vice Chair (two appointed terms) *June 2016-September 2021*

Certificates:
CWDP – Certified Workforce Development Professional
CESP – Certified Employment Support Professional – expired 1/2019

Skills:
- Fluent in American Sign Language and lip reading
- Proficient in MS Word, Excel, Power Point and Access, online database systems.

Idaho Division of Vocational Rehabilitation

STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name: Timothy Blonsky

Mailing Address: [redacted]

Home/Cell Phone: [redacted]

E-Mail: [redacted]

Please explain why you would like to serve on the State Rehabilitation Council

I have been asked to join as I can bring several things to the table. In my previous work in the state of Connecticut, I worked directly with Voc. Rehab as a community rehabilitation provider (CRP) in helping individuals with disabilities find and sustain employment. I worked with individuals across all demographics, including Deaf and Hard of Hearing as I am fluent in ASL. I came to Idaho to take on a position in which I am driving a federally funded Youth Apprenticeship Program through Idaho Business for Education. Our collaboration with Idaho's Voc Rehab system is a key to our efforts. I hope that I can contribute to the larger mission in being part of this council though my previous experiences, and through my current position with IBE.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Town of Marlborough CT Economic Term Date: 2016-2018

Name: Town of Marlborough CT Economic Dev. Vice Chair Term Date: 2018-2020

Name: _____ Term Date: _____

Name: _____ Term Date: _____

How many hours per month would you be able to commit to State Rehabilitation Council activities?

☐ **1 to 3 hours** ☒ **4 to 6 hours** ☐ **7 to 9 hours** ☐ **10 or more hours**

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☒ Yes ☐ No

RETURN TO:
IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

Idaho Division of Vocational Rehabilitation

STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name: Stephanie Taylor-[redacted] Thompson

Mailing Address: [redacted]

Home/Cell Phone: [redacted]

E-Mail: [redacted]

Please explain why you would like to serve on the State Rehabilitation Council

I am passionate about Vocational Rehabilitation. I am a former customer that was helped immensely by your Rehab. Without the support of Voc. Rehab and my counselor John Case, I wouldn't be where I am today. I am passionate about advocacy and support for people with disabilities. I am a strong advocate in my community and state and feel that I could be a very valuable member to this committee. I also am willing to serve others to the best I can.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Region 7 Behavioral Health Board Term Date: 2023

Name: Behavioral Health Crisis Center Board Term Date: 2023

Name: Center for Hope Board Term Date: 2023

Name: Community Suicide Prevention Term Date: 2023

How many hours per month would you be able to commit to State Rehabilitation Council activities?

☐ 1 to 3 hours ☒ 4 to 6 hours ☐ 7 to 9 hours ☐ 10 or more hours

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☒ Yes ☐ No

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

Stephanie Taylor-[redacted] Thompson

[redacted]

PROFESSIONAL PROFILE

Social Work and Criminology professional with a proven track record of successfully solving complex social issues with extensive experience speaking publicly on social issues. Heavily invested in mental health and substance abuse programs and treatment methods including sitting on various boards throughout Idaho. A demonstrated history of working with federal and state dignitaries and creating successful reentry transitions for returning citizens in Idaho. Brings a unique, first-hand perspective to mental health, substance abuse, criminal justice, and re-entry management.

Core Skills: Crisis Intervention • Criminal Justice • Community Outreach • Advocacy • Mental Health Suicide Prevention • Public Speaking • Government • Community Housing • Community Development Economic Development • Ex-Offender Reentry • Community Organization • Fundraising/Grant Writing Social Services • Interpersonal Communication

Awarded the National Excellence in AmeriCorps Award *for most exemplary service to the USA*
Awarded by the Federal Corporation for National and Community Services in Washington, D.C.

PROFESSIONAL EXPERIENCE

Stewards of Recovery; Idaho Falls, ID ***2021 - Present***
Clinical Mental Health and Addiction Intern

- Performs individual counseling, crisis intervention, substance abuse, and dual diagnosis consultation

Idaho Department of Correction (IDOC); Idaho Falls, ID ***2019 - Present***
Reentry Specialist

Acts as the liaison between 50+ agencies and organizations to supply clients with the resources to succeed, including the Idaho Department of Labor, Idaho Department of Health and Welfare, Vocational Rehab, US Department of Veterans Affairs, Bureau of Indian Affairs, US Citizenship and Immigration Services, State and Federal Courts, and SSA. Identifies and analyzes community trends and needs and formulates reentry plans. Interviews, assesses, and interacts with clients within a correctional and community setting.

- Supervises AmeriCorps VISTA Site Coordinator, 3 interns with IDOC District 7 Probation and Parole and assists in managing the district AmeriCorps VISTA program
- Developed 170+ re-entry plans and goals and explains them to staff, returning citizens, families, and community stakeholders
- Interviews and gathers information from returning citizens for LSI assessment scoring
- Develops and maintains relationships with 50+ organizations, elected officials including the Idaho State Lt. Governor, State Senators and Legislators, probation and parole officers, mental health professionals, substance abuse counselors, and judicial and legal professionals
- Develops resources to assist in clients' re-entry into the community and coordinates instructors to facilitate training
- Provides verbal and written direction to returning citizens on a one-to-one basis or group setting
- Apply for grants through community resources for the district and assist in oversight of district reentry grant through the Center for Hope

Family Support Partner

- Coached 5 families on juvenile case plan implementation, ensuring family members understood their role in the child's Wellness Plan, including the Juvenile Criminal Justice System and education plans through school districts
- Coordinated with CPS, Idaho Juvenile Department of Corrections, Idaho Foster Care System, and PATH Idaho Treatment Program

Recovery Coach

- Empowered 50 people to utilize community resources and build rapport with their parole officers to implement successful recovery plans

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BOARD AND COMMITTEE MEMBERSHIP

Region 7 Behavioral Health Board (R7BHB) - IDHW DBH
Elected Board Member - Substance Use Health Advocate 2019 - Present

Behavioral Health Crisis Center
Appointed Board Member - Mental Health Advocate 2018 - Present

- Appointed by Bonneville County Commissioner

Center for Hope 2019 - Present
Elected Board Member - IDOC

- Strengthened re-entry programs with IDOC and assisted in developing a Peer Reentry Coach position

Community Suicide Prevention | Formally SPAN Idaho
Elected Board Member | Volunteer 2019 - Present

- Provides outreach and support to families that have lost a loved one to suicide, and suicide prevention training

Idaho Falls Police Department
Strategic Five-Year Plan Committee 2019

- Appointed by the Idaho Falls Mayor

EDUCATION

Northwest Nazarene University
Master of Social Work (In-progress)

- Dual Concentration: Clinical Mental Health and Addictions; Integrated Clinical and Community Practice

Idaho State University
B.A. General Studies: Sociology Concentration

- President of National Honor Society Mortar Board

A.A. Criminology

AWARDS

Excellence in AmeriCorps Award | *Federal Corporation for National and Community Services, Washington D.C.*

- Awarded for most exemplary service to the United States of America

AmeriCorps VISTA – contracted by IDOC; Idaho Falls, ID ***2017 - 2019***

Free2Succeed Community Mentor-site Coordinator

Assisted with regional development and implementation of Free2Succeed Community Mentoring program. Recruited, trained, developed, and supported mentors from the local community. Created program structure to develop a sustainable long-term program including policies and procedures within the probation and parole district.

- Partnered with 25+ organizations, thereby obtaining employment, healthcare, treatment, and legal aid for returning citizens returning to society
- Accelerated re-entry for 700+ returning citizens empowering them with community resources, relationship support, and housing
- Proved the program is reducing homelessness and poverty by analyzing housing, poverty, and recidivism data
- Fundraised more than $4,000 annually which was utilized for the annual Recover Out Loud event, which promoted offender diversity and inclusiveness in local communities
- Expanded mentor recruitment for a total of 82 mentors, with a consistent growth of 2 mentors/month
- Grew offender's support network by 3 people and 2 organizations month-over-month

Idaho Department of Correction; Idaho Falls, ID ***2016***

Criminology Intern

Grew the Free2Succeed Mentorship Program, with leadership which provides resources, mentorship, and a support network to returning citizens returning to society. Empowered returning citizens with the skills and knowledge to navigate the criminal justice system.

- Broke down the stigma associated with criminal history through education, advocacy, and community collaboration
- Bridged the gap between community members and the Idaho Department of Correction, ultimately creating a long-term sustainable support system for 1000's of returning citizens returning to society
- Grew mentor recruitment by 35 people, and expanded returning citizens' support networks by 2 people and 1 organization per month

Human Dynamics and Diagnostics; Idaho Falls, ID ***2017 - 2019***

Peer Support Specialist

- Generated Wellness Recovery Plans for 50 individuals suffering from mental illness and addictions, thereby healing and alleviating suffering to themselves and family members
- Educated individuals to better navigate the criminal justice system, probation and parole, and social services

Family Support Partner

- Coached 5 families on juvenile case plan implementation, ensuring family members understood their role in the child's Wellness Plan, including the Juvenile Criminal Justice System and education plans through school districts
- Coordinated with CPS, Idaho Juvenile Department of Corrections, Idaho Foster Care System, and PATH Idaho Treatment Program

Recovery Coach

- Empowered 50 people to utilize community resources and build rapport with their parole officers to implement successful recovery plans
- Conducted drug tests and provided results to parole officers, courts, and agency treatment team

Tueller Counseling; Idaho Falls, ID ***2015 - 2017***

Peer Support Specialist

- Generated Wellness Recovery Plans for 50 individuals suffering from mental illness and addictions, thereby healing and alleviating suffering to themselves and family members
- Educated individuals to better navigate the criminal justice system, probation and parole, and social services

Idaho Hometown Hero Award | *JRM Foundation for Humanity*
- Signed by Governor Brad Little

2019 Changing Life Award | *Eastern Idaho Community Action Partnerships*
- Selfless service to community and state positively changing lives

Mission Ambassador Award | *Idaho Meth Project*
- Relentless volunteer service educating Idahoans about Meth addiction and prevention

Regional Behavioral Health Advocate Award | *Region 7 Behavioral Health Board*
- Advocacy for mental illness awareness and recovery

Nominated Idaho Brightest Star | *Idaho Department of Labor*
- Volunteer service to the state of Idaho through numerous capacities

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CERTIFICATIONS

- 7th District Citizen's Law Academy Graduate
- Mental Health Crisis Intervention
- Recovery Coach
- Certified Peer Support Specialist
- Certified Family Support Partner
- Motivational Interviewing
- Drug Testing
- Suicide Intervention
- Wellness Recovery Action Plan (W.R.A.P.)
- First Aid
- C.P.R.

PROJECTS

Criminal Justice Reform Group 2020 - Present
Group Member
- Developing criminal record rules and legislation in collaboration with state senators, representatives, judges, and the courts

Recover Out Loud 2018 - Present
Speaker | Event Director

Community Information Resource Fair 2017 - 2020
Community Event Coordinator

Community Conversation on Re-entry 2017 - 2019
Speaker | Event Coordinator

TED Talks – TEDx Idaho Falls 2018
Speaker

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Appointments to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services.

The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Two (2) positions on the PSC are open for three (3)-year appointments, effective July 1, 2024: one (1) position representing certificated classroom teachers and one (1) position representing elementary school principals.

Nominations for the positions were initially sought from the Idaho Education Association (IEA), Northwest Professional Educators (NWPE), Idaho Indian Education Committee (IIEC), and the Idaho Association of Elementary School Principals (IAESP), from January 9 to March 8, 2024. The positions received no nominations. From May 7 to June 14, 2024, the Department of Education sought nominations from interested educators through an online nomination platform.

In compliance with Section 33-1252(2), Idaho Code, three (3) nominations are sought for each open position. Five (5) nominations were received for the classroom teacher position, and two nominations were received for the elementary principal position. The Recommendations Committee of the PSC reviewed the nomination packets at their meeting on June 20, 2024, and submitted nominee recommendations to the full Commission on June 21, 2024, for recommendation to the State Board of Education for appointment.

Erika Estes of Weiser School District and Alejandro Zamora of Wilder School District are recommended for appointment to the PSC.

IMPACT

Board action allows for the appointment or reappointment of members to the Professional Standards Commission, ensuring all possible seats on the Commission are filled.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members
Attachment 2 – Erika Estes Resume and Letter of Recommendation
Attachment 3 – Alejandro Zamora Resume and Letter of Recommendation

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed appointments of Erika Estes and Alejandro Zamora to the Professional Standards Commission as presented.

BOARD ACTION

I move to appoint Erika Estes of Weiser School District to the Professional Standards Commission for a three-year term, replacing Katie Horner of Buhl School District, beginning July 1, 2024, and ending June 30, 2027, representing certificated classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Alejandro Zamora of Wilder School District to the Professional Standards Commission, replacing Tate Castleton of Homedale School District, for a three-year term beginning July 1, 2024, and ending June 30, 2027, representing elementary school principals.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2024-2025 Member Roster

Angela Gillman, Chair
Classroom Teacher
Idaho Falls School District #091
Term 7/1/24 – 6/30/27

Vanessa Anthony-Stevens, Public Teacher Education
University of Idaho
Term 7/1/22 – 6/30/25

Stephanie Brodwater, Classroom Teacher
Post Falls School District #273
Term (Partial) 10/19/22 – 6/30/25

Ryan Cantrell, Chief Deputy Superintendent
State Department of Education
Term 2/2/23 – 6/30/26

Kristi Enger, Educator Certification Director
Idaho Career Technical Education
Term 7/1/24 – 6/30/27

Melissa Green, Private Teacher Education
Brigham Young University
Term 7/1/24- 6/30/27

Lance Harrison, School Superintendent
Preston Joint District #201
Term 7/1/23 – 6/30/26

Stacey Jensen, Classroom Teacher
Pocatello School District #025
Term 7/1/22 – 6/30/25

Katie Mathias, Public Teacher Education
Boise State University
Term 7/1/23 – 6/30/26

Ramona Lee, Vice Chair
Special Education Administrator
West Ada School District #002
Term 7/1/23 – 6/30/26

Amy McBride, Secondary Principal
Twin Falls School District #411
Term 7/1/22 – 6/30/25

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University
Term 7/1/22 – 6/30/25

Marci Nuxoll, Exceptional Child Teacher
Mountain View School District
Term 8/23/23 – 6/30/25

Karen Pyron, School Board Member
Butte County School District #111
Term 7/1/24 – 6/30/27

MeLissa Rose, Pupil Service Staff
Lakeland School District #272
Term 7/1/22 – 6/30/25

Jonelle Warnock, Classroom Teacher
Boise School District #001
Term 7/1/23 – 6/30/26

VACANT
Elementary Principal
Term 7/1/24 – 6/30/27

VACANT
Classroom Teacher
Term 7/1/21 – 6/30/24

ERIKA ESTES

[redacted]
estese@weiserschools.org

EXPERIENCE

2005-2006
1ST GRADE TEACHER, INDIAN CREEK ELEMENTARY, KUNA SCHOOL DISTRICT

2006-2014
1ST GRADE TEACHER, PAYETTE PRIMARY, PAYETTE SCHOOL DISTRICT
- PEA Building Representative, 2011-2013
- Payette VFW Teacher of the Year, 2012
- PPS Crystal Apple Award, 2014

2014-2020
KINDERGARTEN TEACHER, PIONEER ELEMENTARY, WEISER SCHOOL DISTRICT
- Pioneer Leadership Team, 2017-2021
- Master Educator Premium Award, 2019

2020-PRESENT
1ST GRADE TEACHER, PIONEER ELEMENTARY, WEISER SCHOOL DISTRICT
- Pioneer RTI Team, 2020-PRESENT
- Southwest Collaborative Literacy Team, 2021-PRESENT
- Weiser School District Reading Curriculum Committee, 2022-2023
- Weiser School District Calendar Committee, 2024

2021-PRESENT
WEISER PUBLIC LIBRARY BOARD TRUSTEE
- Treasurer, 2021-PRESENT

EDUCATION

JUNE 2000
ASSOCIATE OF ARTS, TREASURE VALLEY COMMUNITY COLLEGE

JUNE 2003
BACHELOR OF SCIENCE, EASTERN OREGON UNIVERSITY

WEISER SCHOOL DISTRICT NO. 431
925 PIONEER ROAD
WEISER, IDAHO 83672
PHONE (208) 414-0616 * FAX (208) 414-1265

DAVID DAVIES
Federal Programs Director

KYLA DICKERSON
District Clerk

ANGELEA HALVORSON
Special Education Director

KENNETH DEWLEN
Superintendent

RILEY DOWNING
Deputy Clerk

06-03-2024

Dear PSC Nomination Committee,

I am writing to enthusiastically recommend Erika Estes for nomination to the Idaho Professional Standards Commission and can attest to her unwavering commitment to education, her dedication to ensuring the highest standards of professionalism among educators, and her exceptional problem-solving abilities.

Erika is a tireless advocate for students, demonstrating a deep understanding of the importance of providing them with the best possible educational experience. Her passion for education stems not only from her professional experiences but also from her upbringing in an education-focused family. This background has instilled in her a profound appreciation for the impact that educators can have on the lives of their students.

One of Erika's most notable qualities is her analytical mind, which enables her to approach challenges with a clear and strategic perspective. Whether she is collaborating with colleagues to address complex issues or evaluating professional standards, Erika consistently demonstrates her ability to think critically and propose effective solutions. Her analytical skills, combined with her innate curiosity and dedication, make her an invaluable member of any team.

I have had the pleasure of working alongside Erika on numerous occasions, and I have always been impressed by her professionalism, integrity, and commitment to excellence. She approaches her work with a level of enthusiasm and dedication that is truly inspiring, and I have no doubt that she would bring the same level of dedication to her role on the Idaho Professional Standards Commission.

In conclusion, I wholeheartedly recommend Erika Estes for appointment to the Idaho Professional Standards Commission. Her passion for education, her commitment to upholding professional standards, and her analytical abilities make her an ideal candidate for this important role. I am confident that she would serve with distinction and make valuable contributions to the commission's work.

Please feel free to contact me if you require any further information or clarification regarding Erika's qualifications.

Respectfully,



David A Davies
Pioneer Elementary Principal
Federal Programs Director
Weiser School District
(208)414-3131

Alejandro (Alex) Zamora, Ph.D.

[redacted]

Summary of Qualifications

Dr. Zamora's leadership focus of creating a student-centered, holistic environment is inspired by over a decade of experience as an educator in virtual, brick and mortar, and higher education, plus years of social work practice. Zamora is actively engaged in the community, including serving as a regulator and current chair of the Idaho Board of Social Worker Examiners, and is the City of Caldwell Planning and Zoning Commission chair.

Relevant Experiences

Principal, Wilder Elementary & Idaho Future Ready Academy, Wilder School District
07/2020-Current

- Serve as academic building leader, supporting and evaluating teachers' pedagogical approaches through formal evaluations, classroom observations, and data review
- Lead administrator for both the brick and mortar elementary, plus a kindergarten through 12th grade online school
- Maintain a laser focus on student growth as a key indicator of District's mission of personalized-learning
- Provide professional development for all district staff related to soft skill development and social-emotional awareness training
- Lead district-wide efforts promoting social-emotional wellness of students, while supporting and consulting with school counselors

Student Support Services Administrator, Idaho Virtual Academy
08/2014-6/2020

- Led LEA-wide SEL and mental health efforts, including supervising all counseling and social work staff, plus other engagement team members, totaling a team of 15 employees
- Strategically planned and monitored the annual use and compliance of nearly $100,000 in various budgets, including Safe and Drug Free Schools and College and Career Advising allotments
- Served as the board-appointed Non-Discrimination Coordinator, which required reviewing, training, and ensuring compliance to the following federal programs: Title VI, Title IX, and Section 504
- Offered safety guidance, including chairing school's Safety Committee and liaising with staff and fellow administrators when safety issues arose in physical or virtual settings

Human Services Program Specialist, Idaho Department of Health & Welfare
01/2013-08/2014

- Managed daily operations of the 2-1-1 Idaho CareLine, the State of Idaho's information and referral line
- Provided direct supervision, evaluation, hiring, and coaching to 9 program staff
- Collaborated with state-wide community partners to increase access of heath and human services in Idaho
- Ensured compliance and budget monitoring of awarded monies via grants or other special allocations

School Counselor and Teacher, Rivervue Academy
08/2010-01/2013

- Offered counseling to advise on personal and academic issues, while providing crisis intervention as needed
- Planned and implemented lesson plans for social skills, current events, theatre, and audio/visual classes
- Facilitated group therapy programs focused on areas of concern presented by youth

Certifications

Administrative Certificate
Idaho Department of Education

- Superintendent Pre-K-12 endorsement
- School Principal Pre-K-12 endorsement

Pupil Personnel Services Certificate
Idaho Department of Education
- School Social Worker endorsement
- School Counselor endorsement

Education

2015-2017	Doctor of Philosophy, Educational Leadership Northwest Nazarene University
2007-2009	Master of Social Work, Clinical concentration Northwest Nazarene University

Leadership Training

National Principal Supervisor Certification, The School Superintendent Association
2022-2023

Aspiring Superintendent Academy, The School Superintendent Association
2021-2022

Certified Public Manager Program, State of Idaho
2014-2015

Community Involvement

Commissioner, Planning and Zoning Commission
City of Caldwell
01/2020-Current

Chair, Board of Social Work Examiners (Idaho Governor appointment)
Idaho Board of Social Work Examiners
12/2019-Current

Member, Board of Directors
Treasure Valley Family YMCA Association
06/2015-Current

Recent Presentations

Zamora, A. L., & Lercertua, J. (2023, October). Bridging the divide: Enhancing collaboration between administrators and school-based helping professionals. Stronger Together Conference, Boise, ID.

Zamora, A. L.,, & Lecertua, J. (2023, August). What should you school counselors and school social workers really be doing? Idaho Association of School Administrators Conference, Boise, ID.

Zamora, A. L.,, & Lecertua, J. (2023, March). Ethical considerations for an asset-based framework to empower families. Strengthening Families Training Institute, Boise, ID.

Recent Honors

Accomplished Under 40, Idaho Business Review
2023

Service to Youth Award, Treasure Valley Family YMCA Association
2021

To Whom It May Concern:

I am writing to enthusiastically recommend Dr. Alejandro Zamora for a position with the Idaho Department of Education Professional Standards Commission. Having had the privilege of working closely with Dr. Zamora for two years, I can attest to his exceptional leadership qualities, unwavering dedication to education, and profound commitment to student success.

Throughout his tenure as Principal and district-wide leader, Dr. Zamora has consistently demonstrated his ability to inspire and motivate students and staff to achieve substantial results. His mindful approach to leadership fosters a collaborative and inclusive environment where contributors feel valued and supported. With a finger on the pulse of established policy at all times, Dr. Zamora works hard to strengthen and improve every school and district-wide system he is involved in with unshakable integrity. Dr. Zamora is unmatched in his ability to evaluate policy, identify and resolve systematic deficiencies, and provide clear paths forward for school district leadership. His clarity of mind and perspective on policy coupled with his uncompromising ethical framework is refreshing and reassuring to his administrative team. Dr. Zamora is the man we go to within our district to receive clarity on complicated policy subjects dealt with on many levels throughout the district.

As a forward-thinking educator, Dr. Zamora is deeply invested in implementing strategies that promote academic excellence, social-emotional development, and equity for all students. His innovative approaches to curriculum design, instructional methodologies, and student support services have resulted in tangible improvements in student outcomes and overall school performance.

Beyond his professional expertise as an educator, Dr. Zamora exhibits the utmost care in attending to school business and budgets. He is often the district-wide leader in bringing grants into play on behalf of the district, and a go-to person for other district leaders when exploring innovative ways for departments to stay within budget without diminishing student resources. Additionally, Dr. Zamora displays courage, and approaches challenges with a solution-oriented mindset, effectively navigating complex situations with great care and thoughtfulness. His ability to communicate effectively with diverse stakeholders, including students, parents, faculty, and community members, is truly commendable.

In summary, Dr. Alejandro Zamora is an outstanding educator and leader who possesses the ethical integrity, vision, and skills necessary to excel as a member of the Idaho Department of Education Professional Standards Commission. I have the utmost confidence that he will make a substantial impact and contribution to your institution. It is with great enthusiasm that I endorse Dr. Zamora, and I am confident that he will exceed your expectations.

Please feel free to contact me for further information regarding Dr. Zamora's qualifications.

Sincerely,

Ross Jones

Ross Jones
WSD Business Manager and IFRA Vice Principal
Wilder School District
rjones@wilderschools.org
(208) 914-0658

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

2024 Curricular Materials Adoption

REFERENCE

June 2016	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for mathematics.
August 2017	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 arts and humanities, 9-12 computer applications, K-12 health and wellness, K-12 physical education, K-12 social studies, and 6-12 mathematics open educational resources.
October 2018	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 English language arts & literacy, K-6 handwriting, K- 12 English learner, K-12 computer applications, K-12 computer science, and 9-12 mathematics open educational resources.
August 2019	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 science, K-12 computer applications, and K-12 computer science.
August 2020	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 science, K-12 computer applications, K-12 computer science, and career technical education.
August 2021	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 English language learner, 6-8 computer science, and driver's education.
August 2022	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 mathematics and K-12 English language learner.
October 2022	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular materials for K-12 mathematics and K-12 English language learner.
August 2023	Board approved the recommendations made by the Curricular Materials Selection Committee of curricular

materials for K-12 mathematics.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.B.9. Section 33-118, Idaho Code – Courses of study – Curricular materials
Section 33-118A, Idaho Code – Curricular materials – Adoption procedures
IDAPA 08.02.03.128 – Rules Governing Thoroughness, Curricular Materials Selection and Online Course Approval

BACKGROUND/DISCUSSION

The curricular materials review and adoption process is established in Sections 33-118 and 33-118A, Idaho Code, and is further defined in IDAPA 08.02.03.128, Rules Governing Thoroughness. Curricular materials are defined as textbooks and instructional media including software, audio/visual material, and internet based instructional material (Section 33-118A, Idaho Code). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies.

The adoption process provides for the continuous review and evaluation of new curricular materials. This process ensures that all Idaho school districts and charter schools have quality products available to purchase at a guaranteed low contract price. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. While school districts and charter schools can choose materials from the list of vetted and approved materials, this is not a requirement.

In accordance with IDAPA 08.02.03.128, Idaho adopts materials in the areas of reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career technical education and counseling, science, health, physical education, handwriting, literature, driver education, and limited English proficiency. In addition, computer science is adopted annually, and computer applications are adopted biennially.

The Curricular Materials Selection Committee (Committee), the members of which are appointed by the State Board of Education (Board) for a five (5)-year term, has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (Department) and a voting member of the committee.

The Committee consists 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
- State Department of Education personnel

The Committee, assisted by content specialists from throughout the state, meets for approximately one week in June to review and evaluate all materials against Idaho Content Standards and specific course requirements. The Committee votes to recommend materials to the Board, and these recommendations are forwarded to the Board for adoption. All meetings of the Committee are open to the public. If the Board accepts the recommendation of the Committee and adopts the materials, the Department executes contracts with the publishing companies, and the listing of newly adopted materials is published in the Department's Curricular Materials Adoption Guide. In accordance with IDAPA 08.02.03.128, a state curriculum depository is maintained at Caxton Printers, Ltd., in Caldwell, Idaho. Curriculum libraries are also maintained at seven (7) regional centers.

The 2024 curricular materials review included K-12 English Language Arts, K-12 Health, and K-12 Physical Education. Ninety-three (93) content area specialists assisted eleven (11) Committee members in the evaluation of curricular materials and related instructional materials. Recommended curricular materials and related instructional materials are catalogued in Attachment 1.

IMPACT

The curricular review and adoption process help to ensure that all Idaho school districts and charter schools, regardless of size, can purchase quality materials at a guaranteed low price for the length of the adoption cycle while maintaining local control in the choice of instruction materials.

ATTACHMENTS

Attachment 1 – Recommended curricular materials and related instructional materials
Attachment 2 – Curricular Materials Selection Committee
Attachment 3 – Regional Center locations

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed curricular materials and related instructional materials, as presented in Attachment 1.

BOARD ACTION

I move to approve the proposed curricular materials and related instructional materials for K-12 English Language Arts, K-12 Health, and K-12 Physical Education, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No _____

2024 Curricular Materials Review

Content Area	Publisher	Title	Grade Level	Recommendation
ELA	95 Percent Group	Tools 4 Reading Sound Walls Classroom Kit feature Kid Lips	K-1	Component
ELA	95 Percent Group	Multisyllable Phonics Lesson Library (PLL)	1-5	Intervention
ELA	95 Percent Group	Multisyllable Routine Cards (MSRC)	3-5	Component
ELA	95 Percent Group	Basic Phonics Lesson Library (PLL)	1-5	Intervention
ELA	95 Percent Group	Advanced Phonics Lesson Library (PLL)	1-5	Intervention
ELA	95 Percent Group	95 Phonics Core Program (PCP)	K-2	Component
ELA	95 Percent Group	95 Phonics Core Program (PCP)	3-5	Component
ELA	95 Percent Group	Phonics Chip Kit (PCK)- Basic, Advanced & Multisyllable	K-8	Intervention
ELA	95 Percent Group	95 Reading Achievement Program (RAP)	2-8	Intervention
ELA	American Reading	ARC Accelerator	6-12	Intervention
ELA	Amplify	Amplify ELA	6	Comprehensive
ELA	Amplify	Amplify ELA	7	Comprehensive
ELA	Amplify	Amplify ELA	8	Comprehensive
ELA	Amplify	CKLA	4	Comprehensive
ELA	Amplify	CKLA	5	Comprehensive
ELA	Amplify	CKLA	2	Comprehensive
ELA	Amplify	CKLA	3	Comprehensive
ELA	Amplify	CKLA	1	Comprehensive
ELA	Amplify	CKLA	K	Comprehensive
ELA	Benchmark Education	Benchmark Advance 2022	K	Not Recommended
ELA	Benchmark Education	Benchmark Advance 2022	1	Not Recommended

ELA	Benchmark Education	Benchmark Advance 2022	2	Not Recommended
ELA	Benchmark Education	Benchmark Advance 2022	3	Comprehensive
ELA	Benchmark Education	Benchmark Advance 2022	4	Comprehensive
ELA	Benchmark Education	Benchmark Advance 2022	5	Comprehensive
ELA	BFW	Foundations of Language & Lit	9	Comprehensive
ELA	BFW	Advanced Language & Lit	10	Comprehensive
ELA	BFW	American Literature & Rhetoric	11	Comprehensive
ELA	Capstone Pub	PebbleGo Silver	K-5	Component
Health	CATCH	CATCH Health Journeys	K-2	Comprehensive
Health	CATCH	CATCH Health Journeys	3-5	Comprehensive
Health	CATCH	CATCH Health Journeys	6-8	Comprehensive
PE	CATCH	CATCH PE Journeys	K-2	Comprehensive
PE	CATCH	CATCH PE Journeys	3-5	Comprehensive
PE	CATCH	CATCH PE Journeys	6-8	Comprehensive
ELA	Collaborative Classroom	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Extension	1-3	Intervention
ELA	Collaborative Classroom	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Beginning	K-3	Intervention
ELA	Collaborative Classroom	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Challenge	2-12	Intervention
ELA	Collaborative Classroom	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Plus)	4-12	Intervention
ELA	Curriculum Associates	Magnetic Reading Foundations plus Toolbox	K-2	Component
ELA	Curriculum Associates	Magnetic Reading plus Toolbox	3-5	Component

ELA	Curriculum Associates	Phonics for Reading plus Toolbox	3-12 standards (assigned 3-5)	Component
ELA	Foundations in Learning	WordFlight	2-8	Comprehensive
Health	Goodheart-Willcox	Essential Health Skills for Middle School	6-8	Comprehensive
Health	Goodheart-Willcox	Essential Health Skills for High School	9-12	Comprehensive
Health	Goodheart-Willcox	Comprehensive Health Skills for Middle School	6-8	Comprehensive
Health	Goodheart-Willcox	Comprehensive Health Skills for High School	9-12	Comprehensive
ELA	Heggerty	myHeggerty	K-2	Component
ELA	Heggerty	Decodable Library	K-2	Component
ELA	Heggerty	Bridge to Reading	K-2	Component
ELA	Heggerty	Phonemic Awareness	K	Component
ELA	Heggerty	Phonemic Awareness Primary	1-2	Component
ELA	Heggerty	Phonemic Awareness Primary Extension	2	Component
ELA	Heggerty	Bridge the Gap - Phonemic Awareness Intervention	2-12	Component
ELA	Heggerty	Decodable Frog Series & Decodable Toucan Series	K-1 & 2-4	Component
ELA	Heinemann	Units of Study in Writing	K-2	Component
ELA	HMH	HMH Waggle ELA	6-8	Component
ELA	HMH	HMH Read 180 Stage B	6-8 (2-8 Standards)	Intervention
ELA	HMH	HMH Read 180 Stage C	9-12 (2-12 Standards)	Intervention
ELA	HMH	HMH Read 180 Stages A	3-5 (2-5 Standards)	Intervention
ELA	HMH	HMH Into Literature	9	Comprehensive

ELA	HMH	HMH Into Literature	10	Comprehensive
ELA	HMH	HMH Into Literature	11	Comprehensive
ELA	HMH	HMH Into Literature	12	Comprehensive
ELA	HMH	HMH Into Reading	K	Comprehensive
ELA	HMH	HMH Into Reading	1	Comprehensive
ELA	HMH	HMH Into Reading	2	Comprehensive
ELA	HMH	HMH Into Reading	3	Comprehensive
ELA	HMH	HMH Into Reading	4	Comprehensive
ELA	HMH	HMH Into Reading	5	Comprehensive
ELA	HMH	HMH Into Reading	6	Comprehensive
ELA	HMH	HMH Into Literature	6	Comprehensive
ELA	HMH	HMH Into Literature	7	Comprehensive
ELA	HMH	HMH Into Literature	8	Comprehensive
ELA	HMH	HMH Waggle ELA	K-5	Not Recommended
ELA	HMH	HMH Amira	K-5	Component
ELA	HMH	HMH Amira	6	Component
Health	Human Kinetics Inc.	Live Well Middle School Health	6-8	Comprehensive
Health	Human Kinetics Inc.	Live Well Foundations of High School Health	9-12	Comprehensive
ELA	Imagine Learning	Imagine Learning EL Education	6	Comprehensive
ELA	Imagine Learning	Imagine Learning EL Education	7	Comprehensive
ELA	Imagine Learning	Imagine Learning EL Education	8	Comprehensive
ELA	Imagine Learning	Imagine Learning EL Education	K	Comprehensive
ELA	Imagine Learning	Imagine Learning EL Education	1	Comprehensive
ELA	Imagine Learning	Imagine Learning EL Education	2	Comprehensive
ELA	Imagine Learning	Imagine Learning EL Education	3	Comprehensive
ELA	Imagine Learning	Imagine Learning EL Education	4	Comprehensive

ELA	Imagine Learning	Imagine Learning EL Education	5	Comprehensive
ELA	IMSE	Comprehensive OG Plus	K-2	Basic
ELA	IMSE	Morphology Plus	3-5	Component
ELA	Inquiry By Design	High School Curriculum	9	Comprehensive
ELA	Inquiry By Design	High School Curriculum	10	Comprehensive
ELA	Inquiry By Design	High School Curriculum	11	Comprehensive
ELA	Inquiry By Design	High School Curriculum	12	Comprehensive
ELA	Inquiry By Design	Middle School Curriculum	6	Comprehensive
ELA	Inquiry By Design	Middle School Curriculum	7	Comprehensive
ELA	Inquiry By Design	Middle School Curriculum	8	Comprehensive
ELA	Just Right Reader	Just Right Reader Library Pre-Emergent & K-2	K-2	Component
ELA	Just Right Reader	Just Right Readers High Interest Decodables	3-5	Component
ELA	Just Right Reader	Spanish Just Right Reader Library Pre-Emergent & K-2	K-2	Component
ELA	Just Right Reader	Spanish Just Right Readers High Interest Decodables	3-5	Component
ELA	Learning at the Primary Pond	From Sounds to Spelling Phonics Program	K-2	Component
ELA	Learning A-Z	Foundations A-Z	K-2	Component
ELA	Learning A-Z	Foundations A-Z	3-5	Component
ELA	Learning A-Z	Raz-Plus	K-2	Component
ELA	Learning A-Z	Raz-Plus	3-5	Component
ELA	Learning Without Tears	Can-Do Print	5	Component
ELA	Learning Without Tears	Cursive Kickoff & Cursive Handwriting	2-3	Component
ELA	Learning Without Tears	Cursive Success	4	Component
ELA	Learning Without Tears	Phonics, Reading and Me Set A	K	Component
ELA	Learning Without Tears	Phonics, Reading and Me Set B	1	Component

ELA	Learning Without Tears	Phonics, Reading and Me Set C	2	Component
ELA	Learning Without Tears	Phonics, Reading and Me Set D	3	Component
ELA	Learning Without Tears	A-Z for Mat Man and Me Developing Reader & A-Z for Mat Man and Me Emergent Reader	K	Component
ELA	Learning Without Tears	Kick Start Kindergarten	K	Component
ELA	Learning Without Tears	Letters and Numbers for Me	K	Component
ELA	Learning Without Tears	My Printing Book & Printing Power	1-2	Component
ELA	Learning Without Tears	Can-Do Cursive	5	Component
Health	MH	Teen Health	6-8	Comprehensive
Health	MH	Glencoe Health	9-12	Comprehensive
ELA	MH	StudySync Core ELA	6	Comprehensive
ELA	MH	StudySync Core ELA	7	Comprehensive
ELA	MH	StudySync Core ELA	8	Comprehensive
ELA	MH	Wonders	4	Comprehensive
ELA	MH	Wonders	5	Comprehensive
ELA	MH	Wonders	3	Comprehensive
ELA	MH	Wonders	K	Comprehensive
ELA	MH	Wonders	1	Comprehensive
ELA	MH	Wonders	2	Comprehensive
ELA	MH	Open Court Reading	K	Comprehensive
ELA	MH	Open Court Reading	1	Comprehensive
ELA	MH	Open Court Reading	2	Comprehensive
ELA	MH	Open Court Reading	3	Comprehensive
ELA	MH	Open Court Reading	4	Comprehensive
ELA	MH	Open Court Reading	5	Comprehensive
ELA	MH	StudySync Core ELA	9	Comprehensive

ELA	MH	StudySync Core ELA	10	Comprehensive
ELA	MH	StudySync Core ELA	11	Comprehensive
ELA	MH	StudySync Core ELA	12	Comprehensive
ELA	Nardagani	Nardagani Reading Program	K-12	Not Recommended
ELA	OUR	EL Education Language Arts	6	Comprehensive
ELA	OUR	EL Education Language Arts	7	Comprehensive
ELA	OUR	EL Education Language Arts	8	Comprehensive
ELA	OUR	EL Education Language Arts	K	Basic
ELA	OUR	EL Education Language Arts	1	Basic
ELA	OUR	EL Education Language Arts	2	Basic
ELA	OUR	Odell Education High School Literacy Program	9	Comprehensive
ELA	OUR	Odell Education High School Literacy Program	10	Comprehensive
ELA	OUR	Bookworms K-5 Reading and Writing	K	Basic
ELA	OUR	Bookworms K-5 Reading and Writing	1	Basic
ELA	OUR	Bookworms K-5 Reading and Writing	2	Basic
ELA	OUR	Bookworms K-5 Reading and Writing	3	Basic
ELA	OUR	Bookworms K-5 Reading and Writing	4	Basic
ELA	OUR	Bookworms K-5 Reading and Writing	5	Basic
ELA	OUR	EL Education Language Arts	3	Basic
ELA	OUR	EL Education Language Arts	4	Basic
ELA	OUR	EL Education Language Arts	5	Basic
ELA	OUR	Odell Education High School Literacy Program	11	Comprehensive
ELA	OUR	Odell Education High School Literacy Program	12	Comprehensive
Health	QuaverEd	QuaverHealth-PE Part I	K-5	Comprehensive

PE	QuaverEd	QuaverHealth-PE Part II	K-5	Comprehensive
ELA	ReadBright	Phonics Program	K-2	Component
ELA	ReadBright	Phonological Awareness Kit and Software	K-2	Component
ELA	Savvas	myView Literacy	K	Basic
ELA	Savvas	myView Literacy	1	Basic
ELA	Savvas	myView Literacy	2	Basic
ELA	Savvas	myView Literacy	3	Comprehensive
ELA	Savvas	myView Literacy	4	Comprehensive
ELA	Savvas	myView Literacy	5	Comprehensive
ELA	Savvas	myPerspectives English Language Arts	6	Comprehensive
ELA	Savvas	myPerspectives English Language Arts	7	Comprehensive
ELA	Savvas	myPerspectives English Language Arts	8	Comprehensive
ELA	Savvas	myPerspectives English Language Arts	9	Comprehensive
ELA	Savvas	myPerspectives English Language Arts	10	Comprehensive
ELA	Savvas	myPerspectives English Language Arts	11	Comprehensive
ELA	Savvas	myPerspectives English Language Arts	12	Comprehensive
Health	Studies Weekly	Health & Wellness Studies Weekly	K	Comprehensive
Health	Studies Weekly	Health & Wellness Studies Weekly	1	Comprehensive
Health	Studies Weekly	Health & Wellness Studies Weekly	2	Comprehensive
Health	Studies Weekly	Health & Wellness Studies Weekly	3	Comprehensive
Health	Studies Weekly	Health & Wellness Studies Weekly	4	Comprehensive
Health	Studies Weekly	Health & Wellness Studies Weekly	5	Comprehensive
Health	Studies Weekly	Health & Wellness Studies Weekly	6	Comprehensive
Health	The Children's Health Market/Great Body Shop	The Great Body Shop	K	Comprehensive
Health	The Children's Health Market/Great Body Shop	The Great Body Shop	1	Comprehensive

Health	The Children's Health Market/Great Body Shop	The Great Body Shop	2	Comprehensive
Health	The Children's Health Market/Great Body Shop	The Great Body Shop	3	Comprehensive
Health	The Children's Health Market/Great Body Shop	The Great Body Shop	4	Comprehensive
Health	The Children's Health Market/Great Body Shop	The Great Body Shop	5	Comprehensive
Health	The Children's Health Market/Great Body Shop	The Great Body Shop	6	Comprehensive
Health	The Children's Health Market/Great Body Shop	The Great Body Shop	7	Comprehensive
Health	The Children's Health Market/Great Body Shop	The Great Body Shop	8	Comprehensive
ELA	Wilson Language Training	Fundations	K	Component
ELA	Wilson Language Training	Just Words	4-12	Intervention
ELA	Wilson Language Training	Wilson Reading Advanced Set	2-12	Intervention
ELA	Wilson Language Training	Wilson Reading System Introductory Set	2-12	Intervention
ELA	Wilson Language Training	Fundations	1	Component
ELA	Wilson Language Training	Fundations	2	Component
ELA	Wilson Language Training	Fundations	3	Component
ELA	Wilson Language Training	Just Words	1-6	Intervention

*LEGEND
COMPREHENSIVE: A recommended program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for supplemental material.
BASIC: A recommended program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with some need for supplemental material.

COMPONENT: A program designed and intended to be used to supplement a comprehensive or basic program. A component program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.
NOT RECOMMENDED: A program that does not meet the focus, coherence, depth, and rigor of the Idaho Content Standards.

Selection Committee

Curricular Materials

COMMITTEE LISTING

Committee Member	Stakeholder Group
Summer Cook	Executive Secretary, Idaho State Department of Education
Kristi Enger Term Expires: December 13, 2028	Idaho Career & Technical Education
Kirsten Pomerantz Term Expires December 13, 2028	Idaho Higher Education Official
Vacant	Idaho Public School Administrators
Kelli Schroeder Term Expires: February 28, 2026	Idaho Public School Administrators Filer School District #413
Nathan Tracy Term Expires: February 28, 2026	Parent & Idaho Public School Administrators Jerome School District #261
Bernadette Edwards Term Expires: December 13, 2028	Local Board of Education Member Mountain View School District #244
Laree Jansen Term Expires: September 30, 2026	Parent
Jessica Geiger Term Expires: December 13, 2028	Parent
Stacey Jensen Term Expires: September 30, 2026	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25

Committee Member	Stakeholder Group
Robyn Hill Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Nampa School District #131
Lisa Olsen Term Expires: December 13, 2028	Certified Idaho Classroom Teacher Bonneville Joint School District #93
Darlene Dyer Term Expires: September 30, 2026	Certified Idaho Classroom Teacher Blaine County School District #61
Emalee Merrell Term Expires: December 13, 2028	Idaho State Department of Education Personnel

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov

Regional Centers

Curricular Materials

The Regional Centers serve as public depositories for curricular materials currently under adoption in the state of Idaho. Publishing companies are required to provide samples of approved materials for public viewing.

REGIONAL CENTER LISTING

Location	Contact
Boise State University Albertson Library 1910 University Blvd Boise, ID 83725-1430	Marlena Hooyboer 208-426-2132 marlenahooyboer@boisestate.edu
Brigham Young University–Idaho David O McKay Library, MCK 306 525 South Center Street (0405) Rexburg, ID 83460-0405	Holly Green 208-496-9539 greenh@byui.edu
Idaho State University Instructional Materials Center College of Education 638 E. Dunn Street Pocatello, ID 83209-8059	Dr. Shu-Yuan Lin, Ed.D. 208-282-3185 linshu@isu.edu
Lewis Clark State College Curriculum Library 500 8th Avenue Lewiston, ID 83501	Shannon Casteel 208-792-2229 scasteel@lcsc.edu

Location	Contact
Northwest Nazarene University John Riley Library 623 S. University Boulevard Nampa, ID 83686-5897	Nakeata Gilliam 208-467-8616 ngilliam@nnu.edu
University of Idaho Gary Strong Curriculum Center College of Education, Health, and Human Sciences University of Idaho 875 Perimeter Dr. Moscow, ID 83844-3089	Marco Seiferle-Valencia 208-885-2504 marcosv@uidaho.edu curriculumcenter@uidaho.edu **Request shipment boxes to be less than 50 lbs each

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
(208) 332-6800 | www.sde.idaho.gov

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Adoption of Praxis II Tests and Idaho Qualifying Scores

REFERENCE

December 2022	Board accepted the Professional Standards Commission recommendation to approve proposed Praxis II assessments and Idaho cut scores.
April 2023	Board approved Praxis II assessments and Idaho cut scores
April 2024	Board approved Praxis II assessments and Idaho cut scores

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate
IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

BACKGROUND/DISCUSSION

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board)-approved content area assessment. Praxis II – Subject Assessments are one of the Board-approved content area assessments.

The Recommendations Committee (committee) of the Professional Standards Commission (PSC) reviewed and discussed the Praxis II 7001 Series – Elementary Education Teaching Reading, Mathematics, Social Studies, and Science at their meeting on June 20, 2024.

The Praxis II 7001 Series includes a new subtest, 7002-Teaching Reading, which is built to assess the science of reading and is structured around the five essential components of effective reading instruction as identified by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Educational Testing Service (ETS) representative Lisa Colón Durham provided a presentation to the Committee about the 7002-Teaching Reading subtest and its comparison with the two (2) reading and language arts subtests currently approved by the Idaho Board of Education, 5002-Reading and Language Arts subtest for Elementary Education: Multiple Subjects (5001) and 7812-Reading and Language Arts Subtest for Elementary Education: Content Knowledge for Teaching (7811). The committee approved of replacing the Praxis II 5001 and 7811 series with the 7001 series, as the subtest 7002-Teaching Reading aligns to the science of reading and supports Idaho's literacy initiative. The committee presented a motion

to the PSC to request Board approval of the Praxis II 7001 Series, and the motion was approved.

The PSC recommends the following to the Board for approval:

- Adoption of Praxis II Elementary Education Teaching Reading, Mathematics, Social Studies, and Science (7001) and multi-state qualifying scores, to replace Praxis II Elementary Education: Multiple Subjects (5001) and Elementary Education: Content Knowledge for Teaching (7811), effective September 1, 2024.

The last administration date of all expiring assessments is August 31, 2025. Board adoption of the regenerated tests effective September 1, 2024, will allow candidates a choice of tests before the last administration date of the expiring test.

IMPACT

Approval of assessments and qualifying scores ensures compliance with Idaho Administrative Code.

ATTACHMENTS

Attachment 1 – ETS Praxis II Assessments & Cut Scores, with proposed amendments highlighted

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends that the board adopt the Praxis

BOARD ACTION

I move to adopt the Praxis II Elementary Education Teaching Reading, Mathematics, Social Studies, and Science (7001) assessment, including the related multi-state qualifying scores, in replacement of the formally adopted Praxis II Elementary Education: Multiple Subjects (5001) and Elementary Education: Content Knowledge for Teaching (7811) assessments, effective September 1, 2024

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Qualifying Score	Multi State Qualifying Score
7010	~~All Subjects (Candidates can take 5001 OR 7811)~~	~~(K-8)~~	~~Elementary Education: 5002 Reading and Language Arts Subtest AND~~	~~157~~	~~157~~
			~~Elementary Education: 5003 Mathematics Subtest AND~~	~~157~~	~~157~~
			~~Elementary Education: 5004 Social Studies Subtest AND~~	~~155~~	~~155~~
			~~Elementary Education: 5005 Science Subtest~~	~~159~~	~~159~~
7010	~~All Subjects (Candidates can take 5001 OR 7811)~~	~~(K-8)~~	~~CKT Elementary Education: 7812 Reading and Language Arts Subtest AND~~	~~161~~	~~161~~
			~~CKT Elementary Education: 7813 Mathematics Subtest AND~~	~~150~~	~~150~~
			~~CKT Elementary Education: 7814 Science Subtest AND~~	~~154~~	~~154~~
			~~CKT Elementary Education: 7815 Social Studies Subtest~~	~~161~~	~~161~~
7010	All Subjects (Candidates take 7001)	(K-8)	Elementary Education: 7002 Teaching Reading Subtest AND	143	143
			Elementary Education: 7003 Mathematics Subtest AND	157	157
			Elementary Education 7004: Social Studies Subtest AND	155	155
			Elementary Education 7005: Science Subtest	159	159
8222	American Government/Political Science	(5-9)	5089 Middle School Social Studies	149	-
7222		(6-12)	5931 Government/Political Science	149	149
7770	American Indian Language	(K-12)	-	-	-
7038	Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
8421	Biological Science	(5-9)	5442 Middle School Science	152	152
7421		(6-12)	5236 Biology	154	154
7083	Blended Early Childhood Education/Early Childhood Special Education	(Birth-Grade 3)	5025 Early Childhood Education OR Elementary Subtests (See All Subjects ~~5001 or 7811~~ 7001) AND	156	156
			5692 Special Education: Early Childhood/Early Intervention	159	159
7014	Blended Elementary Education/Elementary Special Education	(Grade 4-6)	Elementary Subtests (See All Subjects ~~5001 or 7811~~ 7001)	See All Subjects	See All Subjects
7035	Blind and Low Vision	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications AND	145	151
			5282 Special Education: Teaching Students with Visual Impairments	163	163
8440	Chemistry	(5-9) (6-12)	5442 Middle School Science	152	152
7440		(6-12)	5246 Chemistry	146	146
8144	Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-
7144		(6-12)			
8400	Computer Science	(5-9)	5652 Computer Science	149	149
7400		(6-12)			
9921	CTE - Agriculture Science & Technology	(6-12)	5701 Agriculture	147	147
9093	CTE - Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
9400	CTE - Computer Science	(6-12)	5652 Computer Science	149	149
9401	CTE - Engineering	(6-12)	5053 Technology and Engineering Education	157	157
9970	CTE - Family and Consumer Sciences	(6-12)	5123 Family and Consumer Sciences	151	151
9092	CTE - Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
9981	CTE - Technology Education	(6-12)	5053 Technology and Engineering Education	157	157
7030	Deaf/Hard of Hearing	(Pre-K-12)	5355 Special Education: Foundational Knowledge AND	145	145
			5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
7019	Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects ~~5001 or 7811~~ 7001) AND	156	156
			5692 Special Education: Early Childhood/Early Intervention	159	159
7140	Early Literacy	(K-3)	5205 Teaching Reading: Elementary	159	159
8451	Earth and Space Science	(5-9)	5442 Middle School Science	152	152
7451		(6-12)	5572 Earth and Space Sciences	154	154
8228	Economics	(5-9)	5089 Middle School Social Studies	149	-
7228		(6-12)	5911 Economics	150	150
8990	Engineering	(5-9)	5051 Technology Education	154	159
7990		(6-12)			
8120	English	(5-9)	5047 Middle School English Language Arts	164	164
7120		(6-12)	5038 English Language Arts: Content Knowledge	167	167
7126	English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
7036	Exceptional Child Education	(K-8)	5355 Special Education: Foundational Knowledge AND Elementary Subtests (See All Subjects ~~5001 or 7811~~ 7001)	145	145
7037		(6-12)		See All Subjects	See All Subjects
7029		(K-12)			
8226	Geography	(5-9)	5089 Middle School Social Studies	149	-
7226		(6-12)	5921 Geography	153	-
8452	Geology	(5-9)	5442 Middle School Science	152	152
7452		(6-12)	5572 Earth and Space Sciences	154	154
7028	Gifted and Talented	(K-12)	5358 Gifted Education	157	157
8520	Health	(5-9)	5551 Health Education	155	-
7520		(6-12)			
7521		(K-12)			
8221	History	(5-9)	5089 Middle School Social Studies	149	-
7221		(6-12)	5941 World and U.S. History: Content Knowledge	141	-
8133	Humanities	(5-9)	-	-	-
7133		(6-12)			
8134	Journalism	(5-9)	5224 Journalism	153	153
7134		(6-12)			
7080	Junior ROTC	(6-12)	-		
7139	Literacy	(K-12)	5206 Teaching Reading	156	156
8320	Mathematics - Middle Level	(5-9)	5164 Middle School Mathematics	157	157
7300	Mathematics	(6-12)	5165 Mathematics	159	159
8820	Music	(5-9)	5113 Music: Content Knowledge	148	161
7820		(6-12)			
7810		(K-12)			
7420	Natural Science	(6-12)	5436 General Science	141	141
7989	Online-Teacher	(Pre-K-12)	-	-	-
8510	Physical Education (PE)	(5-9)	5091 Physical Education: Content Knowledge	143	-
7512		(6-12)			
7511		(K-12)			
8430	Physical Science	(5-9)	5442 Middle School Science	152	152
7430		(6-12)	5485 Physical Science	157	157
8450	Physics	(5-9)	5442 Middle School Science	152	152
7450		(6-12)	5266 Physics	145	145
8231	Psychology	(5-9)	5391 Psychology	154	154
7231		(6-12)			
8453	Science - Middle Level	(5-9)	5442 Middle School Science	152	152
7200	Social Studies	(6-12)	5581 Social Studies	153	153

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Qualifying Score	Multi State Qualifying Score
8220	**Social Studies - Middle Level**	**(5-9)**	5089 Middle School Social Studies	149	-
8229	**Sociology**	**(5-9)**	5952 Sociology	154	154
7229		**(6-12)**			
8236	**Sociology/Anthropology**	**(5-9)**	5952 Sociology	154	154
7236		**(6-12)**			
7296	**Teacher Leader - Instructional Technology**				
7297	**Teacher Leader - Instructional Specialist**	-			
7298	**Teacher Leader - Literacy**	-	5205 Teaching Reading: Elementary **(OR)**	159	159
			5206 Teaching Reading (K-12) **(OR)**	156	156
			5302 Reading Specialist	165	165
7299	**Teacher Leader - Mathematics**	-	5164 Middle School Mathematics **(OR)**	157	157
			5165 Mathematics **(OR)**	159	159
			5037 Elementary Education: Math Specialist	153	153
7045	**Teacher Leader - Special Education**	-			
7020	**Teacher Librarian**	**(K-12)**	5312 School Librarian	154	154
8137	**Theater Arts**	**(5-9)**	5641 Theatre	148	-
7137		**(6-12)**			
8852	**Visual Arts**	**(5-9)**	5134 Art: Content Knowledge	151	158
7852		**(6-12)**			
7851		**(K-12)**			
8700	**World Language (All other languages not listed below)**	**(5-9)**	5841 World Language Pedagogy	151	158
7700		**(6-12)**			
7710		**(K-12)**			
8702	**World Language - American Sign Language**	**(5-9)**	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160
7702		**(6-12)**			
7701		**(K-12)**			
8796	**World Language - Chinese**	**(5-9)**	5665 Chinese (Mandarin): World Language	164	164
7796		**(6-12)**			
7715		**(K-12)**			
8830	**World Language - French**	**(5-9)**	5174 French: World Language	156	162
7730		**(6-12)**			
7712		**(K-12)**			
8740	**World Language - German**	**(5-9)**	5183 German: World Language	157	163
7740		**(6-12)**			
7713		**(K-12)**			
7792	**World Language - Japanese**	**(K-12)**	5661 Japanese	156	156
7750	**World Language - Latin**	**(K-12)**	5601 Latin	152	-
7714	**World Language - Russian**	**(K-12)**	5671 Russian: World Language	130	130
8720	**World Language - Spanish**	**(5-9)**	5195 Spanish: World Language	163	168
7720		**(6-12)**			
7711		**(K-12)**			

SUBJECT

Request for Continuance of Remote School Status for Athol Elementary School, Lakeland Joint School District #272

REFERENCE

1968	Athol Elementary School designated as a remote elementary school
December 2023	Board approved Athol Elementary as a remote school

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1001(26), 33-1003(2)(a) and 33-1003(3), Idaho Code

BACKGROUND/DISCUSSION

The Idaho Department of Education requests that the Board continue the designation of Athol Elementary School, Lakeland Joint School District #272, as a "remote school" pursuant to Section 33-1003(3), Idaho Code.

Historically, Athol Elementary School has been treated as a "separate elementary school" as defined in Section 33-1001(26), Idaho Code. That section provides:

> Separate elementary school means an elementary school located more than ten (10) miles on an all-weather road from both the nearest elementary school and elementary/secondary school serving like grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative office of such district if the district employs no superintendent of schools.

Because of this separate elementary school status, Athol Elementary School has participated in the Education Support Program outlined under Section 33-1003(2)(a), Idaho Code. However, during a 2023 review of schools with separate school status, it was determined that Athol Elementary School is located 9.3 miles from the nearest elementary school or district office, meaning 0.7 miles less than the 10.0 miles required to be considered a separate elementary school.

The Department of Education staff confirmed the mileage calculation with the school's administration. Thereafter, the Lakeland Joint School District's School Board submitted a request to the Department seeking a new designation to maintain current funding levels due to the school's particularly remote and isolated location. The Board approved this request in December of 2023.

Section 33-1002(3) requires that the Board review this status annually.

IMPACT

Lakeland Joint School District #272 would have received approximately $113,700 less in FY 2024 if Athol Elementary School had not been considered a separate

school. (Final FY 2024 payment data was not available at the time this document was prepared.)

ATTACHMENTS

Attachment 1 – Letter from Lakeland Joint School District #272 Superintendent Lisa Arnold to Superintendent Critchfield dated April 12, 2024.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the request to continue the remote school designation for Athol Elementary School.

BOARD ACTION

I move to approve Lakeland Joint School District's request that Athol Elementary School continue to be designated as a "Remote School" pursuant to Section 33-1003(3), Idaho Code, and, for funding purposes, to treat it as a "separate elementary school" as described in Section 33-1003(2)(a), Idaho Code.

Moved by _____ Seconded by_____ Carried Yes____ No_____

LAKELAND JOINT SCHOOL DISTRICT
A Community Committed to Academic Excellence...Dedicated to Student Success

Lakeland Joint School District #272
15506 N. Washington Street
Rathdrum, ID 83858
H: (208)687-0431 FX: (208)-687-1884

April 12, 2024

Mrs. Debbie Critchfield
State Superintendent
State Department of Education
650 West State Street
Boise, ID 83702

Dear Superintendent Critchfield:

Athol Elementary School was granted Remote School Status by the State Board of Education on December 13, 2023. This status is granted on an annual basis and must be submitted to the State Board of Education each year by the person elected to serve as the state superintendent of schools.

This letter serves as a request for Athol Elementary School to be designated as a "Remote School" for the 2024-2025 school year pursuant to Section 33-1003(3), Idaho Code, and, for funding purposes, to continue to be treated as a "separate elementary school" as described in Section 33-1003(2)(a), Idaho Code.

We thank you for your consideration.

Sincerely,

Lisa Arnold
Superintendent
Lakeland Joint School District 272

TAB	DESCRIPTION	ACTION
1	**BOARD POLICY V.Y – FINANCIAL MISCONDUCT – FIRST READING**	Action Item
2	**BOARD POLICY V.Q – RESIDENCY FOR TUITION PURPOSED – FIRST READING**	Action Item
3	**BOARD POLICY V.T – FEE WAIVERS – FIRST READING**	Action Item
4	**IDAHO STATE UNIVERSITY - OPERATING AGREEMENT BETWEEN IDAHO STATE UNIVERSITY (ISU) AND THE IDAHO STATE UNIVERSITY FOUNDATION, INC**	Action Item
5	**BOISE STATE UNIVERSITY – CONSTRUCTION APPROVAL – NORTH END ZONE EXPANSION**	Action Item
6	**UNIVERSITYOF IDAHO - REQUEST FOR ADDITIONAL BID, AWARD, AND CONSTRUCTION AUTHORIZATION; PROPOSED MEAT SCIENCE AND INNOVATION CENTER, UNIVERSITYOF IDAHO (UI), MOSCOW, IDAHO**	Action Item
7	**UNIVERSITY OF IDAHO - REIMBURSEMENT RESOLUTION, ON-CAMPUS HOUSING IMPROVEMENTS**	Action Item
8	**FY 2026 BUDGET LINE-ITEM APPROVALS**	Action Item
9	**FY 2026 CAPITAL BUDGET REQUESTS AND 6-YEAR PLANS**	Action Item

SUBJECT

Board Policy, Section V. Subsection Y. – Fiscal Misconduct – First Reading

REFERENCE

June 2005	Board approved first reading updating policy to bring it into alignment with creation of Audit Committee.
August 2005	Board approved second reading of policy.
December 2008	Removal of ISDB, Historical Society and Commission from all applicable policies.
December 2015	Board approved first reading of amended policy dealing with audits of agencies under Board jurisdiction.
April 2016	Board approved second reading of policy amendments.
October 2022	Board approved first reading of amended policy V.H. and repeal of Policy V.Y.
December 2022	Board approved second reading of amended policy V.H. and repeal of Policy V.Y.

APPLICABLE STATUTES, RULE OR POLICY

Idaho Code § 33-105 – Rules – Executive Department
Board Bylaws, F.4 (Audit, Risk and Compliance Committee)
Idaho State Board of Education Governing Policies & Procedures, Section V.H - Audits

BACKGROUND / DISCUSSION

As part of the State Board of Education Internal Audit consolidation of 2021, this new policy defines fiscal misconduct and provides structure for conducting/coordinating fiscal misconduct investigations. Fiscal misconduct is defined as a willful or deliberate act with the intention of obtaining an unauthorized benefit, such as money or property by deception, concealment of material fact, or by other unethical means. This also includes abusive financial practices or financial irregularities that give the appearance of fiscal misconduct or impropriety.

It also should be noted that prior Policy V.Y. – Compliance Programs, was repealed in December 2022.

IMPACT

Board Policy, Section V.Y. provides clarity to the institutions as well as OSBE's audit staff when it comes to instances of potential fiscal misconduct.

ATTACHMENTS

Attachment 1 – Policy V.Y. – Fiscal Misconduct Policy

STAFF COMMENTS AND RECOMMENDATIONS

This new policy was authored by SBOE Chief Audit Executive, Mark Eisenman and it has been shared with the general counsel of Boise State University, Idaho State University, and University of Idaho for feedback.

The Audit, Risk, and Compliance Committee reviewed this proposed policy at its June 4, 2024, meeting and forwarded it to the BAHR Committee for review/consideration at the committee's August 7, 2024 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of new Board Policy V. Subsection Y. as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: Y. Fiscal Misconduct **October 2024**

1. This policy applies to the institutions.

2. ”Fiscal misconduct” is a willful or deliberate act with the intention of obtaining an unauthorized benefit, such as money or property, by deception, concealment of material fact, or other unethical means. Fiscal misconduct also includes abusive financial practices or financial irregularities that give the appearance of fiscal misconduct or impropriety. Examples of fiscal misconduct include:

   a. Theft or embezzlement of institution funds or assets (supplies, equipment, etc.)

   b. Bribery, kickbacks or bid rigging.

   c. Unauthorized use of institution equipment and property, such as communication systems, computers, automobiles or building space.

   d. Accepting or seeking anything of material value from contractors, vendors, or persons providing services/materials to the institution in exchange for official action.

   e. Falsification of official financial records such as contracts, timesheets, travel claims, vendor invoices, etc.

   f. Improper destruction or alteration of institution financial records.

   g. Improprieties in the handling of money or financial transactions.

   h. Illegal or unauthorized transfer, storage or distribution of institution data for personal gain.

   i. Intention misuse of Institution trademarks, licenses, etc.

   j. Compensation for hours not worked or covered by appropriate available leave.

   k. Significant violations of institution accounting policy or procedures

3. Institution Responsibilities

   a. Institution employees are prohibited from engaging in any activity that constitutes fiscal misconduct.

   b. Institution employees are responsible for making reasonable efforts to prevent and detect fiscal misconduct within their areas of responsibility. This includes

establishing and adhering to a system of internal controls in accordance with institution policy and procedure.

c. Institution employees are required to report known or suspected fiscal misconduct. Reports can be made through established institution reporting mechanisms or directly to Internal Audit and Advisory Services (IAAS).

d. Institution administrators, managers and supervisors who receive reports of fiscal misconduct are required to immediately notify IAAS and the institution compliance officer.

e. Accusations of fiscal misconduct not made in good faith may be grounds for disciplinary action.

f. Institution employees are required to cooperate with IAAS, legal counsel, institution compliance officers and others who have been engaged to assist in the review or investigation of suspected fiscal misconduct.

g. Institution employees are prohibited from performing their own investigations of potential fiscal misconduct.

4. Fiscal Misconduct Investigations

a. All reports of fiscal misconduct will be reviewed by the Chief Audit Executive (CAE) pursuant to Board Policy V.H. The CAE will work with the institution legal counsel and compliance officers, as applicable, to plan and coordinate review of reports of fiscal misconduct. A review may include work performed by IAAS, other institution administrative areas (e.g., compliance, human resources, information technology services, etc.) and/or outside investigators or reviewers.

b. The CAE shall make the final determination as to the level of IAAS involvement. The CAE has the authority to escalate any issue to the Audit, Risk and Compliance Committee of the State Board of Education.

5. Whistleblower Protection

a. Institutions are prohibited from taking adverse action against an employee because the employee, or a person authorized to act on behalf of the employee, communicates in good faith the existence of any waste of public funds, property or manpower, or a violation of a law, rule or regulation adopted under the law of Idaho or who participates in investigations or court cases relating to the

allegation. See Idaho Protection of Public Employees Act, Idaho Code, Title 6, Chapter 21.

6. Violation of Policy

   a. Violations of this policy could result in one or more of the following:

      i. Disciplinary action up to and including termination of employment

      ii. Repayment or replacement of institution property or money

      iii. Referral to law enforcement for additional investigation

      iv. Civil action

7. Resolution

   a. The Board, at its discretion, can choose to directly resolve any matter of fiscal misconduct, but shall always determine the resolution of fiscal misconduct involving an institution chief executive officer.

   b. For matters not directly resolved by the Board, the institution chief executive officer has the final authority to decide on appropriate resolution or corrective action needed in response to violation of this policy.

SUBJECT

Board Policy V.Q. – Residency for Tuition Purposes – First Reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.Q.
Section 6206 of Public Law No: 117-81 (12/27/2021)
Section 103 of the Foreign Service Act of 1980 (22 U.S.C. 3903).

BACKGROUND / DISCUSSION

On December 27, 2021, Congress amended Public Law 117-81. This long-standing federal law requires states to extend in-state tuition rates to members of the U.S. armed forces. The new amendment extended coverage to members of the U.S. Foreign Service because, just like members of the armed forces, they frequently change their location of assignment as directed by government orders over the course of a long federal career. This law takes effect on the first period of enrollment that begins after July 1, 2024, and was necessary to provide consistency nationwide to assist Foreign Service members and their families with residency classification in their respective states.

The law requires that states grant in-state tuition to members of the military, Foreign Service, and their families in two circumstances:

- When their permanent duty station is in the state, irrespective of how long they have been physically present at that location, or
- When that is their state of domicile, irrespective of how long it has been since they were last physically present in that state.

To assist states with making domicile decisions for these students, the recommended method for domicile review is from the Official Form 126 “Foreign Service Residence and Dependency Report” (OF 126). On the OF-126 in block 4, the Foreign Service member certifies their state of legal residence (domicile).

In order to address covered individuals attending Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College, changes to Board Policy V.Q. are necessary. The change acknowledges the domicile of Foreign Service Members and their families using the OF 126 and will allow institutions a means to classify these students as Idaho residents for tuition purposes to comply with the Public Law 117-81.

IMPACT

Institutions covered by this policy currently report that this has minimal impact and this revision provides institutions with a means to comply with the federal requirements.

ATTACHMENTS

Attachment 1 – Board Policy V.Q. – Residency for Tuition Purposes - First Reading
Attachment 2 – Article – In-State College and University Tuition for Foreign Service Members and Dependents
Attachment 3 – Background from the American Foreign Service Association (www.afsa.org)

STAFF COMMENTS AND RECOMMENDATIONS

Board staff contacted all public institutions including the public community colleges to make sure they were aware of this change and recommended that the community colleges look at their policy to determine if any changes needed to be made. The proposed amendment to Board policy would assure compliance for Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho with Section 6206 of Public Law No: 117-81 (12/27/2021).

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy V.Q. as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

Section 33-3717B, Idaho Code establishes residency requirements for tuition purposes at University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College. When applying the provisions of Section 33-3717B, Idaho Code the institutions shall apply the following definitions and factors.

1. Definitions

   a. Accredited Secondary School. "Accredited Secondary School" means an Idaho secondary school accredited by a body recognized by the State Board of Education.

   b. Armed Forces. "Armed Forces" means the United States Army, Navy, Air Force, Marine Corps, Coast Guard, and their reserve forces. It does not include the National Guard or any other reserve force.

   c. Continuously Resided. "Continuously Resided" means physical presence in the state for twelve (12) consecutive months. Absence from the state for normal vacations, family travel, work assignments, short-term military training, and similar occasions during the twelve-month (12) qualifying period, in and of itself, will not be regarded as negating the continuous residence of the individual.

   d. Full-time Employment. "Full-time Employment" means employment consisting on average of at least thirty (30) hours of service per week, or one hundred twenty (120) hours of service per month.

   e. Full-time Student. "Full-time Student" means a student taking the number of credits set by the State Board of Education to constitute a full course load.

   f. Support. "Support" means financial support given to the student during the twelve (12) months preceding the opening date of the term for which resident status is requested, but shall not include educational scholarships or grants provided to the student to attend a postsecondary educational institution. Any student who receives less than fifty percent (50%) support may demonstrate this by showing that the student is not claimed as a dependent by a parent or guardian for income tax purposes.

2. Resident Classification by All Institutions

   Any student classified as a resident student for purposes of tuition by one (1) of the institutions shall be considered a resident by all other institutions.

3. Residency Classification Process

All requests for residency reclassification must be submitted by the student to the institution by the 10th day of the term in which reclassification is sought. Each institution shall develop its own procedures to determine the residency status of applicants, disseminate information about the classification process, and determine the documentation required of each applicant to the institution. The institution may require whatever records, documents, or affidavits it deems necessary to classify each applicant correctly. It is the responsibility of the institution to notify the student in a timely manner of the documentation required for the classification process, and it is the responsibility of the student to provide the documentation by the deadline established by the institution. Each student shall be notified in writing of the residency classification decision within fifteen (15) days of such determination being made.

4. Factors for Determining Domicile

The following, if supported by documentation, support a claim of domicile in Idaho.

a. Tax Returns and Employment. Both of the following, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational:

   i. Filing of Idaho state income tax returns covering a period of at least twelve (12) months before the term in which the student proposes to enroll as a resident student; and
   ii. Full-time employment in Idaho.

b. Multiple Factors. Five (5) of the following factors, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational:

   i. Ownership or leasing of a residence in Idaho.
   ii. Registration and payment of Idaho taxes or fees, other than sales tax, including registration and payment of Idaho taxes or fees on a motor vehicle, mobile home, travel trailer, or other item of personal property for which state registration and the payment of state tax or fee is required.
   iii. Registration to vote for state elected officials in Idaho at a general election.
   iv. Holding of an Idaho driver's license or state-issued identification card.
   v. Evidence of the abandonment of a previous domicile.
   vi. The establishment of accounts with financial institutions in Idaho.
   vii. Other similar factors indicating intent to be domiciled in Idaho and the maintenance of such domicile. Factors may include, but are not limited to,

enrollment of dependent children in Idaho elementary or secondary schools, establishment of acceptance of an offer of permanent employment for self in Idaho, documented need to care for a relative in Idaho, utility statements, or employment documentation. Multiple factors under this category may be used.

c. Idaho Elementary and Secondary Students. If a student meets the requirements set forth under Idaho Code, Section 33-3717B(1)(c), that student shall not be required to meet the twelve (12) month requirement for establishing domicile.

d. Domicile for Foreign Service members. Pursuant to Section 6206 of Public Law No: 117-81 (12/27/2021) which is in effect for enrollment periods after July 1, 2024, for students who are members (or a dependent of a member) of the Foreign Service and on active duty for a period of more than 30 days, domicile in Idaho is verified through a U.S. government Official Form 126 issued by the Foreign Service agency employing the member. "Foreign Service" is defined in section 103 of the Foreign Service Act of 1980 (22 U.S.C. 3903)).

~~c.~~

5. Independent Students and Domicile
Domicile in the state of Idaho primarily for purposes other than education includes a domicile in Idaho that was established by the student prior to pursuing higher education in Idaho unless the student's Idaho domicile was thereafter interrupted by an intervening change of domicile.

6. Appeals Procedure

Any student who contests the residency classification decision made by the institution may appeal the decision. The student shall be informed of his right to appeal by the institution at the time the student is notified of the residency classification decision. The student must request the appeal in writing and agree to the release of information provided to determine residency to the review body, and comply with deadlines established by the institution for requesting such appeal.

a. Institution Appeal. The chief executive officer of each institution or his designee shall appoint or cause to be appointed a committee of no less than three (3) no more than five (5) members who represent faculty and administration and who will constitute a residency review committee. Within thirty (30) days following receipt of the student's written request to appeal the residency classification decision, the committee must meet and review the ruling. The student appealing is responsible for presenting such evidence as the committee may request and such other evidence, as the student may deem pertinent to his residency status. The individual responsible for the initial residency classification decision may be present, if requested by the committee, to answer questions from the committee.

The student must be notified in writing of the committee's decision. The decision of the committee is final unless the student elects to appeal the decision to the State Board of Education.

b. Board Appeal. Any student who contests the decision of the residency review committee may appeal to the State Board of Education. In such case, the student must advise the chief executive officer of the institution, in writing, of his request to submit an appeal. The chief executive officer will submit the request to the Office of the State Board of Education for review by the Board or the Board's designated representatives. The decision of the State Board of Education is the final determination and is binding on all parties concerned, subject to the student's statutory right to appeal the final determination to district court.

t 

View in Browser

In-State C llege and University Tuiti n f r F reign Service Members and Dependents

The AFSA-supported Foreign Service Families Act in the National Defense Authorization Act for Fiscal Year 2022 (NDAA), which President Biden signed into law on December 27, 2021, mandates that states grant the in-state college tuition rate to Foreign Service members, their spouses, and dependents in their state of domicile. While that provision does not take effect until the first period of college enrollment that begins after July 1, 2024 (some state legislatures only meet every two years and may need to amend state law for compliance), there are steps that Foreign Service families can take now to strengthen their case for domicile.

Backgr und

The decision on whether to grant in-state tuition at public institutions of higher education is made on a state-by-state basis based on state law and implementing regulations. In a state like California which has three separate public college systems, the implementing regulations can vary at different colleges. The ultimate decision on whether to grant in-state tuition is usually made by the admissions office of each individual school.

That decision is usually an automatic "yes" for applicants who have been physically present in the state for a specified length of time, but it gets more complex for children of Foreign Service members who grew up in the state who are not currently physically present due to their family's government service. In such cases, Foreign Service families are often required to pay a non-resident supplemental tuition fee. During a four-year undergraduate education, that additional fee in some states can cost the family over $100,000 per child (for example, the University of California system currently charges $119,016 extra).

For decades, AFSA has provided the service of writing letters to admissions offices on behalf of members to make the case that they remain domiciled in the state and, thus, should be given the in-state rate. The letters explain that, under the Vienna Convention, U.S. diplomats and their families are not considered to be a resident in the country to which they are accredited. Becoming a member of the Foreign Service and serving our country at locations around the world as directed by government orders does not change the member's prior domicile. Upon entry on duty, Foreign Service members must declare to the Department of State their U.S. state of legal residence on Official Form 126. That state continues to be their state of legal o residency unless they take steps to change it. The AFSA letters then detail the member’s specific past and continuing ties to their state (for example, voter registration and driver’s license).

Over the ye r the e etter h ve ften ucceeded in c nvincing dmi i n ffice t gr nt in- t te tuiti n. But many pub ic univer itie f ce gr wing fin nci pre ure me F reign Service member h xve been required t p y ut- f- t te tuiti n de pite demon tr ting c e r tie t the t te evidence f c ntinued d mici e. Theref re in te d f c ntinuing t dv c te with mi ed re u t n t te-by- t te nd c ege-by-c ege b i AFSA decided th t n ti nwide uti n w a needed. Thu w orking with bip rti n upp rter in the Sen te nd H ou e AFSA ecured the in erti n f the F reign Service in- t te tuiti n pr vi i n in the 2022 NDAA.

The new w imp y dd F reign Service member their p u e nd dependent chi dren t the ng t nding feder w mand ting in- t te tuiti n f r member f the Armed F rce nd their f mi ie wh e d mici e r permanent duty t ti n i in the t te t which they re pp ying f r pub ic c ege dmi i n. St te g vernment nd individu c ege h ve ng imp emented the mi it ry pr vi i n AFSA e pect th t they wi h ve n difficu ty in pp ying the me w t the F reign Service.

Proving Domicile

Under the new feder w, dmi i n ffice wi ti decide whether F reign Service nd mi it ry pp ic nt re d mici ed in their t te. St te w, n t feder w, define "d mici e " which i metime termed " eg re idence." The pecific w ording f t te w s v rie but the gener c ncept i th t y u cquire t birth the d mici e f y ur p rent nd y ur d mici e i the me th t f y ur p rent whi e y u re min r. After bec ming n du t y ur d mici e ch nge n y if y u e t b i h phy ic pre ence in new t te with the intent f making it y ur permanent h me by t king tep uch p ying t te inc me t e buying re e t te regi tering t v te nd bt ining driver' icen e.

Thu f r F reign Service f mi ie eeking t pr ve th t they re d mici ed in ne t te de pite iving e ewhere it i vit t be b e t d cument y ur p t nd c ntinuing tie t th t t te. P t tie inc ude ngtime phy ic pre ence. There i n required i t t pr ve c ntinuing tie but they c n inc ude b entee v ting maint ining driver' icen e p ying n nxe ident t te inc me t (when required) wning re e t te ref ecting th t t te in y ur wi vi iting the t te when n e ve nd i ting the t te n y ur OF-126 y ur t te f eg re idence h me e ve re idence nd re idence f r ervice ep r ti n.

Next Steps

F reign Service f mi ie eeking t qu ify f r in- t te tuiti n h u d review their pr f f d mici e nd t ke tep t trengthen them where p ib e.

If y ur chi d w a denied in- t te tuiti n in the p t few ye r de pite y ur f mi y' c e r evidence f p t nd c ntinuing tie t th t t te p e e emai member@af . rg giving u the n me f th t c ege. Thi ye r AFSA wi c nt ct c ege nd t te educ ti n uth ritie th t in the p t h ve denied in- t te tuiti n t ur member t make ure they re w are f the new w.
x

Members who bought at the previous price will receive a refund for the difference between the two and the July 1, 2024, effective date of the new law may entitle them to seek AFSA's assistance in seeking an appeal of the Foreign Service Grievance Board's decision. Contact us at members@afsa.org.

If members encounter problems after July 1, 2024, please inform AFSA so we can collect the cases and, if necessary, potentially bring a lawsuit in federal court to compel adherence to the law.

American Foreign Service Association
2101 E Street NW
Washington DC 20037
Email us | (202)338-4045 | Visit our website
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Higher Logic

In-State Tuition for Members of the Armed Forces, Foreign Service, and their Families

(Higher Education Opportunity Act, 20 U.S.C. 1015d)

Background from the American Foreign Service Association (www.afsa.org)

Congress in Public Law 117-81 of December 27, 2021, amended the long-standing federal law requiring states to extend in-state tuition rates to members of the U.S. armed forces (see the end of this document for the text). The amendment extended coverage to members of the U.S. Foreign Service because, just like members of the armed forces, they frequently change their location of assignment as directed by government orders over the course of a long federal career.

The law requires that states grant in-state tuition to members of the military, Foreign Service, and their families in two circumstances:

-- When their permanent duty station is in the state, irrespective of how long they have been physically present at that location, or

-- When that is their state of domicile, irrespective of how long it has been since they were last physically present in that state.

Congress set the first period of enrollment that begins after July 1, 2024, as the date by which states must grant in-state tuition to qualifying Foreign Service members and their families.

Documentation of Status

States have long applied this special consideration to members of the military and their families. To do so, some states have developed lists of evidence for military members to present to document their current permanent duty station or their state domicile. As state higher education authorities will now make the same evaluation for applications for in-state tuition from members of the Foreign Service and their families, the following information is presented to help do that.

1. <u>To document being a member of the U.S. Foreign Service</u>

Foreign Service members are employed in several federal agencies: the Department of State, the U.S. Agency for International Development, the Foreign Commercial Service of the Department of Commerce, the Foreign Agricultural Service and the Animal and Plant Health Inspection Service of the Department of Agriculture, and the U.S. Agency for Global Media.

Those agencies have both Foreign Service and non-Foreign Service employees, but all their Foreign Service employees (and only their Foreign Service employees) possess a U.S. government Official Form 126 "Foreign Service Residence and Dependency Report" issued by their agency. OF-126 forms are issued to all new Foreign Service members and remain valid throughout their careers. Evidence of their continued employment in their Foreign Service

agency can be shown via documentation such as a photocopy of their agency identification card, W-2 statements, or pay statements.

Spouses and children of Foreign Service members can provide the standard documentation like any person of those relationships such as a marriage certificate, birth certificate, or federal income tax form.

2. To document a permanent duty station in the state

Foreign Service members are transferred to new duty locations by written orders issued by their employing federal agency. The formats vary, but they all detail the location of assignment, the date the assignment begins, and the length of the assignment. Foreign Service members serving domestically can also provide standard documentation like any person of physical presence such as utility bills or residential rental agreements.

3. To document domicile in the state

After joining the Foreign Service, its members typically spend two thirds of their careers serving overseas and are rarely assigned to work in their state of domicile. But, like all people, their state of domicile does not change unless they establish a physical presence in a new state with the intent of making it their permanent home. Under the Vienna Convention on Diplomatic Relations to which the United States is a signatory, U.S. diplomats and their families are not considered to be a resident of the foreign country to which they are accredited.

The federally issued document showing state of domicile for Foreign Service members is the Official Form 126 "Foreign Service Residence and Dependency Report" which is similar in function to the U.S. military's DD Form 2058 "State of Legal Residence Certificate." On the OF-126 in block 4, the Foreign Service member certifies their state of legal residence (domicile) under penalty of a $10,000 fine and five years in prison for willful misrepresentations.

Furthermore, unlike the DD-2058, the OF-126 requires the Foreign Service member to also declare their residence address for service separation. That is the location where the government will ship the Foreign Service member, their family, and household effects at retirement. Listing their state of domicile as their separation address is clear evidence of their intent to resume physical presence in that state after their Foreign Service career ends.

If state educational authorities want additional documentation of legal residence, Foreign Service members assigned outside that state can document their earlier physical presence by showing past state tax returns, school transcripts, voter registration, or other evidence of long-time physical presence. After joining the Foreign Service, they can show continuing ties to their state of domicile by presenting documentation such as absentee voting, maintaining that state's driver's license when assigned overseas (when serving domestically, the state where they are assigned may require them to get a local driver's license), paying nonresident state income tax (when required), and reflecting that state in their will. Some, but not all, may continue to own property in the state and may visit the state when on leave from work.

For More Information

Questions can be sent to the American Foreign Service Association at member@afsa.org or by writing to AFSA, 2101 E Street NW, Washington, DC 20037.

Revised May 2024

20 U.S.C. 1015d (excerpts), as amended by Pub. L. 117-81, Dec. 27, 2021

§1015d. In-State tuition rates for members of qualifying Federal service

(a) Requirement
In the case of a member of a qualifying Federal service who is on active duty for a period of more than 30 days and whose domicile or permanent duty station is in a State that receives assistance under this chapter, such State shall not charge such member (or the spouse or dependent child of such member) tuition for attendance at a public institution of higher education in the State at a rate that is greater than the rate charged for residents of the State.

(b) Continuation
If a member of a qualifying Federal service (or the spouse or dependent child of a member) pays tuition at a public institution of higher education in a State at a rate determined by subsection (a), the provisions of subsection (a) shall continue to apply to such member, spouse, or dependent while continuously enrolled at that institution, notwithstanding a subsequent change in the permanent duty station of the member to a location outside the State. …

(d) Definitions
In this section, the term "member of a qualifying Federal service" means—
(1) a member of the armed forces (as defined in section 101 of title 10, United States Code) who is on active duty for a period of more than 30 days (as defined in section 101 of title 10, United States Code); or
(2) a member of the Foreign Service (as defined in section 103 of the Foreign Service Act of 1980 (22 U.S.C. 3903)) who is on active duty for a period of more than 30 days.

(Pub. L. 89–329, title I, §135, as added by Pub. L. 110–315, title I, §114, Aug. 14, 2008, 122 Stat. 3111 and amended by Pub. L. 117-81, title LXII, §6206, Dec. 27, 2021)

SUBJECT

Board Policy V.T. – Fee Waivers – First Reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.T.
Section 209 (b)(1)(E) of Title II of Division G of the Consolidated Appropriations Act of 2024 (Public Law 118-42) Citizens of the Federated States of Micronesia, the Marshall Islands and Palau.

BACKGROUND / DISCUSSION

In March 2024 a new law was enacted by the Federal Government, which impacts the amount of tuition that states can charge for students who are residents of the Freely Associated States of Micronesia, the Marshall Islands and Palau. This law became effective July 1, 2024, and it prohibits public institutions of higher education that participate in the student financial assistance programs under Title IV of the Higher Education Act of 1965, as amended, from charging students who are citizens of the Freely Associated states more than the in-state tuition rate.

In order to address covered individuals attending Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College, changes to Board Policy V.T. are necessary. The change allows for an additional waiver type which can be used for student residents of the Freely Associated States. This will provide compliance with Section 209 (b)(1)(E) of Title II of Division G of the Consolidated Appropriations Act of 2024 (Public Law 118-42).

IMPACT

Institutions covered by this policy currently report that this has minimal impact. The impact could rise if any of the covered institutions use this as a recruiting tool.

ATTACHMENTS

Attachment 1 – Board Policy V.T. - Fee Waivers – Proposed Revisions, redline
Attachment 2 – Federal Student Aid Guidance Memo dated April 29, 2024
Attachment 3 – Article – Congress Extends In-State Tuition for Pacific Islanders

STAFF COMMENTS AND RECOMMENDATIONS

Board staff contacted all public institutions including the public community colleges to make sure they were aware of this change and recommended that the community colleges look at their policy to determine if any changes needed to be made. The proposed amendment to Board policy would assure compliance for Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho with Section 209 (b)(1)(E) of Title II of Division G of the Consolidated Appropriations Act of 2024 (Public Law 118-42).

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy V.T. Fee Waivers, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

1. Purpose and Authority for Fee/Tuition Waivers

   a. Definition
   A fee/tuition waiver shall mean a reduction of some or all of the approved fees/tuition specified in Section V, Subsection R, attributable to a particular student as the cost for attending an Idaho institution of higher education.

   b. Purpose
   The purpose in authorizing fee/tuition waivers includes but is not limited to the achievement of the following strategic objectives:

      i. The enhancement of education opportunities for Idaho residents;
      ii. To promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
      iii. To contribute to the quality of educational programs;
      iv. To assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education; and
      v. To comply with Section 3679(c) of Title 38, United States Code, effective July 1, 2015, ("Section 3679(c)") which states that the Secretary of Veterans Affairs shall disapprove courses of education provided by public institutions if certain veterans and their dependents are charged non-resident tuition.
      vi. To comply with Section 209 (b)(1)(E) of Title II of Division G of the Consolidated Appropriations Act of 2024 (Public Law 118-42) effective July 1, 2024 which states that "…for fiscal year 2024 and each fiscal year thereafter, the Government of the United States shall require as a condition of eligibility for a public institution of higher education in any State (as defined in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003)) that is not a Freely Associated State to participate in or receive funds under any program under title IV of such Act (20 U.S.C. 1070 et seq.), that the institution charge students who are citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau tuition for attendance at a rate that is not greater than the rate charged for residents of the State in which such public institution of higher education is located."
      ~~v.~~

   c. Authority
   An institution shall not waive any of the applicable fees/tuition specified in Section V, Subsection R., unless specifically authorized in this subsection. Employee/Spouse/Dependent, Senior Citizen, In-Service Teacher Education, and Workforce Training Credit fees as authorized pursuant to Board policy V.R. do not constitute waivers.

2. Waiver of Nonresident Fees/Tuition
   Nonresident fees/tuition may be waived for the following categories:

   a. Graduate/Instructional Assistants
      Waivers are authorized for students employed as graduate assistants appointed pursuant to Section III, Subsection P.11.c.

   b. Students Participating in Intercollegiate Athletics
      For the purpose of improving competitiveness in intercollegiate athletics, the universities are authorized up to two hundred twenty-five (225) waivers per semester and, Lewis-Clark State College is authorized up to one hundred ten (110) waivers per semester. The institutions are authorized to grant additional waivers, not to exceed ten percent (10%) of the above waivers, to be used exclusively for post-eligibility students.

   c. Non-resident students who prove to the institution that they meet the eligibility criteria set forth under Section 3679(c) of Title 38, United States Code.
      If a Section 3679(c) waiver is granted and eligibility for veteran benefits concludes prior to completion of the degree sought and a student has completed at least one semester at the institution, at the election of the institution, Section 3679(c) waiver eligibility may be extended through the duration of a student's program of study for up to three additional years to allow for degree completion. If a student receiving a waiver under this section has an institution-approved gap in education for a medical or other emergency, the institution may exercise discretion to reinstate the waiver.

   d. Waivers to Meet Other Strategic Objectives
      The chief executive officer of each institution is authorized to waive nonresident fees/tuition for students, not to exceed the equivalent of six percent (6%) of the institution's total full-time equivalent enrollment. The criteria to be followed in granting such nonresident waivers shall be as follows:

      i. A waiver may be granted to place a nonresident student in an institutional program only when there is sufficient capacity in the program to meet the needs of Idaho resident students; and
      ii. A waiver may be granted only when its use is fiscally responsible to place a nonresident student in an institutional program in order to meet a strategic state and/or institutional need, as identified by the chief executive officer of the institution.

   e. National Student Exchange Program - Domestic
      Waivers are authorized for nonresident students participating in this program.

   f. Western Interstate Commission for Higher Education

Waivers are authorized for nonresident students participating in the Western Interstate Commission for Higher Education Professional Student Exchange Program and the Graduate Student Exchange Program. An institution may include a participating nonresident student in its enrollment workload adjustment calculation, provided the figure does not exceed the maximum approved for an institution by the Board.

g. Institution Agreements
An institution may request Board approval of agreements with other entities resulting in special fees if it is shown to meet a strategic or workforce need (e.g. reaching an underserved or isolated population) or to help facilitate collaboration between the public institutions as it relates to enrollment and course/degree completion. The discounted dollar value of these special fees shall be reported to the Board, for inclusion in the annual discounts and waivers report, in a format and time to be determined by the Executive Director.

h.

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

Published on https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2024-04-29/state-tuition-and-title-iv-eligibility-citizens-freely-associated-states

POSTED DATE: April 29, 2024
AUTHOR: Office of Postsecondary Education
ELECTRONIC ANNOUNCEMENT ID: GENERAL-24-50
SUBJECT: In-State Tuition and Title IV Eligibility for Citizens of the Freely Associated States

This Electronic Announcement describes the provisions of a new law enacted in March 2024 that prevents public institutions of higher education (IHEs) that participate in the student financial assistance programs under *Title IV* of the *Higher Education Act* of 1965, as amended (*Title IV* programs) from charging students who are citizens of the Freely Associated States more than the in-state tuition rate. The new law also addresses these citizens' eligibility for *Title IV*, HEA program funds.

In-State Tuition

Section 209 (b)(1)(E) of *Title II* of *Division G* of *The Consolidated Appropriations Act* of 2024 (Public Law 118-42) provides that "...for fiscal year 2024 and each fiscal year thereafter, the Government of the United States shall require as a condition of eligibility for a public institution of higher education in any State (as defined in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003)) that is not a Freely Associated State to participate in or receive funds under any program under title IV of such Act (20 U.S.C. 1070 et seq.), that the institution charge students who are citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau tuition for attendance at a rate that is not greater than the rate charged for residents of the State in which such public institution of higher education is located...".

Effective on July 1, 2024, for the 2024-25 award year, a public institution of higher education (IHE) (not a private IHE that offers in-state tuition) may not charge more than its in-state tuition rate to citizens of the three Freely Associated States, which are the Federated States of Micronesia (FSM), the Republic of the Marshall Islands (RMI), and the Republic of Palau. This requirement applies to tuition charged to students on or after July 1, 2024.

Title IV Eligibility

This law clarifies that citizens of all three Freely Associated States are eligible for the following three *Title IV*, HEA programs: Pell Grants, Federal Work Study (FWS), and Federal Supplemental Educational Opportunity Grant (FSEOG). The law also provides that IHEs located in the Freely Associated States may participate in these three programs: Pell Grants, FWS, and FSEOG.

Specifically, Section 209(b)(1)(D) of the Public Law 118-42 provides that the Government of the United States shall "...continue to make available to eligible institutions of higher education in the Republic of Palau and make available to eligible institutions of higher education in the Federated States of Micronesia and the Republic of the Marshall Islands and to students enrolled in those institutions of higher education, and to students who are citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau and enrolled in institutions of higher education in the United States and territories of the United States, grants under — (i) subpart 1 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070a et seq.); (ii) subpart 3 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070b et seq.); and (iii) part C of title IV of the Higher Education Act of 1965 (20 U.S.C. 1087–51 et seq.);".

Thus, IHEs must continue to make awards to eligible students who are citizens of all three of the Freely Associated States under the Pell Grant program. Eligible students who are citizens of the Republic of Palau continue to remain eligible to receive awards under the FSEOG and FWS programs. Effective for the 2024-25 award year, citizens of FSM and RMI are newly eligible for awards under FSEOG and FWS. Students from the Freely Associated States remain ineligible for Direct Loan and TEACH Grant funds.

Supplemental Education Grants

The Amended Compacts between the United States and FSM and RMI discontinue the Supplemental Education Grants (SEG) which were previously provided by the Department directly to the governments of FSM and RMI.

Contact Information

Please send questions about in-State tuition through the Contact Customer Support form link in Federal Student Aid's Help Center. When submitting a question, please enter your name, email address, IHE, topic, and question. When selecting a topic, please select "Policy Guidance."

Congress en is n-S a e Tui ion for Pacific slan ers

Some publ c colleges and h gher educat on groups are worr ed about the precedent i set by the change n federal law, wh ch takes effect July 1.

By Katherine Knott i



A new federal law requ res publ c colleges and un vers t es to offer n-state tu t on to students from three count es that are cons dered freely assoc ated states.

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change in e e a a ig p ece ent o Cong essiona inte e ence in state matte s.

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"Fe e a a make s shou suppo t stu ents th e e a bene its an app op iate y eave it to states to make thei ete minations on a a ing state bene its," sai C aig Lin am, senio vice p esi ent o gove nmenta a ai s at the Association o Pub ic an Lan -g ant Unive sities. "It's b y inapp op iate o the e e a gove nment to 2 ictate to states popu ations o stu ents to eceive state tuition. The s ope is ext eme y s ippe y to e a icate state isc etion in ete mining state tuition po icies." 2

The ne po icy man ating in-state tuition o stu ents om ee y associate states as quiet y inc u e in the e e a bu get o isca yea 0 4, hich passe in Ma ch. 2 It came as a su p ise to some highe e ucation associations, an it's unc ea b pushe o it on Capito Hi . It eceive itt e to no pub ic iscussion unti an Ap i 9 2 online announcement from the Office of Federal Student Aid.

A tic es emaining

at a board me tin arli r thi month WUFT r port d.

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Rodri aid h talk d with oth r tat chanc llor abo t th chan and ha thr at n d l al action.

“We ar con ltin with on of th top con tit tional law firms in th nation to if th r i ro nd for to chall n thi ” h aid.

Florida tat y t m admini trator d clin d to comment b yond th di c ion at th board me tin .

‘A Deeply Troubling Precedent’

Coll that don t comply ri k lo in acc to f d ral financial aid; th law mak off rin in- tat t ition to t d nt from th fr ly a ociat d tat a condition of li ibility for th f nd .

“We don t pport Con r r q irin in tit tion or tat to t t ition policy a a matt r of p blic policy ” David Baime nior vic pr id nt for ov rnm nt r lation at th American A ociation of Community Coll . “It a d ply tro blin pr c d nt.”

Editors’ Picks

t er OPMs?

More Downs z ng at Beleaguere ETS

Un on Inst tute & Un vers ty Announces Closure

Unlike with previ us laws mandating in-state tuiti n, c lleges aren't getting much time t adapt to the change. C ngress amended the Higher Educati n Act f 1965 in March, when it passed a set f spending bills f r fiscal year 2024, which were then signed int law; the change is expected t take place this summer. But the c mpressed timeline c uld make it c mplicated f r s me c lleges wh se tuiti n p licies are set by state lawmakers.

The latest budget als clarified that all citizens f the freely ass ciated states are eligible t receive Pell grants, federal w ork study and federal supplemental educati n pp rtunity grants, which pr vide very l w-inc me students with direct cash payments. Instituti ns in th se c untries are als eligible t participate in the three pr grams. Students fr m the freely ass ciated states remain ineligible f r federal student l ans.

Katherine Kn tt

Articles remaining

Articles re i i

IDAHO STATE UNIVERSITY

SUBJECT

Operating agreement between Idaho State University (ISU) and the Idaho State University Foundation, Inc.

REFERENCE

June 2018	Board re-approval of ISU Operating Agreement with ISU Foundation
June 2021	Board re-approval of ISU Operating Agreement with ISU Foundation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.

BACKGROUND/DISCUSSION

Board policy requires formal Board recognition of a nonprofit or affiliated foundation to benefit a public college or university in Idaho. The institution and an affiliated foundation must enter an operating agreement to address the topics outlined in Policy V.E. The operating agreement between an institution and an affiliated foundation must be approved by the Board prior to execution and must be re-submitted to the Board every three (3) years, or as otherwise requested by the Board, for review and re-approval.

ISU worked with the ISU Foundation to make changes to the existing operating agreement approved by the Board in June 2021. The 2021 Operating Agreement requires that the Foundation supervise University employees when performing work for the Foundation. Changes to the 2021 Operating Agreement include:

1. Update references to ISU position titles.
2. Update the records management process to enable the Vice President of Advancement to further delegate access to confidential foundation data in Article V.2.a. subject to completion of a signed confidentiality agreement.
3. Update language related to annual budgeting in Article V.5. to include reference to ISU making special requests for supplemental funding from the Foundation outside of the annual budget process.
4. Update the physical address for the location of the Foundation Offices in Article VIII.9.
5. Amend the Operating Agreement exhibits to provide that the following exhibits are available on the Foundation's public website, instead of being attached to the Operating Agreement:
    a. Exhibit C - Investment Policy
    b. Exhibit D - Articles of Incorporation
    c. Exhibit E - Bylaws
    d. Exhibit F - Conflict of Interest Policy and Exhibit G - Code of Ethical Conduct are attached to the Operating Agreement.

The Service Agreement is Attachment B to the Operating Agreement. The Service Agreement requires that the Foundation reimburse ISU for personnel costs, including benefits, for positions performing work for the Foundation. Changes to the 2021 Service Agreement include:

1. Update references to ISU position titles.
2. Add reference to May 28, 2021, Guarantee Agreement to Paragraph B.2. The Guarantee Agreement is between ISU and the ISU Foundation and provides that in exchange for guaranteed funding related to the construction of the ICCU Bengal Alumni Center, which was completed in May of 2023, the Foundation is entitled to use the Center for Foundation related business at no charge.
3. Clarify that the Foundation will reimburse ISU for replacement costs for furnishings and equipment used by personnel performing work for the Foundation.
4. Article V.5. of the Operating Agreement sets forth the process for establishing the annual operating budget and capital expenditure plan.
5. Adds language to Paragraph B.1. to clarify that the Foundation is responsible for costs of catering and other variable costs associated with Foundation meetings and events held at the ICCU Bengal Alumni Center.

IMPACT

Approval of the operating agreement maintains compliance with Board policy V.E. and reflects updated operational standards between ISU and the Foundation.

ATTACHMENTS

Attachment 1 - Proposed operating agreement between Idaho State University and Idaho State University Foundation
Attachment 2 - Proposed operating agreement redlined to the Board's Foundation Agreement Template
Attachment 3 - Proposed operating agreement redlined to 2021 Operating Agreement
Attachment 4 - Proposed Exhibit B - Service Agreement
Attachment 5 - Proposed Service Agreement redlined to 2021 Service Agreement

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff have reviewed the documents provided to ensure substantial alignment with Board Policy V.E.

ISU has worked closely with the ISU Foundation to make necessary changes and modifications to their existing operating agreement, previously approved by the Board in June 2021. The new three (3) year, updated operating agreement between ISU and the ISU Foundation maintains compliance with Policy V.E.,

clearly articulates proposed updates/amendments beginning in 2024, and properly utilizes the template developed and approved by the Board in June 2019.

Staff recommends approval.

BOARD ACTION

I move to approve the operating agreement between Idaho State University and Idaho State University Foundation, Inc., as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OPERATING AGREEMENT
BETWEEN
IDAHO STATE UNIVERSITY FOUNDATION, INC.
AND
IDAHO STATE UNIVERSITY

This Operating Agreement ("Operating Agreement") between Idaho State University Foundation, Inc. ("Foundation") and Idaho State University ("University") is entered into as of this _____ day of July, 2024.

WHEREAS, the Foundation was organized and incorporated in 1967 for the purpose of generating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the University.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the University, and provide opportunities for students and a degree of University excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the University in the building of the endowment to address, through financial support, the long-term academic and other priorities of the University.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the University, soliciting cash, securities, real and intellectual property, and other private resources for the support of the University, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the University.

WHEREAS, the University and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated

Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the University intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I
Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the University from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the University; and (3) support and assist the University in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: (1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the University to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the University.

ARTICLE II
Foundation's Organizational Documents

The Foundation shall provide the University with access to its Articles of Incorporation and Bylaws, as amended, via the Foundation's public website. The Foundation, to the extent practicable, also shall provide the University with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The University shall provide all such documents to the State Board.

ARTICLE III
University Resources and Services

1. University Employees.

a. *University/Foundation Liaison*: The University's Vice President for University Advancement shall serve as the University's Liaison to the Foundation.

i. The Vice President for University Advancement shall be responsible for coordinating the University's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the University to the Foundation.

ii. The Vice President for University Advancement or designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the University to the Foundation's Board of Directors regarding the University's fundraising efforts.

b. *Director of Advancement and Foundation Services:* The Director of Advancement and Foundation Services is an employee of the University. The Director of Advancement and Foundation Services shall be responsible for the supervision and control of the day-to-day operations of the Foundation, subject to the direction and control of the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). More specific duties of the Director of Advancement and Foundation Services are set forth in the Service Agreement.

c. *Other University Employees Holding Key Foundation or Administrative or Policy Positions*: In the event the University and the Foundation determine it is appropriate for one or more additional University employees who function in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President or equivalent position) to serve both the University and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such University employee.

d. *Limited Authority of University Employees.* Notwithstanding the foregoing provisions, no University employee who functions in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

2. Support Services. The University shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement. All University employees who provide support services to the Foundation shall remain University employees under the direction and control of the University, unless agreed that the direction and

control of any such employee will be vested with the Foundation. In consideration of the services provided to the Foundation by the University, the Foundation will pay directly to the University that portion of the overhead costs agreed to between the parties under the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

3. University Facilities and Equipment. The University shall provide the use of the University's office space and equipment to the Foundation upon the terms agreed to by the University and the Foundation. The terms of use of the University's office space and equipment shall be as set forth in the Service Agreement.

4. No Foundation Payments to University Employees. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an University employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

ARTICLE IV
Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

Authority of Vice President for University Advancement. All Foundation gift solicitations shall be subject to the direction and control of the Vice President for University Advancement.

a. *Form of Solicitation*. Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the University; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

b. *Foundation is Primary Donee*. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the University.

2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts*. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the University, the Foundation shall obtain the prior written approval of the University. Similarly, the Foundation shall also obtain the prior written approval of the University of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the University.

b. *Acceptance of Gifts of Real Property*. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be

held and used by the University shall be approved by the State Board before acceptance by the University and the Foundation. In cases where the real property is intended to be used by the University in connection with carrying out its proper functions, the real property may be conveyed directly to the University, in which case the University and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts.* All gifts received by the University or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the University on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted Gift Transfers*. The Foundation shall inform the University officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such University officials shall account for such restricted funds separate from other program and department funds in accordance with applicable University policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. *Unrestricted Gift Transfers*. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the University, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority*. The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the University; provided, however, in no event may the person with Foundation signature authority for financial transactions be an University employee.

b. *Expenditures*. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. University Report on Distributed Funds. On a regular basis, which shall not be less than annually, the University shall report to the Foundation on the use of restricted and unrestricted funds

transferred to the University. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of University Assets to the Foundation. No University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

a. A donor inadvertently directs a contribution to the University that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an University account, and State Board approval will be required prior to the University's transfer of such funds to the Foundation.

b. The University has gift funds that were originally transferred to the University from the Foundation and the University wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.

c. Transfers of a *de minimis* amount not to exceed $10,000 from the University to the Foundation provided such funds are for investment by the Foundation for scholarship or other general University support purposes. This exception shall not apply to payments by the University to the Foundation for obligations of the University to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

d. The transfer is of funds raised by the University for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. Insurance. The Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of University Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is posted on the Foundation's public website; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The

Foundation shall provide the University with access to its investment policy, as amended, via the Foundation's public website.

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws, as amended. The Foundation shall provide the University and State Board with access to its Articles of Incorporation and Bylaws, as amended, via the Foundation's public website.

ARTICLE V
Foundation Relationships with the University

At all times and for all purposes of this Operating Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the University and the Foundation acknowledge that the Foundation carries out functions for the benefit of the University. As such, the Parties shall share certain information as provided below.

1. Access to Records. Subject to recognized legal privileges, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.

2. Record Management.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the University shall be limited to the University's President, Vice President for University Advancement, and any designee of the University's President or Vice President for University Advancement, subject to such designee first completing a confidentiality agreement.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.

3. Name and Marks. Consistent with its mission to help to advance the plans and objectives of the University, the University grants the Foundation the limited, non-exclusive use of the name Idaho State University, for use in its support of the University. The Foundation shall operate

under the University's logotype in support of its organizational business and activities. Any use by the Foundation of the University's logotypes or other trademarks must be with prior approval of the University through the Office of Marketing and Communications.

4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. Establishing the Foundation's Annual Budget. The Foundation shall provide the University with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. Additional funding requests made by the University to the Foundation shall be communicated in writing to the Director of Advancement and Foundation Services and the Foundation's Treasurer for consideration by the Foundation Board within an appropriate period of time for the Foundation Board to evaluate and respond to the request without causing undue burden for investment decisions relative to a funding approval.

6. Attendance of University's President at Foundation's Board of Director Meetings. The University's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. Supplemental Compensation of University Employees. Any supplemental compensation of University employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the University, and the University shall then pay compensation to the employee in accordance with the University's normal practice. No University employee shall receive any payments or other benefits directly from the Foundation.

ARTICLE VI
Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the University shall have the same fiscal year.

2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the University's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the University as defined by the Government Accounting Standards Board (GASB). Accordingly, the University is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will prepare schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the University Office of Finance and Business Affairs in sufficient time to incorporate

the same into the University's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

3. Separate Audit Rights. The University agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the University's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the University and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. Annual Reports to University President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the University President setting forth the following items:

a. the annual financial audit report;

b. an annual report of Foundation transfers made to the University, summarized by University department;

c. an annual report of unrestricted funds received by the Foundation;

d. an annual report of unrestricted funds available for use during the current fiscal year;

e. a list of all of the Foundation's officers, directors, and employees;

f. a list of University employees for whom the Foundation made payments to the University for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;

g. a list of all state and federal contracts and grants managed by the Foundation;

h. an annual report of the Foundation's major activities;

i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the University; and

j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII
Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest Policy and Code of Ethics and Conduct. The Foundation's Conflict of Interest Policy is attached as Exhibit "F", and its Code of Ethical Conduct is set forth as Exhibit "G".

2. Dual Representation. Under no circumstances may an University employee represent both the University and the Foundation in any negotiation, sign for both entities in transactions, or direct any other University employee under their immediate supervision to sign for the related Party in a transaction between the University and the Foundation. This shall not prohibit University employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. Contractual Obligation of University. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University. University approval of any such contract shall comply with policies of the State Board with respect to State Board approval of University contracts.

4. Acquisition or Development or Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the University's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the University, the University shall notify the State Board at the earliest possible date. Any such proposed purchase for the University's use shall be a coordinated effort of the University and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code, Title 74, Chapter 2.

ARTICLE VIII
General Terms

1. Effective Date. This Operating Agreement shall be effective on the date set forth above.

2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the University choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the University to pay, within 180 days of written notice, all debt incurred by the Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. Dispute Resolution. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Chair of the Board of the Foundation and the University President. If the Foundation Board Chair and University President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

4. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board (or

University, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the use and benefit of the University.

5. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

6. Modification. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. Providing Document to and Obtaining Approval from the University. Unless otherwise indicated herein, any time documents are to be provided to the University or any time the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the University's President or an individual to whom such authority has been properly delegated by the University's President.

8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. Notices. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the University:

President
Idaho State University
921 S 8th Avenue, Stop 8310
Pocatello, ID 83209

To the Foundation:

Director of Advancement and Foundation Services
Idaho State University Foundation, Inc.

Physical Address:
1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

With an additional copy to:

Foundation Board Chair
Idaho State University Foundation, Inc.

Physical Address:
1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

10. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

11. Liability. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

12. Indemnification. To the extent allowed by law, the University and the Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

13. Assignment. This Operating Agreement is not assignable by either Party, in whole or in part.

14. Governing Law. This Operating Agreement shall be governed by the laws of the State of Idaho.

15. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. Entire Agreement. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the University and the Foundation have executed this Operating Agreement on the above specified date.

Idaho State University

By:_____
Its: President

Idaho State University Foundation, Inc.

By:_____
Its: Chair

EXHIBIT "A"

Loaned Employee Agreement

Not applicable at this time

EXHIBIT "B"

Service Agreement

EXHIBIT "C"

Investment Policy

See Foundation's Public Website

The policies contained in the ISUF Policy manual contain all amendments, if any, made to them through the October 21, 2022 Board of Directors meeting.

EXHIBIT "D"

Articles of Incorporation

See Foundation's Public Website

EXHIBIT "E"

Bylaws

See Foundation's Public Website

The policies contained in the ISUF Policy manual contain all amendments, if any, made to them through the October 21, 2022 Board of Directors meeting.

EXHIBIT "F"

Conflict of Interest Policy

Section 2.04 - Conflict of Interest Policy

2.04.01 Purpose

The purpose of the conflict of interest policy is to protect the Foundation's interest when it is contemplating entering into a contract, transaction, or arrangement that might benefit the private interest of an officer or director of the Foundation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

2.04.02 Definitions

a. Interested Person. Any director, officer, member of a committee with Board delegated powers, or staff member, who has a direct or indirect financial interest, as defined below, is an interested person.
b. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business or investment, or a member of the person's family has:
    i. A position as an officer, director, trustee, partner, employee, or agent of any entity with which the Foundation has or is considering a contract, transaction, or arrangement;
    ii. An ownership or investment interest in any entity with which the Foundation has or is considering a contract, transaction, or arrangement;
    iii. A compensation arrangement with the Foundation or with any entity or individual with which the Foundation has or is considering a contract, transaction, or arrangement;
    iv. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Foundation is considering or negotiating a contract, transaction, or arrangement; or
    v. Any other direct or indirect dealings with any entity from which he or she knowingly benefitted (e.g., through receipt directly or indirectly of cash or other property in excess of $500 a year exclusive of dividends or interest) and with which the Foundation has, is considering, or is negotiating a contract, transaction, or arrangement.
c. The term "a member of the person's family" means the person's spouse,

parent, step-parent, guardian, brother, sister, step-brother, step-sister, mother-in-law, father-in-law, child, stepchild, grandmother, grandfather, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, first cousin, or grandchild.

d. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
e. A financial interest is not necessarily a conflict of interest. Under Section 2.04.03 Paragraph (b) below, a person who has a financial interest may have a conflict of interest only if the appropriate Board or Committee decides that a conflict of interest exists.

2.04.03 Procedures

a. Duty to Disclose. At the first knowledge of the possibility, creation, or existence of a financial interest as described above, the interested person must disclose to the Board the existence of the financial interest and any and all relevant and material facts known to the interested person about the proposed or existing contract, transaction, or arrangement that might reasonably be construed to be adverse to the Foundation's interest. The interested person must be given the opportunity to disclose all other material facts to the directors and members of committees with Board delegated powers considering the proposed contract, transaction, or arrangement.
b. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Committee members shall decide if a conflict of interest exists.
c. Procedures for Addressing the Conflict of Interest.
    i. An interested person may make a presentation at the Board or Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the contract, transaction, or arrangement involving the possible conflict of interest.
    ii. The Chairperson of the Board or Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed contract, transaction, or arrangement.
    iii. After exercising due diligence, the Board or Committee shall determine whether the Foundation can obtain with reasonable efforts a more advantageous contract, transaction, or arrangement from a person or entity that would not give rise to a conflict of interest.

iv. If a more advantageous contract, transaction, or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Committee shall determine by a majority vote of the disinterested directors whether the contract, transaction, or arrangement is in the Foundation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the contract, transaction, or arrangement.

v. Such contract, transaction, or arrangement shall only be authorized, approved, or ratified upon the affirmative vote of a majority of the directors of the Board then in office, or a majority of the Committee members, who are not interested persons as described above.

2.04.04 Violations of the Conflicts of Interest Policy

If the Board or Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

2.04.05 Records of Proceedings

The minutes of the Board and all Committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the contract, transaction, or arrangement, the content of the discussion, including any alternatives to the proposed contract, transaction, or arrangement, and a record of any votes taken in connection with the proceedings.

2.04.06 Compensation

a. A voting member of the Board who receives compensation, directly or indirectly, from the Foundation for services is precluded from voting on matters pertaining to that member's compensation.
b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Foundation for services is precluded from voting on matters pertaining to that member's compensation.
c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Foundation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

2.04.07 Annual Statements

Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Foundation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2.04.08 Periodic Reviews

To ensure the Foundation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Foundation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

2.04.09 Use of Outside Experts

When conducting the periodic reviews as provided for in Section 2.04.08, the Foundation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic

reviews are conducted.

2.04.10 Foundation Conflicts

The Foundation acting through its officers and directors will make a good faith attempt to avoid conflicts of interest between the Foundation and Idaho State University and its Board, and will not, without approval of the Board of the Foundation, borrow funds from, or otherwise obligate Idaho State University.

2.04.10 Material Gifts

No director, trustee, officer, or staff member of the Foundation shall accept from any source any material gift or gratuity in excess of fifty dollars ($50.00) that is offered, or reasonably appears to be offered, because of the position held with the Foundation; nor shall an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

Person responsible for the periodic review of policy - Past Chair

EXHIBIT "G"

Code of Ethical Conduct

Section 2.05 - Confidentiality

It is the policy of the Idaho State University Foundation that Board Members and employees (when used in this policy, employees or staff members include staff either employed directly by the Foundation or on behalf of the Foundation by the University) of the Idaho State University Foundation may not disclose, divulge, or make accessible confidential records or information belonging to, or obtained through their affiliation with the Idaho State University Foundation to any person, including relatives, friends, and business and professional associates, or other third party, other than to persons who have a legitimate need for such information and to whom the Idaho State University Foundation has authorized disclosure. Board Members and employees shall use confidential information solely for the purpose of performing services as a board member or employee for the Idaho State University Foundation. This policy is not intended to prevent disclosure where disclosure is required by federal or state law or regulation, or by judicial order.

a. All information concerning a donor's contribution, other than information published in the annual report, newsletter, or the Idaho State University Foundation's publications, shall remain confidential unless approved by the donor. This includes, but is not limited to, records or information on the size and types of a contribution or pledge, the size of the endowment fund established, and other such information.
b. All records or information obtained about donors and prospective donors will remain confidential and not discussed with any individual, other than a board or staff member, unless otherwise authorized by the donor or prospective donor.
c. The home addresses, telephone numbers, fax numbers, or email addresses of donors and prospective donors are not to be disclosed to any individual or organization, other than a board or staff member, without the express permission of the person whose information is to be disclosed.
d. When a donor requests that his or her gift or fund be treated as an anonymous gift or fund, the donor's wishes are to be honored by both board and staff members to the extent allowed by federal or state law or regulation.
e. All staff members shall adhere to the principle that all donor and prospect records or information created by, or on behalf of, the Idaho State University Foundation is the property of the Idaho State University

Foundation and shall not be transferred or utilized except on behalf of the Idaho State University Foundation.

f. Board Members and employees must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential records or information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, Board members and employees should be sensitive to the risk of inadvertent disclosure and should, for example, refrain from leaving confidential records or information on desks or otherwise in plain view and refrain from the use of speakerphones to discuss confidential information if the conversation could be heard by unauthorized persons. All measures should be taken to protect the disclosure of confidential information stored on any computer or phone, including but not limited to cloud sharing applications.

g. At the end of a Board Member's term in office or upon the termination of an employee's employment, he or she shall return, whether specifically requested or not, all documents, papers, computer records, recordings and any other materials, regardless of medium, that may contain or be derived from confidential records or information in his or her possession.

Person responsible for the periodic review of policy - Board Secretary

OPERATING AGREEMENT

BETWEEN

IDAHO STATE UNIVERSITY FOUNDATION, INC.

AND

~~**INSTITUTION/AGENCY**~~

IDAHO STATE UNIVERSITY

This Operating Agreement ("Operating Agreement") between Idaho State University Foundation, Inc. ("Foundation") and ~~Institution/Agency ("Operating Agreement")~~ Idaho State University ("University") is entered into as of this _____ day of ~~_____, 20__, by and between Institution, herein known as "Institution/Agency" and the Foundation, Inc., herein known as "Foundation".~~July, 2024.

WHEREAS, the Foundation was organized and incorporated in ~~____~~1967 for the purpose of generating voluntary private support from ~~_____, _____,~~alumni, parents, friends, corporations, foundations, and others for the benefit of the ~~Institution/Agency~~University.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the ~~Institution/Agency~~University, and provide opportunities for ~~_____ (e.g.~~ students~~)~~ and a degree of ~~institutional~~University excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the ~~Institution/Agency~~University in the building of the endowment to address, through financial support, the long-term academic and other priorities of the ~~Institution/Agency~~University.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the ~~Institution/Agency~~University, soliciting cash, securities, real and intellectual property, and other private resources for the support of the ~~Institution/Agency~~University, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the ~~Institution/Agency~~University.

WHEREAS, the ~~Institution/Agency~~University and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the ~~Institution/Agency~~University intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I
Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the ~~Institution/Agency.~~University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the ~~Institution/Agency~~University from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the ~~Institution/Agency~~University; and (3) support and assist the ~~Institution/Agency~~University in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: ~~-~~(1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the ~~Institution~~University to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the ~~Institution/Agency~~University.

ARTICLE II
Foundation's Organizational Documents

The Foundation shall provide ~~copies of~~ the University with access to its ~~current~~ Articles of Incorporation and Bylaws ~~to the Institution/Agency.~~, as amended, via the Foundation's public

website. The Foundation, to the extent practicable, also shall provide the ~~Institution/Agency~~University with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The ~~Institution/Agency~~University shall provide all such documents to the State Board.

~~**Institution/Agency**~~

ARTICLE III
University Resources and Services

1. ~~Institution/Agency~~University Employees.

a. *~~Institution/Agency~~University/Foundation Liaison*: The ~~Institution/Agency's~~University's Vice President for ~~Institution/Agency~~University Advancement shall serve as the ~~Institution/Agency's~~University's Liaison to the Foundation.

i. The ~~Institution/Agency's~~ Vice President for ~~Institution/Agency~~University Advancement shall be responsible for coordinating the ~~Institution/Agency's~~University's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the ~~Institution/Agency~~University to the Foundation.

ii. The Vice President for ~~Institution/Agency~~University Advancement or designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the ~~Institution/Agency~~University to the Foundation's Board of Directors regarding the ~~Institution/Agency's coordination with the Foundation's~~University's fundraising efforts.

b. *~~Managing~~ Director of Advancement and Foundation Services*: The *~~Managing~~* Director of ~~the~~ ~~b.~~ Advancement and Foundation Services is an employee of the ~~Institution/Agency loaned to the Foundation. All of the Managing Director's services shall be provided directly to the~~ University. The Director of Advancement and Foundation ~~as follows:~~

~~i. The *Managing Director*~~Services shall be responsible for the supervision and control of the day-to-day operations of the Foundation~~. More specific duties of the *Managing Director* may be set forth in a written job description prepared by the Foundation and attached to the Loaned Employee Agreement described in paragraph (iii) below. The *Managing Director* shall be~~, subject to the ~~control and~~ direction and control of the Foundation~~.~~

~~ii. The *Managing Director* shall be entitled to Institution/Agency benefits to the same extent and on the same terms as other full-time Institution/Agency employees of the same classification as the *Managing Director*. The Foundation shall reimburse the~~

~~Institution/Agency for all costs incurred by the Institution/Agency in connection with the Institution/Agency's employment of the *Managing Director* including such expenses as salary, payroll taxes, and benefits.~~

~~iii. The Foundation and the Institution/Agency shall enter into a written agreement, in the form of~~, as set forth in the Service Agreement attached hereto as Exhibit "~~A" hereto, establishing that the Managing *Director* is an employee of the Institution/Agency but subject to the direction and control of the Foundation (generally a "Loaned Employee~~B" ("Service Agreement~~"). The Loaned Employee Agreement shall also~~"). More specific duties of the Director of Advancement and Foundation Services are set forth ~~the relative rights and responsibilities of the Foundation and the Institution/Agency with respect to the Managing *Director*, including the following:~~in the Service Agreement.

~~1. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.~~

~~2. Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall constitute grounds for a termination proceeding by the Institution/Agency or for non-renewal of any obligation of the Institution/Agency to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the Institution/Agency.~~

~~3. The Loaned Employee shall be subject to the supervision, direction and control of the Foundation Board of Directors and shall report directly to the Foundation president or designee.~~

~~c.~~ c. *Other ~~Loaned Employees~~*. ~~Other loaned employees providing services pursuant to this Operating Agreement shall also serve pursuant to a Loaned Employee Agreement which shall set forth their particular responsibilities and duties.~~

~~d.~~ *~~Other Institution/Agency~~University Employees Holding Key Foundation or Administrative or Policy Positions*: In the event the ~~Institution/Agency~~University and the Foundation determine it is appropriate for one or more additional ~~Institution/Agency~~University employees who function in a key administrative or policy making capacity for the ~~Institution/Agency~~University (including, but not limited to, any ~~Institution/Agency~~University Vice-President or equivalent position) to serve both the ~~Institution/Agency~~University and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended

to clearly set forth the authority and responsibilities of the position of any such ~~Institution/Agency~~University employee.

~~e~~d. *Limited Authority of ~~Institution/Agency~~University Employees.* Notwithstanding the foregoing provisions, no ~~Institution/Agency~~University employee who functions in a key administrative or policy making capacity for the ~~Institution/Agency~~University (including, but not limited to, any ~~Institution/Agency~~University Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

2. Support Services. The ~~Institution/Agency~~University shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement~~ attached hereto as Exhibit "B" ("Service Agreement").~~. All ~~Institution/Agency~~University employees who provide support services to the Foundation shall remain ~~Institution/Agency~~University employees under the direction and control of the ~~Institution/Agency~~University, unless agreed that the direction and control of any such employee will be vested with the Foundation~~ in a written Loaned Employee Agreement. The Foundation~~. In consideration of the services provided to the Foundation by the University, the Foundation will pay directly to the ~~Institution/Agency the~~University that portion of the overhead costs ~~associated with the services provided to the Foundation pursuant~~agreed to between the parties under the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

3. ~~Institution/Agency~~University Facilities and Equipment. The ~~Institution/Agency~~University shall provide the use of the ~~Institution/Agency's~~University's office space and equipment to the Foundation upon the terms agreed to by the ~~Institution/Agency~~University and the Foundation. The terms of use ~~(including amount of rent)~~ of the ~~Institution/Agency's~~University's office space and equipment shall be as set forth in the Service Agreement.

4. No Foundation Payments to ~~Institution/Agency~~University Employees. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an ~~Institution/Agency~~University employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

ARTICLE IV
Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

Authority of Vice President for ~~Institution/Agency~~University Advancement. All Foundation gift solicitations shall be subject to the direction and control of the Vice President for ~~Institution/Agency~~University Advancement.

a. *Form of Solicitation*. Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the ~~Institution/Agency~~University; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

b. *Foundation is Primary Donee*. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the ~~Institution/Agency~~University.

2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts*. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the ~~Institution/Agency~~University, the Foundation shall obtain the prior written approval of the ~~Institution/Agency.~~University. Similarly, the Foundation shall also obtain the prior written approval of the ~~Institution/Agency~~University of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the ~~Institution/Agency~~University.

b. *Acceptance of Gifts of Real Property*. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the ~~Institution/Agency~~University shall be approved by the State Board before acceptance by the ~~Institution/Agency~~University and the Foundation. In cases where the real property is intended to be used by the ~~Institution/Agency~~University in connection with carrying out its proper functions, the real property may be conveyed directly to the ~~Institution/Agency~~University, in which case the ~~Institution/Agency~~University and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts.* All gifts received by the ~~Institution/Agency~~University or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the ~~Institution/Agency~~University on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated

by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted Gift Transfers*. The Foundation shall inform the ~~Institution/Agency~~University officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such ~~Institution/Agency~~University officials shall account for such restricted funds separate from other program and department funds in accordance with applicable ~~Institution/Agency~~University policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. *Unrestricted Gift Transfers*. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the ~~Institution/Agency~~University, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority*. The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the ~~Institution/Agency~~University; provided, however, in no event may the person with Foundation signature authority for financial transactions be an ~~Institution/Agency~~University employee.

b. *Expenditures*. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. ~~Institution/Agency~~University Report on Distributed Funds. On a regular basis, which shall not be less than annually, the ~~Institution/Agency~~University shall report to the Foundation on the use of restricted and unrestricted funds transferred to the ~~Institution/Agency~~University. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of ~~Institution/Agency~~University Assets to the Foundation. No ~~Institution/Agency~~University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

a. A donor inadvertently directs a contribution to the ~~Institution/Agency~~University that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such

indication of donor intent, such funds shall be deposited in an ~~institutional~~University account, and State Board approval will be required prior to the ~~Institution/Agency's~~University's transfer of such funds to the Foundation.

b. The ~~Institution/Agency~~University has gift funds that were originally transferred to the ~~Institution/Agency~~University from the Foundation and the ~~Institution/Agency~~University wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.

c. Transfers of a *de minimis* amount not to exceed $10,000 from the ~~Institution~~University to the Foundation provided such funds are for investment by the Foundation for scholarship or other general ~~Institution/Agency~~University support purposes. This exception shall not apply to payments by the ~~Institution~~University to the Foundation for obligations of the ~~Institution~~University to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

d. The transfer is of funds raised by the ~~Institution~~University for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the ~~Institution/Agency~~University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. Insurance. The Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of ~~Institutional~~University Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is ~~attached hereto as Exhibit "C";~~posted on the Foundation's public website; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide ~~to~~ the ~~Institution/Agency any updates to such~~University with access to its investment policy ~~which updates shall also be attached hereto,~~ as ~~Exhibit "C".~~amended, via the Foundation's public website.

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws, as amended. The Foundation ~~agrees to~~shall provide ~~copies of such~~the University and State Board with access to its Articles of Incorporation and Bylaws~~ as well~~, as ~~any subsequent amendments to such documents to both the Institution/Agency and~~amended, via the ~~State Board. Any such amendments to the Articles and Bylaws shall be attached hereto as additions to Exhibit "D" and "E", respectively.~~Foundation's public website.

ARTICLE V
Foundation Relationships with the ~~Institution/Agency~~University

At all times and for all purposes of this Operating Agreement, the ~~Institution~~University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the ~~Institution~~University and the Foundation acknowledge that the ~~Association~~Foundation carries out functions for the benefit of the ~~Institution~~University. As such, the Parties shall share certain information as provided below.

1. Access to Records. Subject to recognized legal privileges, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.

2. Record Management.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the ~~Institution/Agency~~University shall be limited to the ~~Institution/Agency's~~University's President, Vice President for University Advancement, and any designee of the ~~Institution/Agency's President~~University's President or Vice President for University Advancement, subject to such designee first completing a confidentiality agreement.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to public inquiries related to

revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.

3. Name and Marks. Consistent with its mission to help to advance the plans and objectives of the ~~Institution~~University, the ~~Institution~~University grants the ~~Association~~Foundation the limited, non-exclusive use of the name ~~Institution~~Idaho State University, for use in its support of the ~~Institution~~University. The ~~Association~~Foundation shall operate under the ~~Institution's~~University's logotype in support of its organizational business and activities. Any use by the ~~Association~~Foundation of the ~~Institution's~~University's logotypes or other trademarks must be with prior approval of the ~~Institution~~University through the Office of ~~Trademark Licensing~~Marketing and ~~Enforcement~~Communications.

4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. Establishing the Foundation's Annual Budget. The Foundation shall provide the ~~Institution/Agency~~University with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. ~~Any of the Institution/Agency's~~Additional funding requests made by the University to the Foundation shall be communicated in writing to the Director of Advancement and Foundation Services and the Foundation's Treasurer ~~and Assistant Treasurer by April 1~~for consideration by the Foundation Board within an appropriate period of ~~each year~~time for the Foundation Board to evaluate and respond to the request without causing undue burden for investment decisions relative to a funding approval.

6. Attendance of ~~Institution/Agency's~~University's President at Foundation's Board of Director Meetings. The ~~Institution/Agency's~~University's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. Supplemental Compensation of ~~Institution/Agency~~University Employees. Any supplemental compensation of ~~Institution/Agency~~University employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the ~~Institution/Agency~~University, and the ~~Institution/Agency~~University shall then pay compensation to the employee in accordance with the ~~Institution/Agency's~~University's normal practice. No ~~Institution/Agency~~University employee shall receive any payments or other benefits directly from the Foundation.

ARTICLE VI
Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the ~~Institution/Agency~~University shall have the same fiscal year.

2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the ~~Institution/Agency's~~University's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the ~~Institution/Agency~~University as defined by the Government Accounting Standards Board (GASB). Accordingly, the ~~Institution/Agency~~University is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will ~~include in its audited financial statement,~~prepare schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the ~~Institution/Agency~~University Office of Finance and ~~Administration~~Business Affairs in sufficient time to incorporate the same into the ~~Institution/Agency's~~University's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

3. Separate Audit Rights. The ~~Institution/Agency~~University agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the ~~Institution/Agency's~~University's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the ~~Institution/Agency~~University and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. Annual Reports to ~~Institution/Agency~~University President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the ~~Institution/Agency~~University President setting forth the following items:

a. the annual financial audit report;

b. an annual report of Foundation transfers made to the ~~Institution/Agency~~University, summarized by ~~Institution/Agency~~University department;

c. an annual report of unrestricted funds received by the Foundation;

d. an annual report of unrestricted funds available for use during the current fiscal year;

e. a list of all of the Foundation's officers, directors, and employees;

f. a list of ~~Institution/Agency~~University employees for whom the Foundation made payments to the ~~Institution/Agency~~University for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;

g. a list of all state and federal contracts and grants managed by the Foundation;

h. an annual report of the Foundation's major activities;

i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the ~~Institution/Agency~~University; and

j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII
Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest Policy and Code of Ethics and Conduct. The Foundation's Conflict of Interest Policy is attached as Exhibit "F", and its Code of Ethical Conduct is set forth as Exhibit "G".

2. Dual Representation. Under no circumstances may an ~~Institution/Agency~~University employee represent both the ~~Institution/Agency~~University and the Foundation in any negotiation, sign for both entities in transactions, or direct any other ~~institution~~University employee under their immediate supervision to sign for the related Party in a transaction between the ~~Institution/Agency~~University and the Foundation. This shall not prohibit ~~Institution/Agency~~University employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. Contractual Obligation of ~~Institution/Agency.~~University. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the ~~Institution/Agency~~University without first obtaining the prior written approval of the ~~Institution/Agency. Institution/Agency~~University. University approval of any such contract shall comply with policies of the State Board with respect to State Board approval of ~~Institution/Agency~~University contracts.

4. Acquisition or Development or Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the ~~Institution/Agency's~~University's use without

first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the ~~Institution/Agency~~University, the ~~Institution/Agency~~University shall notify the State Board at the earliest possible date. Any such proposed purchase for the ~~Institution/Agency's~~University's use shall be a coordinated effort of the ~~Institution/Agency~~University and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code, Title 74, Chapter 2.

ARTICLE VIII
General Terms

1. Effective Date. This Operating Agreement shall be effective on the date set forth above.

2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the ~~Institution/Agency~~University choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the ~~Institution/Agency~~University to pay, within 180 days of written notice, all debt incurred by the Foundation on the ~~Institution/Agency's~~University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the ~~Institution/Agency~~University that is not cured within the time frame set forth above, the ~~Institution/Agency~~University may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. Dispute Resolution. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Chair of the Board of the Foundation and the ~~Institution/Agency~~University President. If the Foundation Board Chair and ~~Institution/Agency~~University President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to

reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

4. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board (or ~~Institution~~University, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the use and benefit of the ~~Institution/Agency.~~University.

5. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

6. Modification. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. Providing Document to and Obtaining Approval from the ~~Institution/Agency~~University. Unless otherwise indicated herein, any time documents are to be provided to the ~~Institution/Agency~~University or any time the ~~Institution/Agency's~~University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the ~~Institution/Agency's~~University's President or an individual to whom such authority has been properly delegated by the ~~Institution/Agency's~~University's President.

8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. Notices. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the ~~Institution/Agency~~University:

President
~~Institution/Agency~~
~~Street Address~~

~~City,~~ Idaho State ~~and Zip~~University
921 S 8th Avenue, Stop 8310
Pocatello, ID 83209

To the Foundation:

~~Managing~~ Director of Advancement and Foundation Services
Idaho State University Foundation, Inc.
~~Street~~
Physical Address:
~~City,~~1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

With an additional copy to:

Foundation Board Chair
Idaho State ~~and Zip~~University Foundation, Inc.

Physical Address:
1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

10. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the ~~Institution/Agency~~University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

11. Liability. The ~~Institution/Agency~~University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

12. Indemnification. To the extent allowed by law, the ~~Institution/Agency~~University and the Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault,

omission, or negligence of the Party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the ~~Institution/Agency's~~University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

13. Assignment. This Operating Agreement is not assignable by either Party, in whole or in part.

14. Governing Law. This Operating Agreement shall be governed by the laws of the State of Idaho.

15. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. Entire Agreement. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the ~~Institution/Agency~~University and the Foundation have executed this Operating Agreement on the above specified date.

~~Institution/Agency~~Idaho State University

By:_____
Its: President

~~Institution/Agency~~
Idaho State University Foundation, Inc.

By:_____
Its: ~~Chairman~~Chair

EXHIBIT "A"

Loaned Employee Agreement

Not applicable at this time

EXHIBIT "B"

Service Agreement

EXHIBIT "C"

Investment Policy

See Foundation's Public Website

EXHIBIT "D"

Articles of Incorporation

See Foundation's Public Website

EXHIBIT "E"

Bylaws

See Foundation's Public Website

EXHIBIT "F"

Conflict of Interest Policy

EXHIBIT "G"

Code of Ethical Conduct

EXHIBIT "B"

SERVICES AGREEMENT

THIS SERVICES AGREEMENT is entered into by and between IDAHO STATE UNIVERSITY, a state educational institution and a body politic and corporate organized and existing under the ~~Constitution and~~ laws of the State of Idaho ("University"), and IDAHO STATE UNIVERSITY FOUNDATION, INC. a private Idaho nonprofit corporation ("Foundation").

RECITALS

a. As stated in the Operating Agreement, the Foundation exists to support the mission and priorities of the University, including ~~but not limited to~~ managing private resources and providing opportunities for students that may not otherwise occur.
~~a.~~

b. Currently, each and every one of the employees in the University's Advancement office are employees of the University. Currently, there are no employees employed by the Foundation.
~~b.~~

c. Because the Foundation has no employees, it relies entirely and exclusively upon one or more University employees to provide the support services it needs to fulfill its responsibilities, mission and purpose timely, adequately and competently. The Vice President for University Advancement has committed the necessary support and services to enable the Foundation to timely, adequately and competently fulfill its responsibilities and mission.

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2. The Director of Advancement and Foundation Services, an employee of the University, shall ~~serve as the Managing Director of the Foundation and~~ provide administrative, financial, accounting, investment, ~~development~~ and support services to the Foundation, as directed by the Foundation. ~~The University is responsible for the employment and compensation of all University Advancement Staff who provide services to the Foundation, including the Executive Director of Advancement and Foundation Services in his or her capacity as the Managing Director of the Foundation.~~

~~1.~~3. While providing services to the Foundation, University employees are subject to the oversight and direction of the Foundation's Board of Directors. The University

acknowledges and agrees that the ~~Executive~~ Director of Advancement and Foundation Services will prioritize the work of the Foundation, as necessary, to ensure the timely, adequate and competent fulfillment of the Foundation's mission and responsibilities.

~~1.~~4. The University agrees to provide the following specific services to the Foundation:

a. The University's Advancement employees will provide support services required to enable the Foundation to fulfill its administrative and fiduciary duties, including ~~but not limited to~~: (1) gift acknowledgment, processing and receipting; (2) management and operation of the donor database/system; (3) records maintenance; (4) routine, day to day, accounting (4) preparation of the annual financial audit; (5) filing of tax documents; (6) management of endowment and other investments under ~~UPMIFA~~Uniform Prudent Management of University Funds Act, Idaho Code Sections 33-5001 to 33-5010 and in compliance with Foundation policies and procedures; (7) IT security and support; (8) maintenance of Foundation operational policies and (~~8~~9) all other administrative and support services as required and requested by the Foundation.
b. Access to the University's financial system to receive, disburse and account for funds of the Foundation.
c. Accounting services, ~~to include~~including cash receipts and disbursements, accounts receivable and payable, bank reconciliation, reporting and analysis, and internal auditing.
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b. At the direction of the Foundation's Investment and/or Finance Committees, facilitate investment transactions on behalf of the Foundation. Signature authority to facilitate any investment transaction~~,~~ will be subject to limits and controls specified by the Foundation, including internal controls established by any financial institution. Specifically, the ~~Managing Director's~~Director of Advancement and Foundation Services' authority to assist in investment transactions is limited to the administrative task of transferring funds: (1) between accounts within the Foundation's operational bank account; (2) between accounts within the Foundation's investment account; and (3) between the Foundation's operational bank account and the Foundation's investment account. All other financial transactions must be executed by officers of the Foundation.
c. Review proposed gift agreements between the University, Foundation and donors, and ~~execute~~prepare the agreements ~~on behalf of~~for execution by the ~~Foundation~~Foundation's Board Chair or authorized designee. Any agreement that contains an exception to the Foundation's gift acceptance policy will be reviewed by the Executive Committee of the Foundation prior to gift

acceptance and execution.

d. Attend regularly scheduled Foundation Board meetings, including monthly and specially called committee meetings. Additionally, the ~~Managing~~ Director of Advancement and Foundation Services will attend all other meetings as requested by the Foundation, its board members or officers.

e. Promptly perform any and all tasks requested by the Foundation, consistent with the ~~Managing~~ Director of Advancement and Foundation Services job description.

~~3.~~ The University's President~~,~~ and ~~the~~ Vice President for University Advancement~~, of the University~~

6. shall serve as ~~Ex Officio~~ advisors to the Foundation Board ~~members, but shall have no~~, without voting rights. Executive officers of the University (President and Vice Presidents) shall not serve as Foundation Board officers.

~~B.~~ **B. Facilities, Furnishings and Office Equipment:**

~~The~~

~~1.~~ Facilities for the Foundation's business ~~office of the Foundation~~use shall be located in the ~~University Advancement Office,~~ICCU Bengal Alumni Center, with the ~~nature and~~specific location ~~of which shall be~~determined in the University's discretion.

1. ~~The University will provide office space~~ The Foundation shall be entitled to use the Alumni Center for all Foundation related business, including ~~providing all maintenance~~the conference room and event space, at mutually acceptable times and ~~utilities, and local and long-distance telephone service for use in the business of~~at no charge to the Foundation~~.~~, in accordance with the Guarantee Agreement between the parties, dated May 28, 2021. The Foundation will be responsible for costs of catering associated with any use.

2. The furnishings, computers, copiers and other items of office equipment used in the Foundation's office are owned by the University but shall be made available for use in the business of the Foundation. ~~The cost of repairing, maintaining and replacing such furnishings and equipment shall be paid by the University.~~

~~C.~~ **C. Reimbursement:**

1. ~~The Foundation is responsible to reimburse the University for the Managing Director's personnel costs, including benefits.~~The Foundation is responsible to reimburse the University for certain personnel costs, including benefits. Such costs shall be mutually agreed upon by the Foundation and University as part of the annual budget process set forth in the Operating Agreement and shall include, at a minimum, the personnel costs for the Director of Advancement and Financial Services, an assistant to the Foundation, and specific staff positions directly associated with the maintenance and upkeep of Foundation records and data systems. The Foundation will reimburse the University for replacement costs for furnishings and equipment used by personnel performing work for the Foundation. Other than that responsibility, the Foundation shall have no further obligation to reimburse the University for the costs incurred by the University for fundraising personnel, use of facilities

or equipment or for other services provided to the Foundation by the University~~.~~, unless otherwise agreed by the parties. No payments shall be made directly from the Foundation to ~~College~~University employees in connection with resources or services provided to the Foundation under this Agreement.

2. The Foundation shall provide unrestricted support to the University based on ~~its~~the Foundation's annual budget, with consideration of requests made by the University.

~~D.~~ **D. Performance:**

The Foundation via the Board Chair shall, at a minimum annually, have the right and responsibility to provide performance evaluation information ~~and a performance rating~~ for the ~~Managing~~ Director ~~position~~of Advancement and ~~duties~~Foundation Services. The parties agree that one or more Foundation board members ~~or~~from the finance and investment committees or Board officers have the option to ~~be present during the performance evaluation~~ review ~~of~~ the ~~Executive~~role and duties of the Director of Advancement and Foundation Services, ~~specifically and only for the Managing Director role and duties portion.~~as outlined within the job description. The Foundation agrees to provide ~~the~~ written performance information via the University performance management ~~system~~process and in alignment with the University performance management timelines. Upon request, the University likewise agrees to provide the Foundation with a copy of any written performance evaluations prepared by the University for employees who provide support services to the Foundation.

This Services Agreement shall be effective as of the date of the last signature thereto and shall continue in annual terms matched to the University's fiscal year until terminated by either party. This Services Agreement may be terminated by either party upon written notice of termination, such termination to be effective 30 days after notice thereof. This Services Agreement shall also

terminate at the same time as any termination of the most recently signed Operating Agreement between the University and the Foundation. In the event of termination, all obligations of the parties hereto shall cease as of the date of termination except for obligations for payment or reimbursement which accrued prior to the date of termination.

Idaho State University:

_____ _____

~~Kevin Satterlee~~ _____

_____

Robert W. Wagner, President _____ Date

Idaho State University Foundation:

~~David Jeppesen~~

Beena Mannan, Chair Date

EXHIBIT "B"

SERVICES AGREEMENT

THIS SERVICES AGREEMENT is entered into by and between IDAHO STATE UNIVERSITY, a state educational institution and a body politic and corporate organized and existing under the laws of the State of Idaho ("University"), and IDAHO STATE UNIVERSITY FOUNDATION, INC. a private Idaho nonprofit corporation ("Foundation").

RECITALS

a. As stated in the Operating Agreement, the Foundation exists to support the mission and priorities of the University, including managing private resources and providing opportunities for students that may not otherwise occur.

b. Currently, each and every one of the employees in the University's Advancement office are employees of the University. Currently, there are no employees employed by the Foundation.

c. Because the Foundation has no employees, it relies entirely and exclusively upon one or more University employees to provide the support services it needs to fulfill its responsibilities, mission and purpose timely, adequately and competently. The Vice President for University Advancement has committed the necessary support and services to enable the Foundation to timely, adequately and competently fulfill its responsibilities and mission.

d. At this time, the University and Foundation are entering into this Service Agreement for the purpose of memorializing their discussions and understanding.

NOW, THEREFORE in consideration of the foregoing and the mutual covenants herein contained, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

A. The University agrees to provide to the Foundation the following services:

1. The University is responsible for the employment and compensation of all University advancement staff who provide services to the Foundation, including the Director of Advancement and Foundation Services.

2. The Director of Advancement and Foundation Services, an employee of the University, shall provide administrative, financial, accounting, investment, and support services to the Foundation, as directed by the Foundation.

3. While providing services to the Foundation, University employees are subject to the oversight and direction of the Foundation's Board of Directors. The University acknowledges and agrees that the Director of Advancement and Foundation Services will prioritize the work of the Foundation, as necessary, to ensure the timely, adequate and competent fulfillment of the Foundation's mission and responsibilities.

4. The University agrees to provide the following specific services to the Foundation:

    a. The University's Advancement employees will provide support services required to enable the Foundation to fulfill its administrative and fiduciary duties, including: (1) gift acknowledgment, processing and receipting; (2) management and operation of the donor database/system; (3) records maintenance; (4) routine, day to day, accounting (4) preparation of the annual financial audit; (5) filing of tax documents; (6) management of endowment and other investments under Uniform Prudent Management of University Funds Act, Idaho Code Sections 33-5001 to 33-5010 and in compliance with Foundation policies and procedures; (7) IT security and support; (8) maintenance of Foundation operational policies and (9) all other administrative and support services as required and requested by the Foundation.
    b. Access to the University's financial system to receive, disburse and account for funds of the Foundation.
    c. Accounting services, including cash receipts and disbursements, accounts receivable and payable, bank reconciliation, reporting and analysis, and internal auditing.
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    c. Review proposed gift agreements between the University, Foundation and donors, and prepare the agreements for execution by the Foundation's Board Chair or authorized designee. Any agreement that contains an exception to the Foundation's gift acceptance policy will be reviewed by the Executive Committee of the Foundation prior to gift acceptance and execution.
    d. Attend regularly scheduled Foundation Board meetings, including monthly and specially called committee meetings. Additionally, the Director of Advancement and Foundation Services will attend all other meetings as requested by the Foundation, its board members or officers.
    e. Promptly perform any and all tasks requested by the Foundation, consistent with the Director of Advancement and Foundation Services job description.

6. The University's President and Vice President for University Advancement shall serve as advisors to the Foundation Board, without voting rights. Executive officers of the University (President and Vice Presidents) shall not serve as Foundation Board officers.

B. Facilities, Furnishings and Office Equipment:

1. Facilities for the Foundation's business use shall be located in the ICCU Bengal Alumni Center, with the specific location determined in the University's discretion. The Foundation shall be entitled to use the Alumni Center for all Foundation related business, including the conference room and event space, at mutually acceptable times and at no charge to the Foundation, in accordance with the Guarantee Agreement between the parties, dated May 28, 2021. The Foundation will be responsible for costs of catering associated with any use.

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1. The Foundation is responsible to reimburse the University for certain personnel costs, including benefits. Such costs shall be mutually agreed upon by the Foundation and University as part of the annual budget process set forth in the Operating Agreement and shall include, at a minimum, the personnel costs for the Director of Advancement and Financial Services, an assistant to the Foundation, and specific staff positions directly associated with the maintenance and upkeep of Foundation records and data systems. The Foundation will reimburse the University for replacement costs for furnishings and equipment used by personnel performing work for the Foundation. Other than that responsibility, the Foundation shall have no further obligation to reimburse the University for the costs incurred by the University for fundraising personnel, use of facilities or equipment or for other services provided to the Foundation by the University, unless otherwise agreed by the parties. No payments shall be made directly from the Foundation to University employees in connection with resources or services provided to the Foundation under this Agreement.

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Idaho State University:

_____ _____

Robert W. Wagner, President Date

Idaho State University Foundation:

_____ _____

Beena Mannan, Chair Date

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Idaho State University:

_____ _____

~~Kevin Satterlee~~Robert W. Wagner, President Date

Idaho State University Foundation:

_____ _____

~~David Jeppesen~~Beena Mannan, Chair _____Date

BOISE STATE UNIVERSITY

SUBJECT

Construction Approval - North End Zone Expansion

REFERENCE

August 2022	Idaho State Board of Education (Board) approved Boise State University FY2023 Six-Year Capital Improvement Plan
October 2022	Idaho State Board of Education (Board) approved Boise State University Stadium Expansion – Planning and Design Approval
August 2023	Idaho State Board of Education (Board) approved an increase to the Planning and Design budget

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.4.

BACKGROUND/DISCUSSION

Boise State University seeks Board approval to construct the North End Zone Expansion in Albertsons Stadium.

In October 2022, the university sought and received Board approval to proceed with planning and design of the North End Zone expansion using a design-build delivery method. In August 2023, the Board approved an increase to the authorization of $2.5M total, for a total of $5M.

The project is located at the north end of the Stadium, directly adjacent to the Bleymaier Football Complex. Expanding and enhancing the end zone creates opportunities for revenue generation, as well as donor cultivation and stewardship. This project will provide additional training table resources for all student-athletes, addressing a potential Title IX compliance concern. Additionally, the expansion allows for a connected concourse that will improve the fan experience, particularly as it relates to access to concessions and restrooms.

The design-build team of Andersen Construction, Opsis and HOK was selected through a competitive process and has completed the design development documents. As currently designed, the new structure will provide approximately 12 new field-level suites, exterior loge seating for 220, ledge seating for 148, 10 ADA seats, 10 ADA companion seats, and exterior club seating for a total of 1,550 seats. The project includes the following programmatic elements:

- A club room with seating capacity for 868 persons and a commercial kitchen that will serve game days and act as a training table facility for the university's 350 student-athletes during non-game days

- A concourse club amenity with food and beverage service and patron restrooms
- 360-degree concourse connection for egress and circulation
- Premium access entry, general admissions entry, and elevators for ADA accessibility
- A nutrition center
- Athletics storage and hydration room
- Additive alternates include visitor locker rooms, a recruiting lounge, and treatment space

Completing this project will positively impact student-athlete recruiting and retention, and significantly improve the fan experience as Boise State strives to compete nationally.

IMPACT

This project will be constructed using the design-build process through the State of Idaho Division of Public Works. Current cost estimates include a construction cost of $48,600,000. Contingencies, architectural and engineering fees, commissioning, testing, FFE and other administrative and soft costs bring the estimated total base project cost to $64,700,000, with an additional $11.4M in possible additive alternates, for a total project cost of $76,100,000. The project will be funded with a combination of donor funds, institutional and Athletics reserves, and general revenue bonds.

In accordance with Board policy, the university will request financing approval at a future meeting.

ATTACHMENTS

Attachment 1 – Project Budget
Attachment 2 – Site Plan
Attachment 3 – Capital Project Tracking Sheet

BOARD STAFF COMMENTS AND RECOMMENDATIONS

This project will increase the capacity of Albertsons Stadium and provide a dining facility for student athletes. Boise State has communicated there are waiting lists for additional premium stadium seating.

This second phase of the project will be funded with a combination of donor funds, institutional and Athletics reserves, and general revenue bonds. Subsequent phases will be brought to the Board for approval.

Past Board action to note: In October 2022, BSU received Board financial approval with planning and design of the North End Zone Expansion using a design build

method. In August 2023, the Board approved an increase to the October 2022 authorization of $2.5 million, to $5.0 million.

It should be mentioned that the escalating price of construction in the Treasure Valley could have a substantial financial impact on this project, especially when it comes to material and labor costs stemming from other major planned construction projects in Idaho by Meta and Micron.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University for construction of the North End Zone Expansion project for a total cost not to exceed $76,100,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

North End Zone Expansion, Albertsons Stadium
Project Budget

Project Number:	DPW23-203
Project Title:	North End Zone Expansion
Date:	August 2024

Category	Budget
Design-Build Planning	$4,000,000
Construction	$48,600,000
Construction Administration	$900,000
Construction Contingency	$2,900,000
Testing, Inspections and Misc.	$1,300,000
Subtotal	$57,700,000

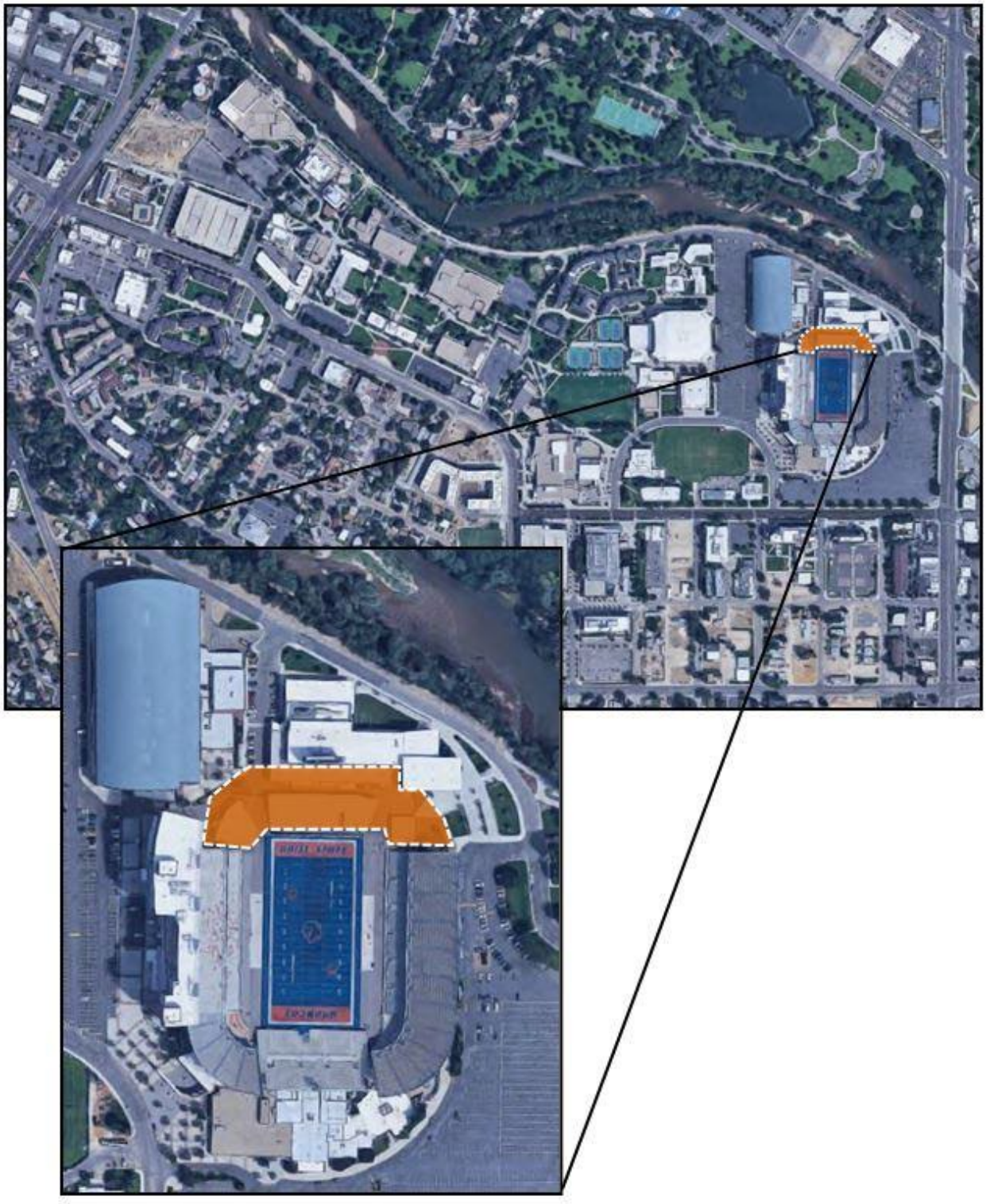
University Direct Costs (FFE, Utilities, IT, Signage, etc.)	$4,000,000
University Contingency	$3,000,000
Total Base Project Budget	**$64,700,000**

Category	Budget
Additive Alternates	$11,400,000
Total Construction Authorization, with Additive Alternates	**$76,100,000**

ATTACHMENT 2

North End Zone Expansion

Site and Vicinity Map



Office of the Idaho State Board of Education
Capital Project Tracking Sheet
21-Aug-24

History Narrative

Institution/Agency: Boise State University **Project:** North End Zone Expansion, Albertsons Stadium

Project Description: North End Zone Seating Expansion and Club Room Space in Albertsons Football Stadium

Project Use: Suites, loge boxes, club seats and general stadium seating; club room / athlete training table space

Project Size: Total estimated project cost - $64.7M-76.1M

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other *	Total Sources	Planning	Use of Funds Const	Other	Total Uses
Initial Cost of Project (Planning)	$ -	$ -	$ 2,500,000	$ 2,500,000	$ 2,310,000		$ 190,000	$ 2,500,000
Increase Planning Authority			$ 2,500,000	$ 2,500,000	$ 1,690,000		$ 810,000	$ 2,500,000
Construction								
Base Scope			$ 59,700,000	$ 59,700,000	$ 1,700,000	$ 48,600,000	$ 9,400,000	$ 59,700,000
Alternates			$ 11,400,000	$ 11,400,000		$ 11,400,000		$ 11,400,000
Total Project Costs	$ -	$ -	$ 76,100,000	$ 76,100,000	$ 5,700,000	$ 60,000,000	$ 10,400,000	$ 76,100,000

			* Other Sources of Funds				
History of Funding:	**PBF**	**ISBA**	**Institutional Funds**	**Student Revenue**	**Other**	**Total Other**	**Total Funding**
Oct-22	$ -	$ -			$ 2,500,000	$ 2,500,000	$ 2,500,000
Aug-23					2,500,000	$ 2,500,000	$ 2,500,000
Aug-24			10,000,000		61,100,000	$ 71,100,000	$ 71,100,000
					-	-	-
Total	$ -	$ -	$ 10,000,000	$ -	$ 66,100,000	$ 76,100,000	$ 76,100,000

UNIVERSITY OF IDAHO

SUBJECT

Request for Additional Bid, Award, and Construction authorization; proposed Meat Science and Innovation Center, University of Idaho (UI), Moscow, Idaho.

REFERENCE:

August 2019	Idaho State Board of Education (Board) approved the UI Six-Year Capital Improvement Plan
April 2020	Idaho State Board of Education (Board) approved the Planning and Design authorization
June 2023	Idaho State Board of Education (Board) approved the Bid, Award, and Construction authorization

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Sections V.K.3.

BACKGROUND/DISCUSSION

This is a request to authorize additional bid, award, and construction authority for the new Meat Science and Innovation Center (MSIC) Facility based upon actual bids as received by the Construction Manager/General Contractor, Ginno Construction, Coeur d'Alene, Idaho, in June 2024.

The new facility will support the on-going needs of faculty in the College of Agricultural and Life Sciences (CALS) and of the meat science and livestock management industries in the state of Idaho. The proposed facility will be on the UI's main campus in Moscow, Idaho.

The new facility will replace an aging and inadequate facility now on the Moscow campus. It will be state-of-the-art, and USDA inspected and certified. It will support teaching, research, and outreach across all aspects of the meat science industry, from harvest to packaging. The facility will provide students with experiential learning opportunities, and it will support research opportunities spanning multiple disciplines, including materials and system science, genetics, microbiology, biochemistry, and livestock management. It will also be the new home to Vandal Brand Meats.

The project is consistent with the strategic goals and objectives of UI and is fully consistent with UI's strategic plan, specifically:

- This project supports the growth of scholarly research activity in the Agricultural Sciences. It provides support for creative research into solutions to the issues

and concerns of the meat science and livestock management industries within the State of Idaho.

- This project enhances and supports collaboration with the meat science and livestock management industries within the State of Idaho. The project is supported by leaders and stakeholders within the State of Idaho such as Agri Beef and the Idaho Cattle Association.

IMPACT

The previously anticipated, and authorized full project cost for the proposed new Meat Science and Innovation Center Facility was $14,100,000, based upon estimates of construction cost prepared by the Design Architect, Castellaw Kom Architects, Lewiston, Idaho at the conclusion of the Schematic Design Phase, and as reviewed and verified by the Construction Manager/General Contractor, Ginno Construction, Coeur d'Alene, Idaho in March 2023.

Upon receipt of the Bid, Award and Construction authorization from the Board of Regents in June of 2023, the university authorized the completion of the design and bid documents. In addition, the university submitted a request for additional funds in July of 2023 from the State of Idaho Permanent Building Fund (PBF) as part of the FY2025 request process.

In March of 2024, the Legislature approved the allocation of $2.0 mil to the MSIC project with funding to be available in July of 2024. This allocation was $350,000 less than the $2.35 mil anticipated in the June 2023 authorization request documents. The university then authorized the CM/GC to proceed with the bid phase of the project, with bidding timed concurrent with receipt of the FY2025 State of Idaho Funds. The CM/GC bid the project and presented the tabulated bid results to the university in June 2024.

The bid results were much higher than anticipated, attributed to the changes in the construction and bid environment which have occurred in the past 9 to 12 months as the result of extremely large private sector efforts which have consumed much of the available subcontracting resources, especially in regard to the mechanical, electrical, and plumbing (M.E.P.) trades. In response, representatives of the University, the CM/GC, and the State of Idaho Division of Public Works (DPW) have engaged in iterative value engineering and scope reduction efforts. The resulting total project cost based on the bid results, and reductions identified in the subsequent VE and scope reduction sessions, is $17,221,750. This requires additional authorization in the amount of $3,121,750.

Funding for the Meat Science and Innovation Center project will come from a combination of gifts and donations, college and central university funds, and State of Idaho Permanent Building (PBF) Funds.

This request is for additional authorization required to complete design, bid, award, and construct the proposed Meat Science and Innovation Center Facility.

The immediate fiscal impact of this effort is to fund total project costs of approximately $17,221,750.

Overall Project **Funding**		**Estimate Budget**	
State		A/E & Consultant Fees:	$ 1,543,512
FY2024 PBF:	$ 3,000,000	Survey & Testing Fees:	58,896
FY2025 PBF:	2,000,000	Construction	13,652,320
Federal (Grant):		Construction Cont.	664,000
Other (UI)		Owner Cost & Fixed	
University (CALS):	5,921,750	Equip:	1,166,810
Central Reserves:	1,400,000		
Gifted Funds:	4,900,000	Project Cont.	136,212
Total	$ 17,221,750	Total	$ 17,221,750

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

When the Board approved planning and design for this project in April 2020, the projected total cost was $7,650,000 ($6,650,000 in gifts and donations and $1,000,000 from CALS).

In June 2023, the overall project budget was approved by the Board that included 4.9M in gifted funds and $2.45M from CALS. The project budget also assumed $2.35M as part of UI's FY25 Permanent Building Fund request that totaled $14.1M. The actual from amount awarded by Idaho Legislature through the Permanent Building Fund in FY25 was $2.0M

This most recent request by UI is seeking authorization of an additional $3,121,750 to cover total project costs for UI's Meat Science and Innovation Center. This significant increase can be primarily attributed to extremely large private sector construction projects in Idaho being undertaken by Meta and Micron. These projects have been a driver to increased construction costs, especially when it comes to labor.

The funding being utilized to cover these additional expenses will come from University (CALS) funding when compared to the project budget from June 2023

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Award, and Construction phases of the proposed Meat Science and Innovation Center Facility, with a projected total cost of $17,221,750, as described in the materials submitted to the Board. Award, and Construction authorization is provided at $17,221,750, including the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the Planning and Design phases of the project.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENT 1

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of August, 2024

History Narrative

Institution/Agency: University of Idaho **Project:** Additional Capital Project Authorization Request, Bid, Award, Construction Phases, Proposed Meat Science and Innovation Center Facility, University of Idaho, Moscow, Idaho.

Project Description: A Capital Project to provide for the planning, programming, design, and construction of a project to design and construct a proposed Meat Science and Innovation Center Facility on the Moscow campus of the University of Idaho.

Project Use: The new Meat Science and Innovation Center Facility will replace an aging and inadequate facility now on the Moscow campus. It will be state-of-the-art, and USDA inspected and certified. It will support teaching, research and outreach across all aspects of the meat science industry, from harvest to packaging. The facility will provide students with experiential learning opportunities, and it will support research opportunities spanning multiple disciplines, including materials and system science, genetics, microbiology, biochemistry and livestock management. It will also be the new home to Vandal Brand Meats.

Project Size: Approx. 12,750 gsf. Reduced from 17,500 gsf at the conclusion of the Programming Phase.

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
Initial Cost of Project. Planning, Programming and Design Phase Authorization Request. April 2020	$ -	$ -	$ 7,650,000	$ 7,650,000	$ 693,100	$ 5,776,200	$ 1,180,700	$ 7,650,000
History of Revisions:								
Revised Cost of Project. Bid, Award, and Construction Phase Authorization Request. June 2023	$ 5,350,000	$ -	$ 1,100,000	$ 6,450,000	$ 793,150	$ 5,331,670	$ 325,180	$ 6,450,000
Revised Cost of Project. Award, and Construction Phase Additional Authorization Request. August 2024	$ (350,000)	$ -	$ 3,471,750	$ 3,121,750	$ 57,262	$ 2,544,450	$ 520,038	$ 3,121,750
Total Project Costs	$ 5,000,000	$ -	$ 12,221,750	$ 17,221,750	$ 1,543,512	$ 13,652,320	$ 2,025,918	$ 17,221,750

* Figures quoted are for the Total Project Cost.

** Owner's Costs, Fixed Equipment, & Project Contingency,

History of Funding:	PBF	ISBA	Other Sources of Funds: Institutional Funds (Gifts/Grants)	Other Sources of Funds: Student Revenue	Other Sources of Funds: Other***	Total Other	Total Funding
Initial Cost of Project. Planning, Programming and Design Phase Authorization Request. April 2020	$ -	$ -	$ 6,650,000	$ -	$ 1,000,000	$ 7,650,000	$ 7,650,000
Revised Cost of Project. Bid, Award, and Construction Phase Authorization Request. June 2023	$ 5,350,000	$ -	$ (1,750,000)	$ -	$ 2,850,000	$ 1,100,000	$ 6,450,000
Revised Cost of Project. Award, and Construction Phase Additional Authorization Request. August 2024	$ (350,000)	$ -		$ -	$ 3,471,750	$ 3,471,750	$ 3,121,750
Total	$ 5,000,000	$ -	$ 4,900,000	$ -	$ 7,321,750	$ 12,221,750	$ 17,221,750

*** UI College of Agricultural and Life Sciences, Central Reserves

UNIVERSITY OF IDAHO

SUBJECT

Reimbursement Resolution, On-Campus Housing Improvements

REFERENCE

January 2023	Executive Director approval for Master Developer project management
August 2023	University of Idaho Regents approved the FY25-30 University of Idaho Six-Year Plan. Lines 33 through 36 are related to this request
April 2024	University of Idaho Regents approve amendment to University of Idaho Six-Year Plan
May 2024	University of Idaho Regents approve initial pre-planning work

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Section 33-3802
Idaho State Board of Education Governing Policies & Procedures, Sections V.K.1., V.K.3.a., V.K.3.d., and V.F.

BACKGROUND/ DISCUSSION

The University of Idaho (UI) Board of Regents approved initial design and development work for on-campus housing improvements in May 2024.

Upon the recommendation of bond counsel, the University seeks a resolution of the Regents in the form of Attachment 1 authorizing the University to reimburse its cash reserves from future bond proceeds for all qualified expenses approved by the Regents and incurred by the University prior to the receipt of such bond proceeds. The University will return to the Regents at a later date for authorization of subsequent phases of the project.

IMPACT

The University will utilize up to $12M from cash reserves and developer financing to conduct the initial design and development phase of the project as per the Board's approval in May 2024. The proposed resolution (Attachment 1) will authorize the University to reimburse its cash reserves from future bond proceeds should the full project be approved with the anticipated bond funding.

Prior Authorized Expenditures (Initial Design and Development)

Funding	$12,000,000	**Expenditures**	$12,000,000

The overall projected eventual impact, including pre-planning expenditures, and assuming the Construction Phase is eventually authorized, is $125,000,000.

ATTACHMENTS

Attachment 1 – Proposed Resolution

STAFF COMMENTS AND RECOMMENDATIONS

UI is anticipating utilizing up to $12M from university cash reserves as a financial bridge to proceed and pay for initial design and development phases of UI's On-Campus Housing Improvements project. By doing so, it provides the ability for UI successfully begin incurring certain expenditures related to the project prior to seeking approval to issue bonds to finance the overall project – which is projected to be in October 2024.

UI is requesting authority from the Board to utilize future bond proceeds to reimburse the cash reserves spent on the initial development expenses of this project.

The On-Campus Housing Improvement project was approved for pre-planning work in May 2024 adhering to Policy V.K. Since this request from UI is a debt financing transaction, according to Policy V.F. it will require a majority roll call vote by all Board members

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to use future bond proceeds to reimburse for the planning, design and initial development expenditures of the On-Campus Housing Improvements, and further to approve the Resolution of the Board of Regents regarding the same, as set forth in Attachment 1 to the materials submitted to the Board.

Board Policy V.F. requires a majority roll-call vote by all members of the Board to approve the terms of any debt financing transaction.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO

RESOLUTION RE: REIMBURSEMENT OF COSTS
OFFICIAL INTENT PURSUANT TO SECTION 1.150-2, CFR

A DECLARATION OF THE UNIVERSITY OF IDAHO DECLARING THE OFFICIAL INTENT OF THE UNIVERSITY OF IDAHO TO REIMBURSE CERTAIN REIMBURSABLE EXPENDITURES RELATING TO CERTAIN PROJECTS FROM TAX EXEMPT OBLIGATIONS AND PROVIDING AN EFFECTIVE DATE.

WHEREAS, The Board of Regents (the "Board") of the University of Idaho (the "University") declares official intent on behalf of the University relating to reimbursable expenditures in accordance with Section 1.150-2, Code of Federal Regulations:

WHEREAS, the University has the ability to finance capital expenditures through a variety of means upon approval of the Board (collectively referred to herein as "Bonds"), all in accordance with Idaho law; and

WHEREAS, the Board, on behalf of the University, may issue tax-exempt and taxable bonds for projects, including but not limited to those certain housing improvements intended by the University (such improvements, collectively, the "Project"); and

WHEREAS, the University expects to incur certain capital expenditures related to the Project prior to issuing Bonds, and the University reasonably intends to reimburse itself for such prior expenditures on the Project (the "Reimbursable Expenditures") with the proceeds of Bonds; and

WHEREAS, the University expects such reimbursement to occur not later than 18 months after the later of the (i) the date of the Reimbursable Expenditures, or (ii) the date the Project is placed in service, but no later than three years after the date of the Reimbursable Expenditures.

NOW, THEREFORE, pursuant to the delegation contained in the Resolution, the undersigned Delegated Representative declares as follows:

Section 1. That the Members of the Authority hereby acknowledge and declare that upon issuance of the Bonds, the University intends to use, and is hereby authorized to use, a portion of the proceeds thereof to reimburse the University for Expenditures with respect to the Project made on and after that date which is no more than 60 days prior to the date hereof; and

Section 2. That each Expenditure was and will be either (a) of a type properly chargeable to a capital account under general federal income tax principles (determined in each case as of

the date of the Expenditure), (b) a cost of issuance with respect to the Bonds, or (c) a nonrecurring item that is not customarily payable from current revenues; and

Section 3. That the maximum principal amount of the Bonds to be issued for the Project is $125,000,000 and the University reasonably expects on the date hereof that it will reimburse the Reimbursable Expenditures to the University with the proceeds of the Bonds; and

Section 4. That the University shall make a reimbursement allocation, which is a written allocation that evidences the University's use of proceeds of the Bonds to reimburse Expenditures, no later than 18 months after the later of the date on which Expenditures are paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Reimbursable Expenditures are paid; and

Section 5. That this Resolution evidences the University's intent and reasonable expectation under Treas. Reg. Section 1.150-2(d)(1) to use the proceeds of the Bonds to pay the costs of the Project and to reimburse the University for expenditures for the costs of the Project paid prior to the issuance of the Bonds to the extent permitted by federal tax regulations; and

Section 6. That the officers of the University and of the Board are hereby authorized and directed, for and in the name and on behalf of University to take any and all actions and execute, acknowledge and deliver any and all agreements, instruments or other documents and revisions or corrections thereof and amendments thereto, as may in their discretion be deemed necessary or desirable to carry out the terms, provisions and intent of this Resolution.

[Remainder of page intentionally left blank.]

ATTACHMENT 1

APPROVED AND EXECUTED by the Board of Regents of the University of Idaho this ____ day of August, 2024.

BOARD OF REGENTS OF UNIVERISTY OF IDAHO:

By: _____
Chair, Board

By: _____
Secretary, Board

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY2026 Line-Item Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Title 67, Chapter 35, Idaho Code
Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.

BACKGROUND/ DISCUSSION

Board staff provided guidance to the agencies and institutions for a 3% cap limit less a 1% CEC (salary and fringe) estimate to then determine the remaining for a "capacity improvement enhancement" request.

The Division of Financial Manager (DFM) issued a memo on May 29, 2024, providing guidance for the FY 2026 budget requests. The memo limits FY 2026 ongoing general fund budget requests to no more than 3% above the FY 2025 ongoing general fund appropriation. The 3% cap must include all maintenance items including CEC, and Enrollment Workload Adjustment (EWA) for the colleges and universities.

Budget requests must be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by August 30, 2024.

IMPACT

The approved Line Items will be included with the FY2026 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY2026 Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

The Operational Capacity worksheet for the institutions was devised by DFM to ensure that negative EWA for institution did not result in providing more room under the 3% cap. The formula first takes EWA into consideration by adjusting the FY 2025 ongoing general fund appropriation by EWA. That new Base plus maintenance items is what is used to allocate across all institutions any remaining balance to get to the 3% cap. If an institution has negative EWA, the adjusted Base is less as a percentage to the FY 2025 Appropriation compared to the other institutions. That less percentage is what is used to allocate the remaining 3% funds, and thus an institution's total increase allowed as a percentage would be less than the others.

ATTACHMENTS

Attachment 1 – Line-Items Summary
Attachment 2 - 46: Individual Line Items

STAFF COMMENTS AND RECOMMENDATIONS

Each proposed line item set forth has been discussed in consultation with the Division of Financial Management and meets the specific criteria set forth in the May 29, 2024, memo from DFM.

Attachment 1 shows the line items for each institution and agency. It also displays the FY 2026 General Fund Appropriation and the total request for line items. Staff did not provide a percentage of the line items to General Fund in order to compare to the 3.0% limit because the full amount of General Fund requests (i.e. replacement capital, inflation, etc.) is unknown at this time.

Staff recommends the Board provide the Executive Director authority to approve the line items included in each agency and institutions' budget request for FY 2026. The agencies and institutions will prioritize each line item so that the selection of the approved line items will be by priority order given the available amount of dollars available. Should the Governor's Office or Legislature request line items above the 3% limit, additional line items would be approved by the Executive Director continuing with the priority order.

Board staff acknowledge the very difficult work that has been done at each of the agencies and institutions in preparing their respective budget line-item requests.

Staff recommends approval.

BOARD ACTION

I move to delegate authority to the Executive Director to approve the agency and institution line items for the FY 2026 budget request, and to authorize the Executive Director to submit the maintenance of current operations and Line-Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on August 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

ATTACHMENT 1

FY 2026 Line Items - College and Universities

	By Institution/Agency	Attachment	FY 2025 Total Ongoing General Fund Appropriation	Priority	Institution Specific Initiatives	Total
1	Boise State University		128,879,800			1,373,177
2	Enrollment Workload Adjustment	2		1	192,700	
3	Operational Capacity	3		2	1,180,477	
4	Cyberdome	4		Over 3% cap		$1.9M
5	Career	5		Over 3% cap		$3.7M
6	Idaho State University		98,206,800			1,897,027
7	Enrollment Workload Adjustment	2		1	988,100	0
8	Operational Capacity	6		2	908,927	
9	University of Idaho		109,126,500			940,312
10	Enrollment Workload Adjustment	2		1	(57,800)	0
11	Operational Capacity	7		2	998,112	
12	Lewis-Clark State College		22,442,800			102,190
13	Enrollment Workload Adjustment	2		1	(102,500)	0
14	Operational Capacity	8		2	204,690	0
15	Systemwide Needs		6,442,500			57,994
16	Operational Capacity			1	57,994	0
			$ 365,098,400		$ 4,370,700	$ 4,312,706
17						
18	Percentage of FY25 Appropriation excluding		0.8%			
19	Maintenance Items					

STATE BOARD OF EDUCATION
FY 2026 Line Items - Community Colleges and Agencies

	Priority	By Institution/Agency	FY 2025 Total Ongoing General Fund Appropriation	Attachment	Priority	FY 2026 Request	Comments
1	Community Colleges		63,785,200			709,600	
2		System-wide Needs	39,200		1	(147)	Operational Capacity
3		College of Eastern Idaho	7,430,500			384,785	
4		Enrollment Workload Adjustment		9	1	414,800	
5		Operational Capacity		10	2	(30,015)	
4		College of Southern Idaho	19,671,000			616,089	
5		Enrollment Workload Adjustment		9	1	693,800	
6		Operational Capacity		11	2	(77,711)	
7		College of Western Idaho	21,202,200			166,459	
8		Enrollment Workload Adjustment		9	1	248,300	
9		Operational Capacity		12	2	(81,841)	
10		North Idaho College	15,442,300			(457,586)	
11		Enrollment Workload Adjustment		9	1	(400,000)	
12		Operational Capacity		13	2	(57,586)	
13	Career Technical Education		78,963,900			838,300	
14		Administration	2,921,900			142,700	
15		Business Engagement Manager		15	2	142,700	
16		Secondary and General Programs	16,492,100			0	
17		Federal Spending Authority: $24.5K		16	3		Postsecondary, Secondary and Related Programs
18		Postsecondary Programs	54,487,100			645,600	
19		Technical College Operations		14	1	645,600	
20		Educator Services	1,894,700			0	
21		None				0	
22		Related Programs	3,168,100			50,000	
23		WIOA Adult Education		17	4	50,000	

STATE BOARD OF EDUCATION
FY 2026 Line Items - Community Colleges and Agencies

	Priority	By Institution/Agency	FY 2025 Total Ongoing General Fund Appropriation	Attachment	Priority	FY 2026 Request	Comments
24	Agricultural Research/Extension		37,966,900			406,500	
25		Faculty Positions: Viticulture Faculty Position		18	1	157,900	
26		Occupancy Costs: Partial CAFÉ Phase I Funding		19	2	248,600	
27	Health Education Programs		27,830,000			995,400	
28		WIMU Veterinary Education	2,793,300				No Line Items
29		WWAMI Medical Education	7,518,400	20	1	512,600	Increase in Idaho WWAMI Seats - 10
30		IDEP	1,969,700	21	1	54,000	Increase IDEP students from 8 to 9 per year
31		University of Utah Medical Education	2,964,200	22	1	146,400	FY 2023 contract inflation
32		Family Medicine Residencies	7,510,600			105,900	
33		Idaho State University FMR	3,050,600	23	1	70,600	2 new residents: Pocatello and Burley at $35.5K
34		Family Medicine Residency of Idaho (Boise)	3,382,000	23	1	35,300	Fellowships
35		Kootenai Health FMR	1,078,000			0	No Line Items
36		Psychiatry Residency	837,800			0	No Line Items
37		Boise Internal Medicine Residency	1,231,000	23	1	35,300	1 new resident
38		Eastern Idaho Regional Medical Center	3,005,000	23	1	141,200	4 new Psychiatry residents at $35.3K each
39		Mountain States Inst of Grad Med Ed and Research	0	23	1	211,700	6 new Psychiatry residents at $35.3K each
40	Special Programs		30,083,600			266,200	
41		Forest Utilization Research	1,652,600	24	1	19,400	Experimental Forest Training & Operations
42		Geological Survey	1,336,100	25	1	12,600	Critical Needs
43		Scholarships and Grants	25,019,800			194,400	
44		Rural Educator Incentive Program		26	1	72,500	Increase per Senate Bill 1290 (FY 2023)
45		Software Engineer III (IT) WDC		27	2	121,900	
46		Museum of Natural History	748,700				
47		North Branch at University of Idaho		28	Over 3% cap		$385.3K
48		Mobile Museum Education		29	Over 3% cap		$102.8K
49		Small Business Development Centers	882,700	30	1	26,500	
50		TechHelp	443,700	31	1	13,300	Career

STATE BOARD OF EDUCATION
FY 2026 Line Items - Community Colleges and Agencies

	Priority	By Institution/Agency	FY 2025 Total Ongoing General Fund Appropriation	Attachment	Priority	FY 2026 Request	Comments
51	State Board of Education		46,152,100			980,500	
52		Office of the State Board of Education	37,809,700				
53		Policy Analyst		35	4	90,100	
54		Education Effectiveness Program Manager		34	3	107,800	
55		Board Initiatives Outreach		38	7	120,000	
56		Empowering Parents Program Manager		39	8	0	Use existing GF TB for position; need 1 FTP
57		Independent Study Idaho		40	9	350,000	
58		College & Career Regional Training Coord.		33	Gov Init.		$288.6K Gov Init: move 3 Dedicated FTP to GF
59		Comprehensive Transcript Service		34	Gov Init.		$1M Gov Init.
60		IT and Data Management	7,635,000				
61		IT Systems and Infrastructure Engineer IV (IT)		32	1	128,100	
62		IT DBA III/IV		33	2	139,500	
63		Cyber Security		37	6	35,000	
64		Office of School Safety and Security	707,400				
65		See Tell Now contract increase		36	5	10,000	
66		Don't Tread on Me License Plate Program		41	10		$34K dedicated funds
67		3 vehicle replacements		42	11		$99K dedicated funds
68		See Tell Now marketing		43	12		$12.5K dedicated funds
69	Public Charter Commission		193,000			0	
70							No Line Items
71	Idaho Public Television		2,974,200			550,000	
70		Network Operation Center (NOC) Automation		44	1	300,000	One-time
71		IT Infrastructure and Misc. Equipment		45	2	70,000	One-time
72		Studio to Transmitter Link (STL) microwave		46	3	180,000	One-time
73	Vocational Rehabilitation		5,249,100			0	
74		Vocational Rehabilitation	4,691,200				No Line Items
75		Council for the Deaf/Hard of Hearing	557,900				No Line Items
76	Grand Total		$ 293,005,000			$ 4,746,500	

College & Universities

Enrollment Workload Adjustment
FY2026 Request

	Description/Calculation	Weighted Resident Credit Hours BSU	ISU	UofI	LCSC	Total
1	EWA Calculation: Three-Year Moving Average					
2	FY22 Actual EWA Cr Hr	952,927	666,975	560,604	117,573	2,298,079
3	FY23 Actual EWA Cr Hr	939,460	678,507	559,657	116,692	2,294,315
4	FY24 Actual EWA Cr Hr	948,923	686,171	559,347	115,736	2,310,177
5	3 Year Average	947,103	677,218	559,869	116,667	2,300,857
6						
7	FY23 Actual EWA Cr Hr	939,460	678,507	559,657	116,692	2,294,315
8	FY24 Actual EWA Cr Hr	948,923	686,171	559,347	115,736	2,310,177
9	FY25 Proj EWA Cr Hrs	948,923	686,171	559,347	115,736	2,310,177
10	3 Year Average	945,768	683,616	559,450	116,055	2,304,889
11	Projected FY25 % Incr by Institution	0.00%	0.00%	0.00%	0.00%	0.00%
12	Change in 3 Year Ave	(1,335)	6,399	(419)	(612)	4,032
13						
14	FY26 EWA Calculation: 3 Year Average	($148,500)	$711,800	($46,600)	($68,100)	$448,600
15		$111.25	$111.25	$111.25	$111.25	
16	**Prior Year Adjustment:**					
17	Prior Yr Revised with Actual Hrs	947,103	677,218	559,869	116,667	2,300,857
18	Prior Yr calculation 3 Yr Avg	943,949	674,663	559,973	116,986	2,295,570
19		3,154	2,555	-103	-318	5,287
20	Adjustment calculated at prior year reduction rat	$ 108.17	$ 108.17	$ 108.17	$ 108.17	
21	Total Prior Adjustment	$ 341,200	$ 276,300	$ (11,200)	$ (34,400)	$ 571,900
22						
23						
24	Total FY 2026 EWA	$192,700	$988,100	($57,800)	($102,500)	$1,020,500

AGENCY: Boise State University FY 2026 Request

Approp
Title: Operational Capacity Enhancement Unit: 510 Page _1___ of _2___

Decision Unit No: 12.01

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS					
1. Salaries	$978,431				$978,431
2. Benefits	$202,046				$202,046
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$1,180,477				$1,180,477
OPERATING EXPENSES					
TOTAL OPERATING EXPENDITURES					
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$1,180,477				$1,180,477

Explain the request and provide justification for the need.

Boise State University is requesting $1,180,477 of operating capacity enhancement funds for FY26 to help fund a 1% CEC increase for employees on dedicated funds.

Inflation has significantly impacted salaries both locally and nationally. In an increasingly competitive job market, recognizing meritorious service to the state through annual CEC increases is critical to attracting and retaining qualified employees. Boise State has struggled to retain qualified staff who are frequently recruited by other employers that pay higher salaries for equivalent positions. This has resulted in high employee turnover rates, particularly in classified and non-faculty positions (FY23 annualized turnover rates of 37% and 21%, respectively). Frequent turnover creates a loss in efficiency, negatively impacting the university's ability to meet its strategic plan goals. Annual CEC increases are critical to addressing this issue, as is addressing salary disparities in high turnover positions.

If a supplemental, what emergency is being addressed?

Not Applicable

Specify the authority in statute or rule that supports this request.

Not Applicable

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

High turnover rates among non-faculty employees impact the university's ability to optimally support students and staff, which can impact most performance measures and strategic plan goals. For example, high turnover rates in IT positions may create delays in implementing new programs to support student learning.

What is the anticipated measured outcome if this request is funded?

The anticipated outcome of this request is a reduction in annualized turnover rates.

Indicate existing base of PC, OE, and/or CO by source for this request.

The FY25 PC General Fund appropriation is $116,857,000.

What resources are necessary to implement this request?

Not applicable

List positions, pay grades, full/part-time status, benefits, terms of service.

Not applicable

Will staff be re-directed? If so, describe impact and show changes on org chart.

Not applicable

Detail any current one-time or ongoing OE or CO and any other future costs.

Not Applicable

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Not applicable

Provide detail about the revenue assumptions supporting this request.

Not applicable

Who is being served by this request and what is the impact if not funded?

The funding requested will help attract and retain qualified employees while mitigating the costs associated with employee turnover. If the request is not funded, ongoing turnover will negatively impact the university's ability to meet strategic plan and performance measurement goals.

AGENCY: Colleges and Universities Agency No.: 516 FY 2026 Request
FUNCTION: Boise State University Function No.: 02 Page ___ of __ Pages
ACTIVITY: Technology and STEM Careers (Cyberdome) Activity No.: Original Submission __ or Revision No. ___

A: Decision Unit No: Title: **Cyberdome** Priority Ranking of

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6				6
PERSONNEL COSTS:					
1. Salaries	$544,750				$544,750
2. Benefits	$200,198				$200,198
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$744, 948				$744, 948
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
2. Operating	$1,139,600				$1,139,600
TOTAL OPERATING EXPENDITURES:	$1,139,600				$1,139,600
CAPITAL OUTLAY **by summary object:**					
	$52,500				$52,500
TOTAL CAPITAL OUTLAY:	$52,500				$52,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$1,937,048				$1,937,048

Request Narrative

1. Explain the request and provide justification for the need.

Boise State University's Cyberdome program is one of a kind, with a collaborative hub for competency-based development, and the mission of reducing risk for rural communities while producing a "Ready to Work" cybersecurity workforce. The Cyberdome provides students with hands-on work experience as they provide cybersecurity services to rural partners across Idaho. Students graduate from this program with extensive workplace experience. Currently there are 60+ rural community clients in the pipeline for Cyberdome.

This line-item request will allow Boise State to continue to offer hands-on experience and cybersecurity services to rural communities and meet the demand for skilled cybersecurity specialists in Idaho.

2. If a supplemental, what emergency is being addressed?

   Not applicable

3. Indicate existing base of PC, OE, and/or CO by source for this request.

   Boise State has committed $200,000 to Cyberdome.

4. What resources are necessary to implement this request?

   See below

5. List positions, pay grades, full/part-time status, benefits, terms of service.

   Boise State University positions (6 FTE's):

   - Full-time Assistant Professor (undergraduate/graduate faculty) in cybersecurity (1 at $130,000/yr + 21% variable benefits and $14,300/FTE)
   - Cybersecurity Engineer Mentor Staff (2 at $89,250/yr + 21% variable benefits and $14,300/FTE)
   - Cybersecurity Analyst Mentor Staff (2 at $78,750/yr +21% variable benefits and $14,300/FTE)
   - Cybersecurity Business Operations Manager Staff (1 at $78,750/yr + 21% variable benefits and $14,300/FTE)

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

   Not Applicable

7. Detail any current one-time or ongoing OE or CO and any other future costs.

   Ongoing operating:

   - Graduate student assistantships (4 at $50,400/yr)
   - Cybersecurity undergraduate stipends (70 at $11,675/yr)
   - Cybersecurity Platforms $120,750/yr

   Capital Outlay:

   - Servers to add up to 50 new clients - $52,500

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

   Market cost

9. Provide detail about the revenue assumptions supporting this request.

   Not applicable

10. Who is being served by this request and what is the impact if not funded?

    The expected outcomes of this investment include:

    - 70+ students/yr will be trained as Cyberdome cybersecurity specialists
    - 60+ rural clients/yr will be served by Cyberdome
    - Ensure availability of cybersecurity courses by increasing teaching faculty and graduate students needed for cybersecurity.

    The investment requested will have a significant impact on the workforce available to grow this industry in Idaho. This is an exciting opportunity to meet the needs of our students, industry and the state while advancing innovation, security and economic prosperity for the nation.

    Without the requested funding, the university will no longer be able to fund Cyberdome.

AGENCY: Colleges and Universities Agency No.: 516 FY 2026 Request
FUNCTION: Boise State University, College of Southern Idaho and College of Eastern Idaho Function No.: 02 Page ___ of __ Pages
ACTIVITY: Technology and STEM Careers Activity No.: Original Submission __ or Revision No. ___

A: Decision Unit No: Title: **STEM** Priority Ranking of

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	24				24
PERSONNEL COSTS:					
1. Salaries	$2,340,000				$2,340,000
2. Benefits	$834,600				$834,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$3,174,600				$3,174,600
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
2. Operating	$496,200				$496,200
TOTAL OPERATING EXPENDITURES:	$496,200				$496,200
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$3,670,800				$3,670,800

Request Narrative

1. Explain the request and provide justification for the need.

Boise State is uniquely positioned to advance workforce development and educational initiatives in technology across the state in partnership with Idaho's community colleges. Through this partnership, we can increase the workforce for several of Idaho's in-demand careers, including construction management, computing and electrical engineering.

Paired with significant national investments in semiconductor industries, an investment in these programs will help meet industry needs in Idaho, create a sustained pipeline of skilled workers, and enhance America's global competitiveness. Because many students start in community college, having strong articulation paths within the state will allow students to successfully transfer from community colleges to Boise State.

Demand for construction management in Idaho continues to increase. This is reflected in the number of companies seeking construction managers at Boise State's Career Fair; in 2022 there were 65, in 2023 there were nearly 90, and we anticipate over 100 companies will be recruiting construction managers at this fall's career fair. There is a clear and increasing demand for these students. To meet this need, both Boise State's and the College of Southern Idaho's (CSI) programs need to expand.

Computing is ubiquitous throughout Idaho's industries. There is growing demand for fundamental computer science degrees as well as certificates in other areas such as AI, data science, and cybersecurity. CSI has an existing program that needs to expand, and computing is a strategic growth area for the College of Eastern Idaho (CEI). Computer science is one of the top five programs at Boise State, and additional capacity is needed to meet this demand. Increasing capacity in the programs across the state will help meet the needs of Idaho companies.

The semiconductor workforce is dependent on electrical engineering training as well as access to hands-on training facilities. Boise State has the only cleanroom within 300 miles of Micron Technology. The university has a partnership with CWI to offer modules in the clean room for their students and we want to expand this opportunity to other schools over the next two years. In addition, electrical engineering is currently one of the most difficult articulation paths – as the department continues to evolve its curriculum to meet the needs of transfer students, it is important to have some of the first two-year classes offered in the summer or online. The current demand can be met with additional investment in Boise State alongside development of a longer-term solution for community colleges.

Over the past year, Boise State has invested in foundational areas to grow microelectronics and semiconductor education in Idaho to help meet the national demand. Boise State's Microelectronic Education and Research (MER) Institute established in 2023 is a part of the efforts of the university to respond to the need to bring manufacturing for this critical technology sector back to the United States.

This line-item request will allow Boise State, CSI, and CEI to increase their investment in STEM programs in response to industry requests for more construction management, computing, and electrical engineering graduates. Without this expansion, Idaho companies will have unmet workforce needs, and students may have to leave the state to pursue these degree programs.

2. If a supplemental, what emergency is being addressed?

   Not applicable

3. Indicate existing base of PC, OE, and/or CO by source for this request.

   Boise State has allocated $475,842 in dedicated funds to the MER Institute; $462,846 in PC (3 FTEs) and $13,000 in OE. The university has allocated $290,250 for School of Computing (1 FTE) and $10,000 in OE.

4. What resources are necessary to implement this request?

   See below

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Boise State University positions (18 FTE):

- Full-time Assistant Professors (undergraduate/graduate faculty) in construction management, computing, microelectronics and related programs (advanced materials and quantum information systems, and advanced manufacturing) (9 at $130,000/yr + 21% variable benefits and $14,300/FTE)
- Full-time Clinical Assistant Professors in STEM (4 at $95,000/yr + 21% variable benefits and $14,300/FTE)
- School of Computing Coordinator (1 at $60,000/yr + 21% variable benefits and $14,300/FTE)
- Student Advisor for Computing Students (1 at $55,000/yr + 21% variable benefits and $14,300/FTE)
- Safety and technical staff to support clean room and STEM labs (2 at $70,000/yr + 21% variable benefits and $14,300/FTE)

College of Southern Idaho positions (4 FTE):

- Three faculty for CS and CM instruction - (3 at $95,000 + 21% variable benefits and $14,300/FTE)
- Administrator/Coordination - (1 at $60,000 + 21% variable benefits and $14,300/FTE)

College of Eastern Idaho positions (2 FTE):

- Two faculty for CS instruction - (2 at $95,000 + 21% variable benefits and $14,300/FTE)

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

   Not Applicable

7. Detail any current one-time or ongoing OE or CO and any other future costs.

   Ongoing operating:
   - Clean Room Training and Supplies - $75,000/yr
   - Graduate student assistantships - 8 at $50,400/yr
   - Operating funds for consumables, training and other expenses - $1,000/FTE

   Capital Outlay:
   - Not Applicable

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

   Market cost

9. Provide detail about the revenue assumptions supporting this request.

   Not applicable

10. Who is being served by this request and what is the impact if not funded?

    The expected outcomes of this investment include:

    - The ability to continue and sustain the growth of CM graduates at 90+, with clear articulation between Boise State and CSI.
    - Over 150+ students will graduate with a BS in Computer Science, based on increased resources at CSI, CEI, and Boise State to aid in seamless transfers.
    - More than double Boise State's Electrical and Computer Engineering graduates to 75+ by increasing faculty to increase course offerings and provide a clear articulation path, as well as provide hands-on learning experiences through clean room training for fabrication facilities, internships, and research experiences;
    - Manage a clean room program to train engineers and technicians from both CWI and Boise State to work in fabrication facilities; and

- Ensure availability of math, statistics, and physics courses for engineering/STEM-related fields by increasing teaching faculty.

The investment requested will have a significant impact on the workforce needed to support these industries in Idaho. This is critical to meet the needs of our students, industry and state while also advancing innovation, security and economic prosperity for the nation.

AGENCY: Idaho State University Agency No.: 513 FY 2026 Request
FUNCTION: General Education Function No.: Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.01** Title: **Operational Capacity Enhancement** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries & Benefits	$908,900				$908,900
TOTAL PERSONNEL COSTS:	$908,900				$908,900
OPERATING EXPENDITURES **by summary object:** 1. Travel 2. Materials & Supplies					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$908,900				$908,900

Explain the request and provide justification for the need.

This Operational Capacity Enhancement Line-Item request was generated for Higher Education to meet the 3% DFM budget cap guidelines. This funding will go towards unfunded CEC and health insurance increases.

If a supplemental, what emergency is being addressed?

N/A

Specify the authority in statute or rule that supports this request.

N/A

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

N/A

What is the anticipated measured outcome if this request is funded?

N/A

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

What resources are necessary to implement this request?

N/A

List positions, pay grades, full/part-time status, benefits, terms of service.

N/A

Will staff be re-directed? If so, describe impact and show changes on org chart.

No

Detail any current one-time or ongoing OE or CO and any other future costs.

None

Describe method of calculation (RFI, market cost, etc.) and contingencies.

The State Board of Education's FY26 CU-CC Operational Capacity Worksheet

Provide detail about the revenue assumptions supporting this request.

N/A

Who is being served by this request and what is the impact if not funded?

Faculty, Staff, and Students will be impacted.

AGENCY: 514 – University of Idaho Approp Unit: EDGC

Decision Unit No: 12.01 Title: Operational Capacity Enhancement

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)	0.00				**0.00**
PERSONNEL COSTS					
1. Salaries	$832,300				$832,300
2. Benefits	165,800				165,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$998,100				$998,100
OPERATING EXPENSES					
TOTAL OPERATING EXPENDITURES	$0				$0
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY	$0				$0
T/B PAYMENTS	$0				$0
GRAND TOTAL	$998,100				998,100

Explain the request and provide justification for the need.

University of Idaho requests $998,100 to partially offset CEC across campus. To successfully retain and recruit faculty and staff in an environment of rising inflation and increased competition for talent UI must provide pay raises, especially at the lower end of the pay scale. Salary competitiveness is a long-term issue – not readily corrected in one year and easy to lose ground on if there is not an annual effort to address the salary costs of the changing marketplace. This request will enable the University of Idaho to continue to narrow the gap in

employee target salaries during the FY26 CEC process, without increasing the burden on student tuition.

High turnover rate of employees impacts teaching and student services in critical areas. These areas include but are not limited to academic faculty, academic advising, career services, facilities, health and mental health services, financial aid counseling, student advising, tutoring and college success, military and veteran services, and the registrar's office.

If a supplemental, what emergency is being addressed?

N/A

Specify the authority in statute or rule that supports this request.

University of Idaho statue authority comes from the Idaho Constitution, article IX section 10.

Please identify the performance measure, goal or priority this request is intended to improve in the strategic plan or performance measurement report.

Additional funding for salary increases will directly impact Goal 4, Objective B of the University of Idaho's strategic plan:

> Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

As we put additional resources into our compensation model, we will be better poised to attract new talent to the university and Idaho and to retain the excellent faculty and staff already serving our students and our state.

What is the anticipated measured outcome if this request is funded?

Increased investment in our faculty and staff will help reduce employee turnover and attract more qualified applicants.

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

What resources are necessary to implement this request?

No additional resources beyond what is requested are needed in order to implement.

List positions, pay grades, full/part-time status, benefits, terms of service.

If funded, this would be allocated to positions across all positions funded or partially funded by General Education.

Will staff be re-directed? If so, describe impact and show changes on org chart.

N/A

Detail any current one-time or ongoing OE or CO and any other future costs.

N/A

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Salary increases are calculated for both faculty and staff using industry and peer salary information relevant to each position.

Provide detail about the revenue assumptions supporting this request.

N/A

Who is being served by this request and what is the impact if not funded?

When employees leave positions at the university to pursue higher paying careers, it directly impacts the operations of the university, the student experience, and ultimately, graduation rates. This budget request is designed to help ensure that the university can compete for these employees in the open market.

AGENCY: Lewis-Clark State College Agency No.: 511 FY 2026 Request
FUNCTION: General Education Function No.: 05 Page _1__ of _3 Pages
Original Submission _X_ or
ACTIVITY: Operational Capacity Activity No.: Revision No. ___

A: Decision Unit No: **12.01**	Title: **OPERATIONAL CAPACITY**				Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	2.00				2.0
PERSONNEL COSTS:					
1. Salaries	$143,400				$143,400
2. Benefits	58,300				58,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$201,700				$201,700
OPERATING EXPENDITURES **by summary object:**					
1. Graduate Healthcare Faculty OE	$3,500				$3,500
2. Enrollment Specialist OE	25,000				25,000
3. Base Adjustment for Inflationary Costs	4,200				4,200
TOTAL OPERATING EXPENDITURES:	$32,700				$32,700
CAPITAL OUTLAY **by summary object:**					
1.Graduate Healthcare Faculty CO	$3,000				$3,000
2. Enrollment Specialist CO	5,000				5,000
TOTAL CAPITAL OUTLAY:	$8,000				$8,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$242,400				$242,400

Explain the request and provide justification for the need.

The intended use of these operational capacity funds, though emerging needs may lead to a reprioritization of these funds, is to recruit and retain students by keeping student tuition low through support for base operational inflationary costs, to expand programs to address industry needs, and to better support students by providing and expanding face-to-face services.

LC State has a 60-year history of providing nursing education. In addition to expanding the existing Bachelor of Science in Nursing (BSN) program and implementing a Master of Science in Nursing (MSN: Nursing Leadership in Healthcare) graduate degree, LC State is dedicated to seeking additional opportunities to facilitate addressing the healthcare workforce needs of Idaho. LC State recognizes the value of collaboration with sister institutions to provide health care education programs throughout the state.

As LC State continues to help address the healthcare shortages in the State of Idaho, the institution is requesting support to expand graduate healthcare education opportunities in North Idaho (regions 1 & 2). Per Idaho Board of Education Policy III.Z., Idaho State University (ISU) has statewide responsibility for Health Care programs. LC State has worked extensively with ISU to partner on several graduate initiatives, including but not limited to, Physician Assistant (PA) and Master of Science in Nursing (MSN). To support these increases in graduate healthcare offerings on the LC State campus, as well as in region 1 & 2, additional faculty will be necessary to teach program courses and to oversee clinical placements. LC State proposes funding for 1.0 FTE for graduate healthcare faculty.

As the college-going population in Southern Idaho continues to grow, LC State recognizes the need to expand face-to-face enrollment services to serve this population. LC State proposes funding for a 1.0 FTE enrollment specialist who will be trained in admissions, financial aid, and academic advising such that those services can be available in person and in real time to prospective and new students from Southern Idaho. This position will also support the college's prison education programs in Boise and Pocatello.

If a supplemental, what emergency is being addressed?

N/A

Specify the authority in statute or rule that supports this request.

N/A

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

What resources are necessary to implement this request?

LC estimates the funds will support 1.00 FTE in the graduate healthcare programs along with operating costs ($136,700), 1.00 FTE for an enrollment specialist and operating costs ($101,500), and minimize tuition impact by partially addressing inflationary costs associated with base operations (est. $4,200).

List positions, pay grades, full/part-time status, benefits, terms of service.

Description	Salary	Benefits	Total PC
Graduate Healthcare Faculty	$96,000	$34,200	$130,200
Enrollment Specialist – Southern Idaho One-Stop	$47,400	$24,100	$71,500

Will staff be re-directed? If so, describe impact and show changes on org chart.

N/A

Detail any current one-time or ongoing OE or CO and any other future costs.

All funding requested is ongoing general education funds.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

CUPA medians for each position and market demand informed the salaries. Operating expenditures were estimated based on estimates for travel, supplies, and professional development.

Provide detail about the revenue assumptions supporting this request.

An increase in programmatic offerings and student support will increase retention and enrollment. Enrollment growth will help LC State achieve ongoing fiscal sustainability. Idaho benefits from enrollment growth at LC State as each dollar of public investment in LC State returns $1.90 over a student's working life.

Who is being served by this request and what is the impact if not funded?

This request will benefit students, families, communities, and ultimately – Idaho. Idaho needs to retain its workforce and one of the best ways to do this is by training its own workforce in Idaho at schools like LC State.

AGENCY: Lewis-Clark State College Agency No.: 511 FY 2026 Request
FUNCTION: General Education Function No.: 05 Page _1__ of _3 Pages
Original Submission _X_ or
ACTIVITY: Employee Compensation Activity No.: Revision No. ___

A: Decision Unit No: **12.02**	Title: **EMPLOYEE COMPENSATION**			Priority Ranking 1 of 2	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	$973,300				$973,300
2. Benefits	208,500				208,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$1,181,800				$1,181,800
OPERATING EXPENDITURES **by summary object:**					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$1,181,800				$1,181,800

Explain the request and provide justification for the need.

Teaching is a people business; as such employee compensation is the highest priority at Lewis-Clark State College (LC State) because it plays a critical role in recruiting and retaining top talent, which in turn ensures the delivery of high-quality educational programs. This proposal seeks to begin addressing LC State's longstanding salary shortfalls by: (a) achieving instructional salary parity with Idaho K12 teacher salaries; and (b) bringing staff salaries (classified and professional) up to Idaho policy medians.

LC State supports and commends Idaho's initiatives to raise K12 teacher salaries, with the Governor's efforts expected to bring the average teacher salary to over $60,000 per year (from FY 23's $54,806 to an estimated $61,165 in FY 24). LC State's historically low salaries have and continue to cause significant challenges in recruiting and retaining faculty and staff, especially when compared to: (a) 4-year sister institution salaries (see below); (b) market trends; and (c) Idaho's recent deserved and needed K12 salary increases.

Salaries undoubtedly impact employee retention. From FY 2019 to FY 2023, LC State's classified staff turnover rate fluctuated between 14% and 32%, professional staff turnover ranged from 11% to 20%, and faculty ranged from 6% to 13%. These turnover rates are unsustainable, and lead to operational

inefficiencies as institutional knowledge is lost, repeated new employee training and onboarding time are required, and burnout and increased workloads among remaining staff are exacerbated.

LC State needs resources to begin addressing its longstanding salary shortfalls. The below presents comparative information relative to LC State teaching salaries and Idaho 4-year sister institutions as well as the K12 teacher salary average, both of which end up being competitors in terms of faculty hiring; as well as median salary comparisons for classified and professional staff.

(1) **LC State's FY25 teacher salaries** for instructors and assistant professors lag behind **FY25 K-12 salaries** by an average of $8,127 for instructors and $2,507 for assistant professors.
(2) **LC State's FY25 teacher salaries** are 24% lower than the **FY23 salaries** of our 4-year Idaho sister institutions for assistant professors; 23% lower for associate professors; and 20% lower for full professors. Given raises over the past two years, these % gaps can only have increased. (LC State staff salaries also lag by between 20-40% of our Idaho 4-year sister salaries).
(3) **The compensation correction needed to begin to address salary shortfalls, starting with K12 instructional parity, is calculated at $1.181M** (i.e., approximately $311K to bring faculty salaries up to the K-12 average, $337K to bring classified staff salaries up to policy median, and $534K to bring professional staff up to policy median). **Note: Faculty salary parity with our Idaho 4-year sister institutions would require an additional $1.2M** ($1,181,800 as requested here plus $1,199,200 = $2.4M total).

If a supplemental, what emergency is being addressed?

N/A

Specify the authority in statute or rule that supports this request.

N/A

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

What resources are necessary to implement this request?

LC estimates $1,181,800 in ongoing funds is needed to implement this request.

List positions, pay grades, full/part-time status, benefits, terms of service.

Description	Salary	Benefits	Total PC
Bring LC faculty average to the K12 average	$257,800	$53,400	$311,200
Bring classified to 100% of policy/median	$273,500	63,500	$337,000
Bring professional staff to 100% of median	$442,000	$91,600	$533,600

Will staff be re-directed? If so, describe impact and show changes on org chart.

N/A

Detail any current one-time or ongoing OE or CO and any other future costs.

All funding requested is ongoing general education funds.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

The salary data was informed by CUPA median figures for each position and the classified staff policy.

Provide detail about the revenue assumptions supporting this request.

Competitive salaries significantly reduce the high cost of employee turnover by reducing the frequency and costs associated with hiring and training new employees. Additionally, retaining experienced employees maintains institutional knowledge, enhances team stability, and improves overall productivity, all of which contribute to lowering the long-term costs that turnover imposes.

While not exactly a revenue assumption, it is relevant to note the following regarding Idaho's Enrollment Workload Adjustment (EWA) formula.

> EWA is the method by which the Idaho State Board of Education (SBOE) allocates funds (lump sum appropriation of the general fund account) among the 4-year institutions. The model is based on resident academic (non-CTE) credits and applies greater multiplier weights to credits associated with higher-level coursework (upper division and graduate), STEM topics, and institution-specific areas of emphasis (i.e., mission alignment). An analysis of this formula reveals that for every credit hour reported: (a) LC State receives an average credit weighting of 1.85; (b) Idaho 4-year sister institutions receive an average of 2.51 weighted credits (UI = 2.4, ISU = 2.85, BSU = 2.28); and (c) **on average, LC State receives 26% less than its Idaho sister institutions per credit hour taught.**
>
> **This formula disadvantage has and continues to negatively impact LC State.**

Who is being served by this request and what is the impact if not funded?

This request serves the employees and students of Lewis-Clark State College. By funding this request, LC State can begin to address longstanding salary shortfalls, which will help attract and retain high-quality faculty and staff. This will help ensure that students receive a high-quality education from experienced and dedicated professionals.

If this request is not funded, LC State will continue to struggle with high turnover rates, leading to disruptions in educational programs, increased workloads for remaining staff, and a potential decline in the quality of education. The inability to attract and retain employee talent will likely impact student retention and enrollment, jeopardizing the college's long-term financial sustainability, and the overall return on public investment in the institution. This would ultimately affect not only LC State but the broader community and state economy, which benefit from a well-educated workforce.

LC State delivers a small school (private-school) experience at an affordable public-school price. We are proud to serve this educational space for our state; and believe the citizens of Idaho deserve and need a school that serves this niche. That said, we cannot grow our way into financial prosperity, and need a baseline compensation correction that helps address longstanding salary shortfalls.

Community Colleges

Enrollment Workload Adjustment
FY2026 Request

		Weighted Resident Credit Hours				
	Description/Calculation	**CSI**	**CWI**	**NIC**	**CEI**	**Total**
1	EWA Calculation: Three-Year Moving Average					
2	FY22 Actual Weighted EWA Cr Hr	146,833	223,326	83,171	58,764	512,093
3	FY23 Actual Weighted EWA Cr Hr	148,296	220,724	78,808	60,866	508,694
4	FY24 Actual Weighted EWA Cr H	160,226	226,576	73,736	67,376	527,914
5	3 Year Average	151,785	223,542	78,571	62,335	516,233
6						
7	FY23 Actual Weighted EWA Cr Hr	148,296	220,724	78,808	60,866	508,694
8	FY24 Actual Weighted EWA Cr Hr	160,226	226,576	73,736	67,376	527,914
9	FY25 Proj Weighted EWA Cr Hrs	160,226	226,576	73,736	67,376	527,914
10	3 Year Average	156,249	224,625	75,427	65,206	521,507
11	Projected FY25 % Incr by Institution	0.00%	0.00%	0.00%	0.00%	0.00%
12	Change in 3 Year Ave	4,464	1,083	(3,145)	2,871	5,274
13						
14	FY26 EWA Calculation: 3 Year Average	$371,300	$90,100	($261,600)	$238,800	$438,600
15						
16	**Prior Year Adjustment:**					
17						
18	Prior Yr Revised with Actual Hrs	151,785	223,542	78,571	62,335	516,233
19	Prior Yr calculation 3 Yr Avg	147,808	221,591	80,262	60,165	509,827
20	Difference	3,977	1,950	(1,691)	2,170	6,407
21	Adjustment calculated at prior year increase rate	$ 81.10	$ 81.10	$ 81.10	$ 81.10	$ 81.10
22	Total Prior Adjustment	$ 322,500	$ 158,200	$ (137,100)	$ 176,000	$ 519,600
23						
24	Total FY 2026 EWA Revised	$693,800	$248,300	($400,000)	$414,800	$956,900

AGENCY: College of Eastern Idaho Agency No.: 505 FY 2026 Request
FUNCTION: General Education Function No.: NA Page _1__ of _2 Pages
Original Submission _X_ or
ACTIVITY: General Budget Activity No.: NA Revision No. ___

A: Decision Unit No: **12.01**	Title: **OCE**				Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Operatioinal Capacity Enhancement	$(30,015)				$(30,015)
TOTAL OPERATING EXPENDITURES:	$(30,015)				$(30,015)
CAPITAL OUTLAY **by summary object:** 1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$(30,015)				$(30,01)

Request Narrative

Explain the request and provide justification for the need.

This line-item is to adjust CEI's FY 2026 budget to meet the 3% budget cap as required by the DFM guidelines.

If a supplemental, what emergency is being addressed?

Specify the authority in statute or rule that supports this request.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

What is the anticipated measured outcome if this request is funded?

Indicate existing base of PC, OE, and/or CO by source for this request.

What resources are necessary to implement this request?

List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service

Will staff be re-directed? If so, describe impact and show changes on org chart.

Detail any current one-time or ongoing OE or CO and any other future costs.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Provide detail about the revenue assumptions supporting this request.

Who is being served by this request and what is the impact if not funded?

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: College of Southern Idaho

Approp Unit: College of Southern Idaho EDFB

Decision Unit No: 12.01

Title: Operational Capacity Enhancement

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS					
OPERATING EXPENSES	$-77,711				$-77,711
TOTAL OPERATING EXPENDITURES	$-77,711				$-77,711
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$-77,711				$-77,711

Explain the request and provide justification for the need.
Due to increases in EWA, a reduction in operational capacity enhancement is required to meet the 3% cap allowed. This request will allow the community colleges to stay below that 3% cap.

If a supplemental, what emergency is being addressed?
N/A

Specify the authority in statute or rule that supports this request.
TITLE 33
EDUCATION
CHAPTER 21
JUNIOR COLLEGES
33-2139. STATE COMMUNITY COLLEGE ACCOUNT CREATED. There is hereby created a state community college account in the state operating fund in the state treasurer's office to which shall be credited all moneys that may be transferred pursuant to section 23-404(1)(b)(iii), Idaho Code. The state treasurer shall make such disbursements from the account as may be ordered by the state board of education in accordance with the provisions of this act.
History: [33-2139, added 1967, ch. 350, sec. 1, p. 993; ch. 255, sec. 9, p. 662; am. 2012, ch. 35, sec. 1, p. 106; am. 2014, ch. 16, sec. 1, p. 23.]

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.
This request will allow us to stay below the 3% cap on increased funding.

What is the anticipated measured outcome if this request is funded?
This request will not be measured due to it being a reduction and not a request for additional funding.

Indicate existing base of PC, OE, and/or CO by source for this request.
This reduction will come out of OE.

What resources are necessary to implement this request?
This reduction will necessitate a slower increase in CSI's OE.

List positions, pay grades, full/part-time status, benefits, terms of service.
N/A

Will staff be re-directed? If so, describe impact and show changes on org chart.
Staff will not be redirected. This will decrease the rate at which operating costs can be adjusted.

Detail any current one-time or ongoing OE or CO and any other future costs.
No one time funding requested.

Describe method of calculation (RFI, market cost, etc.) and contingencies.
N/A

Provide detail about the revenue assumptions supporting this request.
N/A

Who is being served by this request and what is the impact if not funded?
Since this request is a reduction in Operating Capacity, if not funded, CSI will be able to increase OE more than currently planned.

AGENCY: State Board of Education Agency No.: 508 FY 2026 Request
FUNCTION: College of Western Idaho Function No.: 07 Page 1 of 1 Pages
ACTIVITY: Activity No.: Original Submission _X_ or Revision No. ___

A: Decision Unit No: 12.01 Title: **Operational Capacity Enhancement** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Open Education Initiative Project Z-Degree – Zero Book Cost	$(81,800)				$(81,800)
TOTAL OPERATING EXPENDITURES:	$(81,800)				$(81,800)
CAPITAL OUTLAY **by summary object:** 1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$(81,800)				$(81,800)

Request Narrative

1. Explain the request and provide justification for the need.

   Operational Capacity Enhancement is based on the maximum allowable change to Community College Funding (3%), net of statutorily required changes (EWA), mandatory benefit changes (health insurance premium increase), and 1% CEC allowance.

2. If a supplemental, what emergency is being addressed?

   N/A

3. Specify the authority in statute or rule that supports this request.

   N/A

4. Indicate existing base of PC, OE, and/or CO by source for this request.

   There is no existing base.

5. What resources are necessary to implement this request?

   No new resources are necessary to implement this request.

6. List positions, pay grades, full/part-time status, benefits, terms of service. N/A

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

   No. Staff will not be re-directed.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

   This will be ongoing OE.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

   Calculation made according to the formula provided by the Office of the State Board of Education.

10. Provide detail about the revenue assumptions supporting this request.

    N/A

11. Who is being served by this request and what is the impact if not funded?

    No one.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline**?**

AGENCY: Office of the State Board of Education Agency No.: 501 FY 2025 Request
FUNCTION: North Idaho College Function No.: 02 Page 1 of 2 Pages
Original Submission _X_ or
ACTIVITY: Board approved category Activity No.: Revision No. ___

A: Decision Unit No:	Title: **Operational Capacity Enhancement**				Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					2
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**	$-159,300				$-159,300
TOTAL OPERATING EXPENDITURES:	$-159,300				$-159,300
CAPITAL OUTLAY **by summary object:** 1. Design & Construction					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$-159,300				$-159,300

Request Narrative

1. Explain the request and provide justification for the need. This request is to adjust/reduce the college's state general fund allocation for North Idaho College. The reduction is required in order to submit budgets that comply with the 3% budget increase cap as required by the Division of Financial management FY26 budget guidelines. Due to the increases in EWA for the other three community colleges, operational capacity has to be reduced so that requests for adjustments for mandatory benefit changes and a 1% CEC and be included with exceeding the 3% overall cap.

2. If a supplemental, what emergency is being addressed? N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

4. What resources are necessary to implement this request? N/A

5. List positions, pay grades, full/part-time status, benefits, terms of service.
   N/A

6. Will staff be re-directed? If so, describe impact and show changes on org chart. No staffing changes will be required.

7. Detail any current one-time or ongoing OE or CO and any other future costs. This request would decrease the operating expense portion of the state allocation.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies. N/A

9. Provide detail about the revenue assumptions supporting this request. There are no assumptions on revenue related to this request at this time.

10. Who is being served by this request and what is the impact if not funded? If not funded, the college would have additional operating expense capacity to support student learning.

IT Narrative (If applicable) N/A

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Division of Career Technical Education (503) Approp Unit: EDEC

Decision Unit No: 12.01 Title: Technical College Operations

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)	7				7
PERSONNEL COSTS					
1. Salaries	$429,192				$429,192
2. Benefits	$174,401				$174,401
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$603,593				$603,593
OPERATING EXPENSES					
CTE program supplies	$42,007				$42,007
TOTAL OPERATING EXPENDITURES	$42,007				$42,007
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$645,600				$645,600

Explain the request and provide justification for the need.
The general funds distributed to the six technical colleges for the purpose of postsecondary career technical education programs are appropriated through the Division of Career Technical Education. The technical colleges have seen a steady increase in interest from students within their regions as well as statewide creating capacity issues for existing programs and limiting growth in new programs. For many programs, due to limited capacity, many students have to be turned away or redirected to other programs or other institutions. As part of the state budgeting process, the Division asks the technical colleges to submit their top requests in priority order. This year the technical colleges all placed expansion of programs as their top priority. The request consists of the highest priority position/program identified by the technical colleges and two position that will be used as rapid response positions that the technical colleges can use on a limited bases to expand or start up new sections/programs that have been identified outside of the budget request timelines while they go through the process to request ongoing funding for the positions in out years. The FTE will then be recycled and available for use by another technical college.

If a supplemental, what emergency is being addressed?
NA

Specify the authority in statute or rule that supports this request.
Section 33-2202, Idaho Code and Section 33-2203, Idaho Code.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.
Goal 1: Educational system alignment - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Goal 2: Educational readiness - 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. Goal 3 Educational attainment Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

What is the anticipated measured outcome if this request is funded?
Funding of this request will lead to increased capacity within the technical college programs measured by: increased number of students enrolled in postsecondary CTE programs (headcount), increased number of technical college FTE enrollments, increased number of SkillStack® badges awarded (Postsecondary), and positive placement rate of postsecondary program completers.

Indicate existing base of PC, OE, and/or CO by source for this request.

FTP	PC	OE	TOTAL
509.14	$49,286,800.00	$5,200,300.00	**$54,487,100.00**

What resources are necessary to implement this request?
No additional resources beyond additional staff and operating expenses.

List positions, pay grades, full/part-time status, benefits, terms of service.
All positions are non-classified faculty:

Instit.	Position/Description	FTE	Salary	Fringe	Total PC	Operating Expenses	Grand Total
CEI	Medical Assisting Instructor	1.00	$55,000	$24,600	$79,600	$7,000	**$86,600**
CSI	Agriculture Instructor	1.00	$51,000	$22,500	$73,500	$9,000	**$82,500**
CWI	Welding Faculty	1.00	$60,008	$22,233	$82,241	$7,500	**$89,741**
ISU	Clinical Instructor, Culinary Arts	1.00	$62,982	$25,929	$88,911	$3,674	**$92,585**
NIC	Welding Instructor	1.00	$63,107	$22,530	$85,637	$9,833	**$95,470**
LCSC	Trades and Industry Faculty	1.00	$54,995	$24,533	$79,528	$5,000	**$84,528**
System	Pooled Positions	1.00	$82,100	$32,075	$114,175		$114,267

Will staff be re-directed? If so, describe impact and show changes on org chart.
Staff will not be re-directed.

Detail any current one-time or ongoing OE or CO and any other future costs.
In FY25 the technical colleges receive $5,200,300 in ongoing OE and no CO. There are no additional one-time funds appropriated to the technical college system in the current appropriation.

Describe method of calculation (RFI, market cost, etc.) and contingencies.
NA

Provide detail about the revenue assumptions supporting this request.
None

Who is being served by this request and what is the impact if not funded?
Students wanting to enroll in our technical college programs and Idaho business that are looking for skilled employees coming out of our technical college system.

AGENCY: Division of Career Technical Education (503) Approp Unit: EDEA

Decision Unit No: 12.02 Title: IDCTE Business Engagement Manager

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)	1				1
PERSONNEL COSTS					
1. Salaries	$79,000				$79,000
2. Benefits	$31,404				$31,404
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$603,593				$603,593
OPERATING EXPENSES					
Travel, supplies, etc.	$15,000				$15,000
TOTAL OPERATING EXPENDITURES	$15,000				$15,000
CAPITAL OUTLAY					
PC, Desk, Phone, ect.	$3,000				$3,000
TOTAL CAPITAL OUTLAY	$3,000				$3,000
T/B PAYMENTS					
GRAND TOTAL	$142,704				$142,704

Explain the request and provide justification for the need.
The Business Engagement Manager will be a key member of the Idaho Division of Career Technical Education team, responsible for establishing and maintaining strong relationships with businesses and industry partners in support of CTE programs statewide. This role will focus on promoting and expanding collaboration between business and education, ensuring that CTE offerings align with industry needs and provide students with valuable career pathways.

If a supplemental, what emergency is being addressed?
NA

Specify the authority in statute or rule that supports this request.
Section 33-2202, Idaho Code and Section 33-2203, Idaho Code.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.
Goal 1: Educational system alignment - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Goal 2: Educational readiness - 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. Goal 3 Educational attainment Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Goal 4: Workforce Readiness - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

What is the anticipated measured outcome if this request is funded?
Percent of secondary programs that have been reviewed and revalidated to meet current industry standards. Secondary program quality, performance and technical assistance visits. Percent of secondary concentrators who meet workforce readiness and CTE diploma requirements.

Indicate existing base of PC, OE, and/or CO by source for this request.
None

What resources are necessary to implement this request?
None

List positions, pay grades, full/part-time status, benefits, terms of service.

Position/Description		FTE	Salary	Fringe	Total PC
Business Engagement Mgr.	Non-Class	1.00	$79,000	$45,704	$114,704

Will staff be re-directed? If so, describe impact and show changes on org chart.
Staff will not be re-directed.

Detail any current one-time or ongoing OE or CO and any other future costs.

$15,000 ongoing operating costs will cover travel, supplies, and other general office costs. $3,000, one-time CO will go toward computer, phone and office furniture.

Describe method of calculation (RFI, market cost, etc.) and contingencies.
NA

Provide detail about the revenue assumptions supporting this request.
None

Who is being served by this request and what is the impact if not funded?
This position will directly serve smaller and more rural programs that do not have the local resourced to build connection with community business and industry partners. These partnerships are critical in providing student learning and internship opportunities to students and ultimate support student success.

AGENCY: Division of Career Technical Education (503) Approp Unit: EDEJ, EDEB, EDEC

Decision Unit No: 12.03 Title: Federal Spending Authority for Adult Education and Perkins V Programs.

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS					
OPERATING EXPENSES Statewide administrative support such as added licenses (log-ins) for student use of CTE program area specific applications and technical skills assessments.			$24,522		$24,522
TOTAL OPERATING EXPENDITURES					
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS			$2,223,420		$2,223,420
GRAND TOTAL			$2,247,942		$2,247,942

Explain the request and provide justification for the need.
The Division of Career Technical Education is responsible for administering Idaho's Perkins V program. In recent years congress has increased the funding available to states for this program while the divisions spending authority for federal funds has remained the same. Similarly, the Division also administers the Work Force Innovation and Opportunity Act, Adult Education and Family Literacy Act program, and like the Perkins V program, the current spending authority for these federal funds is lower than the Divisions annual award.

The majority of the funds for these programs is distributed as trustee and benefit payments to local education agencies, technical colleges, the Idaho Department of Corrections Adult Education program, and IBESDB. A small portion may be used toward administrative costs. The administrative costs are appropriated in our budget as federal spending authority under Personnel Costs an Operating Expenses.

This request is for additional spending federal funds spending authority in the amount of $2,223,420 as Trustee and Benefit Payments (direct allocations to the programs) and $24,521 as Operating Expenses to match the current federal funding award levels for these two programs.

If a supplemental, what emergency is being addressed?
NA

Specify the authority in statute or rule that supports this request.
Section 33-2201, Idaho Code and Section 33-2202, Idaho Code.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.
Goal 2: Educational readiness - 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: Adult Education Programs and Goal 4: Workforce Readiness - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness. Objective A: CTE concentrators demonstrating college and career readiness.

What is the anticipated measured outcome if this request is funded?
- Percent of participating students making a measurable skill gain, defined as documented academic, technical, occupational, or other forms of progress, toward a credential or employment
- improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness)
- Percent of secondary concentrators who meet workforce readiness and CTE diploma requirements.

Indicate existing base of PC, OE, and/or CO by source for this request.
The Divisions ongoing FY 2025 Appropriation for federal funds for these two programs is:

Program	PC	OE	TB	Total

Perkins V	$ 903,664.00	$ 297,800.00	$ 5,670,900.00	$ 1,201,464.00
Adult Ed	$ 105,636.00	$ 69,800.00	$2,862,000.00	$ 3,037,436.00

What resources are necessary to implement this request?
No additional resources outside of the federal spending authority is necessary to implement this request.

List positions, pay grades, full/part-time status, benefits, terms of service.
NA

Will staff be re-directed? If so, describe impact and show changes on org chart.
No staff will be re-directed, there will be no changes to the organizational structure due to this request.

Detail any current one-time or ongoing OE or CO and any other future costs.
There are no capital funds available for this program. Current one-time funding for this program in addition to the ongoing funding identified above includes $2,223,420.00 in federal spending authority for T/B payments, there is no other one-time funding available for these programs. The Adult Education program includes $881,000 in general fund T/B that constitutes the match for this program.

Describe method of calculation (RFI, market cost, etc.) and contingencies.
NA

Provide detail about the revenue assumptions supporting this request.
The program revenue is based on continued federal awarding for these programs, while the Adult Education program has seen some small fluctuations based on the state census data used for distributing the funds Idaho has seen an increase in the majority of the prior four years. The Perkins V funding has seen consisted congressional support over the prior four years and beyond. This request is based on current/new federal award notifications, requests will be made in out years based on the most recent years award notifications if the federal awards continue to grow.

Who is being served by this request and what is the impact if not funded?
The Perkins V programs support secondary students and programs in our school districts and charter schools (local education agencies) as well as postsecondary programs in our six technical colleges. These funds may be used to enhance or expand career technical education programs. The Adult Education program funds support adult basic education, adult literacy, and work force training programs in the six technical colleges and the Idaho Department of Corrections adult training and literacy programs. If the additional spending authority is not appropriated the current funding for these programs will be limited as the one-time funding is eliminated.

AGENCY: Division of Career Technical Education (503) Approp Unit: EDEJ

Decision Unit No: 12.04 Title: WIOA Adult Education General Fund T/B

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS					
OPERATING EXPENSES					
TOTAL OPERATING EXPENDITURES					
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS	$50,000				$50,000
GRAND TOTAL	$50,000				$50,000

Explain the request and provide justification for the need.
The Division of Career Technical Education is responsible for the Work Force Innovation and Opportunity Act, Adult Education and Family Literacy Act program.

The majority of the funds for this program is distributed as trustee and benefit payments to local our technical colleges adult basic education, adult literacy, and workforce training programs as well as, the Idaho Department of Corrections Adult Education program.

This request is for an additional $50,000 in general funds to go out to these programs as Trustee and Benefit payments. The adult education programs at the technical programs see limited funding resources outside of the federal funding available. These programs have shown consistent impact and improvement in adult student outcomes and are a critical pieces of the overall support provided to the technical colleges for adult work force training programs outside of the more traditional certificate and degree programs supported by the state at the technical colleges.

If a supplemental, what emergency is being addressed?
NA

Specify the authority in statute or rule that supports this request.
Section 33-2202, Idaho Code.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.
Goal 2: Educational readiness - 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: Adult Education Programs and Goal 4: Workforce Readiness - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness. Objective A: CTE concentrators demonstrating college and career readiness.

What is the anticipated measured outcome if this request is funded?
- Percent of participating students making a measurable skill gain, defined as documented academic, technical, occupational, or other forms of progress, toward a credential or employment
- improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness)

Indicate existing base of PC, OE, and/or CO by source for this request.
The Divisions ongoing FY 2025 Appropriation for federal funds for these two programs is:

Program	PC	OE	TB	Total
Adult Ed (GF)			$881,000	$881,000
Adult Ed (Fed)	$ 105,636.00	$ 69,800.00	$2,862,000.00	$ 3,037,436.00

What resources are necessary to implement this request?
No additional resources outside of the general fund T/B payments is necessary to implement this request. Existing program resources are adequate for administering the program at the state level.

List positions, pay grades, full/part-time status, benefits, terms of service.
NA

Will staff be re-directed? If so, describe impact and show changes on org chart.
No staff will be re-directed, there will be no changes to the organizational structure due to this request.

Detail any current one-time or ongoing OE or CO and any other future costs.
There are no capital funds available for this program. Current one-time funding for this program in addition to the ongoing funding identified above includes $2,223,420.00 in federal spending authority for T/B payments, there is no other one-time funding available for these programs. The Adult Education program appropriation currently includes $881,000 in general fund T/B in addition to the federal spending authority noted above.

Describe method of calculation (RFI, market cost, etc.) and contingencies.
NA

Provide detail about the revenue assumptions supporting this request.
The program revenue is based on continued federal awarding for these programs, while the Adult Education program has seen some small fluctuations based on the state census data used for distributing the funds to states, Idaho has seen an increase over the prior three years in the federal award amount.

Who is being served by this request and what is the impact if not funded?
The Adult Education program funds support adult basic education, adult literacy, and work force training programs in the six technical colleges and the Idaho Department of Corrections adult training and literacy programs. If the additional spending authority is not appropriated the current funding for these programs will be limited as the one-time funding is eliminated.

AGENCY: University of Idaho Agency No.: 514 FY 2026 Request
APP UNIT: Agricultural Research and Extension Services Approp Unit.: EDHA Page 1 of 4 Pages
Original Submission X or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.01	Title: **Faculty Positions**				Priority Ranking
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS					
1. Salaries	120,000				120,000
2. Benefits	37,900				37,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$157,900				$157,900
OPERATING EXPENDITURES **by summary object:**					
1. Travel, Supplies and Materials					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$157,900				$157,900

Request Narrative

Description
Sustainability of Idaho Farms and Families

The Agricultural Research and Extension Service (ARES) in the College of Agricultural and Life Sciences (CALS) at the University of Idaho serves the citizens of Idaho in many ways and has enjoyed overwhelming resource support from Idaho's legislature for many years. The most publicly visible activities relate to Idaho's agricultural production, processing, and marketing. Idaho's agricultural industry is supported by many agribusinesses that contribute inputs (e.g., chemicals, pharmaceuticals, fuel, financing, and equipment) and feeds an ever-growing food and beverage processing sector. In aggregate, our state's agricultural economy is the largest sector of Idaho's state economy and provides vital economic and social support to its citizens, families and communities.

CALS faculty and staff conduct cutting-edge research brought to Idaho's public through UI Extension programs to promote the environmental, economic and social sustainability of the many and varied commodities produced in Idaho. Important programs focus on promoting soil health, nurturing plants and animals, improving water use efficiency and quality, managing financial and production risks from plant and animal diseases, and addressing the impacts of changing environments and water availability on Idaho agriculture, the state's principal economic entity.

Yet changing regulatory environments affecting agricultural production and farm labor, uncertain domestic and international markets for agricultural inputs and outputs, increasingly variable weather conditions, loss of pollinators and increase in invasive species of plants, insect and animals are among the factors stressing Idaho's agricultural production, its profitability, and the well-being of families and communities dependent upon the agricultural industry.

CALS faculty and staff also conduct research, create tools and provide solutions to assist Idahoans to find a path toward healthy and thriving families and resilient communities. Yet growing populations throughout urban and rural communities in Idaho, rapidly changing demographics, increasing financial uncertainties, changing availability of food quantity and nutritional quality, and rapidly advancing home technologies are creating ever greater opportunities and stressors for Idaho's children, families and communities.

While CALS is committed to providing comprehensive expertise related to sustaining Idaho's farms, families and communities to meet the challenges described above, the college currently faces a serious dearth of faculty in these key areas of need -- as identified by stakeholders.

Therefore, *CALS seeks to improve its ability to meet these future challenges through hiring highly integrated faculty and staff positions with expertise not currently present in CALS yet vital to help Idaho meet the need to create a more economically sustainable, regenerative agricultural sector that produces healthy and nutritious foods while sustaining Idaho's resilient families and rural economies.*

Questions:

1. **Explain the request and provide justification for the need.**

   Our goals are consistent with, and a critical component of, the goals of the larger umbrella Sustainability Initiative at U of I, which seeks to address a reorganization of life support systems that include food, consumerism, consumption, climate, energy, biodiversity, waste, transportation, and the built environment.

   To meet CALS' goals, we propose the strategic hire of faculty and staff that will meet the challenges and opportunities described above, as thoughtfully informed by our stakeholders.

   We request consideration for the hiring of 1 (one) faculty position and operating dollars to ensure we meet our mission of conducting research that matters, benefit Idahoans, and engage with community stakeholders to invigorate rural and urban communities.

   Research/Extension Faculty and Staff (in order of priority)

   Position 1: Viticulture Specialist

The request is for a 1.0 FTE Research Faculty – Extension Faculty located at the Idaho Center for Plant and Soil Health at the Research and Extension Center in Parma, Idaho within the Department of Plant Sciences.

The expanding table grape and wine grape industries will benefit from an Extension specialist focusing on production issues to improve sustainability, yield and quality of grapes and other small fruits. Over 2,100 tons of grapes were harvested in 2020, producing 315,000 gallons of wine. There are over 70 wineries throughout Idaho dotted over locations that range from 600 to 3,000 feet in elevation with a calculated $260 dollars in return to every $1 invested in the Idaho wine industry. While the first wineries in the Pacific Northwest were originally developed in Idaho, other regions have flourished with investments and support in research and extension provided by land-grant institutions. There is currently no such support within the U of I research and Extension system to support the burgeoning wine industry in southwestern Idaho.

2. **If a supplemental, what emergency is being addressed?**

   This is not a supplemental request.

3. **Specify the authority in statute or rule that supports this request. [NA if not supplemental]**
   NA
4. **Please identify the performance measure, goal or priority this request is intended to improve in the strategic plan or performance measure report.**

   This request is aimed at improving the performance measures and goals in the ARES strategic plan. This position will contribute to several areas as outlined in the performance measure report. The goals, objectives, and measures from the strategic plan are referenced at the end of each performance measure:

   Peer Reviewed and Professional Scientific Publications from University of Idaho Extension and research (Goal 2: Objective C: Measure I)

   Number of Individuals/Families Benefiting from Outreach Programs (Goal 2: Objective A: Measure I)

   Increase educational and research web traffic and views of U of I Extension Content (Goal 2: Objective D: Measure I)

   Amount of grant funding received per year (Goal 1: Objective A, Measure I

5. **What is the anticipated measured outcome if this request is funded?**

   In addition to the measured research and Extension educational activity, the anticipated measured outcome will be strengthened table grapes, wine and small fruit industries in Idaho. This position will be critical in improving sustainability, yield and quality of grapes and other small fruits.

6. **Indicate existing base of PC, OE, and/or CO by source for this request.**

   This request is for continued funding of the sustainable initiatives at the Idaho Center for Plant and Soil Health, located in Parma. These initiatives are tied to our recent capital projects and the larger Sustainability Initiative at U of I – areas that are critical to support Idaho's vibrant agriculture industry.

7. What resources are necessary to implement this request?

This request requires salary and benefits for 1 fiscal-year faculty position, with one time start up needs and an increase in annual operating costs.

8. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Professor – Viticulture	$120,000	FT 1.00 FTE	Yes	July 1, 2025	12-month, ongoing

9. Will staff be re-directed? If so, describe impact and show changes on org chart.

Faculty and staff will not be re-directed.

10. Detail any current one-time or ongoing OE or CO and any other future costs.

N/a

11. Describe method of calculation (RFI, market cost, etc.) and contingencies.

All costs are based on market data and costs for comparable positions, and current costs for operating and capital outlay. Personnel Costs are based upon the current University of Idaho market-based compensation system and market costs as compared to similar positions regionally and nationally. Operating Expense per FTE is based on current market costs of similar units within the ARES program. Capital Outlay utilizes the replacement cost method for current motor pool operations in the College of Agricultural and Life Sciences for like vehicles (full size, crew cab ½ ton pickups for similar field work).

12. Provide detail about the revenue assumptions supporting this request:

Competitive funding from Federal programs and industry grants may be possible to augment operation costs of these positions for engagement and special programs with local communities and government authorities.

13. Who is being served by this request and what is the impact if not funded?

This request is designed to serve the citizenry of the State of Idaho as it addresses key societal issues related to the economic and environmental sustainability of Idaho's agriculture industry.

Agriculture is one of **the** biggest industries in Idaho providing a strong economic foundation for the state's success. In Idaho in 2019, agribusiness contributed over 17% of Idaho's total economic output, 129,500 Idaho jobs or approximately 1 in every 8 jobs in the state and $10.5 billion in value added or over 12.5% of total Idaho GSP.

If the funding is not provided, coordinated research and educational activity will be limited leading to a lack of objective, science-based answers to publicly important questions that would educate Idaho's families and aid Idaho's agricultural industry in adopting practices critical to the industry's sustainability for generations.

These new positions will ensure ARES continues to meet its mission of conducting research that matters, benefit families, and engaging with community stakeholders to deliver research-based knowledge and technology to sustain and invigorate Idaho's agricultural and forestry sectors as well as its rural and urban communities.

IT Narrative (If applicable)
NA

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 21, 2024
STATE BOARD OF EDUCATION
FY 2026 Budget Request
Colleges & Universities
Calculation of Occupancy Costs

Institution/Project	Projected Date of Occupancy	% of Use for Non-Aux. Education	Gross Sq Footage	Non-Aux. Sq Footage	(1) Custodial Costs FTE	(2) Custodial Costs Sal & Ben	Custodial Costs Supplies	Custodial Costs Total	(3) Utility Estimate	(4) Maintenance Costs Repl Value	Maintenance Costs Cost@1.5%	(5) Other	Total Occ Cost	% qtrs used in FY26	Revised FY26
AG RESEARCH & EXTENSION															
CAFE Research Dairy, Phase 1	February-25	100%	22,122	22,122	0.85	38,800	2,200	41,000	38,700	25,505,490	382,600	37,400	499,700	100%	499,700
49.75%					0.42	19,300	1,100	20,400	19,300		190,300	18,600	248,600	100%	248,600

(1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.

(2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.
Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category

Salary CU: $25,620.00 CC: $24,400.00

Benefits

			BSU	ISU	UI	LCSC	CSI	NIC	CWI	CEI
FICA										
SSDI salary to $110,100	6.2000%	x salary								
SSHI	1.4500%	x salary								
Unemployment Insurance	0.0000%	x salary								
Life Insurance	0.6710%	x salary								
Retirement: PERSI	11.9600%	x salary								
Workmans Comp		x salary	0.83%	0.25%	2.12%	0.99%	4.81%	4.50%	4.35%	4.35%
Sick Leave	0.0000%	x salary								
Human Resources			0.360%	0.360%		0.554%				
	20.2810%	per position	21.4710%	20.8910%	22.4010%	21.8245%	25.0910%	24.7810%	24.6310%	24.6310%
Health Insurance	$14,300.00									
Supplies	0.10									

(3) Annual utility costs will be projected at $1.75 per sq ft 1.75

(4) Building maintenance funds will be based on 1.5% of the construction cost (excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.

(5) Other:

IT Maintenance	1.5000	GSF
Security	0.2200	GSF
General Safety	0.0900	GSF
Research & Scientific Safety Costs	0.5000	GSF
Total	2.3100	
Too High - Used 1/3	**0.7700**	**GSF**
Landscape Greenscape	0.0003	CRV
Insurance Costs	0.0005	CRV
Total	**0.00080**	**CRV**

AGENCY: 514 – University of Idaho

Approp Unit: EDIB

A: Decision Unit No: **12.01**	Title: **Increase in Idaho WWAMI Seats - 10**				Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	3.75				3.75
PERSONNEL COSTS:					
1. Salaries	$252,500				252,500
2. Benefits	100,250				100,250
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$352,750				$352,750
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$10,000				$10,000
2. Operating expenses					
TOTAL OPERATING EXPENDITURES:	$10,000				$10,000
CAPITAL OUTLAY **by summary object:**					
1. Laboratory equipment, simulation	$149,800				
TOTAL CAPITAL OUTLAY:	$149,800				$149,800
T/B PAYMENTS:					
LUMP SUM:	$ 512,550				$ 512,550

Description:

The Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) program at the University of Idaho is a 50-year partnership with the top ranked University of Washington School of Medicine. There are currently 40 Idaho students per cohort in the WWAMI program and 10 Idaho students per cohort in the University of Utah program. Each student must complete 4 years of medical school and 3-7 years of residency training. In 2023, House Bill No. 718 requires Idaho's WWAMI students to sign a contract with the state, pledging to practice medicine in Idaho for at least four years after residency graduation. If they don't return to Idaho, graduates are obligated to pay back the state money that subsidized their WWAMI education. https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2022/legislation/H0718.pdf

Idaho ranks the lowest in the country for number of active physicians per capita: (https://store.aamc.org/downloadable/download/sample/sample_id/506/). The WWAMI partnership accounts for the greatest percentage of an Idaho physicians' training. The rate of return for Idaho graduates practicing in Idaho has been reported to be 51% with

an overall percentage of 72% when students from other WWAMI states move to Idaho to practice after residency.

Idaho is currently facing a severe healthcare workforce crisis. Over the past two decades, the worsening physician shortages nationwide has justified the need to increase the number of physicians to care for the people of Idaho. Idaho's estimates per 100,000 population of physicians providing direct patient care are smaller than the national per 100,000 population supply for both primary care physicians and physicians of all specialties. Further, 41% of Idaho physicians were age 55 or older. In addition to an aging health care workforce, higher than projected population increases have exacerbated the need for more physicians. Idaho has been one of fastest growing states in the nation five years in a row. Between 2010 and 2020, Idaho's population grew by 16.5%, while the percentage of the population over the age of 65% grew from 15% (2015) to 16% (2021); during this six-year time span, the per capita number of physicians decreased. Healthcare challenges may also be greater in Idaho's rural counties, which have a higher percentage of physicians aged 55 and older and a significantly smaller physician workforce. Last year Idaho had a population increase of more than 1% as part of a increased net migration over the past several years. States are responding to the national physician shortages by adding new medical schools, increasing medical school enrollment, and creating new graduate medical education (GME) programs; specifically, efforts to train and prepare medical students in rural communities would be a valuable workforce development strategy for retaining students as future physicians in Idaho's rural communities.

"Because it can take up to a decade to properly educate and train a physician, we need to take action now to ensure we have enough physicians to meet the needs of tomorrow," AMA President Gerald E. Harmon, MD, wrote in a recent Leadership Viewpoints column. "The health of our nation depends on it." https://www.ama-assn.org/practice-management/sustainability/doctor-shortages-are-here-and-they-ll-get-worse-if-we-don-t-act

Thus, ***WWAMI seeks to improve its ability to meet the physician workforce shortages by increasing enrollment in Idaho's only publicly-supported medical school.*** In 2022 House Concurrent Resolution 38 encouraging the State Board of Education to request funding for 10 additional spots in WWAMI was passed with strong support (House 59-7-4, Senate 35-0-0).

Questions:

1. **Explain the request and provide justification for the need.**

   The request is for 10 additional seats in Idaho WWAMI. Along with this student increase, we also request support for the increased personnel costs (e.g., clinical/basic science teaching facility), operating expenses (e.g., travel), and capital outlay. Funds will be used to provide faculty and staff salary and benefits, support student education and training, develop clinical placement sites, grow rural and

underserved training opportunities, and contribute to yearly operating expenses for the Huckabay Medical Education building and anatomy laboratory.

The expansion of the WWAMI Medical Education program at the University of Idaho includes an additional 2 seats each year beginning in Summer of 2025 thru 2029. The table below represents the build out requests.

Year	M1 Class	M2 Class	M3 Class	M4 Class	Total
2025	42	40	40	40	162
2026	44	42	40	40	166
2027	46	44	42	40	172
2028	48	46	44	42	180
2029	50	48	46	44	188
2030	50	50	48	46	194
2031	50	50	50	48	198
2032	50	50	50	50	200

This buildout will require additional faculty and support personnel to effectively deliver the program beginning in Summer of 2025. The requested support will facilitate student education, clinical training, and rural health workforce preparation for the increased class size, while also preparing students and physicians to meet the changing healthcare needs of the state.

The WWAMI curriculum introduces students to clinical learning early in the training process and involves 1:1 and small group mentoring of students by primary care physicians. In addition, this innovative curriculum has a clinical component that requires students to obtain onsite training in clinics and hospitals throughout the Idaho Panhandle. Further, immersive community medicine clinical experiences (I.e., the Rural Underserved Opportunities Program [RUOP]) are provided to WWAMI students. The RUOP experiences occur in rural communities across the state of Idaho, providing students with numerous training benefits: 1) early exposure to the rewards of practicing primary care medicine in rural and underserved communities; 2) opportunities to learn how community health care systems function; 3) mentored community focused research experiences that train future physicians to identify rural health challenges and generate practical solutions to inform care in community specific contexts; 4) professional networking opportunities; and 5) connections to rural communities where availabilities to practice may occur after graduation.

2. If a supplemental, what emergency is being addressed?

N/A

3. Indicate the specific source of authority, whether in statute or rule, that supports this request.

University of Idaho is the medical school for the State of Idaho and is the fiscal agent for the WWAMI program in Idaho. The 1995 contractual agreement (2016 amendment) between the University of Washington School of Medicine and the Idaho State Board of Education stipulates this relationship. The University of Idaho statute authority comes from the Idaho Constitution, Article IX section 10.

4. Please identify the performance measure, goal or priority this request is intended to improve in the strategic plan or performance measurement report.

The following goals will improve both the strategic plan and performance measurements by adding 10 more WWAMI seats.

INNOVATE:
The percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health) will increase by 10 additional students. In addition, the number of rural summer training placements will also increase in Idaho each year.

ENGAGE:
The return rate for graduates practicing medicine will increase, as Idaho WWAMI medical students are required to return to Idaho after residency or be subjected to the payback agreement. Furthermore, the percentage of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery and OB/GYN specialties for residency training will increase as well.

5. What is the anticipated measured outcome if this request is funded?

The anticipated measured outcome would increase each cohort of students by 10 per class, or an additional 40 students for all 4 years. Between the first and second year, these ten additional students would increase lab or community research by 10 per year, or 50 students participating in rural research throughout Idaho. By 2032, approximately 50 students would be entering residency, and completing their education. We also anticipate an increase in Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, pediatrics, med-peds, and OB/GYN specialties for residency training each year. We anticipate a close to 75% return based on the new Payback requirements.

6. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

- The FY2025 state general fund appropriation for WWAMI is $1,879,500, 13.72 FTE for personnel, $447,800 for operating and $5,191,100 for T/B (payment to UW) for a total of $7,518,400.
- $352,750 (including fringe benefits) to currently budgeted base funds which will allow the WWAMI Program to fill current gaps in personnel. In addition, $10,000 for Travel, and $149,800 for CO to meet the needs of the program, for a total of $512,550.

7. What resources are necessary to implement this request?

This request is for $362,750 in ongoing state general fund spending authority and $149,800 in one-time state general fund spending authority for capital outlay.

8. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

Base Funding:

POSITION TITLE	PAY GRADE	FULL OR PART-TIME	BENEFIT ELIGIBLE	ANTICIPATED START DATE	TERMS OF SERVICE	SALARY
Clinical Placement Manager	Classified/ Exempt	Fulltime	Yes	1-Jul-25	Permanent	$50,000
Rural Outreach and Engagement Coordinator	Classified/ Exempt	Fulltime	Yes	1-Jul-25	Permanent	$50,000
Clinician Scientist	Faculty	Fulltime	Yes	1-Jul-25	Permanent	$85,000
Research Faculty	Faculty	Fulltime	Yes	1-Jul-25	Permanent	$85,000
Post Doc Fellow	Exempt	Fulltime	Yes	1-Jul-25	Temporary	$60,000
Obstetrics & Gynecologist	Faculty	Part-time	No	1-Jul-25	Permanent	$30,000
Clinical Faculty	Faculty	Part-time	No	1-Jul-25	Permanent	$30,000
Admin. Assistant	Classified/ Exempt	Fulltime	Yes	1-Jul-25	Permanent	$45,000
IT Tech Support	Classified/ Exempt	Part-time	Yes	1-Jul-25	Permanent	$45,000
Director, Continuing Education	Classified/ Exempt	Part-time	No	1-Jul-25	Permanent	$25,000

Total						**$505,000**
NOTE: 50% of the listed position costs will be covered using local WWAMI funds.						

1) Clinical Placement Manager (1): Necessary to build relationships with Idaho rural providers to understand unique challenges faced by clinicians in these communities and support the development of clinical training sites for medical students; develop student clinical placement sites for primary care and RUOP immersion experiences across the 2-year foundations phase; manage student placement with community physicians; coordinate outreach and partnerships with area hospitals/clinics; collaborate with North Idaho Area Health Education Coordinator to coordinate RUOP placements and conduct program assessment; coordinate with Associate Director of Medical Research and Idaho Office of Underserved and Rural Medical Research to identify community physician/preceptor development opportunities. ($50,000, 1 FTE)

2) Rural Outreach and Engagement Coordinator (1): Necessary to promote awareness and interest of prospective and current medical students in rural outreach programs such as the Targeted Rural Underserved Track (TRUST), RUOP, and WWAMI Rural Integrated Training Experience (WRITE); support the coordination of travel, housing, and other logistical requirements for students completing rural clinical rotations; assist with the development and implementation of pipeline programs to encourage and support Idaho students (e.g., K-12, undergraduate) from rural or underserved demographics on a pathway to a career in medicine; support medical student engagement in service-learning projects and other elective educational and social programs for student morale, well-being, and retention; promote strategic partnerships to enhance collaboration of health professions training programs within the University and across Idaho. ($50,000, 1 FTE)

3) Clinician Scientist with expertise in pulmonary medicine (1): Necessary to teach the clinical and biological aspects of pulmonary care and contraindications, correlating it with the basic sciences. ($85,000, 1 FTE)

4) Research Faculty (1): Necessary to assist in coordinating academic aspects of the medical curriculum related to research methods and biostatistics coursework with increase class size; support adaptation of course material to develop rural medicine research projects relevant to Idaho; mentor new cohorts of students in rural medicine research projects; evaluate and report on outcomes of rural underserved medical student training programs (e.g., TRUST, RUOP); provide research design and data analysis support to WWAMI faculty and students. ($85,000, 1 FTE)

5) Post-doctoral Fellow (1): Assist in the delivery of research methods and biostatistics coursework; small group student mentoring; support adaptation of course material to develop rural medicine research projects relevant to Idaho; assist student mentoring in rural medicine research projects and provide data analysis support; support evaluation and reporting of outcomes of rural underserved medical student training programs (e.g., TRUST, RUOP); support student educational research grant development; support NI-AHEC programming; provide research design and data analysis support to WWAMI faculty and students. ($60,000, 1 FTE)

6) Obstetrics and Gynecology Faculty (1): Necessary to assist in coordinating the academic aspects of the medical curriculum related to obstetrics and gynecology. Adapt UWSOM curriculum for teaching in Idaho. Provide outstanding in person obstetrics education to Idaho students compliant with Idaho law related to provision of abortion. ($30,000, .25 FTE)

7) Clinical Faculty (2): Necessary to provide a clinician mentor for two new cohorts of five students; teach students clinical skills; mentor students in hospital tutorials; provide longitudinal mentoring to students. ($30,000, .25 FTE)

8) Director of Continuing Education (1): Necessary to assist with preceptor and community preceptor development program; coordinate health education programs with ECHO Idaho and NI-AHEC; support medical student participation in relevant continuing education programming; maintain external program accreditation to offer required continuing education credits to community physicians and preceptors; coordinate with Associate Director of Medical Research and Idaho Office of Underserved and Rural Medical Research on programmatic assessment and external accreditation requirements. ($25,000, .25 FTE)

9) Administrative Assistant: Necessary to assist in the additional workload duties generated by the additional faculty and staff needs. ($45,000, 1 FTE)

10) IT technical support officer: Monitor and maintain the WWAMI computer systems and coordinate the distant learning and testing opportunities through the UW School of Medicine. Technician will diagnose hardware and software faults and solve technical and applications problems working with UI ITS Onsite personnel. In addition, they will be responsible for working with the UW School of Medicine Technology Center in scheduling video conferences between all 5 WWAMI states. ($45,000, .50 FTE)

9. Will staff be re-directed? If so, describe impact and show changes on org chart.

Faculty and staff will not be re-directed. Please see the organizational chart under supporting documentation.

10. Detail any current one-time or ongoing OE or CO and any other future costs.

This request is for ongoing salary and fringe support needed to enhances and supplement the teaching of our medical students.

11. Describe method of calculation (RFI, market cost, etc.) and contingencies.

PC: All costs are based on market data and costs for comparable positions as per the University of Idaho's Market-based Compensation model.

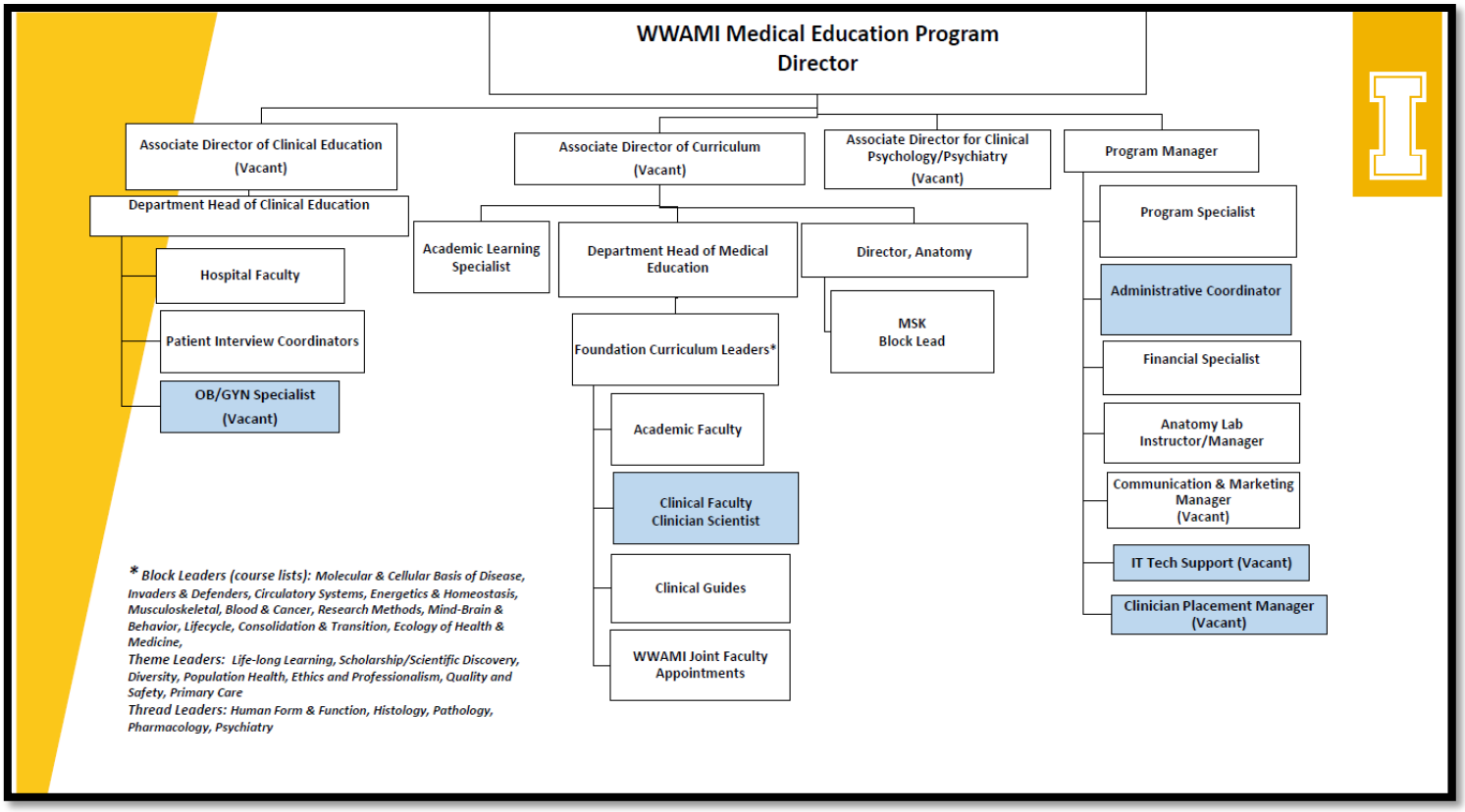
12. Provide detail about the revenue assumptions supporting this request.

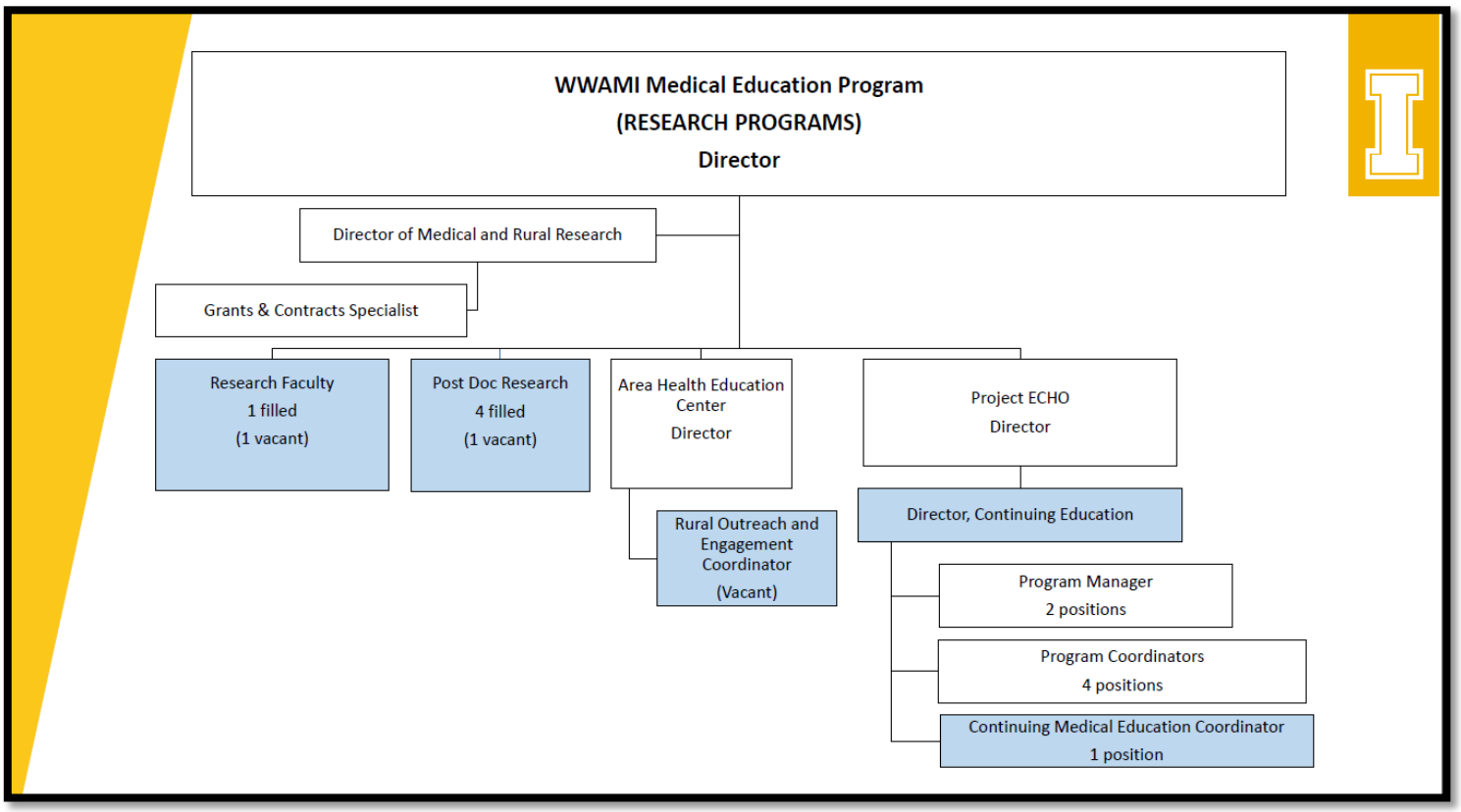
N/A

13. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The primary beneficiaries if this request is granted are the medical students, their future patients, and the communities by which these additional students and programs would interact in a collaborative partnership to train medical students to care of Idaho patients in Idaho's rural and underserved communities. Thus, the impact could encompass all of Idaho. The WWAMI medical education program is Idaho's state-supported medical school with the mission to train physicians to meet Idaho's healthcare needs. The Idaho WWAMI program has partnerships with hospitals and clinics throughout the state and sends WWAMI students to many rural communities with the goal of increasing interest in rural medicine and primary care and enhancing retention by providing medical students with connections to those communities. If this request is not funded, Idaho's ability to train highly competent future physicians will be limited. Without this additional line item and one-time capital outlay, the Idaho WWAMI program could see attrition of our highly sought-after faculty and staff, reduced ability to recruit talented medical students who have increased likelihood of practicing in Idaho, and a limited ability to deliver an outstanding in person medical education.

Attach supporting documentation sufficient to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.


WWAMI Medical Education Program Director
Associate Director of Clinical Education (Vacant)
Associate Director of Curriculum (Vacant)
Associate Director for Clinical Psychology/Psychiatry (Vacant)
Program Manager
Department Head of Clinical Education
Hospital Faculty
Patient Interview Coordinators
OB/GYN Specialist (Vacant)
Academic Learning Specialist
Department Head of Medical Education
Director, Anatomy
MSK Block Lead
Foundation Curriculum Leaders*
Academic Faculty
Clinical Faculty Clinician Scientist
Clinical Guides
WWAMI Joint Faculty Appointments
Program Specialist
Administrative Coordinator
Financial Specialist
Anatomy Lab Instructor/Manager
Communication & Marketing Manager (Vacant)
IT Tech Support (Vacant)
Clinician Placement Manager (Vacant)
* Block Leaders (course lists): Molecular & Cellular Basis of Disease, Invaders & Defenders, Circulatory Systems, Energetics & Homeostasis, Musculoskeletal, Blood & Cancer, Research Methods, Mind-Brain & Behavior, Lifecycle, Consolidation & Transition, Ecology of Health & Medicine,
Theme Leaders: Life-long Learning, Scholarship/Scientific Discovery, Diversity, Population Health, Ethics and Professionalism, Quality and Safety, Primary Care
Thread Leaders: Human Form & Function, Histology, Pathology, Pharmacology, Psychiatry


WWAMI Medical Education Program
(RESEARCH PROGRAMS)
Director
Director of Medical and Rural Research
Grants & Contracts Specialist
Research Faculty
1 filled
(1 vacant)
Post Doc Research
4 filled
(1 vacant)
Area Health Education Center
Director
Rural Outreach and Engagement Coordinator
(Vacant)
Project ECHO
Director
Director, Continuing Education
Program Manager
2 positions
Program Coordinators
4 positions
Continuing Medical Education Coordinator
1 position

Priority and Description	Type	FTE	Salary	Benefits	PC Total	Travel	Operating	CO	T/B	Total
Clinical Placement Manager	Exempt	1.00	50,000	24,100	74,100					74,100
Rural Outreach and Engagement Coordinator	Exempt	1.00	50,000	24,100	74,100					74,100
Clinician Scientist	Faculty	1.00	85,000	31,000	116,000					116,000
Research Faculty	Faculty	1.00	85,000	31,000	116,000					116,000
Post Doc Fellow	Exempt	1.00	60,000	26,000	86,000					86,000
Obstetrics & Genecologist	Faculty	0.25	30,000	6,100	36,100					36,100
Part-time Faculty, non-benefit eligible	Faculty	0.25	30,000	6,100	36,100					36,100
Admin Assistant	Classified	1.00	45,000	23,600	68,600					68,600
IT Tech Support	Classified	0.50	45,000	16,500	61,500					61,500
Director, Continiuring Education	Exempt	0.50	25,000	12,000	37,000					37,000
		7.50	**$ 505,000**	**$ 200,500**	**$ 705,500**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 705,500**
TOTAL REQUEST		**7.50**	**$ 505,000**	**$ 200,500**	**$ 705,500**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 705,500**
State		3.75	252,500	100,250	352,750	-	-	-	-	352,750
Local		3.75	252,500	100,250	352,750	-	-	-	-	352,750
Total		7.50	505,000	200,500	705,500	-	-	-	-	705,500

AGENCY: Idaho State University Agency No.: 513 FY 2026 Request
FUNCTION: Idaho Dental Education Program (IDEP) Function No.: 05 Page 1 of 3 Pages
Original Submission _X_
ACTIVITY: Dentist Education Activity No.: or Revision No. ___

A: Decision Unit No: **12.01** Title: **Increase IDEP students from 8 to 9 per year** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0				0
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES **by summary object:** 1. Travel					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY **by summary object:** 1. PC and workstation					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:	$ 54,000				$ 54,000
LUMP SUM:	0				0
GRAND TOTAL	$ 54,000				$ 54,000

Request Narrative

1. Explain the request and provide justification for the need.

   The Idaho Dental Education Program (IDEP) is a contractual program between Idaho, Idaho State University, and Creighton University in Omaha Nebraska. The first-year students take classes at Idaho State University and the year 2, 3, and 4 students complete their education at Creighton University.

   The program currently has 8 seats per year, for a total of 32 seats. This request is to increase the number of seats from 8 to 9 students per year.

2. If a supplemental, what emergency is being addressed?

   This is not an emergency request. This would be a long-term adjustment to the size of the program.

3. Specify the authority in statute or rule that supports this request. [NA if not supplemental]

   N/A

4. Indicate existing base of PC, OE, and/or CO by source for this request.

   The funding increase for this change will only be T/B payments directly supporting the number of program seats. No additional funding is needed.

5. What resources are necessary to implement this request?

   The funding increase for this request will only be T/B payments directly supporting the number of program seats. No additional funding is needed for personnel, operating, capital outlay, and program startup.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

   N/A

7. Will staff be re-directed? If so, describe the impact and show changes on org chart.

   This request will not alter staff in any way. The current level of staffing will appropriately take care of the addition of 1 student.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

   The only additional funding needed for this request is in T/B payments. This request, for FY 2026, adds one first year student to the program and is within the 3% funding cap.

   Additional funding will be needed in FY 2027, 2028, and 2029 until each class in the 4-year program is expanded from 8 students to 9. The overall increase will take place over 4 years.

   Adding one student to the program will add dedicated revenue to ISU, from their payment of tuition and fees (IDEP Program Fee). This is a benefit to both ISU and the students within the program.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

   The total T/B cost was divided by the total number of students within the program to calculate the T/B per program student. This figure was used to determine the funding needed for one additional first year student.

10. Provide detail about the revenue assumptions supporting this request.

    N/A

11. Who is being served by this request and what is the impact if not funded?

    The population of Idaho and Idaho residents who choose to become dentists both benefit from this request. First, the population of Idaho is served by graduates of the IDEP returning to Idaho as dentists. Historically 65-70% of IDEP graduates return to Idaho to practice dentistry. As the Idaho population is growing, there is an increased need for dentists to return to our state to appropriately care of this population. Idaho residents who are students within the IDEP have lower student debt at graduation than dental graduates from other programs, making it more feasible to return to Idaho as dentists.

    Additionally, Idaho residents who want to become dentists benefit from the IDEP scholarship, making their tuition comparable to those from other states who have a state supported dental school. The IDEP scholarship is like in-state tuition for dental students in other states. With between 30 and 50 applicants yearly for the 8 available IDEP positions, there is significant demand to add 1 seat to the program.

    If not funded, the shortage of dentists in Idaho would become more significant. Access to dental care in Idaho is more pronounced in the more rural areas. Newly graduated dentists with higher amounts of student loan debt cannot go to the more rural areas where access to care is limited. They go to areas with a higher population base so they can service their student loan debt effectively.

    A high percentage of Idaho applicants applying to dental school will get accepted to programs outside of Idaho and end up in much greater amounts of debt (commonly twice as much) than those accepted to the IDEP. These dentists with large amounts of debt generally don't return to Idaho to practice after graduation because they must go to larger metropolitan areas where they can make more money to service their student loan debt. Increasing the number of IDEP seats will help some of these students obtain a high-quality dental education in a state supported way with less debt, enabling them to return to Idaho to serve our population.

IT Narrative (If applicable)

N/A

AGENCY: Health Programs Agency No.: 515 FY 2026 Request
FUNCTION: University of Utah Function No.: 04 Page ___ of __ Pages
Original Submission _X_
ACTIVITY: Activity No.: or Revision No. ___

A: Decision Unit No: **12.01** Title: **FY2026 Contract Inflation** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:** 1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$146,400				$146,400
LUMP SUM:					
GRAND TOTAL	$146,400				$146,400

Request Narrative

The contract with the University of Utah includes contract inflation which has been appropriated by the Legislature each year. In FY 2026, the requests were limited to an increase of 3.0% of the FY 2025 ongoing general funds. The Graduate Medical Education requests for line items focused on expanding residences throughout Idaho, but the FY 2026 requests did not include contract inflation for the University of Utah contract.

The attached contract inflation worksheet shows how the inflation is calculated.

REQUEST BY DECISION UNIT					
AGENCY: Office of the State Board of Education		Agency No.: 515		FY 2026 Request	
FUNCTION: HEALTH PROGRAMS		Function No.: 04		Page _1_ of _1_ Pages	
ACTIVITY: University of Utah		Activity No.:		Original Submission _X__ or Revision No. ___	
A: Decision Unit No: 10.23	Descriptive Title: Increase in Student Support Fees			Agency Priority Ranking of	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES **by subobject:**					
1.					
2.					
AL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY **by subobject:**					
1.					
2.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	146,400				146,400
LUMP SUM:					
GRAND TOTAL	146,400				146,400

1. The state of Idaho does not have a medical education program. Each year since 1976, Idaho has had a bilateral contract with the University of Utah School of Medicine to provide medical education opportunities for Idaho residents in a four-year program. Historically, the contract stated the annual support fee per Idaho resident student increased by the Consumter Price Index plus 20% for the two years preceding the academic year. Starting in FY 2013, the fee increases by an amount which is equal to the increase in the Higher Education Cost Adjustment (HECA) index. The index used shall be the published HECA index for the most recently available preceding academic year. Starting in FY 2020, the index used shall be the published CPI index for the most recently available year preced academic year.

This DU allows the state to continue to participate in the agreement.

2. The program objective is to provide access to medical education to Idaho students. Idaho Code Section 33-107.

3. 'Idaho – University of Utah Medical Program Costs for FY 2024 and FY 2025

FY 2025			**FY 2026**		
10 – 4th year @ 55,900	559,000		10	10 -- 4th year @ 59,500	595,000
10 – 3rd year @ 55,900	559,000		10	10 – 3rd year @ 59,500	595,000
10 – 2nd year @ 55,900	559,000		10	10 – 2nd year @ 59,500	595,000
10 – 1st year @ 55,900	559,000		10	10 – 1st year @ 59,500	595,000
40 Students	$2,236,000		40	Students	$2,380,000
Preceptor Fee	38,200			Preceptor Fee: prior year plus inflation	40,600
Total Appropriation	$2,274,200				$2,420,600
Unrequested contract inflation				Prior Year	$2,274,200
	$2,274,200			Total Increase	$146,400
	$690,000	Psyche		12 Psych Residents	$690,000
	$2,964,200	Total Approp		Total UofU Funding	$3,110,600

Index Used	Year	Support Fee	CPI	CPI Plus 20%	HECA
	FY 2008		0.001	0.0012	
	FY 2009		0.027	0.0324	
CPI	FY 2010	$ 37,496	0.015	0.018	0.013582
CPI	FY 2011	$ 37,541	0.03	0.036	0.0208
CPI	FY 2012	$ 38,758	0.017	0.0204	0.0176
HECA	FY 2013	$ 39,284	0.015	0.018	0.0174
HECA	FY 2014	$ 40,100	0.008	0.0096	0.0194
HECA	FY 2015	$ 40,800	0.007	0.0084	0.0163
HECA	FY 2016	$ 41,500	0.021	0.0252	0.0178
HECA	FY 2017	$ 42,300	0.021	0.0252	0.0354
HECA	FY 2018	$ 43,000	0.019	0.0228	0.0208
HECA	FY 2019	$ 43,800	0.023	0.0276	
HECA	FY 2020	$ 45,400	0.014	0.0168	
HECA	FY 2021	$ 46,300	0.07	0.084	
CPI	FY 2022	$ 47,600	0.065		
CPI	FY 2023	$ 48,400	0.064		
CPI	FY 2024	$ 52,500			
CPI	FY 2025	$ 55,900			
CPI	FY 2026	$ 59,500			

AGENCY: Health Education Programs Agency No.: 515 FY 2026 Request
FUNCTION: Graduate Medical Education Function No.: 04 Page 1_ of _3 Pages
Original Submission _X_ or
ACTIVITY: Strategic Initiative Activity No.: Revision No. ___

A: Decision Unit No: **12.01**	Title: **Graduate Medical Education**				Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	$38,500				$38,500
2. Benefits	32,100				32,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$70,600				$70,600
OPERATING EXPENDITURES **by summary object:**					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$423,500				$423,500
LUMP SUM:					
GRAND TOTAL	$494,100				$494,100

Description:

- Idaho State University: Requesting two resident positions at $35,300 each as outlined in the GME 10 Year Plan. This request considers the FY 2026 3% Budget Cap for the GME program. One new resident will be located in Pocatello and the other will be located in Rupert/Burley. This FY 2026 line item budget request will further assist towards accreditation with the Family Medicine Residency Program.
- Family Medicine Residencies: $35,300 for a fellowships
- Boise Internal Medicine: $35,300 for one new resident
- Eastern Idaho Regional Medical Center: $141,200 for four new psychiatry residents at $35,300 each
- Mountain States Institute of Graduate Medical Education and Research: $211,700 for six new psychiatry residents at $35,300 each
- Total FY 26 request: $494,100

Attachment Three- FY 2026 Draft Budget Request with the Governor's 3% Budget Cap (July 2024)

Ten Year GME FY 2026 Budget Increase Request

Program	Current Funding per FTE	Existing Residents/Fellows (FY2025) FTEs		New Residents / Fellows (FY 2026) FTEs		Other FTEs		Total FY 2026 Requested Funding Increase
Full Circle Health	$ 42,000							
Boise Family Medicine		36					$ -	
Caldwell FM Rural Training Track		11		1*	THCGME		-	
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18						
Boise Pediatrics		8		4*	THCGME			
Fellowships (SM, HIV, GER, OB, RM, PcP, Faculty Development)		6		1	35,285			35,285
	Total	85		6/5*	THCGME			$ 35,285
Idaho State University	$ 42,000							
Pocatello Family Medicine		23		1	$ 35,285		$ -	$ 35,285
Fellowships (HM, WM)		2						
RTT Rexburg Resident		3			-		-	-
RTP Rupert / Burley		3		1	35,285			35,285
	Total	31		2	70, 570		$ -	$ 70,570
Kootenai	$ 42,000							
Coeur d'Alene Family Medicine		21					$ -	
FM/Behavioral Health Fellowship		1*						
Rural Fellowship		1						
	Total	23					$ -	
Boise Internal Medicine	$ 22,000							
Boise Internal Medicine		32		1	$ 35,285			$ 35,285
Preliminary Year Intern Program		4					-	-
IM Chief Resident		3						
Addiction Medicine Fellowship		2					-	
	Total	41		1	$ 35,285		$ -	$ 35,285
Western Idaho Psychiatry	$ 49,725							
Boise Core Program		16					$ -	
	Total	16	$ -				$ -	$ -
Eastern Idaho Regional Medical Center	$ 50,000		(Already funded above $45K)					
Internal Medicine		30						
Family Medicine		18						
Psychiatry		8		4	$ 141,140			$ 141,140
	Total	56		4	$ 141,140		$ -	$ 141,140
Eastern Idaho / ISU/Psychiatry	$ 60,000		(Already funded above $45K)					
UU/ISU Psychiatry		12					$ -	$ -
UU/ISU Child Psychiatry		-		0	$ -			$ -
	Total	12		0	$ -		$ -	$ -
MSIGMER / SA'S								
Internal Medicine								
Family Medicine - Nampa		-		6	$ 211,710			$ 211,710
Transitional Year	Total	-						
	Grand Total	264		19**	$ 494,000			**$ 494,000**

* Funded through Teaching Health Center - GME

* Approved positions but 0 filled

**19 New FTE's but only 14 need State funding (others with THCGME funding)

AGENCY: University of Idaho Agency No.: 514 FY 2026 Request
APP UNIT: Forest Utilization Research Approp Unit: EDJA Page 1 Of 4 Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.01** Title: **FUR – Experimental Forest Training & Operations** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.14				.14
PERSONNEL COSTS:					
1. Salaries	14,500				14,500
2. Benefits	4,900				4,900
TOTAL PERSONNEL COSTS:	$19,400				$19,400
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
2. OE					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$19,400				$19,400

Request Narrative

University of Idaho Experimental Forest Training & Operations

The University of Idaho Experimental Forest (UIEF) is home for basic and applied research on 10,300 acres of actively managed, productive forestland and special management areas with a long history of research in forest operations, silviculture, wildland and prescribed fire, wildlife management and remote sensing applications in forestry. For more than 90 years, the UIEF has provided a working classroom for university and K-12 students, private landowners, and agency personnel. The forest management units, special management areas, and outdoor classroom facilities enable research and provide field-based education through outreach workshops and field tours germane to the land-grant mission of the University of Idaho.

The UIEF is a working forest, actively managed by university students to provide long-term supply of local wood, clean water, recreational opportunities and wildlife habitat, along with serving core

research, teaching and demonstration mission while mitigating for fire risks. Student crews are trained in timber cruising and inventory, silviculture and operation management, fire preparedness and suppression, and recreation management. The student led crews provide essential services to UIEF while providing real world experience that lead them to become highly trained and sought after employees serving Idaho's $2.8 billion forest industry. In the last two years the College of Natural Resources has purchased nearly $2 million in modern mechanized logging equipment to better train students on modern forest operations and accelerate their ability to integrate into the forestry workforce. Professional student training and oversight on the operations of this equipment along with proper equipment maintenance is needed to ensure the investment serves its intended purposes. Requested funding will support 14% (equal to .14 FTE) of an existing UIEF staff member to contribute to student training in industrial forestry operations, support industrial forestry research, and to properly maintain equipment for long term use.

1. Explain the request and provide justification for the need.

The request is to provide .14 FTE funding support for a Workforce Development Program Manager (Manager) to oversee and administer a student workforce training program in conjunction with recent investments in industry forestry equipment. The Manager will guide student training and oversight, establish learning outcomes tied to industry standards for employees to address the growing deficit of qualified employees entering the forest industry workforce, and oversee industry outreach and training for private logging businesses and forest landowners using advanced technology, and training to meet contemporary forest industry workforce needs.

2. If a supplemental, what emergency is being addressed?

N/A

3. Specify the authority in statute or rule that supports this request.

The College of Natural Resources, Forest Utilization Research Program, University of Idaho is authorized under Idaho Statute Title 38 Forestry, Forest Products and Stumpage Districts, Chapter 7 Forest, Wildlife and Range Experiment Station.

4. Please identify the performance measure, goal or priority this request is intended to improve in the strategic plan or performance measurement report.

This request will address **Objective A.** *Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship* **Performance Measure I.** *Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities*. This will be accomplished through dedicated personnel time to ensure student involvement in the elements of workforce development within their educational training to meet growing demands of the forest industry as well as direct engagement with forest industry professionals during student training.

5. What is the anticipated measured outcome if this request is funded?

Objective A. Performance Measure I. has been trending upward for the past four (4) years from 54 participants (FY20) to 70 participants (FY23). This funding will provide additional personnel resources to continue this trend with an expectation of adding 5-10% annual growth in participants from this single

action. Out-year planning would include continued monitoring of growth through the PMR process and with positive increasing trends warranting additional investment.

6. Indicate existing base of PC, OE, and/or CO by source for this request.

This is a request to increase base funding for annual maintenance for .14 FTE for the UIEF that supports the student-led training and operations program.

7. What resources are necessary to implement this request?

This request is for ongoing funding for .14 FTE.

8. List positions, pay grades, full/part-time status, benefits, terms of service.

(.14 FTE) from existing exempt staff workforce to supervise the student training and operations program.

9. Will staff be re-directed? If so, describe impact and show changes on org chart.

Yes, overall existing operations will be minimally impacted as functions are currently in place to support related functions in the Forest Utilization Research program. The current staffing will take on the additional responsibilities within the FUR program to support student training and workforce development specifically aligned with the student led crews and new mechanized equipment.

10. Detail any current one-time or ongoing OE or CO and any other future costs.

No one-time or ongoing OE or CO are being requested.

11. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Personnel Costs are based upon the current University of Idaho market-based compensation system and market costs as compared to similar positions regionally and nationally. Contingency plans are to keep existing opportunities for students capped at current levels along with no changes to staffing assignments should no new monies be available.

12. Provide detail about the revenue assumptions supporting this request.

This position will better serve existing students while also allowing more students to participate in timber cruising, inventory and harvesting activities, which increases timber receipts to UIEF to reinvest into workforce training. Assigning current staff to lead the student crews along with overseeing the new mechanized equipment operated by students will increase focus on maintenance and care of equipment, extending the operable life of equipment (valued at $2.0 million) reducing the need for replacement over an extended period of time. In addition, increasing training opportunities for students that are workforce entry ready for the forest industry will increase industry workforce size and capabilities, increasing revenue opportunities for both industry and state tax revenues.

13. Who is being served by this request and what is the impact if not funded?

Idaho forest industry, citizenry, as well as state and federal agencies, nongovernment organizations, and students seeking hands-on education and training in Idaho forests will benefit from this investment. Forestry and related forest industries as a function of state gross domestic product (GDP) is over a $2.8 billion annually to the state of Idaho. Rural communities, their economies dependent on the forest industry, from logging, management, production and associated industries will continue to struggle with workforce recruitment without this investment. Failure to fund this initiative will add to the lack of highly trained forestry professionals that are immediately available to join the workforce quickly and efficiently.

AGENCY: University of Idaho Agency No: 514 FY 2026 Request

APP UNIT: Idaho Geological Research Approp Unit: EDJB Page 1 of 5 Pages
Original Submission X or
Revision No. _____

ACTIVITY: Activity No:

A: Decision Unit No: **12.01**	Title: **IGS Critical Needs**				Priority Ranking: **1 of 1**
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL-TIME POITIONS (FTP)	0.126				0.126
PERSONNEL COSTS					
1. Salaries	8,900				8,900
2. Benefits	3,700				3,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$12,600				$12,600
OPERATING EXPENSES					
TOTAL OPERATING EXPENDITURES					
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$12,600				$12,600

Request Narrative

The legislative mandate of the Idaho Geological Survey (IGS) is to collect, interpret, and publicly distribute geologic data for the state of Idaho. IGS has been historically operating on minimal operational funding, typically in the order of a few thousand dollars from the state appropriation. This funding level is not adequate for the Survey's mission, especially in the recent years when revived interest for critical minerals exploration has put enormous pressure on IGS, and it is impacting the ability

of the agency to conduct work focused on state priorities. IGS currently bridges the funding needs through grant and contract work, which creates available salary savings used for operational expenses but ties IGS to contractual obligations taking away from a statewide mandate. Only a few programs can land successful grant funding, and critical programs are left with minimal to no funding (e.g., Geologic Hazards, Economic Geology, Oil & Gas, Hydrogeology). IGS's operational presence in the state is currently dictated entirely by contract obligations and does not directly address societal, economic, and public safety priorities of the state of Idaho. Investment in personnel, instrumentation, and operational funds for IGS has the potential for high return as evidenced in many well-established economic assessments on benefits for basic geologic investigation[1].

1) The highest priority for IGS is to continue to build and secure a full FTP and dedicated funding for the **Database Manager position**. This position is only partially funded by state appropriation (0.19 FTE) and is currently supported largely on grant funds from Idaho Department of Lands (IDL) abandoned mines program and other sources. Current funding is projected to be terminated in the next year and leaves the faith of this position very uncertain. This position is critical to IGS, maintains and designs database structures to custom fit state needs, oversees technical staff, interacts with all scientists, and serves all programs. Moving the Database Manager on the state appropriation budget is a priority given the projected termination of extramural funding. It will also allow IGS to increase its competitiveness in grant applications with the ability to match salary to federal funding enabling new hires on soft money and maximizing the state investment with a return up to 200%. The position is also instrumental to the operation of the Survey's website which distributes all IGS products to stakeholders and the public. Termination of funding for this position would be catastrophic for IGS.
   Under the current restriction of a 3% increase for FY26 request, IGS is only able to propose a fraction of the needed full FTP (0.126 FTP) and is planning to integrate the remainder through extramural funding, while projecting to include similar requests in the future in order to bring the position to a full appointment.

1. Explain the request and provide justification for the need.

IGS is requesting a fraction of a new position and the associated increase in funding to:

- Guarantee the Survey's capabilities to develop, maintain, and service statewide databases, lead the data preservation effort, and support data management needs.

The request adds to a partial FTE funded in FY2025 at 0.19 FTP

2. If a supplemental, what emergency is being addressed?

This is not a supplemental request.

3. Specify the authority in statute or rule that supports this request.

[1] https://www.sciencedirect.com/science/article/pii/S0301420714000804#s0065

IGS was created under Idaho Statutes 47-201 to be the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho.

4. Please identify the performance measure, goal or priority this request is intended to improve in the strategic plan or performance measurement report.

The activities of the position object of this request fit directly into "Goal 1: Service and Outreach", as identified in the IGS strategic plan. In particular, the request will improve the "Objective B: Deliver statewide geologic information and products via website" as the database manager is responsible for all operations related to IGS data delivery. The performance measures that will track any improvement can be identified by:

I. Number of website viewers.
II. Number of website products used or downloaded.

It is important to note that as this position is already existing, much effort is already dedicated to the objectives of the aforementioned "Goal 1". One noticeable improvement, should IGS be successful in securing a full FTE from this position, will come from the ability to match state funds against external grants, allowing for substantial increase in productivity and data delivery.

5. What is the anticipated measured outcome if this request is funded?

Anticipated measured outcomes from this request will be:

- Increase in external funds as matched by the fraction of FTE for the Database Manager position.
- Increase in number of web products offered to the public via the IGS website.

One additional measurable outcome from this request will be the ability to include the Data Preservation Efforts into the IGS strategic plan, with identifiable and quantifiable performance measurements. Currently IGS is performing Data Preservation efforts through grant funded positions, and it is not possible nor sustainable to include these kind of "unfunded" efforts in the strategic plan. On the other hand, the Data Preservation is a flagship program of IGS, recognized internationally by industry and stakeholders for its economic benefits to the State of Idaho. Including the Data Preservation in the strategic plan would allow IGS to better its services to the State.

6. Indicate existing base of PC, OE, and/or CO by source for this request.

IGS currently has 12.47 FTP appropriated of which 11.3353 are allocated under the FY25 projection.

The request is for a portion (0.126) of an FTP, to supplement an existing partially funded position at 0.19 FTP. The remainder of the position (0.684) will be funded in FY26 through extramural funding and grants.

7. What resources are necessary to implement this request?

This request is for ongoing funding for 0.126 new FTP totaling $12,440 in ongoing personnel costs.

8. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Database Manger	$8,840	FT / 0.126 FTP	Yes	Position filled; FTP increase will be effective July 1, 2025 if funded	12-month

9. Will staff be re-directed? If so, describe impact and show changes on org chart.

Only administrative resources will be redirected to this effort. All other research resources are already fully committed to existing programs.

10. Detail any current one-time or ongoing OE or CO and any other future costs.

N/A

11. Describe method of calculation (RFI, market cost, etc.) and contingencies.

All costs for FTP are based on market data and costs for comparable positions within similar state geological surveys.

12. Provide detail about the revenue assumptions supporting this request.

The current request directly benefits all stakeholders and the citizens of the state of Idaho, directly impact public safety, contributes to economic development of local communities, and supports and incentivizes industry presence and collaboration across the state.

IGS's competitiveness in grant applications will be increased by the current request. IGS anticipates increases in federal and industry funding (as demonstrated by current successful grant awards) to be used in the service of Idaho's constituents.

The request also supports IGS ability to interface with other state agencies, such as IDL, IDWR, OEMR, and DEQ.

We do not anticipate increases in revenue for IGS.

13. Who is being served by this request and what is the impact if not funded?

This request is designed to serve the constituents of the state of Idaho as it impacts IGS ability to design, maintain, expand, and preserve database and data collections which address key scientific,

economic, and public safety issues related to the stewardship of natural and mineral resources and the understanding and mitigation of natural hazards.

The IGS is charged by its legislative mandate to address geological investigations over the vast, complex state and to serve citizens and stakeholders in response to specific local, regional, and statewide needs. Data acquired through monitoring, instrumentation, and direct observation in the field and its interpretation and communication are in support of the economic vitality of industry and private citizens. The data will affect decisions regarding the security and safety of public infrastructure, including transportation corridors, and guarantee sustainable management practices for continued prosperity of the numerous state industries, including forestry, agriculture, water, and mineral resources.

As the lead state agency for geological data, IGS's collective knowledge provides critical information to numerous current and prospective companies that are attracted to Idaho’s natural resources and can increase revenue for local communities and the state.

At a broader scale, the services that will be made available through the proposed request will serve the entirety of the state through increased basic scientific and applied knowledge with direct application to hazard mitigation, infrastructure resilience, and limiting losses associated with geologic disasters.

If funding is not provided, the ability of IGS to operate at capacity will be compromised with potential negative impacts and limitation to the IGS mandate and mission. The loss of funding for database management, coordination and dissemination would have lasting crippling effects on IGS’ ability to provide objective, science-based data in support of the public interest.

AGENCY: Special Programs Agency No.: 516 FY 2026 Request
FUNCTION: Scholarships and Grants Function No.: Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Rural Educator Incentive Activity No.: Revision No. ___

A: Decision Unit No: **12.01** Title: **Rural Educator Incentive Program Year 4** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$1,375,000				$1,375,000
LUMP SUM:					
749,600	$1,375,000				$1,375,000

Request Narrative

1. Explain the request and provide justification for the need.

   Senate Bill 1290 (FY 2023) established a rural educator incentive program for educators who work in high-need or rural school districts or charter schools. Unlike other programs that provide the same amount of funding or reimbursement over a fixed number of years, this program would provide a maximum amount of eligible funding that gradually increases for each year the educator stays in the high-need school district or charter school up to the maximum number of years of eligibility. The funds could be used for educator loan repayments, additional degrees, advanced degrees, or other educational costs.

2. If a supplemental, what emergency is being addressed? N/A

3. Specify the authority in statute or rule that supports this request.

   Senate Bill 1290 (FY 2023)

   Idaho Code Title 33, Chapter 65

4. Indicate existing base of PC, OE, and/or CO by source for this request.

FY 2023	$ 750,000
FY 2024	$1,250,400
FY 2025	$ 749,600
Total	$2,750,000 ongoing Trustee/Benefit payments

5. What resources are necessary to implement this request?

The Fiscal Note of the Trailer Bill for Senate Bill 1290 (FY 2023) reads as follows:

Year 1:	$ 750,00 (500 teachers)
Year 2	$1,250,375 (750 teachers)
Year 3:	$2,750,000 (1,000 teachers)
Year 4:	$4,125,000 (1,250 teachers)
Year 5:	$3,000,000 (1,000 teachers)

For the fourth year, we are requesting the increase from $2,750,000 to $4,125,000.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

   N/A

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

   No.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

   N/A

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

   See accompanying worksheet.

10. Provide detail about the revenue assumptions supporting this request.

This budget request assumes a General Fund appropriation to support it.

11. Who is being served by this request and what is the impact if not funded?

Teachers and schools across the state are served by this request. If it is not funded, the current base appropriation will continue to be used to support the program at a more limited level.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Office of the State Board of Education Approp Unit: EDJC

Title: IT Software
Decision Unit No: 12.02 Engineer III

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)	1.0				**1.0**
PERSONNEL COSTS					
1. Salaries	$ 89,440				$ 89,440
2. Benefits	$ 32,565				$ 32,565
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$ 122,005				$ 122,005
OPERATING EXPENSES					
1. Office equipment & Technology	$ 3,000				$ 3,000
TOTAL OPERATING EXPENDITURES	$ 3,000				$ 3,000
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY	$ 0				$ 0
T/B PAYMENTS	$ 0				$ 0
GRAND TOTAL	$ 125,005				$ 125,005

Explain the request and provide justification for the need.

The agency maintains a large portfolio of applications that serve various purposes. Over the years, several applications have been implemented to directly support students with various aspects of gaining access to postsecondary or vocational training, accessing funds for their education, planning for college and careers, and applying to postsecondary institutions.

While some applications were developed in-house, others were developed by contractors. Frequent requests over the years have added functionality. However, due to the existence of several different systems developed at various times by different entities, the user experience is not as streamlined nor efficient as it should be. Additionally, the systems are not integrated with each other in a modern manner.

Numerous requests from stakeholders for additional functionality and to improve the user experience have created a backlog of work that current staffing levels cannot address. These applications are essential to directly reach students and provide tools for counselors and other school staff to gain access to appropriate information to assist these students with preparing for their futures beyond high school. Additionally, functionality such as parent access is on hold due to constraints.

These applications are integral to the Board's mission and vision. These systems provide access to funding and financial opportunities, provide means to access Advanced Opportunities, provide school staff the resources to monitor and communicate to students their status related to FAFSA completion, college applications, and state financial aid applications allowing for one-on-one support for students. These applications require not only regular maintenance, but the ability to be responsive to annual program changes. They are in need of backend data restructuring, development of secure APIs to integrate the tools with other systems and applications, and in need of more automation and modern user interfaces to support enhancement of data accuracy/quality and security.

If a supplemental, what emergency is being addressed?

N/A

Specify the authority in statute or rule that supports this request.

This position would develop and maintain applications that support students and interact with the education data systems that support all K-12 and postsecondary education agencies and stakeholders as authorized in Title 33, Idaho Code, including but not limited to §33-101, §33-102A, §33-133.

Additionally, some of these applications may interact with and/or support other statutorily defined programs such as:

- Advanced Opportunities: Idaho Code §33-4601 - §33-4605
- Idaho Armed Forces / Public Safety Officer Dependent Scholarship: Idaho Code §33-4302
- Idaho Opportunity Scholarship: Idaho Code §33-4303 / IDAPA Section 08.01.13
- Idaho Launch Grant Program: Idaho Code 72-1204 – 72-1206

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This request would fund a position that would improve applications and access for students and supporting staff that directly the Board's strategic plan. Primarily, this request would positively impact the following goal and performance measure:

> **GOAL 2: EDUCATIONAL ACCESS** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.
>
> **Performance Measure:** Percent of high school graduates who enroll in an Idaho public postsecondary institution in the fall immediately following graduation. Benchmark: 60% or more

What is the anticipated measured outcome if this request is funded?

If this request is funded, it is anticipated that work can commence on required updates to public-facing student focused applications. Addressing the backlog of reported issues and feature enhancements while working to streamline and consolidate the user experience will result in increased user (student) satisfaction with the applications that are used by so many students for access to funding, planning for college and careers, and applying to post-secondary education. Over time, additional features such as parent access may be able to be added and further improve service.

Additionally, improvements to Counselor Suite Idaho will provide greater access and capability to secondary staff supporting each individual student in their grade 12 cohort through transition touchpoints like FAFSA as well as with college and financial aid applications to help students enroll and matriculate into Idaho's post-secondary education and training.

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A – This request is for new funding for a position and supporting OE.

What resources are necessary to implement this request?

General funds for PC and OE to support the position.

List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	Pay Grade	FT or PT	Benefit Eligible	Term Service
IT Software Engineer III	$ 89,440	M	1.0 (FT)	Yes	Permanent/Year Long

Will staff be re-directed? If so, describe impact and show changes on org chart.

No agency staff will be redirected from their current responsibilities. This new position would become the lead developer on a portfolio of projects that require additional development support beyond current staff capacity.

Detail any current one-time or ongoing OE or CO and any other future costs.

This request is for an ongoing, permanent FTP (salary and benefits). The request includes some OE to support the position. Of the OE costs requested, $2,000 is for one-time costs to equip the position. The remaining $1,000 of OE is ongoing to cover ongoing software licensing and cloud resource access.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Calculations were determined by reviewing existing similar positions within the agency as well as those located within other agencies who perform similar work. This requested salary at time of hire is estimated at the average salary for incumbents with the same job title.

Provide detail about the revenue assumptions supporting this request.

This position will focus on supporting the agency's public-facing applications that are directly accessed by students or used by external staff to directly support student efforts for advancement such as Advanced Opportunities, Apply Idaho, and Counselor Suite Idaho. Many of these student-centered systems are focused on providing access to post-secondary education and training programs that prepare them to enter the workforce and contribute to the economic growth of the State of Idaho.

Who is being served by this request and what is the impact if not funded?

This request would provide a developer to improve existing applications and processes aimed at assisting students to advance their education and move on to postsecondary education. These specific applications are used by up to 150,000 students annually and by over 80 institutions and training partners as well as staff from approximately 300 schools. These applications serve students in Idaho public schools as well as homeschooled and private schooled students who choose to participate.

Without this position, Idaho will continue to have applications that are not cohesive nor streamlined for students and counselors to use. Many of these applications were developed by contractors over the years and need to be integrated and standardized to provide a better and more efficient user experience, as well as to provide automated processes to interface with partner systems. Additionally, without the addition of this position, many of the desired future enhancements such as potential parent access will not be able to be developed.

AGENCY: Office of the State Board of Education
FUNCTION: OSBE Administration
ACTIVITY: Creating North Branch of the Idaho Museum of Natural History at UI

Agency No.: 513
Function No.:
3000
Activity No.:

FY 2026 Request
Page ___ of __ Pages
Original Submission _X_ or
Revision No. ___

A: Decision Unit No: **12.01** Title: **IMNH North Branch at U of I** Priority Ranking 1 of 2

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.00
PERSONNEL COSTS: (ongoing)					
1. Assistant Curator	$93,400				$93,400
2. Education Curator	54,600				54,600
3. Associate Director	106,900				106,900
	254,900				254,900
2. Benefits (UI Staff rate at 40.1%)	102,200				102,200
TOTAL PERSONNEL COSTS:	$357,100				$357,100
OPERATING EXPENDITURES **by summary object:**					
1. Travel (ongoing)	$3,500				$3,500
2. Materials & Supplies (ongoing)	9,900				9,900
TOTAL OPERATING EXPENDITURES:	$13,400				$13,400
CAPITAL OUTLAY **by summary object:**					
1. Capital Outlay (OT)	$14,800				$14,800
TOTAL CAPITAL OUTLAY:	$14,800				$14,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$385,300				$385,300

Request Narrative

1. **Explain the request and provide justification for the need.**

The Idaho Museum of Natural History (IMNH) in Pocatello, ID engages over 8,600 visitors each year with 1.5 million objects in collections. The goal of the museum is to create unforgettable educational experiences through the exploration and preservation of

Idaho's natural history. This addition will promote the State's land grant mission, inspire curiosity for Idaho's natural history, and increase access of northern Idaho K-12 youth and the surrounding community in science.

Current outreach efforts across the state are a challenge, especially considering the 600-mile distance from southern Idaho to the northern panhandle. Our state museum is funded by appropriations through Special Programs; the Museum requests three full time positions, capital outlay, and operating expenditures to expand our campus to include a North Branch in Moscow, ID to serve the Museum's mission (Idaho Code 33-3012). The goals of this proposal are to increase: 1) preservation of world-class state collections, 2) Idaho based STEM education in northern Idaho, 3) connections to the mining industry for job pathways, 4) economic efficiency of being on the University of Idaho campus by leveraging existing infrastructure, and 5) the nucleus for tourism and economy growth in the northern part of the state.

2. **If a supplemental, what emergency is being addressed?**

NA

3. **Specify the authority in statute or rule that supports this request.**

Idaho Code 33-3012.

4. **Indicate existing base of PC, OE, and/or CO by source for this request.**

FY25 Budget for Idaho Museum of Natural History

Personnel Cost	Operating Expenditures	Capital Outlay	TOTAL
$723,900	$24,800	$0	$748,700

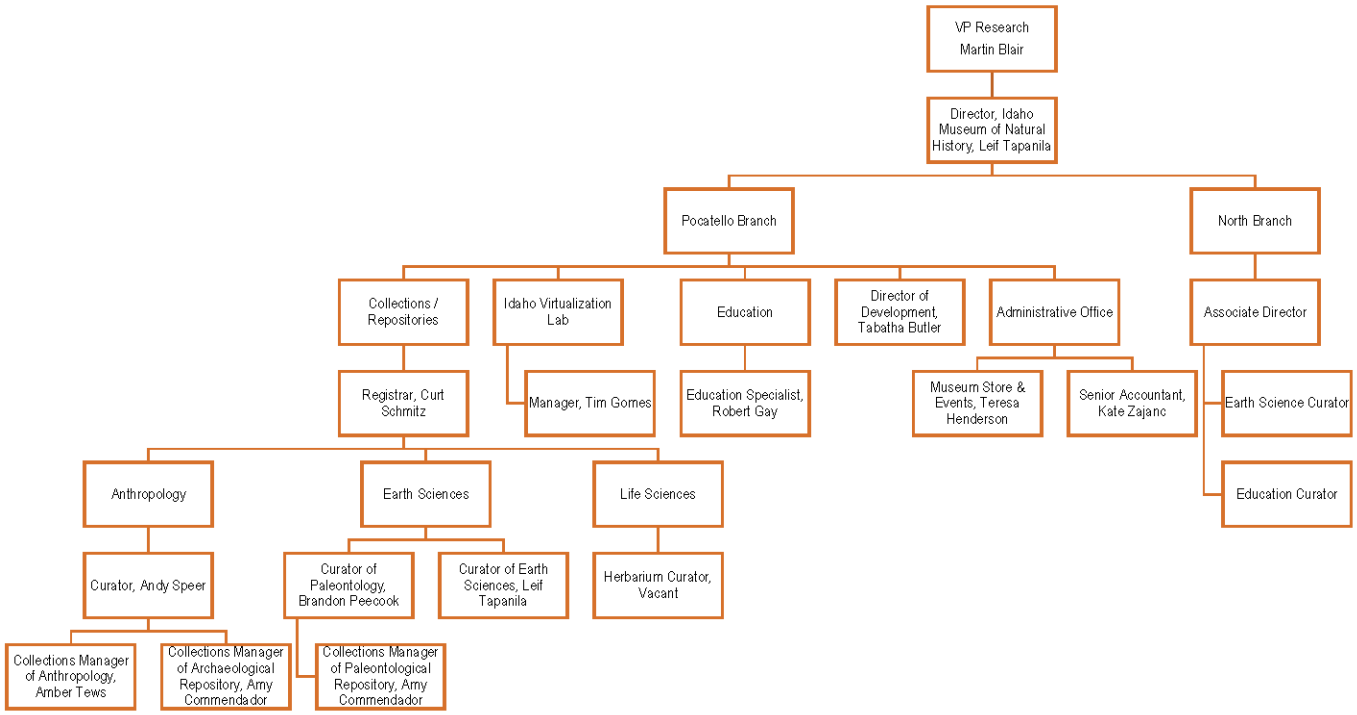
5. **What resources are necessary to implement this request?**

The Idaho Natural History Museum plans to work in partnership with the University of Idaho (Moscow, ID), similarly to how it partners with Idaho State University (Pocatello, ID). Idaho State University provides the museum with space required for collections and displays. The University of Idaho Earth and Spatial Sciences Department has agreed to dedicate 4,908 square feet of space to the proposed North Idaho Branch of the Idaho Natural History Museum. See below for specific buildings/spaces on the University of Idaho campus.

Room	Use	Square feet
McClure 207	Community Gallery	272
McClure 303A	Office	134
McClure 307D	Office	134

Mines 114 (incl A and B)	Prep/Receiving/Collections	529
Mines 223	Collections	222
Mines 204 (incl A)	Lab/Collections/Gallery	710
Mines 206	Collections	75
Mines 207 (incl A)	Collections	367
Mines 2nd floor gallery	Gallery	1,835
Mines 225	Education and Outreach	225
Mines 221	Prep/Outreach	405
Total square feet		**4,908**

The Idaho Natural History Museum Director will oversee the new staff at the North Idaho Branch. Please see organizational chart below:



List positions, pay grades, full/part-time status, benefits, terms of service.

Three full-time ongoing positions are being requested to manage the North Idaho Branch. These positions will be renewed annually.

Position 1 Associate Director: This full-time position will be the administrator of the North Idaho Branch (50%) oversee and curate paleontology collections (25%) and will perform education and outreach duties (25%). See below for position duties.

Position 2 Earth Science Curator: This full-time position will maintain equipment and facilities (30%), oversee and curate minerals and mining collections (30%), and perform education and outreach duties (40%). The education and outreach component will better connect the mining industry with students of all ages. They will act as a liaison between mining professionals and career-technical educational paths in the industry. See below for more specific position duties.

Position 3 Education Curator: This full-time position will manage and implement education programs both at the University of Idaho campus and outreach activities offsite. Job responsibilities will be to deliver engaging activities and events for K-12 schools, the community, and locally at the university (60%), create and assemble new interactive components of museum displays (20%), and perform educational research and grant writing (20%). See below for more specific position duties.

%	Associate Director
50	**Administration and management**
	Administrative and management duties pertinent to the North Idaho Branch
	Leader and spokesperson for engaging the community with the museum
25	**Paleontology Collections Management and Research**
	Curation, organization, and digitization of paleontology collections
	Grant writing, field work, and producing publications on collections
	Facilitating visiting research scholars to work in collections
25	**Outreach and Education**
	Public lectures for museum engagement
	Behind-the-scenes collection tours
	Leading summer workshops in the field and at the University of Idaho
	Engaging the community with field trips/talks and other activities

%	Earth Science Curator
30	**Maintaining/Assembling Equipment and Displays**
	Maintaining and assembling equipment and displays as needed in the North Idaho Branch
30	**Minerals and Mining Collections Management and Research**
	Developing State of Idaho mineral catalog, including REE, critical minerals, and display collections from each mine
	Organizing, cataloging, and digitizing mineral and mining collections
	Grant writing, field work, producing publications, and facilitating visiting scientists
40	**Outreach and Education**
	Facilitating partnerships with mining industry for sponsorships and networking support
	Aid in the creation of K-12 pathways to career-technical jobs in Idaho
	Helping to organize summer workshops and field trips for students and community
	Facilitating partnerships with mining industry for sponsorships and networking support
	Organizing displays to educate and engage students on rocks and minerals

%	Education Curator
60	**On-site and Offsite Outreach and Education**
	Organizing displays to educate and engage students in earth sciences
	Organizing North Branch Museum site visits and other university events
	Providing K-12 and community demonstrations and workshops
	Helping to organize summer workshops and field trips for students and community
	Engaging the community with field trips/talks and other activities
	Interactive outreach to other community events as they are available
20	**Education Research**
	Grant writing and producing publications regarding educational component of museum business
	Providing statistical analysis of effectiveness of museum educational efforts
20	**Interactive Display Creation and Design**
	Creating and developing new interactive components of museum displays that can also be used off-site

6. **Will staff be re-directed? If so, describe impact and show changes on org chart.**

No staff will be re-directed in the creation of the North Branch. The Idaho Museum of Natural History Director will oversee the new employees hired to the North Branch. Existing staff at the Pocatello Branch will collaborate with new staff at the North Branch.

7. **Detail any current one-time or ongoing OE or CO and any other future costs.**

Included with this request are both one-time and ongoing OE and CO. Part of this request is for an ongoing increase to the Operating Expenditure budget and personnel costs to serve the needs of the new North Branch. The other part of this request is for one-time capital outlay for the new branch.

Two annual trips are planned for a staff member from one Branch to travel to the other Branch (return travel between Pocatello and Moscow). The database licensing will be at

a reduced cost and will be an addition onto the preexisting license that the Pocatello Branch uses. If funded, this request would increase the museum FTE by 1/3.

Personnel costs (ongoing)		
Salary for 3 FTE	$254,900	
Fringe for 3 FTE	$102,200	
		$357,100
In-state travel (ongoing)		
Roundtrip miles (1272 miles x $.66/mile x 2 trips)	$1,700	
Hotel ($90 x 13 nights)	$1,200	
Per diem ($45/day x 14 days)	$600	
		$3,500
Materials and Supplies (ongoing)		
Office supplies	$1,100	
Shipping	$1,800	
Database software license	$2,000	
Facilities and machinery repair	$5,000	$9,900
TOTAL ongoing request	**$370,500**	Ongoing
Capital outlay (one-time)		
Desks (3)	$1,800	
Chairs (4)	$1,000	
Computers (3)	$4,500	
Printer	$500	
Signage	$2,500	
Shelving (3)	$4,500	
TOTAL one-time request	**$14,800**	One-Time
TOTAL request (ongoing and one-time combined)		
TOTAL request	**$385,300**	

8. **Describe method of calculation (RFI, market cost, etc.) and contingencies.**

See table below for comparison analysis of salaries of similar positions to directors and curators in Idaho. These will be 12-month positions and fringe has been calculated at staff rates at 40.1%. The average salary was applied to each of the proposed positions.

Position	Institution	FY Salary	
ASST PROF/ASST CUR VERT PALEON	IDAHO STATE UNIV	$75,181.00	**Assistant Curator**
HYDROGEOLOGIST	UNIVERSITY OF IDAHO	$78,083.20	

REGULAR FACULTY/ASST PROF	UNIVERSITY OF IDAHO	$109,491.20	
REGULAR FACULTY/ASST PROF	UNIVERSITY OF IDAHO	$105,580.00	
REGULAR FACULTY/ASST PROF	UNIVERSITY OF IDAHO	$98,155.20	
INBRE PROGRAM SUPERVISOR	UNIVERSITY OF IDAHO	$91,041.00	
HERBARIUM CURATOR	IDAHO STATE UNIV	$96,000.00	
		$93,361.66	
UI EDUCATIONAL SPECIALIST - TRIO-INSPIRE	UNIVERSITY OF IDAHO	$51,542.40	**Education Curator**
COMMUNITY OUTREACH COORDINATOR	UNIVERSITY OF IDAHO	$49,462.40	
STUDENT SERVICES COORDINATOR	UNIVERSITY OF IDAHO	$52,499.20	
LEADERSHIP COORDIN. - MCCALL FIELD CAMPUS	UNIVERSITY OF IDAHO	$60,985.60	
EDUCATION COORDINATOR - COLLEGE OF HEALTH	IDAHO STATE UNIV	$59,485.00	
MUSEUM EDUCATION SPECIALIST	IDAHO STATE UNIV	$56,103.00	
DIRECTOR OF MARKETING/COLLECTIONS	IDAHO STATE UNIV	$51,794.00	
		$54,553.09	
ASSOC PROFESSOR/CURATOR	IDAHO STATE UNIV	$99,666.00	**Associate Director**
IDAHO SPACE GRANT ASSOCIATE DIRECTOR	UNIVERSITY OF IDAHO	$89,065.60	
CDAR ASSOCIATE DIRECTOR AND ASSIST PROF	UNIVERSITY OF IDAHO	$112,257.60	
INSTITUTIONAL RESEARCH ASSOC. DIRECTOR	IDAHO STATE UNIV	$124,554.00	
EISU ASSOCIATE DIRECTOR	IDAHO STATE UNIV	$102,123.00	
REGULAR FACULTY/UG RESEARCH DIRECTOR	UNIVERSITY OF IDAHO	$121,264.00	
DIRECTOR (INTERMOUNT. FORESTY COOP, CNR)	UNIVERSITY OF IDAHO	$95,368.00	
PROGRAM DIRECTOR (UI EXP FOREST)	UNIVERSITY OF IDAHO	$97,406.40	
DIRECTOR DEVELOPMENT	UNIVERSITY OF IDAHO	$100,380.80	
DISTRICT DIRECTOR (UI EXTENSION)	UNIVERSITY OF IDAHO	$115,336.00	
DIRECTOR/STATE GEOLOGIST, IGS	UNIVERSITY OF IDAHO	$118,060.80	
		$106,,862.02	

The estimates for the OE budget *do not* include educational programs, public events, and research expenses, which will be funded by user fees, external grants, sponsorships, and donations.

9. **Provide detail about the revenue assumptions supporting this request.**

Education programming activities at North Branch will be funded through service fees, sponsorships, and other grants. In addition, donations will be received through the UI foundation by way of the Earth and Spatial Sciences Department at the University of Idaho.

10. **Who is being served by this request and what is the impact if not funded?**

The Idaho Museum of Natural History serves the citizenry of Idaho by inspiring appreciation and curiosity for Idaho's natural history through its exploration and preservation. This proposal greatly expands the IMNH's capacity to deliver statewide service by leveraging the University of Idaho's excellent heritage collections, local expertise, student body, and community partnerships. If this request is not funded,

northern Idaho will continue to have limited educational resources regarding Idaho's natural heritage, and its irreplaceable artifacts will remain unprotected. Students of all ages and northern Idaho's residents will be impacted by this request. This request encompasses five powerful reasons for expansion of the IMNH:

1. Preservation of world class state collections
   Idaho's natural history collections at the University of Idaho need protection. The primary mission of the IMNH is to preserve the natural heritage collections in the state. This proposed North Branch of the IMNH will protect the world class collections at the University of Idaho, that include over 16,000 plant fossils, 63,000 fossil invertebrates and 10,000 mineralogy samples associated with old and current mining sites across Idaho. The development of the North Branch of the IMNH ensures that these important collections will remain accessible for future generations. The museum will connect mineral exhibits collected throughout the state with UI's Digital Archives and serve as a focal point to educate Idahoans about our mining legacy and future directions of the industry in the state.

2. Idaho based STEM education in northern Idaho
   The IMNH does not currently have an outreach post in northern Idaho. This limits the potential for engaging STEM education for students of all ages in this part of the state. The new North Branch IMNH staff will have access to spectacular outdoor field sites to enhance educational opportunities.
   For example, the Clarkia Fossil Beds of northern Idaho are world renowned for their spectacular fossils. Between exceptional preservation and accessibility, researchers and educators from around the world visit this fossil site. This fossil site and others are not being utilized to their full potential. The North Branch is essential for increasing the visibility and usability of education that sites like these provide. Fossils are a gateway outreach tool that helps to engage young kids in the sciences.
   The University of Idaho currently has a rotating museum display from the Idaho Natural History Museum, which displays sharks through geologic time. This display is already being used to educate young kids; over 30 different K-12 school groups have interacted with the display from northern Idaho just this year in the first 3 months of 2024. We want to increase efforts like these to engage students of all ages in STEM.

3. Connections to the mining industry for career-technical job pathways
   Idaho is at the forefront of the mining industry. With increased demand for domestic sources of critical minerals, including rare earth elements, Idaho's mining industry is ramping up because the state is one of the few places that contains such minerals in the world. One of the positions for this is for a minerals curator/mining specialist to better connect STEM education and outreach of the IMNH to the criticality of these resources. Many students in Idaho seek to obtain career-technical degrees and the University of Idaho's new Sustainable Mining degree can be directly connected to well paying, in-demand jobs within the state.

In addition, the universities are continuing to build collaborations and long-lasting relationships with Idaho's mining companies and this new position will aid in this outreach.

4. Economic efficiency of being on the University of Idaho campus:
The branch will be located within space shared by the Department of Earth and Spatial Sciences at the University of Idaho and consist of a walk-through gallery, an activity space, and several working research and collection rooms. The proposed location at the University of Idaho offers infrastructure, connections, and collections already in place. The level of impact far exceeds the cost of creating this North Branch; the main Pocatello Branch will share resources and displays for the North Branch.

   This proposed North Branch leverages state funding; with the addition of just two employees, another large sector of the state will be impacted. The North Branch will easily extend outreach to K-12 students in northern Idaho. Currently, the main museum branch in Pocatello has 8.2 FTE. By expanding the outreach locations, the museum will then have two main locations in the State of Idaho, with only the addition of 3 FTE.

5. Building a nucleus for future museum and tourism
The North Branch of the Idaho Museum of Natural History will increase access to science by creating unforgettable educational experiences for Idahoans of all ages. The branch will work with northern Idaho schools and the surrounding communities to expand hands-on experiences and provide pathways for science-based careers. The closest natural history museum in Idaho to Moscow, ID is 300 miles to the south in Caldwell (Museum of Western Idaho), and the Main Branch of the Pocatello IMNH is 550 miles away. Additionally, since Moscow is in the Idaho panhandle, the closest museum in nearby Washington State (Burke Museum of Natural History) is 300 miles and Moscow is 450 miles from the closest natural history museum in Montana (Museum of the Rockies). The northern part of the state and this part of the country is missing this educational resource. The IMNH in Pocatello, ID is a nucleus for tourism and, by increasing its outreach to the north, we anticipate the same result in Moscow, ID. This branch builds on the state-wide mission of the museum by serving all of Idaho and will be a nexus for international researchers to learn more about the past to apply it to the future.

   The main branch generates profit, creates jobs, contributes to taxes, and provides educational experiences that are unique and rare. According to the American Alliance of Museums, Idaho is in the top ten for the contribution the state's museums to Idaho's economy. This proposed North Branch will be a tourist attraction and will also contribute to the state's economy.

IT Narrative (If applicable): N/A

AGENCY: Office of the State Board of Education	Agency No.: 513	FY 2026 Request	
	Function No.:	Page ___ of __ Pages	
FUNCTION: OSBE Administration	3000	Original Submission _X_ or	
ACTIVITY: Mobile Museum Education	Activity No.:	Revision No. ___	

A: Decision Unit No: **12.02**	Title:	**Mobile Museum Education**		Priority Ranking 2 of 2	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salary (12-month term)	$54,500				$54,500
2. Benefits (ISU rate at 39%)	21,300				21,300
TOTAL PERSONNEL COSTS:	$75,800				$75,800
OPERATING EXPENDITURES **by summary object:**					
1. Travel (ongoing)	$22,000				$22,000
2. Materials & Supplies (ongoing)	5,000				5,000
TOTAL OPERATING EXPENDITURES:	$27,000				$27,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:	$0				$0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$102,800				$102,800

Request Narrative

1. **Explain the request and provide justification for the need.**

Geography is the greatest barrier to providing educational opportunities, especially to rural Idaho. As a State agency, the IMNH serves all of Idaho, but our reach from Pocatello (orange-shaded counties) limits our capacity to serve a growing need.

The Mobile Museum Concept can meet this need by bringing our quality education programming to the students where they live. Travel education programs

are very successful for other State Museums. For example, the Natural History Museum of Utah's *Museum on the Move* is a State-funded program that delivers 4th Grade education to every school district across Utah at least every 3 years. Following a similar model of success, Idaho could provide impactful education to the State by investing in the Mobile Museum concept at IMNH. Changing educational themes might include Exploring Idaho's State Dinosaur; How Idaho's Phosphorus Feeds the World; or Ice Age Idaho. The programing will be set to State learning standards and bring real natural history objects to students.

2. **If a supplemental, what emergency is being addressed?**

NA

3. **Specify the authority in statute or rule that supports this request.**

Idaho Code 33-3012.

4. **Indicate existing base of PC, OE, and/or CO by source for this request.**

FY25 Budget for Idaho Museum of Natural History

Personnel Cost	Operating Expenditures	Capital Outlay	TOTAL
$723,900	$24,800	$0	$748,700

5. **What resources are necessary to implement this request?**

The Idaho Natural History Museum recently received grant support to purchase a Mobile Museum van and two years of part-time educator funding. This proposal seeks to secure sustainable funding for our Mobile Museum educator and travel expenses to service Idahoans across the state.

The traveling program requires sustained funding for a vehicle, an educator and travel costs. To reach school and library districts across the state on a 3-year interval we anticipate focusing on different regions of Idaho not currently served by us.

List positions, pay grades, full/part-time status, benefits, terms of service.

Mobile Educator position: 12-month, full time

Salary	Benefits	TOTAL
$54,500	$21,300	$75,800

This position will travel to schools and community locations across Idaho to deliver impactful and relevant natural history education. The Mobile Educator will serve Idaho

communities with interactive displays created by the Idaho Museum of Natural History and designed to be hands-on and give all Idahoans a chance to experience and understand the importance of our shared natural history.

6. **Will staff be re-directed? If so, describe impact and show changes on org chart.**

No staff will be re-directed. The Education Curator at IMNH will oversee activities and schedule of the new Mobile Educator position.

7. **Detail any current one-time or ongoing OE or CO and any other future costs.**

This request includes OE for annual travel expenses and vehicle maintenance. In FY24 alone, IMNH traveled nearly 3,000 miles to deliver programming across the state without a dedicated museum education vehicle, up 150% from FY23. With a dedicated Mobile Museum, we expect our mileage-to-programs to at least double to 6000 miles annually. We anticipate a utilization rate of 80% (42 weeks / year) with associated travel costs of approximately $22,000 (per diem, hotels, federal mileage rate). Sustainability of the program requires $5,000 annual in vehicle and travel equipment maintenance.

8. **Describe method of calculation (RFI, market cost, etc.) and contingencies.**

See table below for comparison analysis of salaries of similar positions to educators in Idaho. This will be 12-month position and fringe has been calculated at staff rates for ISU employees at 39%. The average salary to the proposed position.

UI EDUCATIONAL SPECIALIST - TRIO-INSPIRE	UNIVERSITY OF IDAHO	$51,542.40	**Mobile Educator**
COMMUNITY OUTREACH COORDINATOR	UNIVERSITY OF IDAHO	$49,462.40	
STUDENT SERVICES COORDINATOR	UNIVERSITY OF IDAHO	$52,499.20	
LEADERSHIP COORDIN. - MCCALL FIELD CAMPUS	UNIVERSITY OF IDAHO	$60,985.60	
EDUCATION COORDINATOR - COLLEGE OF HEALTH	IDAHO STATE UNIVERSITY	$59,485.00	
MUSEUM EDUCATION SPECIALIST	IDAHO STATE UNIVERSITY	$56,103.00	
DIRECTOR OF MARKETING/COLLECTIONS	IDAHO STATE UNIVERSITY	$51,794.00	
		$54,500	

9. **Provide detail about the revenue assumptions supporting this request.**

The estimates for the OE budget *do not* include direct educational program expenses, which will be funded by user fees, external grants, sponsorships, and donations. The Mobile Museum will be available for reservation by schools and community groups, in addition to the IMNH-directed travel and programming. Groups requesting the IMNH Mobile Museum will pay a reservation and travel fee to help support ongoing and future

programming. This fee structure will be based on the Idaho Department of Education region system, and the fee will reflect the distance traveled from the IMNH.

10. **Who is being served by this request and what is the impact if not funded?**

Museum education is growing to meet demand. In the past year, the Idaho Museum of Natural History successfully delivered educational programs to over 10,000 children, primarily in southeast Idaho. Our efforts include on-site education programming, tours, summer camps, and major annual events (*Science Trek* and *Fall Fossil Fest*), combined with regional partnerships with 41 diverse entities that provide service to schools, communities, nonprofits, and homeschooling groups across SE Idaho. Creating accessibility for learning, we are proud to report that in 2023, >90% of our programming was offered at a participant cost under $5, and *70% of programming was entirely free* to learners, ensuring taxpayers are able to receive services without incurring additional costs.

The Mobile Museum Educator proposal provides sustainable access to quality education for rural Idahoans by expanding both the frequency and geographic reach of Museum education beyond southeast Idaho. Grant funding for the current part-time Mobile Educator ends in spring of 2027. If the program is not funded, rural communities across Idaho will have less access to grant and taxpayer-funded natural history education resources from the IMNH. Capital assets (travel van) acquired through philanthropic funding will have limited use without sustained OE for maintenance.

IT Narrative (If applicable)

NA

Agency: Special Programs Agency No. 516 FY 2026 Request
Function: Small Business Development Center Function No. 05
Decision Unit No: 12.01 Title: Business Development

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS					
1. Salaries - part-time, non-benefited (0.5 FTP) Rural Business Consultant in Southwest Idaho	$ 21,975.00				$ 21,975.00
2. Benefits - variable fringe	$ 4,506.00				$ 4,506.00
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$ 26,481.00				$ 26,481.00
OPERATING EXPENSES					
TOTAL OPERATING EXPENDITURES					
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$ 26,481.00				$ 26,481.00

Agency: Special Programs Agency No. 516 FY 2026 Request
Function: Small Business Development Center Function No. 05
Decision Unit No: 12.01 Title: Business Development

1. Explain the request and provide justification for the need.

This request for a **part-time Rural Business Consultant** in the rural Southwest Idaho aligns with our stakeholders:

- Governor Little's initiatives for economic development in rural areas of Idaho.
- The State Board of Education's objectives for innovation and economic development, and the increase of access to education for all Idahoans regardless of socioeconomic status, age, or geographic location.
- Boise State University's core theme of community commitment.
- Boise State University, College of Business and Economics' mission to create societal impact that supports the economic health and vibrancy of communities.
- The host college and university goals for outreach to communities and support of economic development.

Description

The Idaho Small Business Development Center (SBDC) has been providing no-cost consulting and coaching to Idaho's small businesses and entrepreneurs since 1986 through a network of six Service Centers hosted by Idaho's colleges and universities that serve all 44 counties in the state. The Idaho APEX Accelerators is co-located with the SBDC and has also been assisting businesses with government procurement since 1986.

Demand for the Idaho SBDC's professional consultants has increased by 90% over 2019 and is up 26% over 2022. This significant and sustained increase in demand requires our network to expand to meet this need, particularly in rural areas of Idaho.

The Idaho SBDC has a proven track record of utilizing state and federal funds to deliver solid results for Idaho's economy. (Table 1 below) We have optimized our regional offices across the state and have the opportunity to focus on rural Idaho, which needs additional resources to effectively reach Idaho's rural areas. The targeted area for this request is fast-growing rural Southwest Idaho.

Table 1 **Idaho SBDC Statewide Impact Data**	**2021**	**2022**	**2023**
Jobs Created	736	787	925
Clients Served	2,066	1,949	2,410
Business Starts	95	92	122
Sales Growth	$56M	$72M	$107M
Capital Raised	$53M	$48M	$64M
Training Hours	7,226	8,841	5,735
Consulting Hours	24,197	19,038	19,004

Agency: Special Programs Agency No. 516 FY 2026 Request
Function: Small Business Development Center Function No. 05
Decision Unit No: 12.01 Title: Business Development

Idaho SBDC Rural Impact
Rural clients comprise about a quarter of the Idaho SBDC clients. The consulting hours dedicated to rural clients create impact for rural Idaho. (Table 2 below). While these metrics are encouraging, there is need and opportunity for improvement.

Even with its strong track record of performance, the Idaho SBDC has not been able to significantly increase these measures under the current resources. To effectively reach rural business owners with one-on-one consulting and high-quality training, the SBDC needs to expand its presence and awareness in rural Idaho.

This request focuses on placing a part-time business consultant in rural Southwest Idaho. It is part of an ongoing initiative to significantly increase the availability of business consultants and services to rural parts of Idaho.

Table 2
Historical Data for Idaho SBDC Rural Client Impact

	2021	2022	2023
Rural Clients as a percentage of total clients served statewide	24%	23%	23%
Rural Percentage of Total Impact in Idaho			
Business Starts	25%	23%	31%
Capital Raised	25%	44%	37%
Jobs Created	19%	20%	15%
Sales Growth	21%	22%	14%

2. If a supplemental, what emergency is being addressed?
Not applicable to this request

3. Specify the authority in statute or rule that supports this request.

a. The SBDC Program is sponsored and partially funded by the U.S. Small Business Administration (SBA). The SBDC Program is governed by Section 21 of the Small Business Act, 15 U.S.C. ¶648, and Federal regulations, 13 CFR Part 130.

b. SBDCs, under Section 21 of the Small Business Act, are required to provide counseling and training to small businesses. SBDCs are required to provide on a non-fee basis, one-on-one confidential counseling/consultation**.**

i. Specific areas listed in the SBDC Statutorily Required Services that support this request:

1. 5.1.4.3 - Rural Assistance -

Agency: Special Programs Agency No. 516 FY 2026 Request
Function: Small Business Development Center Function No. 05
Decision Unit No: 12.01 Title: Business Development

a. Assisting small businesses in **rural areas** in an effort to increase their participation in exporting, government procurement, tourism, access to credit, incubators, innovation and technology and other small business programs, in cooperation with the U.S. Department of Commerce, the U.S. Department of Agriculture and other relevant Federal Agencies; and

b. The SBDCs may develop marketing and production strategies that will enable the **rural businesses** to better compete in the domestic market, provide technical assistance needed by **rural small businesses**, make available managerial assistance to **rural small business** concerns, and provide information and assistance in obtaining financing for business startups and expansion.

2. 5.1.5.3 - Emerging Markets

a. Provide outreach and service delivery to entrepreneurs of all demographics, backgrounds and locations, inclusive of urban and **rural populations**, new immigrant populations and members of Reserve Components of the U.S. Military and National Guard and their spouses.

4. Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

The first-year priority for this request is to increase **Consulting Hours** in rural Southwest Idaho. as reported in the performance measurement report (PMR). Increased consulting hours, in turn, will increase PMR goals 1. Capital raised by clients 2. Client sales growth, and 3. Jobs created by clients.

The primary objective for the first year of this initiative is to expand the availability of consulting hours in rural Southwest Idaho, as outlined in the performance measurement report. By augmenting consulting hours, we aim to achieve the specific goals outlined in the performance measurement report.

1. Capital Raised by Clients: providing more consulting support will help clients secure additional funding for their ventures.
2. Client Sales Growth: enhanced consulting services will equip clients with strategies to drive sales growth.
3. Jobs Created: expanding consulting hours will assist clients in growing their businesses, leading to the creation of new job opportunities.

5. What is the anticipated measured outcome if this request is funded?

This request's initial anticipated measured outcome is to increase the number of rural consulting hours dedicated to rural Southwest Idaho by 600 hours annually. For each hour of rural consulting, there is an opportunity for increased rural impact for new business starts, new jobs, sales growth, and capital infusion.

The Idaho SBDC has a robust onboarding process for new business consultants. As business consultants gain experience, their consulting hours generate greater impact per consulting hour.

Agency: Special Programs Agency No. 516 FY 2026 Request
Function: Small Business Development Center Function No. 05
Decision Unit No: 12.01 Title: Business Development

6. **Indicate existing base of PC, OE, and/or CO by source for this request.**
   There is no existing base for this specific request for rural Southwest Idaho.

7. **What resources are necessary to implement this request?**
   This request will provide the resources necessary to place a part-time Rural Business Consultant in rural Southwest Idaho.

8. **List positions, pay grades, full/part-time status, benefits, terms of service.**
   One part-time Rural Business Consultant (.5 FTP), non-benefited.
   $21,975 salary with $4,506 fringe.

9. **Will staff be re-directed? If so, describe impact and show changes on org chart.**
   No.

10. **Detail any current one-time or ongoing OE or CO and any other future costs.**
    There are no ongoing OE or CO to support this ongoing PC request of $26,481 for a SBDC Rural Business Consultant in Southwest Idaho.

11. **Describe method of calculation (RFI, market cost, etc.) and contingencies.**
    This request is based on a market rate calculation for business consultants.

12. **Provide detail about the revenue assumptions supporting this request.**
    Every dollar invested into the SBDC provides a sizable return to the state of Idaho in tax revenue based on new jobs created in the state. Additionally, each State dollar invested into the SBDC network can be leveraged to increase Federal grants that support the economic development of Idaho. In 2023, the SBDC created a **17:1** return on investment for Idaho State funds put into the network. We expect this return ratio to continue upon this increase in base funding.

13. **Who is being served by this request and what is the impact if not funded?**
    The request is designed to serve rural small businesses in Southwest Idaho.

    If this request is not funded, the Idaho SBDC will continue serving businesses in the rural parts of the state in a limited capacity. However, without additional funding, we expect to deliver a fraction of the impact to small businesses that is possible in rural communities, thus not realizing the potential for increased growth of Idaho's small businesses.

AGENCY: Special Programs Agency No.: 516 FY 2026 Request
FUNCTION: TechHelp Function No.: 08 Page ___ of __ Pages
Original Submission __ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.01	Title: **Center Director**				Priority Ranking of 1 o 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	.1		.49		.5
PERSONNEL COSTS:					
1. Salaries	$10,318		$52,182		$62,500
2. Benefits	$2,993		$15,133		$18,126
TOTAL PERSONNEL COSTS:	$13,311		$67,315		$80,626
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
2. Operating					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$13,311		$67,315		$80,626

Request Narrative

1. Explain the request and provide justification for the need.

This funding request is to support a small portion of a key staff position providing leadership in TechHelp's "studio\Blu" Center. This position is foundational to leading the Center, which provides employment for 25 Boise State engineering and business students and five (5) professional staff working on design and prototyping, manufacturing processes, marketing, and business development projects for industry, research faculty and students. Annually, the Center serves over 300 students, dozens of faculty and over 50 industry clients.

This request to add studio\Blu staff at TechHelp at Boise State supports:

- Governor Little's strategic investments supporting technical education and workforce development, including his initiative to diversify Idaho's economy in rural areas.

- The State Board of Education's objectives around innovation and economic development, and the increase of access to education for all Idahoans.
- Boise State University's goals for: 1) Innovation and Institutional Impact, 2) Improve Educational Access and Student Success, 3) Advance Research and Creative Activity, and 4) Trailblaze Programs and Partnerships.
- The Boise State College of Business and Economics' goal to support economic development through collaboration with public and private organizations.

About TechHelp – TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center and EDA University Center. From Boise State's College of Business and Economics (COBE) and the College of Engineering (COEN), TechHelp works in partnership with Boise State, the University of Idaho, Idaho State University and the Idaho Manufacturing Alliance. We provide technical assistance and training to Idaho manufacturers, food and dairy processors, engineering service companies and entrepreneurs to grow revenue, to increase productivity and performance, and to strengthen global competitiveness.

With our clients we use a team-based network of industry-experienced staff, proven partners and student employees. TechHelp currently has 12 full-time professional staff, 20 p/t staff, plus we contract with experts from private industry, Idaho's universities and the MEP National network to develop lasting, trusted-adviser relationships with leaders in Idaho manufacturing companies and communities.

Studio\Blu is a Boise State consortium that includes multiple colleges and TechHelp, which serves industry, faculty and students while providing real-world experiential learning to university students. Like TechHelp it is funded by multiple streams, including grants, state funding and client fees as a means of achieving financial sustainability. It houses TechHelp's New Product Development (NPD) client offering. The NPD team works from COEN to provide design and prototyping services to entrepreneurs and entrepreneurial manufacturers developing new products. TechHelp staff and NPD students have been integral to the success of Idaho-founded companies such as Rekluse Motorsports, In The Ditch Towing Products, House of Design Robotics, Lovevery and SGW Designworks. These companies' successes with investing in new products and processes, growing and retaining customer revenue, creating and retaining jobs – this is why TechHelp exists. Numerous Boise State COBE, COEN and TechHelp/NPD alumni have work at these companies; they are their talent pipeline.

Funding for professional staff will provide key leadership for studio\Blu. The center's student and staff employees work on client projects, with real budgets and real deadlines, projects that assist clients pursue their product development objectives. The projects lead to products and companies that support Idaho economic development, including new investment, new revenues, and new jobs in Idaho. Center customers include private industry, university faculty and researchers, and students. It serves all of Idaho, and includes rural students and rural industry partners. studio\Blu industry partners emphasize experiential learning both for

student employees and a broader user group of Boise State students, with the goal of providing a pipeline of workplace-ready professional talent for entrepreneurial companies across Idaho. It is run like a business and will be supported by multiple funding streams, much like TechHelp.

studio\Blu professional staff leadership are essential to the Center's support of Idaho STEM workforce needs to help fill projected labor shortfalls. Its experiential learning component is key to improving student graduation rates and retention of graduates from Idaho universities.

Focus and Results - The request focuses on two major areas: 1. increasing an entrepreneurial professional talent pipeline to Idaho, including rural student participation in studio\Blu and rural industry partner participation. 2. Increasing capacity and velocity of projects supporting industry product development, university research, and student projects, furthering TechHelp's positive economic impact on Idaho companies' sales, savings, investment and jobs.

TechHelp has a long history of leveraging state and federal funds to deliver impactful results for Idaho's economy. We have a history of successfully deploying experienced manufacturing specialists from regional offices across the state, to address the needs of Idaho's manufacturers and entrepreneurs. This funding request is key to addressing critical workforce shortages with these companies.

2. **If a supplemental, what emergency is being addressed?**
    a. NA

3. **Indicate existing base of PC, OE, and/or CO by source for this request.**
    a. Ongoing funding is requested for one (1) existing positions to best serve industry, entrepreneurs, faculty, and students.
    b. studio\Blu's sustainability plan includes securing ongoing funding. This center will continue to have a sustained impact on industry and student real world experience. Sustained funding will allow the Center to increase our market penetration with industry and allow for the center to continue to build its student employee and leadership program with adequate professional staff mentoring, leadership, and strategic growth of the center.
    c. Currently, studio\Blu that has been supported with an EDA Venture award which expires in July 2024. State support is essential for base studio\Blu funding to help it match federal funding. EDA is no longer providing ongoing financial support to the Center since the grant is expiring.

4. **What resources are necessary to implement this request?**

TechHelp's studio\Blu program, located at Boise State's COBE and COEN, requests funding resources for partial funding of five full-time studio\Blu leadership positions with statewide responsibilities. Other TechHelp appropriation, client fee revenue and federal resources will support additional costs for operating expenses, including

student employees, professional staff, advertising, office supplies, computers, and training.

5. **List positions, pay grades, full/part-time status, benefits, and terms of service.**

FTP Level	***.1 FTP***				
Title	*Center Director*				
Role Description	*Partial funding for position supporting Studio/Blu*				
Personnel	$10,318				
Fringe	$2,993				
Total	$13,311				

6. **Will staff be redirected? If so, describe impact and show changes on org chart.**
   a. No. The existing staff will remain in current position and expand duties to meet the needs of this Center. Duties will be completed by the one (1) positions requested above.

7. **Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**
   a. $13,311 is being requested to provide base funding for .1 FTP's for TechHelp's studio\Blu Center program. This is the maximum we could request although we need a full .5 FTP. This funding will allow the Center to match other funding to fully leverage available financial resources supporting workforce development. This position is necessary to continue the leadership, operation, and financial capabilities of the Center. These positions provide client business development and management, and student mentoring and technical support on projects.. The TechHelp Executive Director will supervise all positions within the studio\Blu Center.

In addition to this request TechHelp will also be supporting the Center with existing state funding, federal grant base funding, and anticipated future grant funding.

8. **Describe method of calculation (RFI, market cost, etc.) and contingencies.**
   - **a.** Costs were calculated based on a market analysis of equivalent positions both from industry and other higher education institutions.

9. **Provide detail about the revenue assumptions supporting this request.**
   - a. Like other TechHelp programs this Center will provide services to clients on a for fee basis. This revenue will be utilized for all costs not funded by appropriated and other funds. This Center will also pursue federal and state grant funding and corporate sponsorship as additional means to offset Center costs.

10. **Who is being served by this request and what is the impact if not funded?**
    - a. Boise State students are being served by this request as both the primary delivery personnel as well as the customers for many projects.
      - i. Without funding for studio\Blu professional staff, this Center would likely operate at a fraction of capacity and decrease the number of students served by more than 50%. We would most likely need to reduce current staff dedicated to studio\Blu.
      - ii. Without funding, expansion of the center capabilities by way of a integrating state-of-the-art product development and manufacturing practices, and b) creating employment opportunities for students in new academic areas (e.g., business and diverse engineering majors) will be severely constrained.
    - b. Idaho entrepreneurs, manufacturers, and businesses will be served by this center via new product development projects completed by students both at the Center and in embedded positions in the companies that will allow for real-world experience and a workforce ready for hire after graduation.
      - i. Without this funding clients would not have access to studio\Blu resources, including embedded students in their companies resulting in workforce hiring challenges.
      - ii. Without funding, center capacity would be greatly decreased and projects would be turned away from potential clients.
    - c. Research faculty will be served by gaining access to design, prototyping, and advanced manufacturing capabilities on campus supported by center staff, students, and equipment.
      - i. Without funding, the center would have less staff and students and would be unable to meet the needs of research faculty who seek design and prototype help via access to the capabilities of this center. Research Support may need to be removed from studio\Blu offering to faculty.

AGENCY: Office of the State Board of Education Approp Unit: EDAC

Title: **IT Systems and Infrastructure Engineer IV**

Decision Unit No: 12.01

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS					
1. Salaries	$ 93,600				$ 93,600
2. Benefits	$ 34,462				$34,462
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$ 128,062				$ 128,062
OPERATING EXPENSES					
1. Office equipment & Technology	$ 3,000				$ 3,000
TOTAL OPERATING EXPENDITURES	$ 3,000				$ 3,000
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$ 131,062				$ 131,062

Explain the request and provide justification for the need.

The agency is requesting funding from the General Fund for the addition of one FTP to provide an IT Systems and Infrastructure Engineer IV in order to provide adequate support for agency systems. In the 2020 legislative session, S1409 was enacted and included a move of education data and staff in order to "centralize IT and data management from the Department of Education to the Office of the State Board of Education."

While at the SDE, the team had lost positions to other priorities and was operating beyond optimal capacity. When this team was moved, it did not gain any additional positions, but did gain responsibilities that have overloaded the team. The team had previously only supported the SDE, its staff, and systems as well as certain supports for integrations with LEA systems. After the move, the team continues to support all of those staff and systems, but also has been given the responsibility of supporting OSBE and IPCSC as well as all of their preexisting and new data systems. This additional responsibility has strained the team and impacted their ability to maintain operations and provide effective service levels to stakeholders, both internal and external.

In order to meet expectations, it is essential to add another highly skilled position to this team to support systems and initiatives.

If a supplemental, what emergency is being addressed?

N/A

Specify the authority in statute or rule that supports this request.

This position would provide support to the teams and programs that support all K-12 and postsecondary education agencies and stakeholders with technology systems authorized in Title 33, Idaho Code, including but not limited to § 33-101, § 33-102A, § 33-133.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This position would provide support for the systems containing the data used to support all of the Board's goals and objectives in the strategic plan as well as the data behind each of the performance measures (1.A.1, 1.A.2, 1.B.1, 1.B.2, 1.C.1, 2.A.1, 2.B.1, 2.B.2, 2.C.1, 2.C.2, 3.A.1, 3.A.2, 3.B.1, 3.B.2, 3.C.1, 3.C.2).

What is the anticipated measured outcome if this request is funded?

It is anticipated that the addition of a position to the team will result in a reduced backlog of maintenance demands as well as improvement in the backlog of outstanding system modifications and updates that the team is unable to complete in a timely manner.

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A – This request is for new funding for a position and supporting OE.

What resources are necessary to implement this request?

General funds for PC and OE to support the position.

List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	Pay Grade	FT or PT	Benefit Eligible	Term Service
IT Systems and Infrastructure Engineer IV	$ 93,600	N	1.0 (FT)	Yes	Permanent/Year-long

Will staff be re-directed? If so, describe impact and show changes on org chart.

No agency staff will be redirected from their current responsibilities. Rather, this position would reduce the extensive backlog of work that is unable to be completed with current staffing levels.

Detail any current one-time or ongoing OE or CO and any other future costs.

This request is for an ongoing, permanent FTP (salary and benefits). The request includes some OE to support the position. Of the OE costs requested, $2,000 is for one-time costs to equip the position. The remaining $1,000 of OE is ongoing to cover ongoing software licensing and cloud resource access.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Calculations were determined by reviewing existing positions located within other agencies who perform similar work. This requested salary is the average salary for incumbents with the same job title.

Provide detail about the revenue assumptions supporting this request.

The team has received an large increase in workload do to the addition of two additional agencies to support without any additional staff. The number of systems to support continues to grow.

Who is being served by this request and what is the impact if not funded?

This request will provide direct support for systems that impact the Idaho State Board of Education, Idaho Department of Education, Office of the State Board of Education, Idaho Public Charter School Commission and Division of Career Technical Education. In addition, these platforms and systems are directly accessed by K12 school staff, postsecondary institution staff, students, parents, and many other stakeholders.

If this position is not funded, the team will continue to struggle with a backlog of issues and projects that they are unable to complete. This not only jeopardizes various program initiatives, but puts the systems and their security at risk.

AGENCY: Office of the State Board of Education Approp Unit: EDAC

Title: **IT Database**

Decision Unit No: 12.02 **Admin Analyst IV**

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)	1.0				**1.0**
PERSONNEL COSTS					
1. Salaries	$ 104,000				$104,000
2. Benefits	$ 35,538				$35,538
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$ 139,538				$ 139,538
OPERATING EXPENSES					
1. Office equipment & Technology	$ 3,000				$ 3,000
TOTAL OPERATING EXPENDITURES	$ 3,000				$ 3,000
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY	$ 0				$ 0
T/B PAYMENTS	$ 0				$ 0
GRAND TOTAL	$ 142,538				$ 142,538

Explain the request and provide justification for the need.

The agency is requesting funding from the General Fund for the addition of one FTP to provide a Database Admin Analyst IV (DBA IV) in order to support the data and system functions of the agency. The agency currently maintains dozens of databases and database-supported systems including the Idaho System for Education Excellence (ISEE) and the Postsecondary Measures of Academic Progress (PMAP).

The ISEE system is the K-12 data system that collects and stores the data used to inform K-12 decision-making and funding. The ISEE system is undergoing an extensive overhaul to make it more modern with the goal of delivering more timely, accurate, pertinent data and making it more transparent. The enhanced capabilities delivered with this modernization will allow the Board to provide more functionality to the postsecondary system as well and provide a better linkage to workforce data. The new automated tools being implemented and desire to provide more transparency and integration require additional work on the data layers to ensure that they are high-performing and secure.

The lack of a dedicated DBA means that current database work involving performance and security is performed by staff who are not dedicated to this specific work and for whom it is not their primary area of expertise. This position is critical to ensure that the data systems are tuned and secured to store and deliver data in the most effective way possible.

If a supplemental, what emergency is being addressed?

N/A

Specify the authority in statute or rule that supports this request.

This position would provide support to the teams and programs that support all K-12 and postsecondary education agencies and stakeholders with data and systems authorized in Title 33, Idaho Code, including but not limited to § 33-101, § 33-102A, § 33-133.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This position would improve the capabilities, availability, and security of the entire data system used to provide the data used to support all of the Board's goals and objectives in the strategic plan as well as the data behind each of the performance measures (1.A.1, 1.A.2, 1.B.1, 1.B.2, 1.C.1, 2.A.1, 2.B.1, 2.B.2, 2.C.1, 2.C.2, 3.A.1, 3.A.2, 3.B.1, 3.B.2, 3.C.1, 3.C.2).

What is the anticipated measured outcome if this request is funded?

If the request is granted, it is anticipated that the primary work of analyzing, designing, implementing, tuning, and securing the agency's databases will be performed by this individual. This will reduce the burden on the existing staff, allowing them to focus more time on their primary responsibilities, and will add expertise to the team that does not currently exist. This will result in data systems that are more performant and secure, allowing the Board to layer more functionality on top allowing for better access and transparency.

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A – This request is for new funding for a position and supporting OE.

What resources are necessary to implement this request?

General funds for PC and OE to support the position.

List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	Pay Grade	FT or PT	Benefit Eligible	Term Service
IT Database Administration Analyst IV	$ 104,000	N	1.0 (FT)	Yes	Permanent/Year-long

Will staff be re-directed? If so, describe impact and show changes on org chart.

No agency staff will be redirected from their current responsibilities. However, this will allow the agency to reduce reliance on an existing contractor who assists with some of these services. The DBA IV will handle all primary database management functionality for the agency. This will reduce the burden on the existing full-stack software developers and Enterprise Infrastructure Manager who are currently performing most of this work by providing them with an individual with the expertise to better design, implement, tune, and secure the many databases that the agency maintains.

Detail any current one-time or ongoing OE or CO and any other future costs.

This request is for an ongoing, permanent FTP (salary and benefits). The request includes some OE to support the position. Of the OE costs requested, $2,000 is for one-time costs to equip the position. The remaining $1,000 of OE is ongoing to cover ongoing software licensing and cloud resource access.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Calculations were determined by reviewing existing positions located within other agencies and Idaho education institutions who perform similar work. This requested salary is estimated to be right at the average for existing DBA IV positions at the time of hire.

Provide detail about the revenue assumptions supporting this request.

The state of Idaho has continued to see growth in the number of local education entities and other facilities whose data is maintained within agency databases, as well as a growth in the amount of data managed. These data systems are filled with extremely sensitive data that supports education in Idaho as well as provides the basis for calculating public school funding which accounts for a large portion of Idaho's general fund budget.

Who is being served by this request and what is the impact if not funded?

The Idaho state Board of Education and the agencies, institutions, and schools that it governs will be better served by improving the performance and security of the systems that manage the data. It is anticipated that the DBA IV will enable improvements in system performance, improve design and integration with other systems, and enhance the security structure of the system. This will ultimately benefit all Idaho students, parents, educators, administrators, agency staff, and policymakers.

If this position is not funded, software engineers, the infrastructure manager, and contractors will continue to perform the baseline level of work that is currently delivered, but the state would not see the desired improvements described above. This potentially leaves the systems underperforming and less secure than a dedicated individual would be able to deliver.

AGENCY: 501

Approp Unit: EDAA

Decision Unit No: 12.03

Title: **Education Effectiveness Program Manager**

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)	1				1
PERSONNEL COSTS					
1. Salaries	$82,492.80				$82,492.80
2. Benefits	32,069.77				32,069.77
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$114,562.57				$114,562.57
OPERATING EXPENSES					
TOTAL OPERATING EXPENDITURES					
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$114,562.57				$114,562.57

Explain the request and provide justification for the need.

This is a request for one (1) FTE to fulfill the Board's statutory requirement to review teacher preparation programs at the institutions of higher education and to subsequently support them in improving inputs and outcomes that better support K-12 student achievement as well as both teacher efficacy and teacher retention. The work of this employee will be focused on ensuring that Idaho's institutions of higher education directly serve the needs of Idaho's K-12 sector through improvement of teacher preparation programs.

The existing K-12 educator effectiveness position is focused on supporting in-service teachers and practices through the apprenticeship program, the mentorship program, and supporting effective teacher evaluation and providing effective support. The requested higher education educator effectiveness position would be focused on improving the quality of teacher education programs at our institutions of higher education and supporting the needs of pre-service teachers.

If a supplemental, what emergency is being addressed?
NA

Specify the authority in statute or rule that supports this request.
33-1207A(1)(a) – "The state board shall review teacher preparation programs at the institutions of higher education."

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.
Current strategic plan – adopted by board 2/2024 includes, Goal 1 – Educational Readiness, Objectives 1, Literacy; 2, Mathematics, and C – Graduation. Metrics in goal 1 consider the performance of students under the direction of teachers trained in higher education programs on literacy, ELA, and mathematics assessments.

In the previous plan, these measures correlate to Goal 1 – Educational Readiness, Objectives A – rigorous education, and B - School Readiness, which include the same literacy, ELA, and mathematics assessments.

What is the anticipated measured outcome if this request is funded?

Indicate existing base of PC, OE, and/or CO by source for this request.

What resources are necessary to implement this request?

Currently this work was brought into the Board office in 2023 and added to the already full time position of the existing K-12 education effectiveness program manager. As such, the work is not receiving sufficient attention, nor is it being conducted by an employee with experience working with higher education teams. The state of student outcomes, new teacher ability to instruct literacy effectively, and teacher retention (see educator pipeline report) are all in need of more effective support.

One additional FTE focused on supporting the efficacy of teacher preparation programs will have a positive impact on student outcomes, efficacy of new teacher preparation, and overall teacher retention.

List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	Pay Grade	FT or PT	Benefit Eligible	Term Service
Education Effectiveness Program Manager	$ 82,492	N	1.0 (FT)	Yes	Permanent/Year-long

Will staff be re-directed? If so, describe impact and show changes on org chart.
This would be a new position, reporting to the Chief Academic Officer.

Detail any current one-time or ongoing OE or CO and any other future costs.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Provide detail about the revenue assumptions supporting this request.

Who is being served by this request and what is the impact if not funded?
Students and K-12 educators are being served by this request. If not funded, teacher preparation programs at our institutions of higher education will continue to receive subpar support.

AGENCY: 501

Approp Unit: EDAA

Decision Unit No: 12.04

Title: **Policy Analyst**

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)	1				1
PERSONNEL COSTS					
1. Salaries	$63,107.20				$63,107.20
2. Benefits	27,893.92				27,893.92
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$91,001.12				$91,001.12
OPERATING EXPENSES					
TOTAL OPERATING EXPENDITURES					
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$91,001.12				$91,001.12

Explain the request and provide justification for the need.
The Board is requesting one (1) FTE to create a new Policy Analyst position in the Office of the State board of Education. This position would support OSBE's educational policy team by providing policy monitoring, conducting research and drafting briefs on topics of interest, and assisting with prompt responses to stakeholder inquiries.

If a supplemental, what emergency is being addressed?
NA

Specify the authority in statute or rule that supports this request.
Section 33-101, Idaho Code – the Board is responsible for the general supervision, governance and control of the public school system. From time-to-time, the Office of the State Board of Education, as an executive agency, may propose legislation through the executive agency legislation process. The Board has authority to promulgate administrative rules under the Board and Department of Education (08), the Division of Vocational Rehabilitation (47), and the Division of Career Technical Education (55). Additionally, the board adopts policies and procedures that support the work of the agencies and institutions under its umbrella.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.
The Board's mission is to "Drive improvement of the K-20 education system for the citizens of idaho, focusing on quality, results, and accountability." All of the goals, objectives, metrics, and measures within the strategic plan and performance reporting structure benefit from quality policy research at the local, regional, and national level.

What is the anticipated measured outcome if this request is funded?

Indicate existing base of PC, OE, and/or CO by source for this request.

What resources are necessary to implement this request?
This new position would require a workstation from which to conduct policy research, draft briefings, and meet with stakeholders.

List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	Pay Grade	FT or PT	Benefit Eligible	Term Service
Policy Analyst	$ 63,107	L	1.0 (FT)	Yes	Permanent/Year-long

Will staff be re-directed? If so, describe impact and show changes on org chart.
This would be a new position reporting to the Chief Policy Officer.

Detail any current one-time or ongoing OE or CO and any other future costs.
NA

Describe method of calculation (RFI, market cost, etc.) and contingencies.
NA

Provide detail about the revenue assumptions supporting this request.
NA

Who is being served by this request and what is the impact if not funded?
This request will support the overall quality of OSBE's education policy team, provide more flexibility for responding to governor and legislative policy inquiries, and ensure that future policy, rule, and legislative proposals are aligned to best practices.

AGENCY: State Board of Education

Approp Unit: EDAE

Title: **See Tell Now Contract**

Decision Unit No: 12.05

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS					
OPERATING EXPENSES Service agreement: call center operations	$10,000				$10,000
TOTAL OPERATING EXPENDITURES	$10,000				$10,000
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$10,000				$10,000

Explain the request and provide justification for the need.

The confidential student safety tipline is a resource for all Idaho students to report threats to safety and security concerns to their local law enforcement and school administrators. Tipline active participants continue to increase each year and the total number of tips also continues to increase.

In order to ensure stability and continuity of operations the ISSSP office recently entered into a new contract for software support and for operations of the 24-hour call center. Call center costs have increased since the original competitive bid process in 2017.

This budget enhancement will cover the increase in the costs for call center operations for the next contract period.

If a supplemental, what emergency is being addressed?

Specify the authority in statute or rule that supports this request.

33-5902…

- (1) Promote the safety and security of the students attending the public educational institutions of the state;
- (3) Enhance the safety and security resources available to public educational institutions;
- (6) Promote the use of technical methods, devices and improvements to address school security;

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

ISSSP Strategic Plan 2024

Goal 3: Identify and implement multiple modes of support for the improvement of safety and security within schools. [33-5902] (1)(2)(3)(6)(7)

What is the anticipated measured outcome if this request is funded?

Continuation of the confidential reporting tipline.

Indicate existing base of PC, OE, and/or CO by source for this request.
None

What resources are necessary to implement this request?

$10,000 ongoing general funds.

List positions, pay grades, full/part-time status, benefits, terms of service.
N/A

Will staff be re-directed? If so, describe impact and show changes on org chart.

No, existing staff will continue to support the tipline coordination. This increase is to cover contract cost increases only.

Detail any current one-time or ongoing OE or CO and any other future costs.

Current OE budget of $74,000 will continue, and we are requesting a $10,000 increase to the Year 2 contract cost of $84,077.63.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Provide detail about the revenue assumptions supporting this request.

1 year contract with 4 optional 1 year extensions. Costs fixed at noted rates.

Year 1 Cost per Unit Number of Units Payment $80,650.00
Year 2 Cost per Unit Number of Units Payment $84,077.63
Year 3 Cost per Unit Number of Units Payment $87,650.93
Year 4 Cost per Unit Number of Units Payment $91,376.10
Year 5 Cost per Unit Number of Units Payment $95,259.58

Who is being served by this request and what is the impact if not funded?

All students in the state of Idaho are able to use the confidential tipline to report threats or school safety related concerns and have them immediately communicated to local law enforcement and school officials. If this increase is not approved, the opportunity to report threats confidentially and quickly will be lost to all Idaho Students.

AGENCY: Office of the State Board of Education Approp Unit: EDAC

Decision Unit No: 12.06 Title: **Cybersecurity**

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					**0**
PERSONNEL COSTS 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS					$ 0
OPERATING EXPENSES Cybersecurity Services/Solutions	$ 35,000				$ 35,000
TOTAL OPERATING EXPENDITURES	$ 35,000				$ 35,000
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$ 35,000				$ 35,000

Explain the request and provide justification for the need.

OSBE is requesting an ongoing increase to its IT and Data Management appropriation to provide cybersecurity vulnerability assessment, monitoring, and penetration testing of its network and data systems. This increase will ensure that OSBE is able to perform the required cybersecurity assessments and monitoring per ITA policy P2045 in order to better secure its systems and the data contained within them.

OSBE collects and stores large amounts of data on Idaho's schools as well as Privately Identifiable Information (PII) about students including assessments, Special Education Data, etc. Additionally, these systems and data are used by the State Department of Education to calculate and fund Idaho's schools.

It is essential to ensure security of these systems and data to protect not only the PII of Idaho's citizens, but also to ensure continued operation of Idaho's schools.

If a supplemental, what emergency is being addressed?
N/A

Specify the authority in statute or rule that supports this request.

Idaho Code §67-833 authorizes the Idaho Technology Authority to set policies to govern state IT practices.

ITA Policy P2045 requires agencies to complete an independent third-party assessment including vulnerability assessment and penetration testing. Additionally, the policy states that it is the agency's responsibility to ensure that an appropriate budget amount is requested.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

This request is not expressly identified in the agency's strategic plan or performance measurement report. However, appropriately ensuring security of agency IT resources directly impacts the agency's ability to meet each of the goals within its strategic plan.

What is the anticipated measured outcome if this request is funded?

A completed vulnerability assessment and penetration test of agency IT systems as well as ongoing monitoring and assessment of data system assets and web applications. This will provide agency staff with further visibility to potential risks and a list of priorities to improve system security.

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

What resources are necessary to implement this request?

General funds for OE to perform ongoing cyclical cybersecurity vulnerability assessments and penetration testing.

List positions, pay grades, full/part-time status, benefits, terms of service.

N/A

Will staff be re-directed? If so, describe impact and show changes on org chart.

No agency staff will be redirected from their current responsibilities. The third-party assessments and ongoing vulnerability monitoring will be overseen by the agency's IT Security Coordinator in coordination with the Enterprise Infrastructure Manager.

Detail any current one-time or ongoing OE or CO and any other future costs.

This request is for $35,000 in ongoing OE to support a cyclical cybersecurity assessment and monitoring program including vulnerability assessments and penetration testing. Vulnerability monitoring would be ongoing. Third-party network penetration testing would be performed every third year alternating with in-depth assessment and testing of web applications and data systems.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Calculations were based upon informal requests made by our IT Security Coordinator to other state agencies of similar size to ascertain approximate current expenditures for similar cybersecurity assessments and testing.

Provide detail about the revenue assumptions supporting this request.

Although it is likely that penetration testing and vulnerability assessment services and solutions will increase in cost over time, it is anticipated that $35,000/year will cover the expected expenditures for the next three years.

Who is being served by this request and what is the impact if not funded?

Idaho's schools, postsecondary institutions, partner state agencies, policymakers, and citizens are all stakeholders relying on the systems that this request would secure to provide information for data-informed decision-making as well as to process funding for Idaho's public schools. If the request is not funded, agency systems could be at further risk from ever increasing cyber threats that are regularly compromising networks and systems.

AGENCY: OSBE Approp Unit: EDAA

Decision Unit No: 12.07 Title: **Board Initiative Outreach**

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS					
OPERATING EXPENSES Marketing Materials, flyers, posters, school events and other outreach expenditures	$120,000				$120,000
TOTAL OPERATING EXPENDITURES	$120,000				$120,000
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL	$120,000				$120,000

Explain the request and provide justification for the need.

To better support Board goals (Apply Idaho and FAFSA completion goals) the College & Career Access team needs funds to support increased understanding from the general population around Apply Idaho and FAFSA and to support schools in their application events (College Application Month and in-person FAFSA completion events).

If a supplemental, what emergency is being addressed?
n/a

Specify the authority in statute or rule that supports this request.

Idaho Opportunity Scholarship: Idaho Code 33-4303 / IDAPA Section 08.01.13

- Idaho Opportunity Scholarship required completion of the Federal Application for Student Aid (FAFSA)

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

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

Performance Measures:

I. Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA). Benchmark: 60% or more II.

II. Percent of Idaho public high school seniors who submit at least one application through Apply Idaho. Benchmark: New Measure

What is the anticipated measured outcome if this request is funded?

Additional applications to Idaho post-secondary institutions via Apply Idaho and increase statewide-FAFSA completion numbers.

Indicate existing base of PC, OE, and/or CO by source for this request.

This is a new funding request

What resources are necessary to implement this request?

Ongoing operating Costs: $120,000 for marketing materials, flyers, posters, school events and other outreach expenditures

List positions, pay grades, full/part-time status, benefits, terms of service.

n/a

Will staff be re-directed? If so, describe impact and show changes on org chart.

n/a

Detail any current one-time or ongoing OE or CO and any other future costs.

Ongoing OE: $120,000

Describe method of calculation (RFI, market cost, etc.) and contingencies.

We will use FY25 as a baseline (pre-intervention) to FY26 (post-intervention) to determine the return on investment of these funds. Details for each program are included below:

- # students submitting at least one college application via Apply Idaho in FY25 v FY26
- #FAFSA completions in FY25 v FY26
- # of Idaho Op FY25 v FY26rtunity Applications FY25 v FY26
- # Next Steps Idaho accounts created in FY25 v FY26
- # of school events/parent nights supported FY25 v FY265

Provide detail about the revenue assumptions supporting this request.

These funds will be used to increase student, parent and educator understanding of the federal student aid process, increase awareness and understanding of the state's Idaho Opportunity Scholarship as well as the free state common application to 10 in-instate postsecondary institutions.

These efforts are to support Idaho through the application and enrollment process as they pursue post-secondary education & training programs that will prepare them to enter the workforce and contribute to the economic growth of Idaho effectively and efficiently.

Who is being served by this request and what is the impact if not funded?

These funds will help ensure more Idaho students have the information they need make informed decisions about their postsecondary education & training options and to ensure they are aware of and can access ALL state and federal financial aid to support them as they move beyond high school into a career that help them achieve their personal goals and support the broader Idaho economy.

Without these positions, Idaho will maintain the status quo when it comes to pursing postsecondary opportunities and completing aid applications like Idaho Opportunity Scholarships.

AGENCY: 501 Approp Unit: EDAA

Decision Unit No: 12.08 Title: **Empowering Parents Program Specialist**

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)	1				1
PERSONNEL COSTS					
1. Salaries	$55,702				$55,702
2. Benefits	25,675				25,675
3. Group Position Funding					
TOTAL PERSONNEL COSTS	$81,377				$81,377
OPERATING EXPENSES					
TOTAL OPERATING EXPENDITURES					
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS	($81,377)				($81,377)
GRAND TOTAL	$0				$0

Explain the request and provide justification for the need.

This is a request for one (1) FTE to increase OSBE's support of the Empowering Parents microgrant program. While Empowering Parents provides for one (1) FTE, that position has been entirely focused on customer service and has not has sufficient opportunity to manage the contract, support marketing efforts, or work toward future success of the program. An additional FTE, funded by the existing grant appropriation focused on customer service, would allow the higher level program manager to focus on higher level work, allowing for a more proactive and ultimately more successful approach to managing this grant. A similar program, MySpark, in Colorado (which distributes $1M annually) is staffed by five (5) FTE. Providing for two (2) FTE total for the administration of this program would have a significant impact on customer experience.

If a supplemental, what emergency is being addressed?
NA

Specify the authority in statute or rule that supports this request.
Section 33-1030 through 33-10-34, Idaho Code establishes the Empowering Parents microgrant program.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.
This program is not aligned to the Board's strategic plan, but rather is special project assigned to the Board by the legislature.

What is the anticipated measured outcome if this request is funded?
Improved customer experience and faster liquidation of grant funds through the program.

Indicate existing base of PC, OE, and/or CO by source for this request.
Empowering Parents ongoing appropriation. $30,000,000 OE.

What resources are necessary to implement this request?
No additional resources are needed. A new employee will require a workstation. This position would be primarily focused on customer service.

List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	Pay Grade	FT or PT	Benefit Eligible	Term Service
Program Specialist	$ 55,702	K	1.0 (FT)	Yes	Permanent/Year-long

Will staff be re-directed? If so, describe impact and show changes on org chart.
A new position will be posted.

Detail any current one-time or ongoing OE or CO and any other future costs.
There would be no impact to current appropriations.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Provide detail about the revenue assumptions supporting this request.
The position is proposed to be funded from the existing and ongoing appropriation for the Empowering Parents microgrant program.

Who is being served by this request and what is the impact if not funded?
By increasing the staffing assigned to this work, Idaho taxpayers will be served by improved functionality of this program.

AGENCY:

Approp Unit: EDAA

Decision Unit No: 12.09

Title: **Independent Study Idaho**

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS					
OPERATING EXPENSES					
TOTAL OPERATING EXPENDITURES					
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS	$350,000				$350,000
GRAND TOTAL	$350,000				$350,000

Explain the request and provide justification for the need.
Independent Study Idaho (ISI) is a 50-year old Board initiative in course sharing that supports hundreds of place-bound and time-bound learners throughout Idaho and beyond to access college courses in a highly flexible way, helping them progress in study, work, and life. ISI is housed at the University of Idaho but delivers courses from all public four-year institutions. ISI is entirely self-sustaining through user fees, but its business model is not sustainable due to a lack of base funding and relies on students registering but not completing their courses. This request will provide ongoing base-funding to allow ISI to revise their business model and more reliably serve Idahoans for the next 50 years. Funding will support the operational costs of developing, improving, cataloging and delivering courses in a highly flexible manner to students throughout Idaho.

If a supplemental, what emergency is being addressed?
N/A

Specify the authority in statute or rule that supports this request.
N/A

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.
State Board of Education Strategic Plan Goal 2: Educational Access, Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities and Objective C: College-Going – Increase the rate at which high school graduates pursue postsecondary opportunities.

What is the anticipated measured outcome if this request is funded?
Growth of enrollment in ISI courses and growth in participation by the community colleges.

Indicate existing base of PC, OE, and/or CO by source for this request.
N/A

What resources are necessary to implement this request?
$350,000 ongoing general funds to support staff overseeing independent study

List positions, pay grades, full/part-time status, benefits, terms of service.
N/A

Will staff be re-directed? If so, describe impact and show changes on org chart.
No.

Detail any current one-time or ongoing OE or CO and any other future costs.

N/A

Describe method of calculation (RFI, market cost, etc.) and contingencies.
N/A

Provide detail about the revenue assumptions supporting this request.
N/A

Who is being served by this request and what is the impact if not funded?
Place-bound and time-bound Idahoans who would otherwise be cost-prohibitive to serve by our existing colleges and universities are served by ISI. If this request is not funded, fewer of these people will have access to educational opportunities that can help them thrive in work and life.

AGENCY: State Board of Education

Approp Unit: EDAE

Title: **Don't Tread on Me Fire Safety Grant**

Decision Unit No: 12.10

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS					
OPERATING EXPENSES		$34,000			$34,000
TOTAL OPERATING EXPENDITURES		$34,000			$34,000
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL		$34,000			$34,000

Explain the request and provide justification for the need.

S1317 created a new grant program for schools to develop and implement firearm safety training using proceeds from the sale of Gadsden Flag License Plates. Since funds from the sale of the plates is limited by statue to grant awards only budget enhancements are needed to support a new iteration of the current grant management software and a part-time contract position to support the administration of the grant programs.

The part-time contract position will be tasked with grant administration and program accountability to ensure that funds are spent according to statutory requirements.

If a supplemental, what emergency is being addressed?

Specify the authority in statute or rule that supports this request.

S1317 now I.C. 49-402.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

No current performance measure report

Since this is a new responsibility for the Office of the State Board, performance measures will be updated to reflect the new statutory responsibilities in the next update cycle. Performance measures will be reported to the legislature in future ISSSP Legislative reports.

What is the anticipated measured outcome if this request is funded?

To increase the number of K-12 schools offering optional firearm safety classes taught by qualified instructors using approved curriculum.

Indicate existing base of PC, OE, and/or CO by source for this request.

None

What resources are necessary to implement this request?

Grant Management System capacity increase, management contractor services PSA.

List positions, pay grades, full/part-time status, benefits, terms of service.

Will staff be re-directed? If so, describe impact and show changes on org chart.

No. Contractor will operate at the direction and control of the ISSSP Office Manager

Detail any current one-time or ongoing OE or CO and any other future costs.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Provide detail about the revenue assumptions supporting this request.

Who is being served by this request and what is the impact if not funded?

All Idaho citizens benefit from a strong firearm safety education program. Death and injury due to negligent and accidental discharges would likely be reduced with the full implementation of the program. Negligent and accidental discharge of firearms is a statistically greater risk to Idahoans than mass casualty shooting incidents.

AGENCY: State Board of Education

Approp Unit: EDAE

Decision Unit No: 12.11

Title: **3 Replacement Vehicles**

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS					
OPERATING EXPENSES					
TOTAL OPERATING EXPENDITURES					
CAPITAL OUTLAY		$99,000			$99,000
TOTAL CAPITAL OUTLAY		$99,000			$99,000
T/B PAYMENTS					
GRAND TOTAL		$99,000			$99,000

Explain the request and provide justification for the need.

Regular replacement of high-mileage vehicles. (3 small SUV's)

Replacing 2x 2015 Ford Escape with >125k miles
Replacing 1x 2013 Ford Escape with >125k miles

If a supplemental, what emergency is being addressed?

Specify the authority in statute or rule that supports this request.

33-5904(2)
The Executive Director of the Office of the State Board of Education and the manager and other personnel of the school safety and security program may enter all public educational facilities in this state at reasonable times to conduct annual assessments for consistency with the school safety and security guidelines developed by the Idaho School Safety and Security Advisory Board.

Vehicles are necessary for field analysts to complete the statutory mandate of the office.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

Performance Measure #1
To develop and execute a program of vulnerability assessments in all publicly funded educational institutions throughout the state, including entering into the facilities at regular times to conduct on-site vulnerability assessments.

What is the anticipated measured outcome if this request is funded?

Continuing to conduct regular vulnerability assessments in all publicly funded educational facilities throughout the state.

Indicate existing base of PC, OE, and/or CO by source for this request.

No existing Base for replacement vehicles.

What resources are necessary to implement this request?
$99,000 in one-time general funds.

List positions, pay grades, full/part-time status, benefits, terms of service.
N/A

Will staff be re-directed? If so, describe impact and show changes on org chart.
N/A

Detail any current one-time or ongoing OE or CO and any other future costs.
N/A

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Current DOP fleet vehicle pricing

Provide detail about the revenue assumptions supporting this request.

N/A

Who is being served by this request and what is the impact if not funded?

Analysts will not be able to complete their statutory-mandated support to schools throughout the state. Most significantly impacted are rural and remote schools.

AGENCY: State Board of Education

Approp Unit: EDAE

Title: **See Tell Now Marketing Update**

Decision Unit No: 12.12

	General	Dedicated	Federal	Other	Total
FULL-TIME POSITIONS (FTP)					
PERSONNEL COSTS 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS					
OPERATING EXPENSES Marketing materials		$12,500			$12,500
TOTAL OPERATING EXPENDITURES		$12,500			$12,500
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY					
T/B PAYMENTS					
GRAND TOTAL		$12,500			$12,500

Explain the request and provide justification for the need.

The confidential student safety tipline is a resource for all Idaho students to report threats to safety and security concerns to their local law enforcement and school administrators. Tipline active participants continue to increase each year and the total number of tips also continues to increase.

Marketing is a critical component of and effective confidential reporting system. Without broad-based student awareness of the existence of a tipline, it ceases to provide it's vital function. A student who has information on an impending school threat will not be able to communicate it if they are not aware of the means of communication through the tipline.

This budget enhancement will cover the costs associated with updating marketing materials available to all students throughout the state. Marketing materials have not been updated since the inception of the program in 2017 and are no longer attractive or compelling to students.

If a supplemental, what emergency is being addressed?

Specify the authority in statute or rule that supports this request.

33-5902…

- (1) Promote the safety and security of the students attending the public educational institutions of the state;
- (3) Enhance the safety and security resources available to public educational institutions;
- (6) Promote the use of technical methods, devices and improvements to address school security;

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

ISSSP Strategic Plan 2024

Goal 3: Identify and implement multiple modes of support for the improvement of safety and security within schools. [33-5902] (1)(2)(3)(6)(7)

What is the anticipated measured outcome if this request is funded?

Increasing the information related to threats and student safety concerns yielded through the confidential reporting process of the tipline.

Indicate existing base of PC, OE, and/or CO by source for this request.

What resources are necessary to implement this request?

$12,500 ongoing general funds for updated marketing materials and focused video content.

List positions, pay grades, full/part-time status, benefits, terms of service.
N/A

Will staff be re-directed? If so, describe impact and show changes on org chart.

No, existing staff will continue to support the tipline marketing. This increase is to cover materials updates only.

Detail any current one-time or ongoing OE or CO and any other future costs.

Current OE will continue at budgeted rate.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

Provide detail about the revenue assumptions supporting this request.

We assume that the number of participating schools will continue to increase as well as the number of tips received.

Who is being served by this request and what is the impact if not funded?

All students in the state of Idaho are able to use the confidential tipline to report threats or school safety related concerns and have them immediately communicated to local law enforcement and school officials. Student participation is the lynchpin of the effectiveness of the program. We have observed that schools with a high emphasis on building student awareness received much better, quality tips as well as more tips allowing Law Enforcement and School Administrators to address threats and vulnerabilities.

We have also observed that schools without sufficient marketing materials or institutional commitment have seen overall lower participation rates and fewer threats and vulnerabilities reported to local authorities for remediation.

FORM B8.1: PROGRAM REQUEST BY DECISION UNIT						
Agency/Department:	Public Broadcasting				Request for Fiscal Year :	2026
Function/Division:	Idaho Public Broadcasting				Agency Number:	520
Activity/Program:	Idaho Public Broadcasting				Function/Activity Number:	01
					Budget Unit:	EDKA
Original Request Date:	Revision Request Date:					
August 30, 2024					Page: 1 of	6
Decision Unit Number:	**12.55**	**Descriptive Title:**	**Network Operation Center (NOC) Automation - General Fund - OT**			

Description	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1.					
2.					
3.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. 778500 - Communication Equip - OT	$ 300,000				$300,000
2.					
3.					
TOTAL CAPITAL OUTLAY:	**$300,000**				**$300,000**
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	**$ 300,000**	**$ -**	**$ -**	**$ -**	**$ 300,000**

Explain the request and provide justification for the need.

During the FY 2022 budget year IdahoPTV took a step back and paused any capital requests to formulate a 10-year capital replacement plan that would serve as the overall guide for our system health. Once we finished with our initial plan, it confirmed our suspicions that much of our broadcast infrastructure was at or past its operational lifespan. For instance, transmitters and translators were no longer supported, and replacement parts were no longer being manufactured.

The plan demonstrated that we have not had (either received or requested) enough ongoing funds to replace capital items, on an industry standard cycle, within the complex systems that run and distribute to our broadcast distribution system.

There are three systems of equipment that the plan focuses on:

1) Network Operations Center - These systems include equipment that record, organize and playout content to our system as well as cable, satellite and online platforms. This system includes handling of all emergency alerts.

2) Broadcast Distribution System - This massive system includes five high-power transmitters, 46 translators/repeaters, microwaves, studio-to-transmitter links, towers and antennas that connect and distribute our signal throughout our state.

3) Production Control and Field Production - These systems and individual items are for IdahoPTV staff to produce local content. Control rooms are the areas where live and recorded programming is produced. Field cameras, associated equipment, edit servers and edit systems are where the footage is gathered and edited into long and short-form content for all platforms.

There are multiple fund pools that IdahoPTV accesses to replace equipment in these three areas. It has been widely communicated and accepted that our privately raised funds, including donations and grants, pay for local production content related activities (3) which includes the purchase of equipment meant to produce local content. State General Funds have been accessed for upkeep of the network operations and broadcast infrastructure (1 and 2). Only state requests will be seen in this form.

During FY 2023 and FY 2024 IdahoPTV received funding from the Permanent Building Fund (PBF) for projects totaling $5.6 million. These funds will go a long way to update IdahoPTV's broadcast infrastructure by replacing four (4) of our five (5) high power transmitters, and replace their related waveguide and antennas. In addition, it has allowed us to make any necessary repairs to our broadcast towers. We expect this equipment to come online in FY 2025 and FY 2026.

While the investment is substantial, the PBF is limited by statute on which type of assets they can fund and there is a lot more to broadcasting technology than transmitters and antennas.

Therefore, IdahoPTV has a need for state General Funds to replace network operations and broadcasting infrastructure equipment that does not qualify for PBF funding. This equipment includes items such as network operations center automation, additional equipment to distribute emergency alerts in a second language, central equipment to process and add regional emergency alerts into our broadcast stream, IP routers and switches for statewide distribution.

The IdahoPTV network operations and broadcast infrastructure system is a complicated and interconnected system. One mission critical component of this system is the following:

- **Network Operation Center (NOC) Automation - $300,000 – One-time – General Fund:**
    - The automation system is critical to the operation of the NOC.
    - Its function is to:
        - Control multiple devices that record, playback, route and switch programs to our broadcast delivery system
        - Ensures delivery of programming to our five channels which includes our statewide broadcast system, cable systems around the state, satellite platforms and live online platforms such as YouTube TV, Hulu Live, Local Now and so on.
    - The sheer quantity of programming, channels and delivery platforms makes it impossible for any number of technical staff members to make it work seamlessly.

- This system consists of eight (8) devices that run on Windows OS devices, each having a 5-year life cycle. The servers control other devices (recorder, players and video switchers).
- If replaced in SFY 2026 the current piece of equipment will have been in service for nine (9) years which is 4 years past its useful life
- The main controller that is running on a Windows server 2007 operating system is beyond end of life for support,
- Other devices of the system that contain proprietary software also run on unsupported operating systems:
  - The server that sends commands to the players, recorders and switchers operates on server 2008,
  - Air Client, which runs the play and record lists, runs on Windows 7 Pro, these must all be replaced as a system to function as designed.
- Due to equipment failures, we are operating on an unofficial hybrid provided to us by the manufacturer to hold us over until replacement funding can be secured.

If a supplemental, what emergency is being addressed?
N/A

Specify the authority in statute or rule that supports this request.

IdahoPTV is a State educational agency (Idaho Code §67-5302 (33) (e)) under the governance of the Idaho State Board of Education. This equipment is critical for IdahoPTV to efficiently fulfil its role as an educational agency.

We need this funding in order to help us sustain a stable broadcast infrastructure for viewers who rely on our programming for education and news and public affairs.

While Title 31 Chapter 48 – Emergency Communications Act does not specifically call out IdahoPTV, it does imply the need for the role IdahoPTV plays in the emergency broadcast system. The Idaho Military Division considers IdahoPTV a key partner in their public safety work. Section 31-4801 states, in part, the following:

> PURPOSE. The legislature recognizes that providing consolidated emergency communications systems and interoperable public safety communications and data systems is vital in enhancing the public health, safety, and welfare of the people in the state of Idaho. The legislature further finds that there is an obvious need for providing a means to finance the initiation, maintenance, operation, enhancement and governance of interoperable and consolidated emergency communications systems.

IdahoPTV is closely coordinating with the 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. Our current broadcasting standard is ATSC 1.0 which allows for the distribution of Emergency Alert System (EAS) notifications, and distribution of the Wireless Emergency Alert (WEA) signal as back up for all wireless carriers, called the Wireless Alert Response Network (WARN) which is administered by PBS and distributed to public television stations across the United States.

We need this funding in order to help us sustain a stable broadcast infrastructure for the safety of Idaho residents, especially those in rural areas.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

If funded, this request will help us meet the following performance goals for IdahoPTV:

- Percentage of Idaho's population within our signal coverage area – 98.9%
    - Whole communities, especially rural ones, rely on IdahoPTV's high quality educational programming and may be in danger of not receiving Amber, weather and other emergency alerts if the broadcast system was to experience an outage.
- Since this equipment feeds our entire broadcast delivery system, when it is down, more than just over-the-air broadcast is affected. All cable and satellite providers (Dish and DirecTV) will be affected as well as all online streaming platform delivery. No programming means:
    - Less visits to the IdahoPTV/PBS online player
    - Less programming delivered to alternative platforms

What is the anticipated measured outcome if this request is funded?

The are many possible measurable outcomes if this request is funded. Although the equipment requested does not transmit a signal, staff use the technology to manipulate and send data for the pipeline of programming that people ultimately watch. If we have problems or there are inconsistencies in getting programs to viewers there will be less viewers watching. There must be consistency.

- Automation is a key to the long chain of equipment that controls what is on the air. With this equipment replacement it is expected that we will keep the following measured outcomes constant:

    - The percentage of Idaho's population served by our over-the-air broadcast signal.
    - Number of visitors access the IdahoPTV/PBS online video player
    - Number of alternate delivery platforms to which our content is delivered. Without programming IdahoPTV would be removed from the platform.
    - And although we have performance measures based on types of programs a more encompassing measure can be the total broadcast hours uptime when

compared to the totals possible broadcast hours (5 channels x 24 hours x 7 days x 52 weeks = 43,680 hours).

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

What resources are necessary to implement this request?

N/A

List positions, pay grades, full/part-time status, benefits, terms of service.

N/A

Will staff be re-directed? If so, describe impact and show changes on org chart.

No, staff will not be redirected.

Detail any current one-time or ongoing OE or CO and any other future costs.

Our current on-going General Fund appropriation does not allow us to keep up with all maintenance and capital replacement costs as we should. But IdahoPTV uses its funding wisely and prioritizes needs to keep the statewide broadcast system operating. If equipment is maintained correctly during its useful operational lifespan, we believe maintenance costs will not substantially impact our ongoing General Fund operating budget.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

The cost of this equipment is based on what we paid for the previous system and a list price from a proposed manufacturer. The pricing reflects savings on licensing costs, since we own the licensing that works with the equipment we are requesting.

Provide detail about the revenue assumptions supporting this request.

N/A

Who is being served by this request and what is the impact if not funded?

As mentioned above, IdahoPTV's over-the-air signal is vitally important for urban and rural areas alike. Idaho viewers access us over-the-air more than in most other states due to many factors. Geography and the rural nature of our state plays a role in this. Roughly 62% of Idahoans watch IdahoPTV on a regular basis. About 1/3 of the population watches over-the-air using a standard antenna. The remaining percentage of viewers access us via cable and satellite operators around the state, much of which

is fed by our over-the-air signal. A small but growing percentage watch us live via streaming or use our on-demand streaming service.

Without this equipment programming on all our channels and all our viewing platforms would be affected.

In short, if programming is not being broadcast, people are not watching. If people are not watching, they will cease to donate. In addition, if they are not watching, they will not see EAS alerts. Broadcasters are not mandated to carry all local EAS alerts, only national presidential alerts. IdahoPTV carries **all** EAS alerts to **all** our broadcast areas.

Based on our growing partnership with the Idaho Office of Emergency Services, IdahoPTV must have reliable equipment to distribute regionally focused emergency alerts and be able to offer live broadcast of emergency events from the state officials whenever needed.

What are the consequences if this project is not funded?

IdahoPTV is Idaho's only statewide broadcaster. Aging equipment leads to signal failures and prolonged outages. All parts of the system (network operations, transmitters, translators) must be functioning to have engaged viewers and to send any EAS alert.

Our network operations, and to a large extent, our broadcast infrastructure system, feed cable, satellite, IP-based cable, online streaming services and more. If parts of the interdependent system are not working, we risk our signal not being available to one or all of these platforms that viewers use to receive the IdahoPTV signal. On many platforms this would include emergency alerts.

In addition, this function is critical to the operation and operating without it would set us back 25 years. We would not be capable of broadcasting across our 5 linear channels in 5 markets serving 50 communities spread across 2 time zones with only one master control operator. We would be relegated to manually run one service across the state. We would also require a second operator to ingest and play out content. This would be a very inefficient and costly process.

FORM B8.1: PROGRAM REQUEST BY DECISION UNIT						
Agency/Department:	Public Broadcasting				Request for Fiscal Year :	2026
Function/Division:	Idaho Public Broadcasting				Agency Number:	520
Activity/Program:	Idaho Public Broadcasting				Function/Activity Number:	01
					Budget Unit:	EDKA
Original Request Date:	Revision Request Date:					
August 30, 2024					Page: 1 of	4
Decision Unit Number:	**12.56**	**Descriptive Title:**	**IT Infrastructure and Misc. Equipment - General Fund - OT**			

Description	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1.					
2.					
3.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. 778500 - Communication Equip - OT	$70,000				$70,000
2.					
3.					
TOTAL CAPITAL OUTLAY:	**$70,000**				**$70,000**
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	**$ 70,000**	**$ -**	**$ -**	**$ -**	**$ 70,000**

Explain the request and provide justification for the need.

During the FY 2022 budget year IdahoPTV took a step back and paused any capital requests to formulate a 10-year capital replacement plan that would serve as the overall guide for our system health. Once we finished with our initial plan, it confirmed our suspicions that much of our broadcast infrastructure was at or past its operational lifespan. For instance, transmitters and translators were no longer supported, and replacement parts were no longer being manufactured.

The plan demonstrated that we have not had (either received or requested) enough ongoing funds to replace capital items, on an industry standard cycle, within the complex systems that run and distribute to our broadcast distribution system.

There are three systems of equipment that the plan focuses on:

1) Network Operations Center - These systems include equipment that record, organize and playout content to our system as well as cable, satellite, and online platforms. This system includes handling of all emergency alerts.
2) Broadcast Distribution System - This massive system includes five high-power transmitters, 46 translators/repeaters, microwaves, studio-to-transmitter links, towers and antennas that connect and distribute our signal throughout our state.
3) Production Control and Field Production - These systems and individual items are for IdahoPTV staff to produce local content. Control rooms are the areas where live and recorded programming is produced. Field cameras, associated equipment, edit servers and edit systems are where the footage is gathered and edited into long and short-form content for all platforms.

There are multiple fund pools that IdahoPTV accesses to replace equipment in these three areas. It has been widely communicated and accepted that our privately raised funds, including donations and grants, pay for local production content related activities (3) which includes the purchase of equipment meant to produce and distribute content. State General Funds have been accessed for upkeep of the network operations and broadcast infrastructure (1 and 2). Only state requests will be seen in this form.

During FY 2023 and FY 2024 IdahoPTV received funding from the Permanent Building Fund (PBF) for projects totaling $5.6 million. These funds will go a long way to update IdahoPTV's broadcast infrastructure by replacing four (4) of our five (5) high power transmitters and replacing their related waveguide and antennas. In addition, it has allowed us to inspect and make any necessary repairs to our broadcast towers. We expect this equipment to come online in FY 2025 and FY 2026.

While the investment is substantial, the PBF is limited by statute on which type of assets they can fund and there is a lot more to broadcasting technology than transmitters and antennas.

Therefore, IdahoPTV has a need for state General Funds to replace its broadcasting equipment that does not qualify for PBF funding. This equipment includes items such as network operations center automation, additional equipment to distribute emergency alerts in a second language, central equipment to process and add regional emergency alerts into our broadcast stream, IP routers and switches for statewide distribution.

An important component of this system is the following:

- **IT Infrastructure and Misc. Equipment - $70,000 – OT General Fund:**

    - Much of this proposal is to cover the NetApp SAN (Storage Area Network). The server provides shared storage that can be partitioned to serve thirteen (13) different areas of our operation needing mass storage for video and other critical data. The list of servers reliant on this SAN operating systems for IPTV's exchange, web services and the program Science Trek. It allows for the migration of critical data with very little downtime. The server eliminates the need for Network Attached storage (NAS) on each system. We would incur additional cost and lesson efficiency. Our current system will reach industry standard life cycle replacement in FY26. Its support has expired as of April 2024 which leaves us vulnerable to failure of drives or software updates such as security patches. In the event of a failure recovery would take days from archived backup and recent data that may not have been archived would be lost.

    - The other portion of the request is for Firewall Hardware. Because we operate several remote sites outside the state network it is crucial to maintain secure connectivity using Firewall devices. These "edge devices" are required by the state to maintain secure access to remote sites.

If a supplemental, what emergency is being addressed? N/A

Specify the authority in statute or rule that supports this request.

IdahoPTV is a State educational agency (Idaho Code §67-5302 (33) (e)) under the governance of the Idaho State Board of Education. This equipment is critical for IdahoPTV to efficiently fulfil its role as an educational agency.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

While this request is not meant to increase any performance goal it is a replacement of outdated equipment. As this equipment is shared for different uses it would impact the following performance goals:

- Percentage of Idaho's population within our signal coverage area – 98.9%
    - If not funded, data for programming playout may be compromised and reduce our current standard.
- Whole communities, especially rural ones, rely on IdahoPTV's high quality educational programming
- Number of visitors to our websites
    - Without data availability our IdahoPTV and Science Trek websites will not function properly

What is the anticipated measured outcome if this request is funded?

The are many possible measurable outcomes if this request is funded.
This equipment is foundational to our business and cannot be tied to any one performance standard. It is simply a device where IdahoPTV staff can store and retrieve information and files for use to conduct its business including shared files. The replacement of this equipment will allow us to continue to serve broadcast viewers and website users as we have in the past.

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

What resources are necessary to implement this request?

N/A

List positions, pay grades, full/part-time status, benefits, terms of service.

N/A

Will staff be re-directed? If so, describe impact and show changes on org chart.

No, staff will not be redirected.

Detail any current one-time or ongoing OE or CO and any other future costs.

Our current on-going General Fund appropriation does not allow us to keep up with all maintenance and capital replacement costs as we should. But IdahoPTV uses its funding wisely and prioritizes needs to keep the statewide broadcast system operating. If equipment is maintained correctly during its useful operational lifespan, we believe maintenance costs will not substantially impact our ongoing General Fund operating budget.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

The cost of this equipment is based on what we paid for the previous system and a list price from a proposed manufacturer. The pricing reflects savings on licensing costs, since we own the licensing that works with the equipment we are requesting.

Provide detail about the revenue assumptions supporting this request.

N/A

Who is being served by this request and what is the impact if not funded?

It is simply a device where IdahoPTV staff can store and retrieve information and files for use to conduct its business including shared files. The replacement of this equipment will allow us to continue to serve broadcast viewers and website users as we have in the past.

As mentioned above, IdahoPTV's over-the-air signal is vitally important for urban and rural areas alike. Idaho viewers access us over-the-air more than in most other states due to many factors. Geography and the rural nature of our state plays a role in this. Roughly 62% of Idahoans watch IdahoPTV on a regular basis. About 1/3 of the population watch over-the-air using a standard antenna. The remaining percentage of viewers access us via cable and satellite operators around the state. A small but growing percentage watch us live via streaming or use our on-demand streaming service.

<u>What are the consequences if this project is not funded?</u>

Website users and viewers will not be able to access the IdahoPTV and Science Trek websites. Staff work with very large video files that are accessed and move around. Not having this technology will stop employees from doing their jobs. Other current business efficiencies will be lost.

Agency/Department:	Public Broadcasting	**Request for Fiscal Year :**	2026
Function/Division:	Idaho Public Broadcasting	Agency Number:	520
Activity/Program:	Idaho Public Broadcasting	Function/Activity Number:	01
		Budget Unit:	EDKA
Original Request Date:	Revision Request Date:		
August 30, 2024		Page: 1 of	5
Decision Unit Number:	**12.57**	**Descriptive Title:**	**Studio to Transmitter Link microwave - General Fund - OT**

Description	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
1.					
2.					
3.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. 778500 - Communication Equip - OT	$180,000				$180,000
2.					
3.					
TOTAL CAPITAL OUTLAY:	**$180,000**				**$180,000**
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	**$180,000**				**$180,000**

Explain the request and provide justification for the need.

During the FY 2022 budget year IdahoPTV took a step back and paused any capital requests to formulate a 10-year capital replacement plan that would serve as the overall guide for our system health. Once we finished with our initial plan, it confirmed our suspicions that much of our broadcast infrastructure was at or past its operational lifespan. For instance, transmitters and translators were no longer supported, and replacement parts were no longer being manufactured.

The plan demonstrated that we have not had (either received or requested) enough ongoing funds to replace capital items, on an industry standard cycle, within the complex systems that run and distribute to our broadcast distribution system.

There are three systems of equipment that the plan focuses on:

1) Network Operations Center - These systems include equipment that record, organize and playout content to our system as well as cable, satellite and online platforms. This system includes handling of all emergency alerts.
2) Broadcast Distribution System - This massive system includes five high-power transmitters, 46 translators/repeaters, microwaves, studio-to-transmitter links, towers and antennas that connect and distribute our signal throughout our state.
3) Production Control and Field Production - These systems and individual items are for IdahoPTV staff to produce local content. Control rooms are the areas where live and recorded programming is produced. Field cameras, associated equipment, edit servers and edit systems are where the footage is gathered and edited into long and short-form content for all platforms.

There are multiple fund pools that IdahoPTV accesses to replace equipment in these three areas. It has been widely communicated and accepted that our privately raised funds, including donations and grants, pay for local production content related activities (3) which includes the purchase of equipment meant to produce and distribute content. State General Funds have been accessed for upkeep of the network operations and broadcast infrastructure (1 and 2). Only state requests will be seen in this form.

During FY 2023 and FY 2024 IdahoPTV received funding from the Permanent Building Fund (PBF) for projects totaling $5.6 million. These funds will go a long way to update IdahoPTV's broadcast infrastructure by replacing four (4) of our five (5) high power transmitters and replacing their related waveguide and antennas. In addition, it has allowed us to inspect and make any necessary repairs to our broadcast towers. We expect this equipment to come online in FY 2025 and FY 2026.

While the investment is substantial, the PBF is limited by statute on which type of assets they can fund and there is a lot more to broadcasting technology than transmitters and antennas.

Therefore, IdahoPTV has a need for state General Funds to replace its broadcasting equipment that does not qualify for PBF funding. This equipment includes items such as network operations center automation, additional equipment to distribute emergency alerts in a second language, central equipment to process and add regional emergency alerts into our broadcast stream, IP routers and switches for statewide distribution.

One important component of this system is the following:

- **Studio to Transmitter Link (STL) microwave - $180,000 – OT General Fund:**

  The microwave serves as the "last mile" of the delivery system to the transmitter broadcast signal. It connects the KAID Network Operating Center (NOC), KISU and KUID studios, as well as the Public Safety Communication distribution microwave to the transmitters. Each STL is critical to delivery of the broadcast signal to the region. Not staying within the industry replacement life cycle, we would not be able to deliver continued content to our viewers including news and public information. Without signal delivery, Emergency Alerts cannot be transmitted.

  - Our current system does not include IP-based microwaves for all locations. This is a critical component of our broadcast signal and improving our ability to enhance broadcast capabilities. Currently we are transmitting in ATSC 1.0 but we must plan for ATSC 3.0, for Next Gen TVs. The data insertion capabilities of ATSC 3.0 affords a unique opportunity to deliver situational data not only to first responder but to the public as well.
  - There are five (5) segments to this system, and they will cost approximately - $36,000 each. We do not need to replace all five segments at one time.

If a supplemental, what emergency is being addressed? N/A

Specify the authority in statute or rule that supports this request.

IdahoPTV is a State educational agency (Idaho Code §67-5302 (33) (e)) under the governance of the Idaho State Board of Education. This equipment is critical for IdahoPTV to efficiently fulfil its role as an educational agency.

We need this funding to help us sustain a stable broadcast infrastructure for viewers who rely on our programming for education and news and public affairs.

While Title 31 Chapter 48 – Emergency Communications Act does not specifically call out IdahoPTV, it does imply the need for the role IdahoPTV plays in the emergency broadcast system. The Idaho Military Division relies on our partnership for public safety. Section 31-4801 states, in part, the following:

> PURPOSE. The legislature recognizes that providing consolidated emergency communications systems and interoperable public safety communications and data systems is vital in enhancing the public health, safety, and welfare of the people in the state of Idaho. The legislature further finds that there is an obvious need for providing a means to finance the initiation, maintenance, operation, enhancement and governance of interoperable and consolidated emergency communications systems.

Please identify the performance measure, goal, or priority this request is intended to improve in the strategic plan or performance measurement report.

While this request is not meant to increase any performance goal since it is a replacement of outdated equipment, it is meant to maintain our current performance measures.

In addition, if funded, this request will help us meet the following performance goals for IdahoPTV:

- Percentage of Idaho's population within our signal coverage area – 98.9%
  - Whole communities, especially rural ones, rely on IdahoPTV's high quality educational and news and public affairs programming.
  - Without coverage they may not be receiving Amber, weather and other emergency alerts if the broadcast system was to experience an outage.

- Since this equipment feeds our entire broadcast delivery system, when it is down, more than just over-the-air broadcast is affected. Some cable and satellite providers (Dish and DirecTV) will be affected as well as all online streaming platform delivery.

What is the anticipated measured outcome if this request is funded?

There are many possible measurable outcomes if this request is funded.

- The percentage of Idaho's population served by our over-the-air broadcast signal.
- And a new measure can be the total broadcast hours uptime when compared to the totals possible broadcast hours (5 channels x 24 hours x 7 days x 52 weeks = 43,680 hours).
- Number of alternate delivery platforms to which our content is delivered.

Indicate existing base of PC, OE, and/or CO by source for this request.

N/A

What resources are necessary to implement this request?

N/A

List positions, pay grades, full/part-time status, benefits, terms of service.

N/A

Will staff be re-directed? If so, describe impact and show changes on org chart.

No, staff will not be redirected.

Detail any current one-time or ongoing OE or CO and any other future costs.

Our current on-going General Fund appropriation does not allow us to keep up with all maintenance and capital replacement costs as we should. But IdahoPTV uses its funding wisely and prioritizes needs to keep the statewide broadcast system operating. If equipment is maintained correctly during its useful operational lifespan, we believe maintenance costs will not substantially impact our ongoing General Fund operating budget.

Describe method of calculation (RFI, market cost, etc.) and contingencies.

The cost of this equipment is based on what we paid for the previous system and a list price from a proposed manufacturer.

Provide details about the revenue assumptions supporting this request.

N/A

Who is being served by this request and what is the impact if not funded?

As mentioned above, IdahoPTV's over-the-air signal is vitally important for urban and rural areas alike. Idaho viewers access us over-the-air more than in most other states due to many factors. Geography and the rural nature of our state plays a role in this. Roughly 62% of Idahoans watch IdahoPTV on a regular basis. About 1/3 of the population watch over-the-air using a standard antenna. The remaining percentage of

viewers access us via cable and satellite operators around the state. A small but growing percentage watch us live via streaming or use our on-demand streaming service.

Here's what the Broadcast System Carries:

IdahoPTV carries education, entertainment and news and information programming for free for all Idahoans. We also broadcast emergency alerts signals (EAS) in several regions of the state to make alerts more applicable to the viewer. Multiple agencies feed into the EAS system including National Oceanic and Atmospheric Administration (NOAA), Federal Emergency Management Agency (FEMA), Amber Alerts and mandatory federal alerts.

IdahoPTV's broadcast system serves as the backup carrier for wireless emergency alerts or WEA signals to Idaho's wireless carriers.

Based on our growing partnership with the Idaho Office of Emergency Services, IdahoPTV must have reliable equipment to distribute regionally focused emergency alerts and be able to offer live broadcast of emergency events from the state officials whenever needed.

What are the consequences if this project is not funded?

IdahoPTV is Idaho's only statewide broadcaster. Aging equipment leads to signal failures and prolonged outages. All parts of the system (network operations, transmitters, translators) must be functioning to send any EAS alert.

Our viewers expect programming to be delivered consistently, in high quality and on time. If we fail to deliver on these promises, then we will lose viewers and donations. Over time we could lose the reason people watch.

Our network operations, and to a large extent, our broadcast infrastructure system, feed cable, satellite, IP-based cable, online streaming services and more. If parts of the interdependent system are not working, we risk our signal not being available to one or all of these platforms that viewers use to receive the IdahoPTV signal. On many platforms this would include emergency alerts.

Whole communities, especially rural ones, rely on IdahoPTV's high quality educational programming and may be in danger of not receiving Amber, weather and other emergency alerts.

SUBJECT

FY 2026 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. and Section V.K.

BACKGROUND/DISCUSSION

The capital projects request process is separate from the line-item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is supported by the staff of the Division of Public Works (DPW), has three major areas of focus when it considers and develops recommendations on institutional and agency requests for fiscal year construction projects: a) major new construction or remodeling projects, typically costing well over $1M (referred to as "Capital" or "Part A" projects); b) smaller alteration and repair projects (referred to as "A&R" or "Part B" projects); and c) projects to comply with the Americans with Disabilities Act ("ADA" projects). The institutions must provide their detailed requests to DPW by August 1, accompanied by updates to the institutions' rolling six-year capital project budget ("Part C") plans. The PBFAC will hear agency/institution capital project, A&R, and ADA requests in October. Subsequently, DPW and the PBFAC will review all requests for projects involving Permanent Building Fund (PBF) dollars and will develop a list of recommended projects for all state entities to fit the projected available Permanent Building Funds for the upcoming legislative cycle. DPW will work with the Division of Financial Management (DFM) and the Legislative Services Office (LSO) to develop, in turn, the Governor's recommendation and the Legislature's appropriation for capital, A&R, and ADA projects. The construction and maintenance needs of the higher education institutions (with deferred maintenance needs estimated in hundreds of millions of dollars) far exceed the Permanent Building Funds available for rationing by the PBFAC, Governor, and Legislature.

This agenda item deals with Board approval only for the capital project (Part A) requests and projected six-year capital project plans (Part C) from the four-year institutions. Summaries of the community colleges' capital project requests are provided for information only—those requests are vetted by the community colleges' local boards of trustees prior to submission to PBFAC. This agenda item does not deal with A&R and ADA requests. Projects shown have been prioritized by each institution. The project descriptions provided below were prepared by the institutions.

In addition to A&R projects, the following capital requests were appropriated in the FY 2025 PBF budget (S1197):

Boise State University	13,000,000
Idaho State University	7,000,000
University of Idaho State	4,000,000
Lewis-Clark State College	6,115,000

College of Western Idaho: Student Learning Center 10,700,000

FY2026 Capital Project Requests:
Boise State University (BSU) has two major capital projects.

BSU's first project is for the 3rd Floor Labs buildout of the additional funding for the buildout of the 3rd floor labs in the Micron Center for Materials Research. The unfinished portion of the third floor was approximately 8,470 gross square feet with a layout allowing for 11 future research lab modules. BSU received PBF funding in FY22 and FY24 to build out a portion of the space for research labs. Those funds are currently assisting a project that's underway, which will finish 3,650 square feet and provide five new research labs. Additional FY2025 funding has been awarded which will allow the university to finish out another 1-2 labs and shared equipment space (approx. 2,000 square feet). This FY26 funding request will finish out the remainder of the shelled space (approximately 2,000 square feet) providing 1-3 additional labs.

BSU's second project is renewal of Building 034 (Riverfront Hall). The building is approximately 67,000 gross square feet and was built in 1971. The building has served the campus community for over 50 years and the university intends to continue using the building into the foreseeable future. In order to ensure future use of the building, a renewal and refresh of the building is warranted. Project funds will support the entire scope of the building renewal, with a goal of consolidating the School of Public Service in the renewed building. BSU is requesting $15M in PBF funds in FY 26.

Idaho State University (ISU) has two major capital projects.

The first project is a new Life Science Complex which will create essential and modern teaching and research facilities to train the next generation of Biological Sciences researchers and Health Sciences professionals. The proposed complex will be 108,000 gross square feet gross square feet including site preparation, FF&E, and all soft costs. ISU is requesting $42M in PBF funds in FY26.

ISU's second project is the new Sports and Orthopedic Center. This project will renovate the existing Sports and Orthopedic Center and enhance ISU's ability to serve the well-being and training needs of ISU student athletes. ISU is not requesting PBF funds since institutions funds will pay for this project.

University of Idaho (UI) has three major capital projects.

UI's first priority is for new Joint Military Science and Veterans Assistance Center. The project request consists of two main components:

1. Component 1: Renovation of, and minor addition to the existing Targhee Hall to create a Joint Military Science Education and Training Center Facility and Veterans Assistance Center Facility.

2. Component 2: Creation of a new Parking Facility with Court Sport and Recreational Opportunities.

The total cost of the project is $15.84M and UI is requesting $8M in PBF funds in FY 26.

UI's second priority is for the Broadband Infrastructure Security and Resiliency Improvements. First the university seeks to design and construct a comprehensive and complete set of improvements to the campus fiber data and communications infrastructure associated with the main campus of the university in Moscow, Idaho. Second the university seeks to design and construct a secure Open Top Secret (OTS) facility. Such an OTS facility is required by the university's increasing research in Cybersecurity and related field. Third, the university seeks to partner with a third-party, non-profit organization to locate an Internet Exchange Point (IXP) facility on the campus of the University of Idaho.

The total cost of the project is $12.25M and UI is requesting all in PBF funds in FY 26.

UI's third priority is for the Science and Engineering Research Complex. This project constructs a new four-story state of the art laboratory facility to promote robust, multi-disciplinary research programs across the Colleges of Engineering and Science. These programs further integrate innovative research systems capable of transcending college boundaries to identify solutions to grand challenges in innovation and discovery. The facility is approximately 100,000 GSF and includes both modular and traditional laboratory spaces needed to accelerate existing research strengths and enhance our ability to retain of our world class faculty while increasing our ability to attract and recruit leaders in specific fields critical to solving the challenges facing Idaho today and tomorrow.

The total cost of the project is $100M and UI is requesting all in PBF funds in FY 26.

Lewis-Clark State College (LCSC) has two major capital projects.

LCSC's first priority is the Mechanical-Technical Building HVAC Upgrades. The system has been identified as end-of-life by an independent deferred maintenance study. Replacement parts are becoming increasingly difficult to source, and Physical Plant staff expend increasing amounts of labor hours in keeping the systems running. Manufacturer support and parts for these systems will soon be unavailable. LCSC is requesting $5.568M in PBF funds in FY26.

LCSC's second priority is for the Sam Glenn Complex Remodel. This project involves replacing the failing plumbing, electrical, building insulation and HVAC systems as well as ceiling tile structure, installing new flooring/carpeting, window replacement, enlargement and additions, and addresses other minor repairs and

needed painting. The ceiling tiles have a flaw in the design with the fixture method and need to be repaired as tiles are currently dislodging and falling at random times. This will be accomplished one floor at a time with the top floor being accomplished first. LCSC is requesting $8.35M in PBF funds in FY26.

The College of Eastern Idaho's (CEI) request is for Welding Program upgrades. This will include changing Sessions Building room 150 from Diesel Mechanics to Welding. This requires expanding the ventilation system, increasing the electrical capacity, and remodeling other aspects of the room to accommodate welding booths.

College of Southern Idaho has one major capital project.

The Shields Academic Building Renovation project will be a comprehensive renovation to reinforce structural systems; repair and upgrade aging communication, electrical, plumbing, and HVAC systems; replace worn finishes; remedy accessibility issues; and replace life safety systems. The building is 55 years old and is approximately 49,300 SF.

The Shields Building houses programs such as Mathematics, English, and Biology. Renovating this building will increase the number of students we can serve by facilitating more on-line hybrid classes and increasing computer labs. It will replace obsolete infrastructure in biology laboratories. It will also provide ADA accessible work and study spaces in lecture halls and laboratories.

College of Western Idaho (CWI) has three major capital projects.

CWI's first request is to develop the CWI Main and Whitewater campus - Phase 1 in Boise. This building will contain multiple classrooms, I.T. labs, One stop services (admissions, registration, counseling and financial aid), Library, Tutoring Services and office space for staff and faculty. It is also anticipated that surface parking will be provided during this initial phase. CWI is requesting $10M from PBF with CWI contributing $20M for a total project cost of $30M.

CWI's second request is for the Health Science Building 2nd floor shell and core space. CWI is requesting funding to complete the build out of the core & shell space constructed in Phase 1 of the Health & Science building. Additional space will allow CWI to relocate and expand the current Occupational Therapy Assist and Physical Therapy Assist programs into the new building which will further support synergies around CWI's Health & Science programs. CWI is requesting $2.85M from PBF with CWI contributing $.15M for a total project cost of $3M.

CWI's third request is for the Health Science Building Phase 2. This additional funding will be used to construct a Phase 2 expansion of the recently funded Phase 1 Health & Science building (currently in progress under a Design/ Build agreement with DPW). The Phase 2 space will allow additional Health and Science programs including Medical Assist and Certified Nursing Assist to be moved onto the main

Nampa campus in the new Health & Science building. Additionally, large capacity classroom space will be developed to support the growth of Health and Science programs. Bringing these additional programs into the Health Science building will allow an increase in collaboration between Health and Science disciplines. Additionally, this will provide recruiters and employers a central location for future student recruitment. CWI is requesting $8M from PBFAC with CWI contributing $2M for a total project cost of $10M.

North Idaho College (NIC) request is for a new Post and Emergency Responder Training Facility. This project is a training facility on land already owned by North Idaho College. The facility would include training space for first responders including a classroom, skid pad, indoor shooting range and EVOC (emergency vehicle training) driving course.

IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. Following Board approval, DPW, PBFAC, DFM, and LSO will be informed of the Board's recommendations. A Board representative will brief the PBFAC on the Board's decision and any comments at the October PBFAC meeting, prior to agency presentations of their FY 2026 requests.

Board Policy V.K. requires institutions to bring their six-year capital project plans to the Board for review and approval at its regularly scheduled August meeting. These plans span six fiscal years going forward, starting with the upcoming fiscal year (FY 2026). Board approval of a six-year plan constitutes advance notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in the institution plan. The institutions can, and very frequently do, update years two through six components of their six-year plans, based on the approved funding and outcomes of their year one requests. Board approval of the six-year plans also allows the institutions to solicit and accept gifts in support of the projects listed in the approved plans.

ATTACHMENTS

Attachment 1 - FY 2026 Major Capital Request Summary
Attachment 2 - Boise State University Six-year Plan
Attachment 3 - Idaho State University Six-year Plan
Attachment 4 - University of Idaho Six-year Plan
Attachment 5 - Lewis-Clark State College Six-year Plan
Attachments 6-20 - Capital Project Summaries for agencies & institutions

STAFF COMMENTS AND RECOMMENDATIONS

Although current levels of funding from the PBF and other sources are not sufficient to meet the facility needs of the institutions, it is appropriate for the institutions and the Board to highlight the most urgent infrastructure needs in the system. An effective review and rationing system is in place to allocate available dollars to the highest need projects for the FY 2026 budget cycle. The FY 2026

capital project requests from the institutions are reasonable, and they reflect continuity with previous capital planning efforts. The longer-term wish lists in the rolling six-year capital plans, while largely hypothetical, are a useful advance planning tool.

The attached six-year capital project plans include new projects as well as updated cost estimates.

Staff recommends approval of the institutions' FY 2026 capital project requests and their six-year capital project plans.

BOARD ACTION

I move to approve the capital projects listed in the table in Attachment 1 from Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College and to submit projects requesting Permanent Building Funds to the Permanent Building Fund Advisory Council for the FY 2026 budget cycle.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Six-Year Capital Improvement Plans for FY 2026 through FY 2031 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided in attachments 2 - 5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education

FY26 Major Capital Request Summary

($ in thousands)

	Board Priority	Institution/Agency & Project	Attachment	Total Project Cost: Perm. Building Fund	Total Project Cost: Total Funds	FY 2026 Request
1		**Boise State University**				
2	1	Micron Center for Materials Research - 3rd Floor Labs Buildout	6	3,750.0	4,750.0	3,750.0
3	3	Riverfront Hall Renewal	7	15,000.0	25,000.0	15,000.0
4		**Idaho State University**				
5	1	New Life Science Complex	8	42,000.0	127,700.0	42,000.0
6	2	Sports and Orthopedic Center	9	-	10,500.0	-
7		**University of Idaho**				
8	1	Joint Military Science and Veterans Assistance Center	10	8,000.0	15,840.0	8,000.0
9	2	Broadband Infrastructure Security and Resiliency Improvements	11	12,250.0	17,250.0	12,250.0
10	3	Science and Engineering Research Complex	12	100,000.0	100,000.0	100,000.0
11		**Lewis-Clark State College**				
12	1	Mechanical-Technical Building HVAC Upgrades	13	5,568.0	5,568.0	5,568.0
13	2	Sam Glenn Complex Remodel	14	8,350.0	8,350.0	8,350.0
14		**College of Eastern Idaho**				
15	1	Bldg #1, Remodel and Ventilation - Welding Tech Program	15	1,324.0	1,324.0	1,324.0
16		**College of Southern Idaho**				
17	1	Shields Academic Building Renovation		25,000.0	25,000.0	25,000.0
18		**College of Western Idaho**				
19	1	Develop CWI Main and Whitewater campus Phase 1	16	10,000.0	30,000.0	10,000.0
20	2	Health Science Building, phase 1	17	2,850.0	3,000.0	2,850.0
21	3	Health Science Building, phase 2	18	8,000.0	10,000.0	8,000.0
22		**North Idaho College**				
23		Post and Emergency Responder Training Facility	19	12,000.0	12,000.0	12,000.0
24						
25		**Total**		$ 254,092.0	$ 396,282.0	$ 254,092.0

SIX-YEAR CAPITAL IMPROVEMENT PLAN

FY 2026 THROUGH FY 2031

Institution: Boise State University

Project Title	Est. Cost	*Prev. Fund.*	FY2026 Total	FY2027 Total	FY2028 Total	FY2029 Total	FY2030 Total	FY2031 Total
Centennial Plaza	2,000,000	0	2,000,000					
MCMR - Third Floor Laboratories	7,000,000	0	7,000,000					
First Year Student Housing	59,550,000	49,550,000	10,000,000					
Construction Management Building*	8,000,000	0	6,000,000	2,000,000				
Faculty and Staff Housing Development*	12,000,000	0	8,000,000	4,000,000				
Science Research Building	120,000,000	30,936,000	32,000,000	30,000,000	27,064,000			
Athletic Facilities and Title IX Upgrades	5,000,000	0	5,000,000					
Albertsons Stadium - North End Zone Expansion**	65,000,000	5,000,000	45,000,000	15,000,000				
Auxiliary Gym Renovation**	12,000,000	0	6,000,000	6,000,000				
Biomechanics Research Lab	8,000,000	0	4,000,000	4,000,000				
Lusk Area Development*	10,000,000	0		10,000,000				
Riverfront Hall - Remodel and Renewal	25,000,000	0		25,000,000				
HML Addition and Renovation	3,000,000	0		3,000,000				
University Drive Improvements	4,800,000	0		2,550,000	2,250,000			
Campus Operations Building - Phase 2	20,000,000	0		20,000,000				
Parking Structure	50,000,000	0			25,000,000	25,000,000		
Student Academic and Welcome Center	90,000,000	0			40,000,000	50,000,000		
Upper Grade Level Student Housing*	10,000,000	0			10,000,000			
Hemingway Building - Remodel and Renewal	5,800,000	0				5,800,000		
Morrison Center Addition and Renovation	45,000,000	0					45,000,000	
Existing Science Building Renovation	30,000,000	0			5,000,000	25,000,000		
Health Sciences Building	55,000,000	0						55,000,000
Deferred Maintenance	90,000,000	30,000,000	30,000,000	30,000,000				-
Total	737,150,000	115,486,000	155,000,000	151,550,000	109,314,000	105,800,000	45,000,000	55,000,000

May entail a non-State Entity and/or public-private partnership delivery model. Component of the Athletics Master Village Plan*

FY 2026

ISU Six Year Capital Improvement Budget - proposed priority order 6/21/2024

Description	FY2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
Life Science Complex	$127,700,000					
Sports and Orthopedic Center *	$10,500,000					
Remodel RFC for COH Nursing, Rad Tech, and other KDHS - PH 1		$32,880,816				
New Housing Apartment Building (350 beds) *		$72,100,000				
ISU Health and Wellness Center (Clinic Consolidation)		$60,623,640				
Greenhouse Addition, Plant Sciences			$2,233,464			
Remodel Basement Space, Eli Oboler Library			$3,003,000			
Phase 2 HVAC Upgrades, Administration			$3,648,427			
Research Lab Renovations, College of Pharmacy, Meridian			$6,860,700			
Meridian Dental Hygiene Expansion			$5,082,000			
Meridian Master Plan Expansion on Locust Grove (Phased project - PH1)				$50,000,000		
Holt Arena Phase 2 and 3: Spine and Basketball Arena*				$97,828,500		
Gravely Hall - Upgrade the heating and cooling system					$3,652,688	
Vocarts - Replace, HVAC, Fire Alarm & ADA restrooms					$2,218,092	
Campus Housing Renovations & Remodeling					$12,705,000	
University Place Building					$67,499,250	
Academic Building						$31,762,500
Six Year Capital Improvement Plan Total $590,298,077	$138,200,000	$165,604,456	$20,827,591	$147,828,500	$86,075,030	$31,762,500

* Agency or Donor Funded

New Capital Projects

Notes: Modifications from 2025

Removed DM projects, added new projects this year, added Master plan projects

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN
(Major Capital Projects greater than $1 mil Total Project Cost)
FY 2026 THROUGH FY 2031
($ in 000's)

Institution: University of Idaho

FY2026 FINAL Submittal 17 Jul 24

	Project Title	Est. Cost	*Prev. Fund.*	FY 2026 PBF	FY 2026 Other	FY 2026 Total	FY 2027 PBF	FY 2027 Other	FY 2027 Total	FY 2028 PBF	FY 2028 Other	FY 2028 Total	FY 2029 PBF	FY 2029 Other	FY 2029 Total	FY 2030 PBF	FY 2030 Other	FY 2030 Total	FY 2031 PBF	FY 2031 Other	FY 2031 Total
1	Idaho Center for Agriculture, Food, and Environment (CAFE) Research Dairy, Rupert, Ph. 1 CP200007, DPW 18-257	25,497	25,497	In Const Status as of 1 Jul 24																	
2	J.W. Martin Lab Building Systems Improvements CP230000, DPW 23-250	4,491	4,491	In Const Status as of 1 Jul 24																	
3	Energy Plant Wood Fuel Handling System Upgrades CP230026, MIED1/SPUPI FY2023 CapEx 23-107	3,056	3,056	In Const Status as of 1 Jul 24																	
4	FY2023 Deferred Maintenance Funds, Original UI Allocation of $41 mil per DPW. After distribution to existing projects, the remaining amount is $25.343 mil, placed into DPW PN 23-882. **Note:** This effort is delivered as a single project with multiple Task Orders.	25,343	25,343	In Const Status as of 1 Jul 24																	
5	Ag Science Building HVAC, Phase 2 CP230055, DPW 23-256	14,743	14,743	In Award Status as of 1 Jul 24																	
6	Idaho Center for Agriculture, Food, and Environment (CAFE) Research Dairy, Rupert, Ph. 2 CP200007, DPW 18-257	12,374	12,374	In Award Status as of 1 Jul 24																	
7	Meat Science and Innovation Center, FY2025 Maj Cap Request Priority 01 CP200032 **Note:** In Award Status as of 1 Jul 24. UI is requesting Additional Authorization at the August 2024 Meeting of the Board based on actual bids as received. If the Additional Authorization is accepted, the project cost will increase to $17.2 mil.	14,100	14,100	In Bid Status as of 1 Jul 24																	
8	Nez Perce Drive Reconfiguration and Rebuild CP240003, DPW 24-253	2,097	2,097	In Design Status as of 1 Jul 24																	
9	Huckabay Medical Education Building Expansion CP240022	4,500	4,500	In Design Status as of 1 Jul 24																	
10	McCall Field Campus Improvements, Dining Lodge and Kitchen, CP240011, DPW 24-261	6,350	6,350	In Design Status as of 1 Jul 24																	
11	FY2024 Deferred Maintenance Funds, Original UI Allocation of $51.55 mil per DPW. After distribution to existing projects, the remaining amount is $25.343 mil, placed into DPW PN 23-882. **Note:** This effort is delivered as a single project with multiple Task Orders.	47,575	47,575	In Design Status as of 1 Jul 24																	
12	Housing and Auxiliary Facilities Improvements Initiative Initial Design and Development with the Master Builder	12,000	12,000	In Design Status as of 1 Jul 24																	
13	South Hill Neighborhood Development, Family Housing Housing and Auxiliary Facilities Improvements Initiative Priority 1.A, Const. Phase	38,000	Inc. Above	0	38,000	38,000															
14	South Hill Neighborhood Development, Graduate Student and Prof Housing Housing and Auxiliary Facilities Improvements Initiative Priority 1.B, Const. Phase	50,000	Inc. Above	0	50,000	50,000															
15	Wallace Residence Center Renovations and Improvements Housing and Auxiliary Facilities Improvements Initiative Priority 1.C, Const. Phase	15,000	Inc. Above	0	15,000	15,000															
16	Theophilus Tower Renovations and Improvements Housing and Auxiliary Facilities Improvements Initiative Priority 1.D, Const. Phase	16,000	Inc. Above	0	16,000	16,000															
17	Joint Military Science Education & Training and Veterans Assistance Center FY2026 Maj Cap Request Priority 01	15,840	0	8,000	7,840	15,840															
18	Broadband Infrastructure Education and Research Security and Resiliency FY2026 Maj Cap Request Priority 02	17,250	0	12,250	5,000	17,250															
19	Science and Engineering Research Complex FY2026 Maj Cap Request Priority 03	100,000	0	100,000	0	100,000															
20	ASUI Kibbie Activity Center Electrical Service Replacement CP230047, MIED1/SPUPI FY2023 CapEx 23-317	4,685	177	0	4,507	4,507															

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN
(Major Capital Projects greater than $1 mil Total Project Cost)
FY 2026 THROUGH FY 2031
($ in 000's)

Institution: University of Idaho

FY2026 FINAL Submittal 17 Jul 24

	Project Title	Est. Cost	*Prev. Fund.*	FY 2026			FY 2027			FY 2028			FY 2029			FY 2030			FY 2031		
				PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
21	Energy Plant Ash Handling System Upgrades UI CP240017, MIED1/SPUPI FY2023 CapEx 23-102	2,809	256	0	2,553	2,553															
22	Energy Plant Boiler Controls Modernization UI CP240018, MIED1/SPUPI FY2023 CapEx 23-109	4,659	440	0	4,219	4,219															
23	Wood Boiler Capital Renewal Phase 1 UI CP240069, MIED1/SPUPI FY2025 CapEx 25/1-101	3,264	363	0	2,901	2,901															
24	Domestic Waterline Replacement on Blake Avenue UI CP TBD, MIED1/SPUPI FY2025 CapEx 25/4-047	2,876	351	0	2,525	2,525															
25	South Hill Housing Utilities Improvements UI CP240069, MIED1/SPUPI FY2025 CapEx 25/1-101	TBD	0	0	TBD	TBD															
25	West Farm Primary Distribution Improvements Proposal A UI CP TBD, MIED1/SPUPI PN TBD	11,104	546				0	10,559	10,559												
26	McCall Field Campus Improvements Teaching and Learning Center #	5,300	0				0	5,300	5,300												
27	Wallace Residence Center Electrical Service Replacement (Proposal A) UI CP TBD, MIED1/SPUPI FY2025 CapEx 25/3-088	3,259	268							0	2,991	2,991									
28	Idaho Center for Agriculture, Food, and Environment (CAFE), Food Processing Pilot Facility at CSI, Twin Falls	5,000	0							0	2,500	2,500		2,500	2,500						
29	Undergraduate Apartment Housing # Housing and Auxiliary Facilities P3 Priority 2	TBD	0																		
	Totals:	467,174	174,528	120,250	148,546	268,796	0	15,859	15,859	0	5,491	5,491	0	2,500	2,500	0	0	0	0	0	0

CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2026 THROUGH FY 2031
CAPITAL IMPROVEMENTS

AGENCY: **Lewis-Clark State College**

PROJECT DESCRIPTION/LOCATION	FY 2026 $	FY 2027 $	FY 2028 $	FY 2029 $	FY 2030 $	FY 2031 $
MTB HVAC Upgrades	$5,568,000					
Sam Glenn Complex Remodel	$8,350,000					
Talkington Hall Remodel		$14,818,000				
Meriwether Lewis Hall Updates		$23,447,500				
Administration Building Updates		$3,528,000				
Center for Student Athlete Success			$33,016,000			
Reid Centennial Hall Remodel			$21,137,000			
Central Heat Plant				$35,280,000		
Living/Learning Center & General-Purpose Facility					$29,400,000	
CTE/WFT						$29,400,000
TOTAL	$13,918,000	$41,793,500	$54,153,300	$35,280,000	$29,400,000	$29,400,000

Agency Head Signature: _____

Date: 07/16/2024

MAJOR CAPITAL BUDGET REQUEST #1

FY 2026

CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

Project Title: Third Floor Labs Buildout - Building 393 (MCMR)

Institution/Agency: Boise State University

Brief Description:

Boise State University continues to experience increased demand for facilities that support laboratory-based instruction and research. The requested funds will provide additional research laboratory spaces in a portion of the third-floor shelled space in Building 393, the Micron Center for Materials Research (MCMR). Completing this space in the MCMR building will enable programmatic growth and relieve existing space constraints.

Project Scope:

Construction of New Science Research and Academic Building

Estimated Project Size: 2,000 Square Feet
Project Components:

1-3 state-of-the-art research labs to include:
- Laboratory casework
- Chemical fume hoods
- Wall and ceiling finishes
- Utilities including electrical, lighting, HVAC, plumbing, data and specialized systems

Estimated Project Cost:

Fund Source	Amount
Permanent Building Fund	$3,750,000
Bond, Donor and other University Funds	$1,000,000
Total Estimated Cost	**$4,750,000**

1. Project Description and Justification

During the initial construction, the third floor of MCMR was shelled out for future occupancy. This unfinished area was approximately 8,470 gross square feet with a layout allowing for up to 11 future research lab modules. The university received PBF funding in FY22, FY24 to build out a portion of the space for research labs. Those funds are currently assisting a project with a summer of 2024 completion, which will finish out 3,650 square feet and provide five new research labs. Additional FY2025 funding has been awarded which will allow the university to finish out another 1-2 labs and shared equipment space (approx. 2,000 square feet). This FY26 funding request will finish out the remainder of the shelled space (approximately 2,000 square feet) providing 1-3 additional labs.

As the university continues to experience growth in the student population, we also experience growth in our research mission. From our Strategic Plan, *Blueprint for Success,* the university is committed to "fostering an environment where research and creative activity thrive" and creating a "vibrant research community where all undergraduate students can engage in high impact research and creative experiences." New research space is needed to support this critical activity.

This project supports various Strategic Planning goals, especially those that relate to the institution's focus on STEM-related fields. However, Goal 3 to "Advance Research and Creativity Activity" is closest aligned. The strategies supporting that goal are:

1. Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.
2. Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

2. Project Components

This project will install wall and ceiling finishes, electrical power, lighting, HVAC, plumbing, data outlets, laboratory cabinets and chemical fume hoods in the laboratory spaces to create advanced wet labs, which are in high demand on the university's campus. With this funding, the university hopes to complete the buildout of the third floor.

3. Alternatives

The current and future shortage of quality research spaces impinges on the university's ability to attract and retain new faculty and grant funding. If the university is not able to finish out these spaces, opportunities for research growth will be constrained.

4. Vacated Space

A recent space utilization study indicated a significant shortfall in research spaces at the university. The study assessed peer universities, as well as Boise State's ratio of space

available for active researchers. A portion of the new labs will be used to support Biology and/or Chemistry, potentially creating vacant space in Building 072 (existing Science Building), of which may be repurposed for new research faculty or teaching labs.

5. Images

The labs that are currently funded and slated to be completed in the near future are shown in blue on the image to the left. The area that will be constructed with the FY2025 funding are shown in orange and the remainder of the work to be completed with FY2026 funding is shown in green.

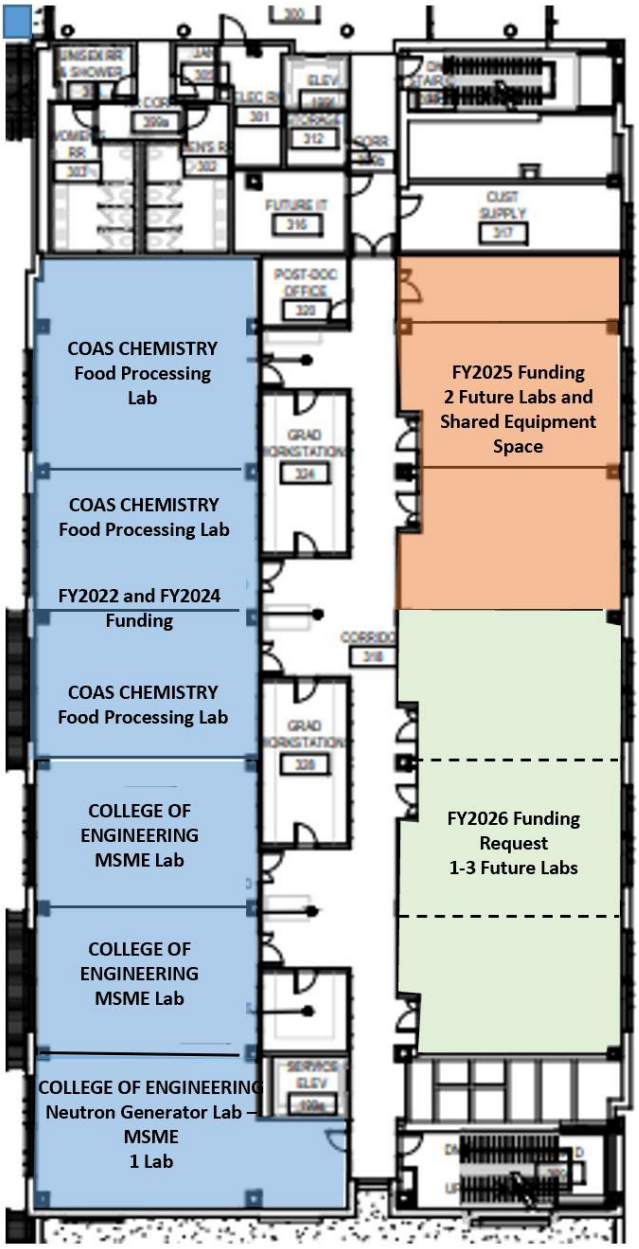


Fig. 1: MCMR Third Floor Occupants June 2024



Fig. 2: Southeast Portion of Third Floor to Be Completed in FY2026

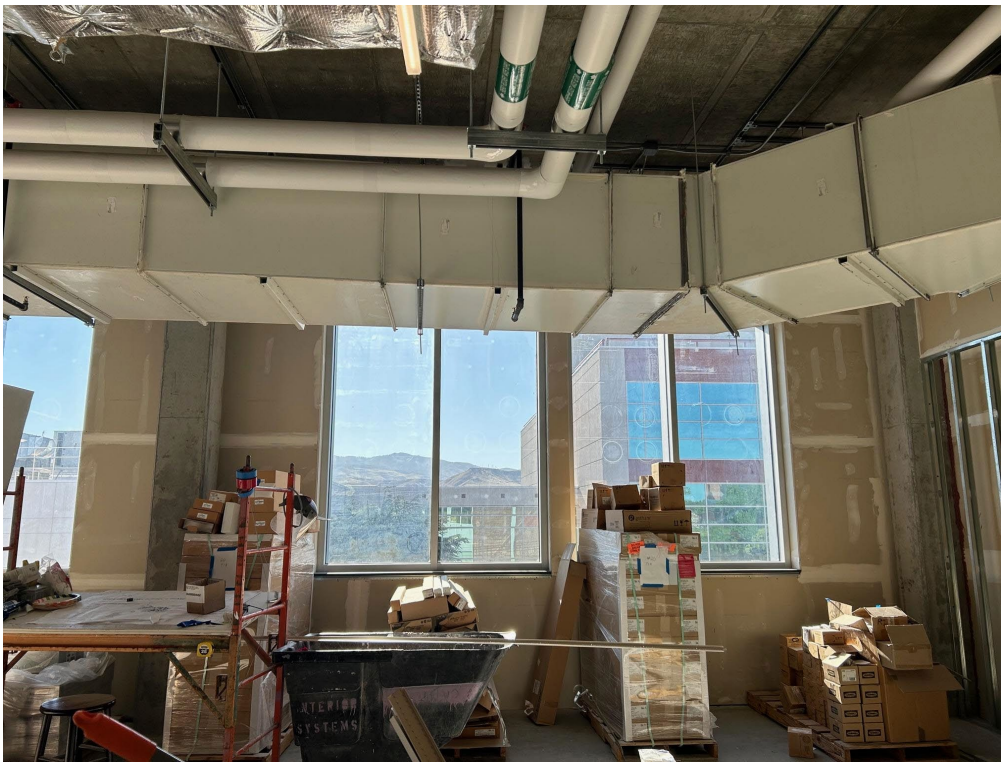


Fig. 3: Unfinished Space and Exposed Utilities of Third Floor to Be Completed in FY2026



Fig. 4: Additional Unfinished View of Third Floor to Be Completed in FY2026

MAJOR CAPITAL BUDGET REQUEST #2

FY 2026

CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

Project Title: Building 034 (Riverfront Hall) Renewal

Institution/Agency: Boise State University

Brief Description:

Building 034, Riverfront Hall, is approximately 67,000 gross square feet and was built in 1971. The building has served the campus community for over 50 years and the university intends to continue using the building into the foreseeable future. To protect the longevity and future use of the building, a renewal and refresh is warranted. Project funds will support the entire scope of the building renewal, including elements that support the consolidation of the School of Public Service within.

Project Scope:

Renovation and Renewal

Estimated Building Size: 67,000 GSF

Project and Building Components:

- Space reconfigurations and renovations
- Mechanical, electrical, plumbing and data infrastructure upgrades
- Building system upgrades, including the exterior envelope
- Lighting, floor and wall finish upgrades
- Address building code and ADA deficiencies
- Repair of the upper exterior plaza

Estimated Project Cost:

Total Project Cost

Fund Source	Amount
Permanent Building Fund	$15,000,000
University Funds	$10,000,000
Total Estimated Cost	**$25,000,000**

1. Project Description and Justification

A number of facilities on Boise State's campus have reached an age of 50 or more years. Several of these aging buildings are strong candidates for capital renewal, whereby major systems are upgraded and spaces throughout are modernized. This process 'resets the

clock' on a building, giving it another 40 or more years of programmable use. Based on current construction market conditions, the cost to build a new building of this size is estimated between $45 million to $50 million and would take 4-5 years to plan and construct. When factoring the cost of new construction, the central campus location, and the numerous classrooms and functions that are already programmed within, Riverfront Hall is a prime candidate for a full building renewal.

Project funds will support the entire scope of the renewal, with a primary goal of preserving classroom spaces and consolidating the School of Public Service in the renewed building. The School of Public Service is one of Boise State's premier programs, but the College is located in multiple buildings across campus, creating numerous challenges for operations and growth. A co-location at Riverfront Hall would negate the need to build a new standalone facility – a prior capital improvement request from Boise State.

2. Project Components

The project is a building renewal and refurbishment with extensive renovations. The scope includes remodeling to accommodate the School of Public Service and to address building code and ADA deficiencies, infrastructure system upgrades (mechanical, electrical, lighting, plumbing and data); repairs to the exterior envelope and finish upgrades/replacement (floors, walls, ceilings) throughout. In addition, the upper exterior plaza will be repaired and resurfaced. Opportunities to enhance the building's interface with the Boise River and Greenbelt will also be evaluated.

3. Alternatives

If the renewal does not occur, deferred maintenance and the need for an extensive capital renewal at Riverfront Hall will be postponed, ultimately increasing the long-term expense of the facility and increasing the possibility of costly unexpected failures. Additionally, the university will have to identify another facility (or construct a new facility) to accomplish the co-location of the School of Public Service.

4. Vacated Space

The building is currently fully occupied; however, there is an opportunity to relocate some of the office/administrative spaces to the periphery of campus in buildings that are suitable for these functions. In addition, three Biology Teaching Labs will be relocated once a new Science Research Building is constructed. A co-location of the School of Public Service in this building will free up space in the Environmental Research Building as well as several other locations around campus, creating occupancy opportunities for existing and new academic programs in need of additional space.

5. Images



Fig. 1: Riverfront Hall Facade



Fig. 2: Exterior Structural Damage



Fig. 3: Dated Interior at Entrance Lobby



Fig. 4: Poor Lighting in Stairwells

CAPITAL BUDGET REQUEST FY 2026
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: New Life Science Complex

CONTACT PERSON: Mark Andersen TELEPHONE: 208-282-4086

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

A state-of-the-art Life Sciences Complex designed to attract and retain top students and world-class faculty to ISU.
The Complex will create essential and modern teaching and research facilities to train the next generation of Biological Sciences researchers and Health Sciences professionals.

Idaho State University's program for their New Life Science Building includes Anatomy & Physiology, Biology, Organismal, Microbiology/Biochemistry/Molecular, Classrooms, Research Labs & Faculty, Teaching Labs, Greenhouses, Animal Care, Molecular Research, and Administration.
Collaboratively, ISU's program group discussed high-utilization, flexible spaces, multi-use areas and interdepartmental space sharing. The proposed complex will be 108,000 SF costing $98,570,000 for construction including site work, and $21,708,000 for soft costs for a total of $120,270,000 escalated cost based on bidding in 2028.

(B) What is the existing program and how will it be improved?

The 50-year-old Gale Life Science building requires extensive remodeling, repair and replacement. Many of the building systems and equipment pieces are original and beyond their useful life. ISU's previous master planning effort and facilities conditions audit with CSHQA Architects has identified the need to replace 21 separate infrastructure systems and modernize the existing labs, offices, and teaching spaces in the building. The recommendations included a building addition of 2,400 sq. ft. to house a new accessible entrance and elevator attached to each floor. The cost identified with these repairs nearly reached the cost of building new, and would require remodels phased over six years while the building remains occupied, causing extended stress and interruption for students and faculty.

(C) What will be the impact on your operating budget?

Operating costs within the new building will be reduced based on more energy efficient lighting and HVAC systems and a large reduction of deferred maintenance will be realized as we currently repair the Gale Life Science building bi-weekly for leaks and other issues.

(D) What are the consequences if this project is not funded?

The spaces and systems will continue to function at a substandard level and negatively impact our ability to recruit and retain students and faculty. The system components will wear out and ISU is already challenged to locate or fabricate parts to rebuild and repair equipment. Building systems and infrastructure and equipment will have to be replaced piece meal, and possibly at inopportune times to continue to utilize the facility. This may result in emergency repairs, and severe interruptions to research and classroom spaces.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING: (The project will be funded by a combination of Agency, State appropriations, and bonding.)	
Land	$ 0	PBF: $42,000,000	
A/E fees	$ 7,000,000	General Account Agency Funds: $35,700,000	
Construction	$ 98,570,000	Federal Funds Bonding: $50,000,000	
5% Contingency	$ 4,928,500		
F & E	$ 12,201,500		
Other (soft costs)	$ 5,000,000		
Total	$127,700,000	Total	$ 127,700,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST FY 2026
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University	AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Sports and Orthopedic Center

CONTACT PERSON: Mark Andersen	TELEPHONE: 208-282-4086

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

This project will renovate the existing Sports and Orthopedic Center and enhance ISU's ability to serve the well being and training needs of ISU student athletes.

Currently, the existing Sports and Orthopedic Center is adjacent to the ICCU Dome but is owned and largely operated by Portneuf Medical Center (PMC). As our official sports medicine providers and team physician group, PMC wish to elevate Idaho State Athletics and provide the best care possible for Bengal student athletes. PMC has preliminarily agreed to gift the Sports and Orthopedic Center building to ISU via the ISU Foundation. ISU Athletics will raise funds to complete a major renovation of the facility, which will be a DPW managed project.

(B) What is the existing program and how will it be improved?

The proposed priorities of space to be renovated and created in the Center include:

- An updated Athletic Training Room, including
  - Athletic Training Coach Offices
  - Director of Sports Medicine/Head Team Physician Space
  - Hydrotherapy Center
  - Exam Rooms for us by Team Physician and Care Providers
  - Space for Diagnostic and Imaging Equipment
- Nutrition and Fueling Station
  - Office for Nutritionist
  - Office for Insurance Specialist
- Expanded Strength and Conditioning Center
- Large Football Team Film Room
- Small Olympic Sports Team Film Room/Position Film Room
- 4 or more Meeting Rooms, Classroom Style, may double as Study Space
- Student Athlete Lounge Space
- High Level of ISU identity Throughout
- Exterior Branding and Aesthetic Work
- Additional Coaching/Administrative Office Space

(C) What will be the impact on your operating budget?

Currently, ISU utilizes significant portions of this facility through the State leasing program. As the facility is gifted to ISU, the maintenance, upkeep, and operational costs of the facility will become the responsibility of Idaho State University. Operating costs will be reduced as systems in the building are upgraded to more efficient units, lighting, and space usage. Currently we do maintain the spaces that ISU leases.

(D) What are the consequences if this project is not funded?

No Permanent Building Funds are requested for this project. Funding for the entire renovation of this project will provided through philanthropic gifts and strategic partner support. The project will represent a significant enhancement in ISU's ability to recruit and retain our student athletes. Peer institutions that have completed such projects have seen dramatic improvements in recruiting, the student experience, and team outcomes. This is an impactful and meaningful project for Idaho State University Athletics.

ISU's failure to complete this project will result in significant difficulties to recruit and develop student athletes, particularly as other Big Sky Conference peers continue to invest in these exact types of facilities.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:	FUNDING: (The project will be 100% funded by donor funds.)
Land $ 0 A/E fees $ 700,000 Construction $ 7,735,000 5% Contingency $ 1,155,000 F &E(not part of total) $1,500,000 Other soft costs $455,000 Total $10,500,000	PBF: $0 General Account Agency Funds: $10,500,000 Federal Funds Bonding: $0 Total $ 10,500,000

Agency Head Signature: _____

Date: _____

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: 01, Joint Military Science and Veterans Assistance Center

Institution/Agency: University of Idaho



Joint Military Science Education & Training and Veterans Assistance Center Facility, Southeast view, Architect's Concept.

Brief Description:
With this project request, The University of Idaho desires to address multiple long-identified academic and campus planning issues and concerns in a strategic and integrated manner.

This project seeks to create a facility which will serve as a Joint Military Science Education & Training Center facility and Veterans Assistance Center facility. This new facility will both better serve the needs and requirements of the existing Reserve Officer Training Corps (ROTC) detachments of the various branches of the U.S. Armed Forces which are currently hosted at the University of Idaho and provide an

improved center to serve the needs of Veterans of the U.S. Armed Forces and their dependents during their time at the University of Idaho. The Joint Military Science Education & Training Center facility will provide opportunities for academic, educational, and training synergy, and will raise the profile of the university's ROTC programs. The Veteran's Assistance Center will provide better customer assistance, support, and access to programs, wellness services, and other services offered by the University of Idaho to veterans and their dependents during their academic career at the university.

In addition, this project seeks to build upon the new Military Science Education & Training Center and Veterans Assistance Center to leverage the investment by making additional improvements in the Nez Perce neighborhood, increasing functionality, improving aesthetics and the environment of the neighborhood, increasing the vitality of the neighborhood, and providing greater connections to the academic heart of the campus.

This project request seeks to work in a coordinated and integrated manner with additional project requests within the Alterations and Repair Category, funded in FY2024, to improve the overall environment of the neighborhood in alignment with the residential campus, transportation, and academic core goals of the university's Long Range Campus Development Plan (LRCDP).

The two funded FY2024 projects are:
- DPW 24-253 E. Nez Perce Dr Parking Rebuild/ Reconfiguration, $990,000
- DPW 24-254 W. Nez Perce Dr Parking Rebuild/ Reconfiguration, $1,107,400

This project aligns with the goals and objectives of the FY2024-2029 State Board of Education Strategic Plan by creating a new facility and a campus environment which will support educational programs which equip students with skills future success.

Project Scope:

Renovation and limited addition to the existing Targhee Hall to develop a facility to serve two functions: **GSF**

1. Provide for a Joint Service Military Science Education & Training Center Facility

2. Provide for an expanded and improved Veterans Assistance Center

Building size: 16,500
Renovations and improvements of existing; (existing plus addition)
Limited scope addition;
Building Systems replacement and
Improvements; Site and utility
infrastructure as required;
Fixtures and equipment;
All project fees and related expenses;
Complete and functional facility

Creation of new Parking Facility	**Stalls**
Lot size:	180 to 200 (target)
Creation of new, fully developed and landscaped paved parking facility; To include all requisite and necessary access pathways, walks and stairs; Safety and security lighting; Landscape Islands and buffers; Court sports opportunities, Drill field for ROTC functions, Signage; and all necessary appurtenances for safe and functional operation.	

Estimated Total Cost:
Source of Project Funds (by fund source and amount):

Total Project Cost

Fund Source	Amount
Permanent Building Fund	$ 8,000,000
Federal Funds	$ 0
Bond Funds	$ 0
Other (UI)	
Gifts and Developed Funds	$ 6,840,000
University Funds	$ 1,000,000
Total:	$ 15,840,000

Previous Appropriations

Fund Source	Amount
All Sources Secured to Date	
Gifts and Developed Funds to Date	$ 6,840,000
University Funds	$ 1,000,000
Total:	$ 7,840,000

Budget Year Request (FY2026)

Fund Source	Amount
Permanent Building Fund	$ 8,000,000

Date Approved by State Board of Education:

Inclusion on the University of Idaho 6 Year Plan, FY2023, submitted July 1, 2021.

FY2026 represents the fourth year of request to the Permanent Building Fund for this project effort.

1. PROJECT DESCRIPTION AND JUSTIFICATION

There are several drivers behind this project request as the university seeks to address multiple long-identified academic and campus planning issues and concerns in a strategic and integrated manner.

First, the university seeks to combine and integrate the existing Reserve Officer Training Corps (ROTC) detachments of the various branches of the U.S. Armed Forces which currently exist at the University of Idaho. The university currently hosts detachments of the U.S. Army, U.S. Air Force, and U.S. Navy/Marines. These Reserve Officer Training Corps programs train students to become commissioned officers in the United States Armed Forces. Classroom instruction, physical fitness and practical exercises are used to develop college students into leaders, capable of leading their fellow Americans efficiently and effectively. College students enrolled in ROTC programs are provided with and develop leadership, resource management and communication skills which prepare them for success in any competitive environment. These programs continue a long-standing legacy and history of support of the U.S. military services at the University of Idaho.

However, these ROTC programs are scattered in three different facilities across campus, and opportunities for academic and program synergy are potentially lost. Further, the Navy/Marines ROTC unit has been displaced since a fire took place damaging their small facility beyond repair. The university desires to co-locate some, or all, of these functions in a single facility which will provide for opportunity, synergy, and greater visibility and potentially enhance recruitment and retention.

Second, the university seeks to provide for an improved, expanded, and dedicated space to house programs and staff dedicated to supporting U.S. Armed Forces Veterans during their academic career at the University of Idaho. Veterans' Services are currently located in approximately 500 nsf within one of the eight residential buildings which comprise the Living Learning Center on campus. Space in this existing facility is limited and this in terms limits staff and personnel available to provide programs and services to Veterans.

The university desires to improve customer service greatly and improve access to support and assistance programs by providing a dedicated, visible Veterans Assistance Center. Spaces within the desired Center include sufficient offices for staff, counselors, and certifying offices, Counseling Space and Rooms, Student Study Areas, Socializing Space, TRIO Program Space, Space for Veteran Success on Campus and VA VR&E Counselors, and a Wellness Center.

Locating this desired Veterans Assistance Center within the same structure as the Joint Military Science Education & Training Center facility will provide for synergy between the programs, opportunities for joint and shared learning experience, and raise the visibility of both programs, as well as enhance recruitment and retention of veterans as University of Idaho students.

Third, the university seeks to develop this new Joint Military Science Education & Training and Veterans Assistance Center facility in such a manner that it better anchors the southeast corner of the Nez Perce neighborhood and better ties this neighborhood to the academic core of campus. In terms of straight-line distance, the Nez Perce neighborhood is immediately adjacent to the Administration Lawn, the Heart of the Moscow Campus of the University of Idaho. Yet in terms of perceptions, it feels more remote. The intent of this project effort is to invest in this neighborhood and in a manner which results in increased student activities and general education use, providing life and energy in the neighborhood.

Last, the university seeks to upgrade and improve the aesthetics and environment within the greater Nez Perce neighborhood by investing in improved landscape and grounds, creating better connections to campus in general, providing improved parking opportunities, providing recreational and court sport opportunities, providing an outdoor space for use by the ROTC units for training, and improving service functions.

2. PROJECT COMPONENTS

The project request consists of two main components:

<u>Component 1: Renovation of, and minor addition to the existing Targhee Hall to create a Joint Military Science Education and Training Center Facility and Veterans Assistance Center Facility</u>

Targhee Hall was constructed in 1958 as a residential facility. It is of concrete frame construction with infill of concrete masonry unit (CMU) partitions. It consists of a two story residential wing with a single story space which served as dining hall and commons space. There is a full height basement under approximately half of the residential wing.

University Residences left the building in the late-2000's and it has remained unoccupied since. Most recently, Targhee hall was pressed into temporary service as an isolation facility as part of the university's response to the Covid Pandemic.

The facility is structurally sound and the university's campus comprehensive plan, the LRCDP, identifies it as a facility to be kept and one worthy of investment. However, many of its building systems need repair or replacement. Because of the structural concrete frame, the structure supports removing some of the CMU partitions to allow for the creation of more open spaces as required.

Targhee Hall is approximately 13,500 gsf, and approximately 11,000 nsf.

The project anticipates the necessary improvements and upgrades to Targhee Hall necessary to allow it to function as a Joint Military Science and Veterans Assistance Center facility. The intent and desire is to bring components of the university's Navy, and Air Force ROTC detachments together in a single facility which will allow for greater opportunities for academic, program and training synergies, and which will raise the profile and visibility of these detachments on campus. Currently, these ROTC detachments are dispersed across campus in various facilities. Such a new, renovated, combined, and more desirable and aesthetic facility will both anchor the university's investment in the Nez Perce neighborhood, but will also provide opportunities for ROTC program expansion, and enhance recruitment and retention efforts.

In addition, the university also intends to develop an improved and expanded Veterans Assistance Center at the former Targhee Hall, co-located with the Joint Military Science facility. Currently the university offers veteran's assistance and support programs from limited facilities with the Living Learning Center residential community. The limitations of the existing space limit the quantity and quality of the support programs the university currently offers. The university envisions an improved, expanded facility with greater visibility which will raise the profile of the Veteran's Assistance Center and expand the offerings and support it provides to the community it serves.

The exact mix of programmatic elements to be housed in the new facility is yet to be determined. While the desire is to create a facility of the greatest synergy possible, certain programmatic elements, such as the Army's Combat Arms Training Range currently located in the basement of the memorial Gymnasium is of a character and nature which cannot be supported in Targhee Hall. It is anticipated that an early architectural programming activity will need to be prerequisite to the design phase to seek out and determine the proper mix of services, classrooms, offices, administrative suites, cadet areas support areas and supply functions are best supported at Targhee Hall, either fully within the existing footprint and/or with a small scope addition.

Component 2: Creation of a new Parking Facility with Court Sport and Recreational Opportunities

Currently located behind Targhee Hall and below the Greek residences of the university's Nez Perce Greek residential neighborhood is a largely unused field resource formerly known as the "Band Field" due the use of it by the University of Idaho Marching Band for practice activities. With the completion of the Student Activity Fields in 2004/05, marching band practice has shifted to that new facility, leaving the "Band Field" unused.

The University of Idaho campus master plan, the LRCDP, anticipates the opportunity to convert this field to serve as a fully developed and landscaped parking resource to better support and serve parking needs in this neighborhood, reduce on-street parking on Nez Perce Drive, and provide a way to better facilitate and support the service requirements of the Greek residences in the neighborhood. Specifically, this parking facility will allow for the creation of screened dumpster locations below the Greek residences, removing the unsightly dumpsters from the front yard on Nez Perce Drive.

In addition, the planning for this parking resource anticipates the creation of court sport opportunities and an opportunity to create a mid-sized turf field which can support both pick-up recreation and the drill activities of the ROTC detachments in Targhee Hall.

This element of the project works in partnership with improvements to Nez Perce Drive and the creation of the Joint ROTC facility to vastly improve the functionality, aesthetics, and environment of the greater Nez Perce neighborhood.

Lastly, the creation of this parking resource anticipates the ability to create opportunities for three new Greek residences – 1 at the site of a former residence which was demolished in 2014/15, and two new sites on Blake Avenue, between Farmhouse residence and the new Joint Joint Military Science Education & Training and Veterans Assistance Center facility in the improved Targhee Hall.

3. ALTERNATIVES

Four alternatives have been studied to date.

Alternative 1: No Action

This alternative provides for no investment in either the ROTC facilities, the existing Veterans Services Center, or the greater Nez Perce neighborhood. The ROTC detachments would remain in their existing facilities, scattered across campus. The Veterans Services Center would remain in limited space within the Living Learning Center residential community. The majority of these facilities need repair and investment, and they are currently filled to maximum capacity, allowing no potential for expansion.

Additionally, there would be no investment in the environment of the Nez Perce neighborhood. The Nez Perce neighborhood currently suffers in perception as compared to the Elm Street Greek neighborhood, and this investment is required to improve the desirability of the Nez Perce neighborhood. Not making an investment in the Nez Perce neighborhood limits the opportunity for recruitment of new Greek organizations.

For these reasons, the university rejected this alternative.

Alternative 2: Renovations of the Existing Facilities

This alternative consists of an attempt to design and construct meaningful renovations of the existing spaces currently occupied by the ROTC detachments. While this is technically feasible, it leads to increased costs as the entirety of the existing facilities would require renovations, not just the spaces occupied by the ROTC unit, lest a disparity of condition of spaces within these facilities be the result.

Further, all opportunity for synergy amongst and between the service detachments would be lost, and the overall profile of the combined ROTC program would not be raised.

In regard to the existing Veterans Services Center, its current location in limited space does not allow for the necessary expansion required to offer a fuller range of services and support to veterans of the U.S. Armed Forces. Renovations are not needed, what is needed is additional space.

For these reasons, the university rejected this alternative.

Alternative 3: Construction of an all new Joint Military Science Education & Training and Veterans Assistance Center facility

While the construction of a completely new, purpose-built Joint Military Science Education & Training facility and purpose-built Veterans Assistance Center might be attractive, it would certainly be much more costly than renovation of the existing Targhee Hall. The opportunity to take advantage of the existing structure, and the existing investment in that structure would be lost. Additionally, demolition costs of Targhee Hall would need to be factored into the project costs.

For these reasons, the university rejected this alternative.

Alternative 4: Renovation and Conversion of the existing Targhee Hall and Construction of the Proposed new Parking facility.

This option would entail renovating Targhee Hall to serves as the joint Military Science and Veterans Assistance Center facility and constructing a fully developed and landscaped Parking facility as described herein.

The overall project expenses are expected to be less under this approach and the expectation is that it will result in an integrated, coordinated set of improvements which will support the needs and functions of the ROTC detachments, support the needs and functions of the Veterans Assistance Center, provide the opportunity for programmatic synergy and joint learning experiences, vastly improve the character and nature of the Nez Perce neighborhood, conform with the goals and objectives of the Long Range campus Development Plan, and support the improved recruitment and retention efforts of the university.

For these reasons, this is the university's preferred alternative.

4. VACATED SPACE

Depending upon the programmatic mix of units selected to be housed within the proposed Joint Military Science Education & Training Facility in the current Targhee Hall building, there is the potential for creation of vacated spaces in various facilities across campus. These spaces tend to be office spaces and suites within older facilities which might be suitably repurposed for use by other campus units.

As noted herein before, Air Force ROTC currently occupies approximately 1,200 nsf in Shoup Hall and Navy ROTC currently occupies approximately 6,000 nsf in Hays Hall. The university's current Veterans Services Office occupies approximately 500 nsf within the Living Learning Community

Specific uses and potential tenants for these spaces have yet to be identified.

The office, classroom, supply, and other general education functions of Army ROTC currently occupies approximately 4,300 nsf over and above the Combat Arms Training Range within Memorial Gymnasium. However, it is the intent that the Army ROTC detachment will remain in their existing, assigned spaces.

5. IMAGES

The following conceptual images of the proposed Joint Military Science Education & Training and Veterans Assistance Center and the development of a new parking facility to support the Nez Perce neighborhood were prepared in the spring of 2024.



Existing Condition, Targhee Hall



Joint Military Science Education & Training and Veterans Assistance Center, Southeast view, Architect's Concept.



Joint Military Science Education & Training and Veterans Assistance Center, Northwest view, Entrance to the Veterans Assistance Center, Architect's Concept.



Joint Military Science Education & Training and Veterans Assistance Center, Northeast view, Entrance to the Joint Military Science Education & Training Facility, Architect's Concept.



Existing conditions, Nez Perce neighborhood.



Conceptual rendering of the proposed new Parking Lot, Field/Drill/Training Space, and Court Sports facilities in the Nez Perce neighborhood.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 01 Joint Military Science Education & Training Center and Veterans Assistance Center Building Statistics:

NASF: TBD
GSF: 16,000
Net to Gross 70% Targeted
Stalls, Target: 200

		Estimated Total Cost	Prior to Budget Year	1st Year FY26	2nd Year FY27	3rd Year FY28	4th Year FY29	5th Year FY30	6th Year FY31
PROJECT SUMMARY:									
A.	Arch. & Engr. (Project Planning & Pre-Design)	167,111	0	167,111	0	0	0	0	0
	Schematic Design	167,111	0	167,111	0	0	0	0	0
	Design Development	334,194	0	334,194	0	0	0	0	0
	Construction Documents*	584,840	0	391,843	192,997	0	0	0	0
	Bid & Award Phase*	83,549	0	0	83,549	0	0	0	0
	Construction Supervision**	334,194	0	0	110,284	223,910	0	0	0
B.	Asbestos Abatement Arch/Eng/Hygienist Fees	15,000	0	0	15,000	0	0	0	0
C.	Tests, Permits, Fees, Etc.	40,000	0	10,000	28,000	2,000	0	0	0
	SUBTOTAL ARCH. & ENGR.	1,726,000	0	1,070,260	429,830	225,910	0	0	0
D.	Moving, Administration	10,000	0	2,000	3,000	5,000	0	0	0
E.	Asbestos Abatement	0	0	0	0	0	0	0	0
F.	Construction*** (Inc. Const. Cont.)	13,329,200	0	0	4,398,636	8,930,564	0	0	0
G.	Owner Construction Costs	19,500	0	2,925	15,600	975	0	0	0
H.	Furnishings/Moveable Equipment	0	0	0	0	0	0	0	0
I.	Contingency (Project)	755,300	0	151,060	453,180	151,060	0	0	0
	TOTAL PROJECT REQUEST	15,840,000	0	1,226,245	5,300,246	9,313,509	0	0	0
SOURCE OF FUNDS:									
	Permanent Building Fund	8,000,000	0	8,000,000	0	0	0	0	0
	General Education	0	0	0	0	0	0	0	0
	Federal	0	0	0	0	0	0	0	0
	Bond Sale	0	0	0	0	0	0	0	0
	Bond Reserve	0	0	0	0	0	0	0	0
	Parking Funds	0	0	0	0	0	0	0	0
	Other Funds, including Gifts (UI Funds)	6,840,000	0	6,840,000	0	0	0	0	0
	Dedicated Insurance Settlement Proceeds	1,000,000	0	1,000,000	0	0	0	0	0
	TOTAL	15,840,000	0	15,840,000	0	0	0	0	0
	Utilities	TBD							
	Custodial	TBD							
	Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): Joint ROTC Facility, General Education Funds**;** Nez Perce Neighborhood Parking Facility, Parking Permit and Enforcement Revenues

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: 02, Broadband Infrastructure Security and Resiliency Improvements

Institution/Agency: University of Idaho

Brief Description:

This project request seeks to design and construct an integrated solution to the University of Idaho's needs for secure and resilient facilities and infrastructure required to support current and anticipated education and research communication needs. The scope of the project includes two items for which the university is seeking funding support by the State of Idaho Permanent Building Fund (PBF), and a third item which the university anticipates will be funded by a third-party and leveraged by the university as part of a comprehensive solution.

First the university seeks to design and construct a comprehensive and complete set of improvements to the campus fiber data and communications infrastructure associated with the main campus of the university in Moscow, Idaho. This effort will replace the current, aging fiber infrastructure installed over 30 years ago with a current fiber infrastructure and equipment necessary to support education and research communications and activities. This new fiber infrastructure will provide the bandwidth anticipated as necessary for the growth in the university's education and research needs, and the resilience required for secure communications necessitated by the university's research partners and granting agencies in a variety of research fields. This includes the university's leadership in the area of Cybersecurity and related fields.

Second the university seeks to design and construct a secure Open Top Secret (OTS) facility. Such an OTS facility is required by the university's increasing research in Cybersecurity and related field. Many of the university's research partners and granting agencies in these areas require the use of such a facility to support communications between themselves and the university. Many grant opportunities are conditioned upon the ability to communicate through an OTS facility.

Third, the university seeks to partner with a third-party, non-profit organization to locate an Internet Exchange Point (IXP) facility on the campus of the University of Idaho. This IXP facility will be constructed by, owned, and operated by the third-party, 501(c)(3) non-profit organization, and will serve as a regional internet hub. Locating such an IXP facility on the University of Idaho campus will benefit the university greatly in the increase in bandwidth and reduction in latency such a facility provides. Research in the areas of precision agriculture, drones, artificial intelligence, virtual reality, autonomous vehicles, etc., will benefit from the low latency connections which are facilitated via IXP connectivity.

This project supports, and is alignment with, the University of Idaho Strategic Plan and the university's Long Range Campus Development Plan (LRCDP). In addition, this project aligns with the goals and

objectives of the FY2024-2029 State Board of Education Strategic Plan by providing the infrastructure necessary to support the education and research programs necessary to which equip students with skills future success.

Project Scope	**NASF**	**GSF**
1. Improvements to the University of Idaho Main Moscow Campus Fiber Backbone		
2. Design and Construction of an Open Top Secret (OTS) facility		
Building size: Site and Utility infrastructure All project fees and related expenses *Fixed Research Equipment NIC* *Movable Furnishings, Fixtures and Equipment NIC*	6,200	7,500
3. Design and Construction of an IXP facility (by third party 501(c)(3) non-profit organization)		
Building size: Site and Utility infrastructure All project fees and related expenses *Fixed Research Equipment NIC* *Movable Furnishings, Fixtures and Equipment NIC*	4,200	5,000

Estimated Total Cost:

Source of Construction Funds (by fund source and amount):

Total Project Cost University/PBF Effort (Fiber Infrastructure and OTS Facility

Fund Source	Amount
Permanent Building Fund Federal Funds	$ 12,250,000
Federal Funds	$ 0
Bond Funds	$ 0
Other	$ 0
Total	$ 12,250,000

Total Project Companion IXP Effort

Fund Source	Amount
501(c)(3) non-profit organization TBD	$ 5,000,000

Previous Appropriations

Fund Source	Amount
No Previous Appropriations	$ 0

Budget Year Request

Fund Source	Amount
Permanent Building Fund	$ 12,250,000

Date Approved by State Board of Education:

Initial inclusion on the University of Idaho FY2026 6 Year Plan, submitted July 2024.

First request of the Permanent Building Fund (PBF), FY2026, July 2024

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1. PROJECT DESCRIPTION AND JUSTIFICATION

The University of Idaho requires an overhaul and upgrade of the Moscow campus fiber network. The most current comprehensive fiber installation on the Moscow campus was completed 31 years ago, using multi-mode fiber with speeds of 1 Gbps or 100 Mbps. With greatly increased network traffic and needs for speeds up to 100 Gbps (1000x faster than 100Mbps) required to support UI's research enterprise, replacement of the existing multi-mode fiber with new single-mode fiber is needed to meet the needs of the university now and in the future. Additionally, the existing multi-mode fiber type has exceeded its common life span of 20-30 years. Some of the aged fiber cables are now physically brittle and introduce risk when handling them is required, such as during new construction or renovation activities. Currently only 28% of buildings on the Moscow campus are connected via single-mode fiber.

The proposed fiber infrastructure work will consist of replacing existing fiber within existing conduit, where required creating new underground conduit and installing fiber, building, or improving splice points, adding necessary 100 Gbps-capable equipment, and installing or replacing fiber inside many buildings to take advantage of the new capabilities.

This investment in the improved fiber backbone and infrastructure will provide the bandwidth and resilience capacity envisioned to serve the university well for the next 20 to 30 years and position UI for success in research, teaching, learning, living and administrative activities while also assisting in recruitment and retention of faculty and students.

In addition to the new fiber backbone and Infrastructure, the University of Idaho proposes the design and construction of a new Open Top Secret (OTS) facility on campus. It is anticipated that this new OTS facility will support increasing research in the areas of Cybersecurity and related fields, Engineering, Sciences, and Precision Agriculture. Increasingly, federal and private sector granting agencies require the ability to communicate in a secure manner as a condition of a myriad of research grants and opportunities. The envisioned OTS facility will increase the University of Idaho's competitiveness and research capacities in these emerging and growing fields of research. The ability to provide these secure communications is central to the university's aspirations for success in these fields and the achievement of R1 Research University status.

The university seeks to leverage the investment by the State of Idaho in the Improved Fiber Infrastructure and the proposed Open Top Secret facility by hosting an Internet Exchange Point (IXP) facility on the main campus of the University of Idaho. The vision is that the IXP facility will be funded, designed, constructed, operated, and maintained by a third-party, 501(c)(3) non-profit organization. The XP facility will benefit the university by providing additional bandwidth and reduced latency in the university's internet connectivity and connections.

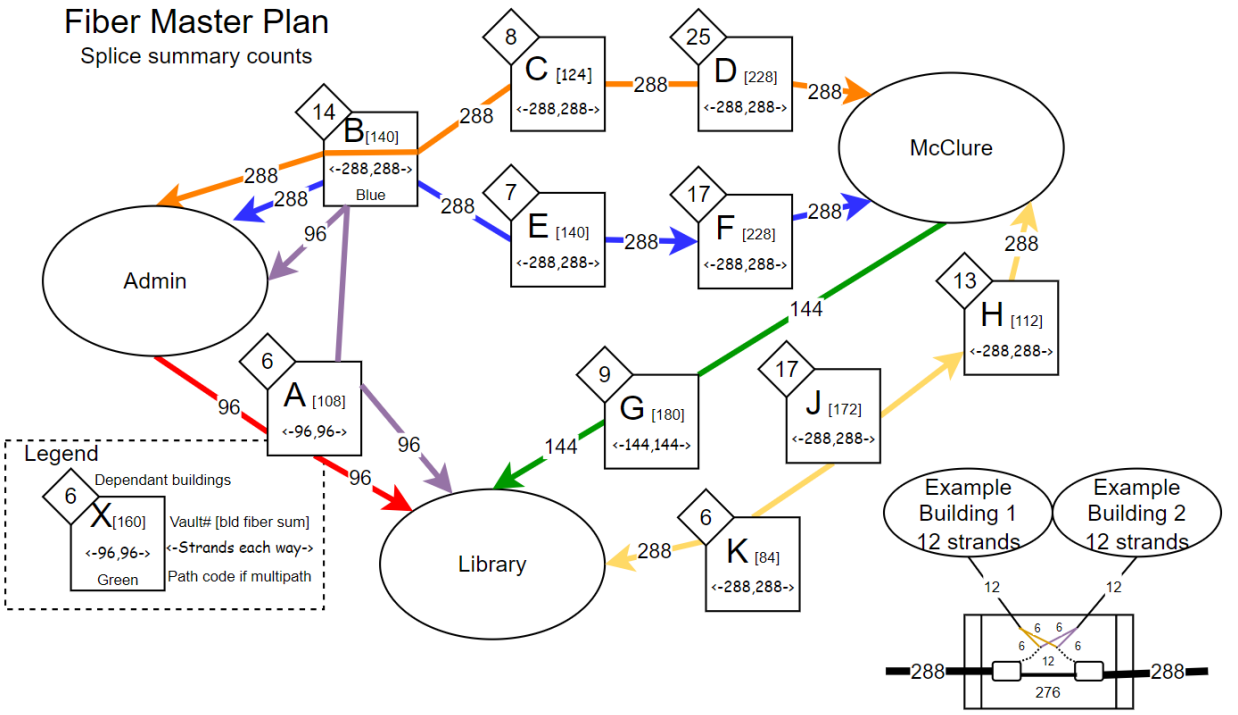
2. PROJECT COMPONENTS

The overall vision is of a comprehensive set of three projects which form an initiative aimed at supporting the university's future education and research communications and internet connectivity needs. Two of the projects are envisioned to be supported by the State of Idaho in terms of funding for design and construction. The capabilities of these two projects will be leveraged and enhanced by a third, companion effort to be funded, designed, constructed, operated, and maintained by a third-party, 501(c)(3) non-profit organization.

1. University of Idaho Main Campus Fiber Backbone Infrastructure Improvements

   The University of Idaho installed the existing campus fiber backbone for data communications connectivity for all Moscow campus facilities over thirty years ago. The original University fiber standard was to install a primary "multi-mode" (OM1, 62.5µm diameter) fiber type to all facilities to support 10 megabit and later 100-megabit speeds to/from the campus backbone routers. This fiber type has reached end-of-life for the university needs at this time. Industry standard network speeds have evolved to faster 1 gigabit, 10 gigabit, and even 100 gigabit today. The project will install "single-mode" (OS2, 9µm diameter) fiber in existing and new pathways, together with related equipment and splice points. This new fiber type is required to support this growth in bandwidth for our service delivery.

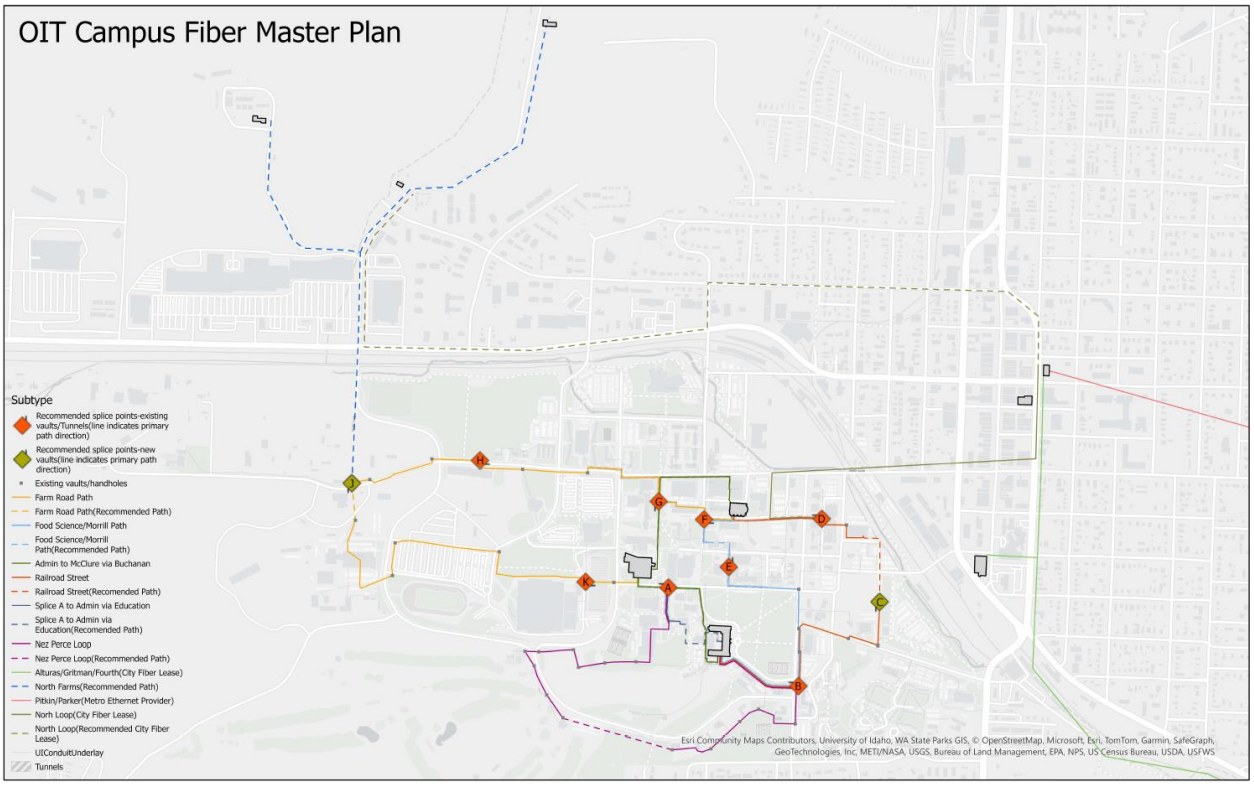
   It is our current standard of the university to install single mode fiber for any capital remodel or new construction projects. Single Mode fiber type is required in order to increase capacity past 1 gigabit speeds. As of 2022, the Moscow campus core network is operating at 100 gigabit and 10 gigabit is the standard building uplink speed. The recent upgrades have driven the need to update the campus intra and inter-building cabling standards. Fortunately, some buildings have been upgraded to the single-mode fiber type. However, approximately 65% of the facilities on campus require the upgrade to the new single mode fiber.



Example: splice enclosure with mid span splice.One buffer tube pulled out and spliced onto.

	Splice Point	Building Aggregation points	Fusion splice count	Path	Fiber size, Strand count	Splice enclosures on path	Path Length (feet)	Expansion (Strands)
Library Administration	A	6	108	Red Path	96	1	1794	42
Administration	C	8	124	Orange Path	288	2	4801	112
McClure	D	25	228					
Administration	B	14	140	Blue Path	288	3	3240	52
	E	7	104					
McClure	F	17	228					
Library McClure	G	9	180	Green Path	144	1	2033	54
Library	H	13	112	Yellow Path	288	3	5549	104
	J	17	172					
McClure	K	6	84					
Library Admin	A Path2	8	60	Purple Path	96	2	6902	66

University of Idaho Office of Information Technology Fiber Infrastructure Plan, Diagram and Table.



University of Idaho Office of Information Technology Fiber Infrastructure Plan, Moscow Campus Map.

2. <u>New Open Top Secret Facility</u>

The proposed new Open Top Secret Facility will be designed and constructed to support university secure communications needs related to research opportunities. It is envisioned that the facility will be approximately 7,500 gsf and will be equipped will all of the servers, equipment and support necessary to conduct secure meetings and conversations with the university's research partners and funding agencies. The facility may be a preassembled, turnkey facility delivered complete with all necessary equipment, or it may be site assembled.

Standby power generation capacity is assumed, as are all necessary equipment and support facilities required to provide a complete, functional, operational, and resilient facility.

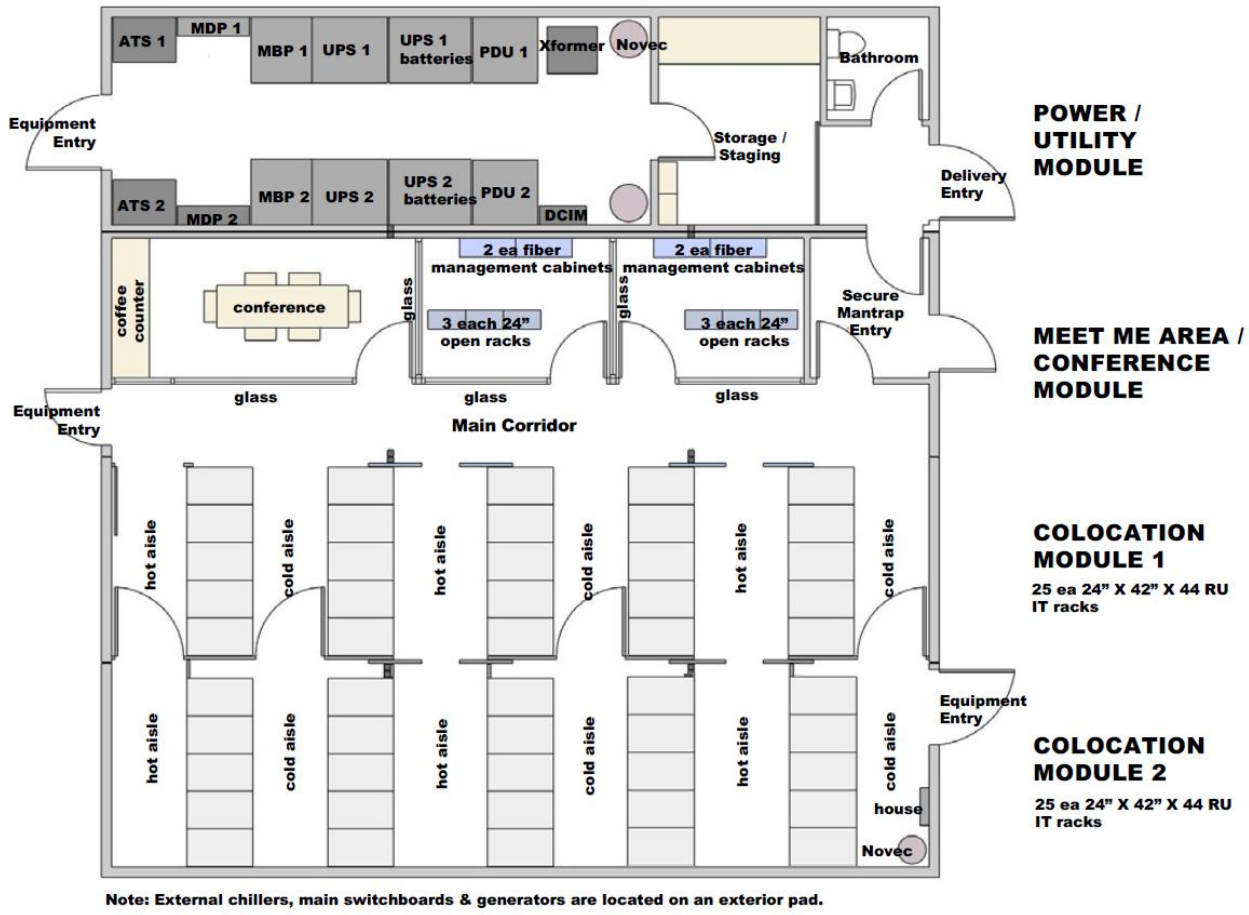
The desire is to locate the facility adjacent to the proposed Internet Exchange Point (IXP) facility if possible. A final site selection has not yet been made and site selection for both the OTS and IXP facilities is envisioned to be part of the planning, programming, and design process.

3. <u>New Internet Exchange Point Facility</u>

The university proposes to leverage State investment in the first two components of the overall Broadband Infrastructure Security and Resiliency initiative by hosting a new Internet Exchange Point Facility on the main campus of the University of Idaho. Such a facility will provide increased bandwidth and reduce latency in the university's internet connections. It is envisioned that the facility will be

funded, designed, constructed, operated, and maintained by a third-party, 501(c)(3) non-profit organization et to be determined. General planning assumptions are for a facility of approximately 5,000 gsf. It is also assumed that the site will need to provide for the potential of expansion for an additional 5,000 gsf at some future date. The siting will also need to provide available capacity and space for required stand-by power generation capacity as a matter of resiliency.

Again, the desire is to locate the IXP facility adjacent to the proposed Internet adjacent to the OTS facility if possible. As with the OTS facility, a final site selection has not yet been made and site selection for both the OTS and IXP facilities is envisioned to be part of the planning, programming, and design process.



Concept Floor Plan, Typical Internet Exchange Facility

3. ALTERNATIVES

Two alternatives have been studied to date.

Alternative 1: Do Nothing

This alternative suggests that the university continue to make use of the existing Fiber Backbone and Infrastructure. However, the existing fiber is aging, and becoming brittle. It is over 30 years of age and no longer provides the requisite bandwidth to support anticipated education and research needs, and there is substantial risk of failure in the system. This alternative also suggests that the university forego the design and construction of an Open Top Secret facility. The lack of such an OTS facility is becoming a liability to the university, and to the State, in terms of competitiveness for research opportunities and grants. More research opportunities and grants in innovative fields such as Cyber Security, Engineering and others require secure communications between the funding agencies and the agencies conducting the research. The lack of the ability to support such secure communications severely impinges on the competitiveness of the university in securing these opportunities. Similarly, the lack of an Internet Exchange Point facility will impair the university's ability to leverage the State's investment to obtain even greater bandwidth and reduce latency. For the reasons noted here, the university rejected this alternative.

Alternative 2: Provide the Fiber Backbone and Infrastructure Improvements, Construct an Open Top Secret Facility, and Host and Internet Exchange Facility on the Moscow Campus

This option provides the university with the tools, resources, and capacities needed to support anticipated education and research needs in the foreseeable future. It provides the requisite bandwidth, resiliency, and latency required to be competitive for research grants and opportunities in critical fields of research. Having such capacities will generate much in the way of economic development for Idaho and its citizens. This is the university's preferred alternative.

4. VACATED SPACE

There are no anticipated spaces to be vacated upon completion of the proposed project(s). The greater initiative consists of infrastructure improvements combined with new facilities which currently do not exist within the university's space inventory.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 02 Broadband Infrastructure Education and Research Security and Resiliency
NOTE: Budget listed herein is for PBF Facilities/Scope Only
IXP Budget by Vendor, TBD

Building Statistics: NASF: 6,200; GSF: 7,500; Net to Gross N/A

		Estimated Total Cost	Prior to Budget Year	1st Year FY26	2nd Year FY27	3rd Year FY28	4th Year FY29	5th Year FY30	6th Year FY31
PROJECT SUMMARY:									
A.	Arch. & Engr.								
	Project Planning & Pre-Design	110,990	0	110,990	0	0	0	0	0
	Schematic Design	110,990	0	110,990	0	0	0	0	0
	Design Development	221,980	0	221,980	0	0	0	0	0
	Construction Documents*	388,465	0	388,465	0	0	0	0	0
	Bid & Award Phase*	55,495	0	0	55,495	0	0	0	0
	Construction Supervision**	221,980	0	0	221,980	0	0	0	0
B.	Asbestos Abatement Arch/Eng/Hygienist Fees	0	0	0	0	0	0	0	0
C.	Tests, Permits, Fees, Etc.	45,000	0	11,250	33,750	0	0	0	0
	SUBTOTAL ARCH. & ENGR.	1,154,900	0	843,675	311,225	0	0	0	0
D.	Moving, Administration	12,000	0	2,400	9,600	0	0	0	0
E.	Asbestos Abatement	0	0	0	0	0	0	0	0
F.	Construction*** (Inc. Const. Cont.)	9,249,500	0	0	9,249,500	0	0	0	0
G.	Owner Construction Costs	120,000	0	18,000	102,000	0	0	0	0
H.	Fixed Equipment/Technology	600,000	0	0	600,000	0	0	0	0
I.	Contingency (Project)	1,113,600	0	445,440	668,160	0	0	0	0
	TOTAL PROJECT REQUEST	12,250,000	0	1,309,515	10,940,485	0	0	0	0
SOURCE OF FUNDS:									
	Permanent Building Fund	12,250,000	0	12,250,000	0	0	0	0	0
	General Education	0	0	0	0	0	0	0	0
	Federal	0	0	0	0	0	0	0	0
	Bond Sale	0	0	0	0	0	0	0	0
	Bond Reserve	0	0	0	0	0	0	0	0
	Parking Funds	0	0	0	0	0	0	0	0
	Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0
	TOTAL	12,250,000	0	12,250,000	0	0	0	0	0
	Utilities	TBD							
	Custodial	TBD							
	Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): General Education 100%.

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: 03, Science and Engineering Research Complex

Institution/Agency: University of Idaho

Brief Description:

The Science and Engineering Research Complex project constructs a new four-story state of the art laboratory facility to promote robust, multi-disciplinary research programs across the Colleges of Engineering and Science. These programs further integrate innovative research systems capable of transcending college boundaries to identify solutions to grand challenges in innovation and discovery. The facility is approximately 100,000 GSF and includes both modular and traditional laboratory spaces needed to accelerate existing research strengths and enhance our ability to retain of our world class faculty while increasing our ability to attract and recruit leaders in specific fields critical to solving the challenges facing Idaho today and tomorrow.

Building on recent state investments at the University of Idaho in health sciences, agriculture, cyber security and nuclear engineering, this research facility includes laboratories dedicated to research in science and engineering. Biology laboratories will host critical work related to human health, infectious diseases, and sustainable solutions, including research focused on antibiotic resistance, antifungals and fisheries health and management. These labs will also provide essential opportunities for experiential learning for students planning to enter careers in health care and biomedical research.

The facility also showcases state investments in engineering at the University of Idaho in integrated energy systems and critical infrastructure as part of other traditional laboratories. These labs allow computational modeling and simulation of advanced nuclear and microgrid technologies and design, a multi-story high voltage laboratory cyberphysical system to evaluate agility, security, and robustness of new energy system designs. An open, top-secret facility will be housed to greater promote secure research with national laboratories (INL and PNNL) and the U.S. Department of Defense (DOD) in energy systems discovery and cyber security. This addition supports state investment in secure, resilient engineered systems and networks.

This project supports, and is alignment with, the University of Idaho Strategic Plan, the university's goals and objectives related to the research enterprise at the University of Idaho, and the university's Long Range Campus Development Plan (LRCDP). In addition, this project aligns with the goals and objectives of the FY2024-2029 State Board of Education Strategic Plan by providing a new research facility which will support research programs which will produce significant advances in knowledge and tangible results, which will in in turn contribute to the economic growth of the State of Idaho.

Project Scope:	**NASF**	**GSF**
Building size:	80,000	100,000
Site and Utility infrastructure		
All project fees and related expenses		
Fixed Research Equipment NIC		
Movable Furnishings, Fixtures and Equipment NIC		

Estimated Total Cost:
Source of Construction Funds (by fund source and amount):

Total Project Cost

Fund Source	Amount
Permanent Building Fund	$100,000,000
Other Funding	
Bond Financing	
Total	$100,000,000

Previous Appropriations

Fund Source	Amount
No Previous Appropriations	$ 0

Budget Year Request

Fund Source	Amount
Permanent Building Fund	$100,000,000

Date Approved by State Board of Education:

Initial inclusion on the University of Idaho FY2026 6 Year Plan, submitted July 2024.

First request of the Permanent Building Fund (PBF), FY2026, July 2024

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1. PROJECT DESCRIPTION AND JUSTIFICATION

The University of Idaho is the state's land grant institution and, in 2020, provided over $2B in sales, over $1B in gross state product, 23,440 jobs, and $124.7M in state and local taxes to Idaho. Our graduates are

leaders in industries across the state. Since 2020, the university has reached a record student enrollment and continues to grow at an accelerated pace.

The U of I serves Idaho through research activities that contribute to the state's economic growth and community stability by touching every corner of the state through our research and teaching campuses, Agriculture Research and Extension Service, and leadership in natural resources development and research. We are training the next generation of scientists and engineers critical to meeting the workforce needs of the state in areas such as mining and critical minerals, water resources, medical professions, cyber security, nuclear engineering and physics, and energy security.
U of I is the state's premier research institution with a record $135.9M in research expenditures in 2023, exceeding all other Idaho institutions combined. We are number one in technology transfer and have strengths in business development and entrepreneurship.

The state has invested most recently in the U of I's research mission through the Center for Agriculture, Food, and the Environment (CAFE), the Meat Science and Innovation Center, the Seed Potato Germplasm Lab, McCall Outdoor Science School (MOSS), cyber security initiatives, nuclear engineering, and integrated energy programs. Recent funding for new health sciences programs will increase critically needed medical practitioners across the state. It is important that the state now increases investments in the basic sciences and engineering, areas where we are seeing increased student enrollments, to continue to meet growing areas of state workforce need.

The University of Idaho has a long-standing goal of becoming Idaho's first university to reach Carnegie R1 classification, indicative of "very high research activity" among universities nationally. Achieving this status opens doors to state leadership, increased research funding and partnerships with DOD and National Science Foundation (NSF) in the areas of energy, cyber security, and biomedical research, among others. Pursuant to this goal, it is imperative that facilities are upgraded and expanded such that the University of Idaho continues to deliver on its state-wide mission. Since 2016, both research expenditures and doctoral degrees conferred have experienced incredible growth. In 2016, the U of I generated $102.5M in research expenditures and produced 54 research doctoral degrees. In contrast, by 2024, U of I research expenditures grew to $135.9M and doctoral degree conferrals increased to 80, growth of 33% and 48% respectively, with much of the growth coming in engineering and sciences. During this time frame, the U of I was awarded two of the largest grants in the history of the institution with an $18.9M NSF Type II Infrastructure grant to build the Deep Soil Ecotron Facility and the $55M USDA Climate-Smart Commodities for Idaho: A Public-Private-Tribal Partnerships grant. Soon afterwards, a $24M NSF EPSCoR project titled Idaho Community-Engaged Resilience for Energy-Water Systems (I-CREWS) was funded, followed by two NSF Track 1 ENGINES proposals.

The university is also the state leader in attracting biomedical research funding from the National Institutes of Health (NIH), including funding for the IDeA Network of Biomedical Research Excellence (INBRE), two NIH Centers for Biomedical Research Excellence (COBRE), the state's first NIH Science Education partnership award, and the most NIH R01 grants awarded to any university in Idaho. This explosive growth in research activity and scope and the associated increase in doctorate obtaining graduate students has led to a critical deficit of contemporary research and collaborative spaces. This shortage of space and lack of modern facilities negatively impacts the university's ability to conduct research required to produce impactful, implementable solutions to core science and engineering needs in Idaho. It also impacts our ability to attract a top talent pool of students. The proposed building will

allow the U of I to continue to contribute and expand research impacts to Idaho and national initiatives and provide the talent pool for Idaho's workforce needs.

This space will support research and teaching innovation across the university. The Colleges of Science and Engineering have seen record growth in research awards and expenditures. This high-performing group of researchers needs state of the art facilities to continue to conduct impactful and highly funded research to meet the needs of Idaho and Idahoans for a strong, technical workforce. These labs build on state investment in the Idaho workforce in cyber security, clean room technologies, agricultural robotics, and health sciences.

This request is for a new building to house advanced research labs. The current engineering labs are inadequate for research on advanced or secure topics. Current science buildings have outdated floor plans and are not equipped for modern science needs from a mechanical or electrical infrastructure standpoint. Many of these laboratory spaces were constructed prior to 1960 and have had few resources available for upgrades. Current science and engineering research spaces do not foster the collaborations needed to yield innovative solutions to address vital science and engineering problems facing the state and nation. This facility will support general education by increasing undergraduate research opportunities in growing areas such as medical sciences, cyber security, and nuclear engineering.

2. PROJECT COMPONENTS

The new Science and Engineering Research Complex will consist of fully functional, robust research laboratories to include all hoods required and installed equipment, and shared laboratory support areas, such as specialized containment labs, shared equipment rooms, and computer and simulation equipment. The space will include conference facilities, offices for faculty and staff, and graduate student spaces, which will support the promotion of vibrant, collaborative research discussions.

Desired lab spaces are as follows:

- High-bay high-voltage power lab and industrial robotics spanning up to three floors in one wing of the building
- Corresponding AI+VR laboratories for nuclear and integrated energy systems modeling
- Automated manufacturing lines for microelectronics, food processing, and aerospace composite manufacturing
- Wet labs for the biological sciences and biomedical engineering
- Computer labs for computationally-intensive research projects
- Open top-secret lab for DOD research, including biological systems modeling, cyber security systems, thermo-fluid flow systems, and digital twins of power technologies.
- Collaborative spaces for students, postdoctoral researchers, faculty, and other research staff

The project cost estimate provides for all requisite support spaces, building systems, and utility connections necessary for a fully operational and functional, safe, compliant, and sustainable facility.

Any required improvements to the University of Idaho utility systems necessary to provide capacity to service the proposed new facility will be designed and implemented by the university's utilities concessionaire under a separate, coordinated, companion project. The utilities concessionaire is responsible for delivery of the utilities on the utilities side of the demarcation points, by system, as defined

in the utilities concession contract. This project is responsible for building systems and services on the building side of the demarcation point.

The project will also need to provide available capacity and space required for both emergency life safety systems power generation and stand-by power generation capacity supporting research equipment and circuits as a matter of resiliency.

The exact mix of programmatic elements to be housed in the new facility is yet to be determined. It is anticipated that an early architectural programming activity will need to be prerequisite to the design phase to seek out and determine the proper mix of programs, research efforts, labs, dry labs, specialty spaces and required support spaces such as offices, administrative suites, chemical stores, and storage spaces.

The desire is to locate the new Science and Engineering Research Complex adjacent to existing Science and Engineering facilities if feasible and possible. A final site selection has not yet been made and site selection for the new facility is envisioned to be part of the planning, programming, and design process.

3. ALTERNATIVES

Four alternatives have been studied to date.

Alternative 1: Construct Multiple Smaller Laboratory Additions

This alternative involves construction of separate undergraduate, graduate and research laboratories, by discipline, as additions to, or immediately adjacent to, existing College buildings. This alternative would provide the necessary space to support the programs, however, project costs are expected to be significantly higher since there would be multiple sites and projects. In addition, this approach does not readily support interdisciplinary interaction and collaboration. The university rejected this alternative.

Alternative 2: Renovate Existing Laboratory & Research Spaces in Existing Buildings as Necessary to Accomplish the programmatic Goals for Interdisciplinary Research

A prior Technical Analysis and Feasibility Study was conducted by the University and its consultant, NBBJ Architects in 2008 and revisited and revised in 2012 in advance of the design and construction of the Integrated Research and Innovation Center (IRIC). This effort included an exhaustive assessment and audit of the existing research facilities, spaces, and building level infrastructure systems on campus. The summary conclusion of this effort is that the existing facilities and spaces are not equipped or suitable in their current state to facilitate the sorts of research spaces and laboratories envisioned and needed at the time. Further the renovation costs to bring these facilities up to the standards necessary would far exceed the cost of a new build. And further still, such dispersed renovations would not produce the desired synergies and interdisciplinary relationships set out as the major programmatic goals and vision for the project effort.

Nothing has changed since this Analysis and Feasibility Study was completed. The U of I recently engaged Smith Group to evaluate campus space usage and needs. This study affirmed the earlier work and identified deficits in laboratory and collaborative spaces in Science and Engineering. Renovations of

existing research spaces remains cost prohibitive when compared to new build costs and the size and location of existing spaces is not sufficient to achieve the synergies and programmatic goals envisioned for this new project effort.

The university has therefore rejected this alternative.

Alternative 3: Construct Separate Laboratory Complexes for the Various Research Programs

This alternative consists of construction of separate facilities in support of the various programs to be housed in this new, proposed facility. This alternative would provide the necessary space to support the programs, however, project costs are expected to be higher since there would be two, or more, projects with unnecessary duplication. In addition, this approach does not readily support interdisciplinary interaction and collaboration between researchers within the various programs and disciplines. The university rejected this alternative.

Alternative 4: Construct a Single Interdisciplinary Laboratory Facility

This option would entail constructing a single complex that integrates undergraduate and graduate/research laboratories into an interdisciplinary science and technology center facilitating collaboration and creating new synergies across academic levels and disciplines. Overall project expenses are expected to be less under this approach since there will be only one site and construction of a single building allows elimination of unnecessary duplication of building systems. The recently completed Technical Analysis and Feasibility Study verifies this alternative as the most viable alternative conducive to the goals and vision for the effort, and as the most efficient and least costly alternative. This is the university's preferred alternative.

4. VACATED SPACE

Completion of the proposed project will allow synergistic co-location of core science and engineering laboratories. Vacated spaces will be refreshed to add collaborative student research space for instruction, integrated capstone or senior design projects, and advanced student instructional laboratories to meet the needs of U of I's growing enrollment. Given current and projected enrollment growth in engineering and core science programs, any vacated space will quickly be converted with additional space and ongoing need. The proposed Science and Engineering Research Complex is envisioned as a facility where researchers from science and engineering can work side by side. This provides the possibility of collaboration and cross-pollination between teams on specific research projects. Other prospective uses of vacated space may be for offices and specialized learning areas including computer laboratories, team, and group rooms, etc.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 03 Science and Engineering Research Complex

Building Statistics:
NASF: 80,000
GSF: 100,000
Net to Gross 80/20

		Estimated Total Cost	Prior to Budget Year	1st Year FY26	2nd Year FY27	3rd Year FY28	4th Year FY29	5th Year FY30	6th Year FY31
PROJECT SUMMARY:									
A.	Arch. & Engr.								
	Project Planning & Pre-Design (10%)	906,070	0	906,070	0	0	0	0	0
	Schematic Design (10%)	906,070	0	906,070	0	0	0	0	0
	Design Development (20%)	1,812,140	0	1,812,140	0	0	0	0	0
	Construction Documents* (35%)	3,171,245	0	3,171,245	0	0	0	0	0
	Bid & Award Phase (5%)*	453,035	0	453,035	0	0	0	0	0
	Construction Supervision (20%)**	1,812,140	0	0	906,070	906,070	0	0	0
B.	Asbestos Abatement Arch/Eng/Hygienist Fees	0	0	0	0	0	0	0	0
C.	Tests, Permits, Fees, Etc.	255,000	0	63,750	95,625	95,625	0	0	0
	SUBTOTAL ARCH. & ENGR.	9,315,700	0	7,312,310	1,001,695	1,001,695	0	0	0
D.	Moving, Administration	175,000	0	35,000	35,000	105,000	0	0	0
E.	Asbestos Abatement	0	0	0	0	0	0	0	0
F.	Construction*** (Inc. Const. Cont.)	75,505,900	0	0	30,202,360	45,303,540	0	0	0
G.	Owner Construction Costs	6,342,500	0	0	2,537,000	3,805,500	0	0	0
H.	Furnishings/Moveable Equipment	0	0	0	0	0	0	0	0
I.	Contingency (Project)	8,660,900	0	1,082,613	3,464,360	4,113,928	0	0	0
	TOTAL PROJECT REQUEST	100,000,000	0	8,429,923	37,240,415	54,329,663	0	0	0
SOURCE OF FUNDS:									
	Permanent Building Fund	100,000,000	0	100,000,000	0	0	0	0	0
	General Education	0	0	0	0	0	0	0	0
	Federal	0	0	0	0	0	0	0	0
	Bond Sale	0	0	0	0	0	0	0	0
	Bond Reserve	0	0	0	0	0	0	0	0
	Parking Funds	0	0	0	0	0	0	0	0
	Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0
	TOTAL	100,000,000	0	100,000,000	0	0	0	0	0
	Utilities	TBD							
	Custodial	TBD							
	Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)**:** General Education: 100%.

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

CAPITAL BUDGET REQUEST
FY 2026
CAPITAL IMPROVEMENT PROJECTS

(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College	AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Mechanical-Technical Building HVAC Upgrades
ADDRESS: 500 8th Avenue, Lewiston, ID 83501

CONTACT PERSON: Julie Crea	PHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

The Mechanical-Technical Building (MTB) HVAC system has been identified as end-of-life by an independent deferred maintenance study. Replacement parts are becoming increasingly difficult to source, and Physical Plant staff expend increasing amounts of labor hours in keeping the systems running. Manufacturer support and parts for these systems will soon be unavailable.

This request and need are a continuation of a top priority that was partially addressed by DPW project 25-150 for MTB and Wittman Complex (WITT) System updates. The project funded MTB electrical and fire alarm and WITT HVAC, fire sprinkler, and electrical updates.

(B) What is the existing program and how will it be improved?

This facility houses live learning labs for Career and Technical Education, teacher education, hospitality management, and Workforce Training programs. The facility is used heavily for classroom/lab instruction for programs such as welding and non-credit occupational training in a myriad of industries ranging from medicine to construction. These system upgrades will assure continuity in operations and instruction.

(C) What will be the impact on your operating budget?

This project will positively impact the institution's operating budget by increasing energy efficiency and lowering operating costs.

(D) What are the consequences if this project is not funded?

This facility has appeared on repeated requests. Loss of energy efficiency, ongoing cost escalation and maintenance costs, and gaps in the ability to move

the overall campus deferred maintenance plan forward to improve capital asset/building efficiencies and lifespan. Continuity in programmatic operations may be a challenge if there are HVAC system failures.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	$ 5,568,000
A/E fees	$ 568,000	General Account	
Construction	4,735,000	Agency Funds	
5% Contingency	265,000	Federal Funds	
F F & E		Other	
Other			
Total	$ 5,568,000	Total	$ 5,568,000

AGENCY: Lewis-Clark State College	AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Sam Glenn Complex Remodel
ADDRESS: 500 8th Avenue, Lewiston, ID 83501

CONTACT PERSON: Julie Crea	PHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(B) Concisely describe what the project is.

The Sam Glenn Complex deferred maintenance and remodeling needs are nearing crisis levels. This project involves replacing the failing plumbing, electrical, building insulation and HVAC systems as well as ceiling tile structure, installing new flooring/carpeting, window replacement, window enlargement, and additions, and address other minor repairs and painting needs. The ceiling tiles have a flaw in the design with the fixture method and need to be repaired as tiles are currently dislodging and falling at random times. This will be accomplished one floor at a time with the top floor being first.

(B) What is the existing program and how will it be improved?

The Sam Glenn Complex is primarily an instructional facility for Career and Technical Education (CTE) programs and houses important student support services such as a CTE tutoring center, Student Health, Student Counseling, and e-Learning Services (online learning management system). The updates will provide a safer environment. This facility has not had major non-system/ structural updates since 1996. The lower level was built to be a storage area and lacks sufficient natural light and ceiling height. The basement houses the mail room, IT department, campus print, and classrooms.

IT is responsible for managing all facets of the college's technology infrastructure including all servers, telephony, internet access, and student email. This unit is also responsible for the college's compliance with cybersecurity. E-Learning Services has oversight over the college's online course delivery mechanisms. These units are critical to college operations and directly support educational delivery at LC State to advance our mission.

(C) What will be the impact on your operating budget?

There is no anticipated impact on the operating budget.

(D) What are the consequences if this project is not funded?

There are potential safety issues with a faulty ceiling structure and ceiling tiles falling. The plumbing is leaking and some of the cast iron pipe has split. The

HVAC in a quarter of the building is using residential equipment to provide the service and is very inefficient.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:			FUNDING:		
Land			PBF	$	8,350,000
A/E fees	$	852,000	General Account		
Construction		7,100,000	Agency Funds		
5% Contingency		398,000	Federal Funds		
F F & E			Other		
Total	$	8,350,000			
			Total	$	8,350,000

Agency Head Signature:

_____ Date: 07/16/2024

FY2026
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS

(New Buildings, Additions or Major Renovations)

AGENCY: COLLEGE OF EASTERN IDAHO	**PROJECT PRIORITY:** 1

PROJECT DESCRIPTION: Welding Program Upgrades
ADDRESS: 1600 S. 25TH EAST, IDAHO FALLS

CONTACT PERSON: GREG HORTON	**PHONE:** 208-535-5636

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
Remodel Sessions Building room 150 to change from Diesel Mechanics to expand the Welding program.

(B) What is the existing program and how will it be improved?
The Welding program needs room for expansion, and is already housed in Sessions room 140. This expansion requires expanding the ventilation system, increasing the electrical capacity, and remodel other aspects of the room to accommodate welding booths.

(C) What will be the impact on your operating budget?
The impact on the operating budget would be minimal since one program is being exchanged for the other.

(D) What are the consequences if this project is not funded?
Currently the Welding program is at capacity and turns away students each year. The demand for this program in east Idaho is increasing.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		**FUNDING:**	
Land	$	PBF	$1,324,000
A / E Fees		General Account	
Construction		Agency Funds	
5% Contingency		Federal Funds	
F F & E		Other	
Other			
Total	$1,324,000	Total	$1,324,000

Agency Head Signature: Byron S. Miles

Date: 7/30/2024

FY-2026
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS
(New Buildings, Additions or Major Renovations)

AGENCY:	College of Western Idaho	PROJECT PRIORITY:	1

PROJECT DESCRIPTION:	Develop CWI Main and Whitewater campus - Phase 1
ADDRESS:	New Building / Campus Dev. - Boise Campus

CONTACT PERSON:	Nic Miller	**PHONE:**	208-994-1209

PROJECT JUSTIFICATION

(A) Concisely describe what the project is.

The College of Western Idaho (CWI) will be developing the 10 acre parcel located at Main and Whitewater. This is anticipated to be the first phase in the development of this property. CWI is committed to developing this parcel of land to provide a downtown campus. The first phase of construction will build our main primary center for this development. This building will contain multiple classroom, I.T. labs, One stop services (admissions, registration, counseling and financial aid), Library, Tutoring Services and office space for staff and faculty. It is also anticipated that surface parking will be provided during this initial phase .

(B) What is the existing program and how will it be improved?

These existing services are currently located at our Leased facility at Maple Grove and Overland. It is anticipated that the majority of these collegiate programs functions will be moved to this new location. This new location will provide the community with easy access to a centrally located campus in the west of downtown Boise. Co-locating these departments and functions into the vibrant downtown area will allow for CWI and its business partners to provide increase opportunities for future students.

(C) What will be the impact on your operating budget?

Moving out of leased spaced into and owned building and property is a sound financial investment and will ultimately save CWI millions of dollars.

(D) What are the consequences if this project is not funded?

If this project is not funded CWI will be forced to seek other means of funding to meet the needs of our students, staff and faculty.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		**FUNDING:**	
Land		PBF	$ 10,000,000
A / E Fees	$ 3,000,000	General Account	
Construction	$ 23,000,000	Agency Funds	$ 20,000,000
Contingency	$ 1,150,000	Federal Funds	
FF&E	$ 2,850,000	Other	
Other			
Total	$ 30,000,000	**Total**	$ 30,000,000

Agency Head Signature: _____

Date: _____

FY-2026
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS

(New Buildings, Additions or Major Renovations)

AGENCY:	College of Western Idaho	PROJECT PRIORITY:	2

PROJECT DESCRIPTION:	This project will finish the shell and core space, second floor, Health Science building.
ADDRESS:	Health Science Building - 5700 East Opportunity Dr.

CONTACT PERSON:	Nic Miller	**PHONE:**	208-994-1209

PROJECT JUSTIFICATION

(A) Concisely describe what the project is.

A portion of the Phase 1 Health & Science building (currently in progress under a Design/ Build agreement with DPW) will be constructed as core & shell for future build out. CWI is requesting funding to complete the build out of the core & shell space constructed in Phase 1 of the Health & Science building. Additional space will allow CWI to relocate and expand the current Occupational Therapy Assist and Physical Therapy Assist programs into the new building which will further support synergies around CWI's Health & Science programs. CWI is requesting $2.85M from PBFAC with CWI contributing $.15M for a total project cost of $3M.

(B) What is the existing program and how will it be improved?

The existing programs are scattered between two campus locations and the consolidation will greatly improve collaboration. It is anticipated that moving all the health and science related programs into one location and on the main Nampa campus will greatly improve the student experience. It will give the students, staff and future employers a location to instruct, recruit and shape the future of health care for our Treasure Valley community.

(C) What will be the impact on your operating budget?

There will be some impact to the operating budget, as additional utility consumption, maintenance and operational budgets grow.

(D) What are the consequences if this project is not funded?

If not funded these additional student services will not be located within the main Nampa campus and will be difficult for students and limit success.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		**FUNDING:**	
Land		PBF	$ 2,850,000
A / E Fees	$ 200,000	General Account	
Construction	$ 2,300,000	Agency Funds	$ 150,000
Contingency	$ 230,000	Federal Funds	
FF&E	$ 270,000	Other	
Other			
Total	$ 3,000,000	**Total**	$ 3,000,000

Agency Head Signature: _____

Date: _____

FY-2026
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS

(New Buildings, Additions or Major Renovations)

AGENCY:	College of Western Idaho	PROJECT PRIORITY:	3

PROJECT DESCRIPTION:	This project will construct phase 2 of the Health Science building
ADDRESS:	Health Science Building - 5700 East Opportunity Dr.

CONTACT PERSON:	Nic Miller	**PHONE:**	208-994-1209

PROJECT JUSTIFICATION

(A) Concisely describe what the project is.

CWI was awarded $10 million from PBFAC in FY23 to build phase 1 of a Health & Science building. CWI is requesting additional funding to construct a Phase 2 expansion of the recently funded Phase 1 Health & Science building (currently in progress under a Design/ Build agreement with DPW). The Phase 2 space will allow additional Health and Science programs including Medical Assist and Certified Nursing Assist to be moved onto the main Nampa campus in the new Health & Science building. Additionally, large capacity classroom space will be developed to support the growth of Health and Science programs. Bringing these additional programs into the Health Science building will allow an increase in collaboration between Health and Science disciplines. Additionally this will provide recruiters and employers a central location for future student recruitment. CWI is requesting $8M from PBFAC with CWI contributing $2M for a total project cost of $10M.

(B) What is the existing program and how will it be improved?

The existing programs are scattered between two campus locations and the consolidation will greatly improve collaboration. It is anticipated that moving all the health and science related programs into one location and on the main Nampa campus will greatly improve the student experience. It will give the students, staff and future employers a location to instruct, recruit and shape the future of health care for our Treasure Valley community.

(C) What will be the impact on your operating budget?

There will be some minor impact to the operating budget, as additional utility consumption, maintenance and operational budgets grow.

(D) What are the consequences if this project is not funded?

If not funded these additional student services will not be located within the main Nampa campus and will be difficult for students and limit success.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		**FUNDING:**	
Land		PBF	$ 8,000,000
A / E Fees	$ 650,000	General Account	
Construction	$ 8,000,000	Agency Funds	$ 2,000,000
Contingency	$ 400,000	Federal Funds	
FF&E	$ 950,000	Other	
Other			
Total	$ 10,000,000	**Total**	$ 10,000,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2025

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: **North Idaho College** AGENCY PROJECT PRIORITY: **1**

PROJECT DESCRIPTION/LOCATION: **POST and EMERGENCY RESPONDER TRAINING FACILITY**

CONTACT PERSON: Sarah Garcia TELEPHONE: 208-769-3341

PROJECT JUSTIFICATION:

(A) This project is a training facility on land already owned by North Idaho College. The facility would include training space for first responders including a classroom, skid pad, indoor shooting range and EVOC (emergency vehicle training) driving course.

(B) NIC's POST academy has been using the Coeur d'Alene Airport for skid and EVOC training. This new space will allow for more specific and dedicated training space that can be used by the academy and possibly other first responder organizations.

(C) This project has no anticipated impact on operating budget.

(D) Without the funding of this project, the POST academy will need to secure a different area for EVOC training and continue to be limited in the number of students it can train.

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ESTIMATED BUDGET:		FUNDING:	
Land	**0**	PBF	**$12,000,000**
A/E fees	**100,000**	General Account	
Construction	**10,000,000**	Agency Funds	
5% Contingency	**500,000**	Federal Funds	
F F & E	**1,400,000**	Other	
Other			
Total	**$12,000,000**	Total	**$12,000,000**

Agency Head Signature: _____

Date: 7/25/23

FY2026
CAPITAL BUDGET REQUEST

CAPITAL IMPROVEMENT PROJECTS
(New Buildings, Additions or Major Renovations)

AGENCY: College of Southern Idaho **PROJECT PRIORITY: 1**

PROJECT DESCRIPTION: Shields Academic Building Renovation

ADDRESS: 315 Falls Ave, Twin Falls, ID 83301

CONTACT PERSON: Spencer Cutler **PHONE: 208-732-6600**

The Shields Building is 55 years old and has never received comprehensive updates: only small, targeted upgrades to keep the building functional. This project will be a comprehensive renovation to: reinforce structural systems; repair and upgrade aging communication, electrical, plumbing, and HVAC systems; replace worn finishes; remedy accessibility issues; and replace life safety systems. The building is approximately 49,300 SF.

The Shields Building houses programs such as Mathematics, English, and Biology. Renovating this building will increase the number of students we can serve by facilitating more on-line hybrid classes and increasing computer labs. It will replace obsolete infrastructure in biology laboratories. It will provide ADA accessible work and study spaces in lecture halls and laboratories.

CSI's operating budget will not be increased. There is opportunity to reduce operating costs by improving energy efficiency and addressing deferred maintenance needs.

Not funding the project will limit the number of students we can serve and increase future deferred maintenance costs

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		**FUNDING:**	
Land	$0	PBF	$25,000,000
A / E Fees	$2,000,000	General Account	
Construction	$21,000,000	Agency Funds	
5% Contingency	$1,250,000	Federal Funds	
F F & E	$750,000	Other	
Other			
Total	$25,000,000	Total	$25,000,000

Agency Head Signature: Spencer Cutler

Date: 7-27-2024

TAB	DESCRIPTION	ACTION
1	**BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES – FIRST READING**	Action Item
2	**THREE-YEAR PROGRAM PLAN**	Action Item
3	**ADDRESSING IDAHO'S HEALTHCARE WORKFORCE SHORTAGE**	Information Item
4	**UNIVERSITY OF IDAHO – DOCTOR OF ANATOMICAL SCIENCES**	Action Item

SUBJECT

Board Policy III.Z., Planning and Delivery of Postsecondary Programs and Courses

REFERENCE

Jun/Aug 2003	The Board approved first and second readings of a new Board policy, III.Z. Delivery of Postsecondary Education, to guide planning and delivery of academic programs at the public postsecondary institutions.
Apr/Jun 2011	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding statewide program responsibilities and service region designations for the universities and Lewis-Clark State College.
Aug/Dec 2013	The Board approved first and second readings of proposed amendments to Board Policy III.Z., updating institutions' statewide responsibilities.
Oct/Dec 2016	The Board approved first and second readings of proposed amendments to Board Policy III.Z., updating institutions' statewide program responsibilities.
Dec 2017/Feb 2018	The Board approved first and second readings of proposed amendments to Board Policy III.Z., changing the planning timeframe from five years to three years.
Jun/Aug 2018	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding responsibilities for applied baccalaureate degrees to each region.
Jun/Aug 2020	The Board approved first and second readings of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho.
Feb/Apr 2021	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding new definitions for high-demand and joint programs, as well as significant revisions to collaboration requirements.
Oct/Dec 2022	The Board approved first and second readings of proposed amendments to Board Policy III.Z., describing a set of minimum criteria by which the Board will evaluate proposals by the universities to offer new associate degrees and proposals by the community colleges to offer applied baccalaureate degrees.
Aug/Oct 2023	The Board approved first and second readings of Board Policy III.Z., exempting prison education from the policy.

Feb 2024	The Board discussed findings and recommendations from the Policy III.Z. Working Group.
April 2024	The Board received an update on progress toward the charge given at the previous Board meeting and continued discussion about potential revisions to Policy III.Z.
June 2024	The Board conducted a Work Session on Policy III.Z. and provided final guidance to Board staff regarding a proposed revision to be brought to the Board for a First Reading at the August 2024 Regular Board Meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. and Section III.G.
Idaho Code §§ 33-113, 33-123, 33-2101

BACKGROUND/DISCUSSION

Board Policy III.Z Planning and Delivery of Postsecondary Programs and Courses was originally adopted by the Board in August 2003, to "ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment, collaboration and coordination of programs." The policy aimed to "optimize the delivery of academic programs while allowing the institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources." The policy provided a critical framework to support the Board in meeting its constitutional and statutory oversight responsibilities by requiring appropriate levels of planning and accountability of postsecondary educational programming.

In Fall 2023, the Board President established a Working Group comprised of four Board members to closely examine Board Policy III.Z. and determine if further amendments should be made to the policy, particularly related to Designated Service Regions and Statewide Program Responsibilities as defined in the policy.

Based on feedback from the institutions and input from Board staff, the Working Group brought a set of recommendations related to Board Policy III.Z. to the full Board for a Work Session discussion at the February 2024 Board meeting. At the conclusion of this Work Session, the Board directed staff to work with the eight institutions to revise Policy III.Z. to meet several objectives.

On April 10, 2024 the members of the Council on Academic Affairs and Programs met face-to-face in Boise for a day-long discussion about Policy III.Z, the Working Group recommendations, and the charge from the February Work Session. At the April regular Board meeting, the Board discussed the outcomes from these conversations and directed staff to develop more specific options for revising the policy and return to discuss these options at the next Board meeting.

The Board met in a Work Session in June 2024 to discuss the specific options brought forward by staff, with input from the institutions. The Board provided guidance and directed staff to work with the Policy III.Z. Working Group to develop a proposed revision of Policy III.Z. for consideration by the full Board as a First Reading at the August 2024 regular meeting. Board staff worked closely with the Policy III.Z. Working Group in July to develop the attached proposed revision.

IMPACT

The proposed revision of Board Policy III.Z. contains the following major modifications:

1. **Increased Focus on Principles and Decreased Focus on Processes**
    a. A clearer, more succinct opening section with an increased emphasis on expectations for leadership, planning, and collaboration.
    b. Removal of specific processes and timelines from policy language and addition of requirements for the Executive Director or designee to develop most necessary processes.
    c. Reduction of total policy length by nearly half by fully removing outdated and unnecessary language, including entire sections (e.g. Facilities, MOUs, High Need Programs, Existing Programs, Oversight and Advisory Councils, Discontinuance of Programs).
    d. Clarification of Definitions and removal of several superfluous terms.
    e. Policy restructuring to separate “Program Planning” and “Program Delivery” into two major sections, and to rearrange “Program Planning” to flow chronologically.
    f. Addition of language requiring institutions to ensure programs are on a Board approved Three-Year plan before requesting legislative funding.
    g. Removal of the recently added criteria for Associate Degrees at Universities and Baccalaureate Degrees at Community Colleges, with a recommendation to move these criteria to Board Policy III.G. Program Review and Approval.
    h. Removal of the term “Courses” in the title of the policy.
    i. Other minor changes for internal consistency and clarity

2. **Addition of a Right of First Refusal Process**
    a. Addition of a new process for when an institution desires to offer a program for which it is not designated in the policy, including specific timelines for responsiveness on the part of the affected designated institution(s).

3. **Clarified Expectations for Statewide Program Responsibilities**
    a. Addition of a new process for adding or removing Statewide Programs from the Statewide Program Responsibility list.
    b. Clarification of the requirement for biannual evaluation of Statewide Program Responsibilities and establishment of a process through the Executive Director or designee.

4. **Simplified Language for Service Region Responsibilities**
    a. Updated language to clarify the Board establishes the Academic Service Regions and Section 33-2101, Idaho Code establishes Career Technical Service Regions.
    b. Combination of Academic and Career Technical Service Regions into one holistic section.
    c. Addition of Graduate Program responsibility for Lewis-Clark State College in Regions I and II.

The proposed revisions will clarify the Board's expectations of institutions in their statewide and regional responsibilities. The addition of a process for adding/removing Statewide Programs and new expectations for evaluation of Statewide Programs will ensure greater responsiveness of institutions and the Board to changing economic and workforce dynamics. The addition of a new Right of First Refusal process will provide greater clarity to institutions when they determine there is a need for programs for which they are not designated by the policy. Finally, overall simplification will increase the likelihood of effective policy implementation and compliance on the part of the institutions and Board staff, as well as more effective oversight by the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.Z. Planning and Delivery of Postsecondary Programs – First Reading - Redline
Attachment 2 – Board Policy III.Z. Planning and Delivery of Postsecondary Programs – First Reading - Clean

STAFF COMMENTS AND RECOMMENDATIONS

Due to the significant nature of the proposed changes, a standard redline version showing all additions, deletions, and modifications to the current policy, as well as a clean version for ease of reading, are attached.

Institutional representatives, including presidents and provosts, as well as Board staff have provided extensive feedback to the Board and the Working Group over the past year related to the revision of Policy III.Z.

The Instruction, Research, and Student Affairs Committee of the Board reviewed the proposed revisions on August 8, 2024.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: Z. Planning and Delivery of Postsecondary Programs ~~and Courses~~
October 2023~~4~~

1. Expectations for Leadership, Planning, and Collaboration

~~The purpose of this policy is to ensure~~ Idaho's public postsecondary institutions are expected to meet the educational and workforce needs of the state through ~~academic~~ planning, alignment of programs ~~and courses (hereinafter referred to collectively as "programs")~~, ~~and~~ collaboration, and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (~~hereinafter~~ "institutions"). The State Board of Education ("~~the~~ Board") aims to optimize the delivery of ~~academic~~postsecondary programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of ~~academic~~ plans to advise and inform the Board in its ~~planning and~~ coordination of ~~educational~~ postsecondary programs in a manner that adheres to the following principles:

- ~~-~~enhance~~s~~ access to quality programs~~, while concurrently increasing efficiency~~
- adapt~~s~~ to accommodate high priority needs for industry,
- ~~,~~avoid~~sing unnecessary duplication~~wasteful duplication of effort
- foster~~s~~ innovation, and
- maximiz~~es~~~~ing~~ the cost-effective use of educational resources through coordination between institutions.

As part of this process, the Board hereby identifies ~~and reinforces the responsibilities~~ its expectations of the institutions governed by the Board to deliver Service Region and Statewide Programs. ~~The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities.~~ Thi~~s~~~~es~~ policy also includes provisions ~~also require~~for collaborative and cooperative agreements~~, or memorandums of understanding, between and among the institutions~~ when necessary to advance the Board's vision through planning and delivery of postsecondary programs.~~This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical~~

~~classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.~~

2. Definitions

a. Designated Institution shall mean an institution with a Statewide Program Responsibility or an institution whose main campus is located in a S~~s~~ervice R~~r~~egion as identified in subsection 4~~2~~.b.i~~i.1) and 2)~~ below~~;~~ and which possesses the first right to offer assigned Statewide P~~p~~rograms in all regions of the state or~~-~~ Service Region Programs within ~~its~~ designated service region(s).

i. Statewide Designated Institutions shall have Statewide Program Responsibility for all assigned Statewide Programs.

~~i.~~ii. ~~With respect to a~~A~~cademic~~Service Region ~~programs,~~ Designated Institutions ~~and Partnering Institutions~~ shall have Service Region Program Responsibility for those regions identified in subsection 4~~2~~.b.i~~i.1)~~.

~~ii.~~iii. With respect to career technical Service Region P~~p~~rograms, Designated Institutions ~~and Partnering Institutions~~ shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 4~~2~~.b.i~~i.2)~~.

b. Non-Designated Institution shall mean either:

i. an institution whose main campus is located outside a Designated Institution's S~~s~~ervice R~~r~~egion; or

ii. an institution not assigned a particular Statewide Program.

~~b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering duplicative programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.~~

~~c. High-Need Program shall mean a program identified by an institution or the Board as critical to supporting the future growth of a profession.~~

~~d. Joint Program shall mean an educational program jointly developed and delivered concurrently by two or more institutions.~~

~~e. Partnering Institution shall mean either~~

~~i. an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to an Memorandum of Understanding MOU, offers Regional Programs in the Designated Institution's primary service region, or~~

~~ii. an institution not assigned a Statewide Program Responsibility which, pursuant to an Memorandum of Understanding MOU with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.~~

~~f.~~c. Service Region Program shall mean a~~n~~ postsecondary~~educational~~ program ~~identified by the Board to be~~ delivered by a Service Region Designated Institution ~~within its respective S~~service ~~R~~region ~~t~~hat meets regional educational and workforce needs.

~~g.~~d. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its ~~primary S~~service ~~R~~region as defined in subsection 4~~2~~.b.i~~i.1) and 2) below~~. ~~Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.~~

~~h.~~e. Statewide Program shall mean a specific~~n educational~~ postsecondary program ~~identified~~ assigned by the Board to be delivered by a particular institution ~~which~~ to meet~~s~~ statewide educational and workforce needs. ~~Lewis-Clark State College, College of Eastern Idaho, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.~~

~~i.~~f. Statewide Program Responsibility shall mean the Board's expectation that an institution~~'s responsibility to~~ will offer and deliver all assigned Statewide Program~~s in all regions of the state.~~. ~~Statewide Program Responsibilities~~ are assigned to ~~a specific institution by the Board, taking into account the~~

~~degree to which such program is uniquely provided by the institution~~ the University of Idaho, Idaho State University, and Boise State University as expectations by the Board.

3. Program Planning

a. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Executive Director or designee, ~~create and~~ submit to the Board for approval ~~staff~~ a rolling three (3) year ~~academic~~ plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (~~the~~ "Institution Plan"). ~~Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state~~.

i. Statewide Programs

Institutions ~~assigned~~ with a Statewide Program Responsibility shall plan for and determine the best means to deliver ~~such~~ each assigned Statewide ~~p~~Program to meet statewide educational and workforce needs. ~~Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs~~

If an institution desires to add a Statewide Program to its Statewide Program Responsibility, it shall first indicate this request to the Board through its annual update to its Institution Plan. In such cases, the Institution Plan shall include ~~:~~

~~1. A~~a description of the proposed Statewide Program~~s to be delivered throughout the state~~, ~~and~~ a rationale for how the institution is uniquely positioned to offer the program, an estimate~~the~~ of anticipated resources to be employed, and a ~~.~~

~~2. A description of the Statewide Programs to be offered by a Designated or Partnering Institution.~~justification of the need for the program using relevant workforce and student demand data.

~~3. A summary of the Memoranda of Understanding (MOUs), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.~~

If an institution desires to remove a Statewide Program from its Statewide Program Responsibility, it shall first indicate this request to the Board through its annual update to its Institution Plan. In such cases, the Institution Plan shall include a justification for removal using relevant workforce and student demand data.

ii. Service Region Programs

It is the responsibility of ~~the~~each Service Region Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of ~~its~~the Sservice Rregion. ~~If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.~~

~~The Institution Plan developed by a Designated Institution shall include the following:~~

~~1. A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.~~

~~2. A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.~~

~~3. A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.~~

~~4. A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.~~

~~5. A summary of collaborative programs created to meet areas designated as high-need.~~

iii. Timeline and Process for Annual Updates to Institution Plans ~~Updates~~

Institution Plans shall be updated and submitted to the Board ~~staff~~ annually ~~as follows~~following a timeline and process established by the Executive Director or designee. This timeline and process shall optimize collaboration among the institutions, ensure efficient use of resources, foster innovation, and avoid wasteful duplication effort.~~:~~

~~1. Preliminary Institution Plans shall be developed according to a template provided by the Board's Executive Director or designee and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.~~

~~2. Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Executive Director or designee shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.~~

~~3. In the event the Board's Executive Director or designee recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.~~

~~4. The Board's Executive Director or designee shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as~~

~~identified in Board Policy Section III.G to gain program approval.~~

b. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year ~~academic~~ plan (Three-Year Plan) which includes all current and proposed ~~institution~~ programs from all eight public postsecondary institutions. The Three-Year Plan shall be submitted to the Board for review and approval ~~ed by the Board~~ annually. ~~at its August Board meeting~~.

Board approval of the Three-Year Plan shall not constitute Board approval of any specific proposed programs or program modifications listed or described in the Three-Year Plan. Institutions shall follow the standard program approval process as provided in Board Policy III.G. for all program requests. No requests for legislative appropriation to support postsecondary programs shall be made for programs unless they are included on the current approved Three-Year Plan.

4. Delivery of Programs

a. Statewide Program Delivery

The Board has established ~~s~~Statewide ~~p~~Program ~~r~~Responsibilities for the University of Idaho, Boise State University, and Idaho State University. Each of these institutions is designated to ~~must assess the need for, and when determined by the assessment, ensure the statewide~~ ensure delivery of all Statewide ~~educational p~~Programs assigned to it by the Board. Institutions with Statewide Program Responsibilities shall deliver assigned Statewide Programs face-to-face when possible, or online when necessary, to meet the needs of all Idahoans. ~~A statewide program list consisting of statewide program responsibilities shall be updated by the Board every two years in accordance with a schedule developed by the Executive Director or designee. The program~~A list of Statewide Program assignments will be contained in the Board approved ~~t~~Three-~~y~~Year ~~p~~Plan document ~~and maintained by Board staff~~and made available to the public on the Board's website.

i. ~~High Demand Programs~~ Evaluation of Statewide Programs

Each Statewide Designated Institution with a Statewide Program Responsibility shall evaluate its assigned Statewide Program list every two years using relevant workforce and student demand data. The evaluation shall be conducted according to a timeline, principles, and process established by the Executive Director or designee. Results of the evaluation shall be included in the subsequent update to the Three-Year Plan.

ii. Expectations

Each Statewide Designated Institution is expected and has the right to offer the Statewide Programs assigned to it by the Board in all regions of the state. A Statewide Designated Institution need not establish an MOU with any Non-Designated Institution before offering the Statewide Program in any region of the state.

If a Non-Designated Institution identifies a need not being met for a Statewide Program to be offered in its Sservice Rregion(s), it shall request the Statewide Designated Institution expand the Statewide Program to the identified sService rRegion(s).

~~b.~~

~~The Board recognizes that the need for high-demand, high-need programs may require joint delivery by multiple institutions statewide. These high-demand programs must be delivered through collaboration between institutions in order to preserve rural and statewide access. Service region restrictions and primary institution first rights to offer a program do not apply to Board identified high-demand programs. Criteria for statewide program high-demand designation includes, but is not limited to:~~

~~i. Idaho Department of Labor data,~~

~~ii. Idaho industry demand as demonstrated by unfilled positions and industry data,~~

~~iii. Demonstrated Idaho state needs for programs supporting underserved populations, and~~

~~iv. Requested by the Board.~~

~~An institution wishing to offer a high-demand program that does not have statewide responsibility in the program area must meet the criteria above,~~

~~have a signed MOU with the Institution with the Statewide Program Responsibility, and the approval of the Board's Executive Director or designee. At that point, the Partnering Institution shall include the program in its Institution Plan. If the Board determines that an emergency need exists for a program that the Institution with Statewide Program Responsibility cannot meet, then upon Board approval the two Institutions shall enter into an MOU for the delivery of such program.~~

~~c.~~b. Service Region Program Delivery

The Board has established six geographic S~~s~~ervice R~~r~~egions for the institutions aligned to the six geographic boundaries of the community college districts identified in Section 33-2101, Idaho Code. ~~based on the six geographic areas identified~~ Academic Service Regions are established by the Board and ~~aligned to the six geographic areas identified in Section 33-2101, Idaho Code~~. Career Technical Service Regions are established based on the six junior college areas established in Section 33-2101, Idaho Code. A Service Region Designated Institution shall ~~have the Service Region Program Responsibility to~~ be responsible for assessing and ensuring~~e~~ the delivery of all ~~educational~~ postsecondary programs and services necessary to meet the educational and workforce needs within its assigned service region.

i. ~~Academic~~ Geographic Service Regions

Region I shall include the geographic area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Service Region Designated Institutions ~~serving~~ providing undergraduate programs~~needs~~. The University of Idaho and Lewis-Clark State College ~~is~~are the Service Region Designated Institutions ~~serving the~~ providing graduate ~~education needs~~ programs within Region I. Lewis-Clark State College~~,~~ and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs. North Idaho College is the Designated Institution providing career technical programs within Region I.

Region II shall include the geographic area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Service Region Designated Institutions ~~serving~~providing undergraduate and graduate ~~needs~~ programs within Region II. ~~The University of Idaho is the Designated Institution serving the graduate education needs.~~ Lewis-Clark State

College is the Designated Institution providing applied baccalaureate and career technical programs within Region II.

Region III shall include the geographic area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Service Region Designated Institutions ~~serving~~ providing undergraduate and applied baccalaureate programs~~needs~~ within Region III. Boise State University is the Service Region Designated Institution providing~~serving~~ graduate education programs within Region III.~~needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs~~. College of Western Idaho is the Designated Institution providing career technical programs within Region III.

Region IV shall include the geographic area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Service Region Designated Institutions ~~serving~~ providing undergraduate and applied baccalaureate programs ~~needs~~ within Region IV. Idaho State University is the Service Region Designated Institution ~~serving the~~ providing graduate education programs~~needs~~ within Region IV, with the exception that Boise State University will provide~~meet~~ undergraduate and graduate ~~business~~ programs in Business ~~needs~~. ~~Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.~~ College of Southern Idaho is the Designated Institution providing career technical programs within Region IV.

Region V shall include the geographic area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Service Region Designated Institution ~~serving~~ providing undergraduate, applied baccalaureate, and graduate ~~education needs~~programs within Region V. Idaho State University is the Designated Institution providing career technical programs within Region V.

Region VI shall include the geographic area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Service Region Designated Institutions providing~~serving~~ undergraduate and applied baccalaureate programs~~education needs~~ within Region VI. Idaho State University is the Service Region Designated Institution providing~~serving the~~ graduate ~~education needs~~programs in Region VI.~~ Idaho State University and College of Eastern Idaho are the Designated~~

~~Institutions serving applied baccalaureate degree needs.~~ College of Eastern Idaho is the Designated Institution providing career technical programs within Region VI.

~~ii. Career Technical Service Regions~~

~~Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.~~

~~Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.~~

~~Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.~~

~~Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution~~

~~Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.~~

~~Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.~~

~~Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.~~

~~iii.~~c. ~~Program Offerings by Partnering Institutions~~ Right of First Refusal

If an institution desires to offer a program for which it is not designated in this policy, it shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a rationale for the request, a program description, an assessment of workforce and student demand, and an assessment of institutional capacity to offer the program.

The Board Office shall then transmit the Letter of Interest to the Designated Institution, which shall respond in one of three ways:

i. Agree with the Non-Designated Institution to offer the program collaboratively, and submit a signed MOU to the Board Office within three (3) months of receiving the Letter of Interest, OR

ii. In the case of a Statewide Program, determine to expand the Statewide Program into the Non-Designated Institution's region(s) without collaboration. Within one (1) month of receiving the Letter of Interest, the Statewide Designated Institution shall submit a Letter of Intent to the Board Office and, within three (3) months, submit either a Letter of Notification per Policy III.G. that the Statewide Program has been expanded to the Non-Designated Institution's service region(s) or a Plan of Action with specific timelines for expanding the program expediently, OR

iii. Refute the need for new program to be offered by the Non-Designated Institution and request the Board settle the dispute by submitting a Letter of Dispute to the Board Office within one (1) month of receiving the Letter of Interest. Letters of Dispute will be presented to the Board for resolution at the next regular Board meeting.

The Non-Designated Institution may submit a proposal per Policy III.G. if the affected Designated Institution takes no action within three (3) months of receiving the Letter of Interest or does not meet the deadlines for the specified actions above.

~~If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to~~

Board staff, in accordance with a schedule to be developed by the Board's Executive Director or designee, the following:

1. A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided

2. A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long- term costs of delivery of such program.

3. A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

d. Associate Degrees at Universities and Baccalaureate Degrees at Community Colleges

When a university proposes to offer an associate degree or a community college proposes to offer a baccalaureate degree, the Board will evaluate the proposed degree using at least the following criteria:

i. Demand

Proposed offerings must be to meet an urgent, local need based on where students who complete the offering will be employed rather than on where the students reside. The demand for the proposed offering needs to be clear, urgent, and compelling, as evidenced through data and industry input. Commitments of practical support (e.g. funding, internships, etc.) from industry stakeholders constitutes evidence of demand.

ii. Specialization

The proposed offering must be based on the unique capability at the institution, founded on specialized instructional expertise and any infrastructure necessary for program delivery.

iii. Non-Competitiveness

The proposed offering must be non-competitive with other institutions' offerings within the identified service area (whether regional or statewide) and supported by other institutions within the service area. The Executive Director or designee may request written commitments from the presidents of other institutions within the service area expressing conceptual and, if

~~necessary, practical support for the proposed program.~~

~~iv. Collaboration~~

~~Alternative approaches to meeting the identified demand addressed by the proposed offering should be fully considered, including potential collaboration with other institutions. High-demand programs must be offered through inter-institutional collaboration as described in this policy.~~

~~v. Resources~~

~~The institution must have sufficient resources to develop and deliver the proposed offering.~~

~~These criteria do not apply to Associate Degrees in General Studies currently offered or proposed to be offered by the universities.~~

~~e. Memoranda of Understanding~~

~~The Board encourages and fosters orderly and productive collaboration between Idaho's public institutions. Memoranda of Understanding can support such collaboration.~~

~~Institutions proposing to offer a joint program shall develop an MOU to identify the specific roles of each participating institution; the student-related processes associated with delivery of the program; and a timeline for review.~~

~~When an institution desires to offer a program already being offered by another institution in the latter institution's service region, an MOU shall be developed between the institutions to offer the program.~~

~~If a Designated Institution has identified a workforce or educational need for the delivery of a program within its service region and is unable to provide the program, the Designated Institution may collaborate with a Partnering Institution to offer the program. An MOU will not be required for review or approval prior to implementation in this case. Institutions are required to follow the standard program approval processes as identified in Board Policy III.G to obtain program approval.~~

~~An institution with Statewide Program Responsibility need not enter into an MOU with any other institutions before offering the statewide program in service regions outside the service region of the institution with Statewide Program Responsibility. If an institution desires to offer a program for which another institution has Statewide Program Responsibility, the institution that does not have Statewide Program Responsibility shall be required to enter into an MOU with the institution that has Statewide Program Responsibility for that program.~~

~~When an institution with Statewide Program Responsibility or Service Region Program Responsibility desires to offer a program within a service region where such program is currently being offered by another institution, the institutions shall enter into a transition MOU that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.~~

~~Idaho public postsecondary institutions may enter into MOUs with out-of-state postsecondary institutions or private postsecondary institutions to offer programs. Such MOUs do not require notification or approval by the Board but shall be shared with the Council on Academic Affairs and Programs. While the Board does not prohibit MOUs with out-of-state postsecondary institutions, agreements with in-state public institutions are preferred.~~

~~Articulation agreements between any postsecondary institutions for the purposes of facilitating course or program transfer do not require approval by the Board. Such agreements shall be managed and tracked by the institutions and shall be reported to the Board on an annual basis as part of the three-year planning process. All articulation agreements must be in compliance with Section 33-3729, Idaho Code, and Board Policy III.V.~~

~~All MOUs shall be submitted in conjunction with related program proposals following the standard program approval processes as identified in Board Policy III.G.~~

5. Collaboration with Institutions Not Governed by the Board

New programmatic collaborations with institutions not governed by the Board shall be shared with the Board Office prior to commencement of the collaboration.

~~f. Facilities~~

~~For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:~~

i. The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and

ii. The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

g. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

h. Discontinuance of Programs

~~Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).~~

~~5. Existing Programs~~

~~Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.~~

~~6. Oversight and Advisory Councils~~

~~The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.~~

~~7.~~6. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Service Region Designated Institution, they shall be used and articulated into the Statewide Program.

8.7. Dispute Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Executive Director or designee for review. The Board's Executive Director or designee shall prescribe the method for resolution, except where this policy expressly prescribes resolution by the full Board. The Board's Executive Director or designee may forward disputes to CAAP and, if necessary, make recommendations regarding resolution to the Board. Institutions may appeal any decision made by the Executive Director or designee to the Board, in which case The Board will serve as the final arbiter. of all disputes.

9.8. Exceptions

a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online.

;

a.b. This policy is not applicable toor dual credit courses for secondary education.

b.c. This policy is not applicable to face-to-face academic undergraduate and graduate education offered within adult correctional facilities under the jurisdiction of the Idaho Department of Correction.

c.d. This policy is not applicable also does not apply to courses and programs specifically contracted to be offered exclusively to a private, corporate entity. New programmatic collaborations offered exclusively to a private, corporate entity shall be shared with the Board Office prior to commencement of the collaboration. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

ATTACHMENT 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: Z. Planning and Delivery of Postsecondary Programs

October 2024

1. Expectations for Leadership, Planning, and Collaboration

   Idaho's public postsecondary institutions are expected to meet the educational and workforce needs of the state through planning, alignment of programs, collaboration, and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College ("institutions"). The State Board of Education ("Board") aims to optimize the delivery of postsecondary programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

   This policy requires the preparation and submission of plans to advise and inform the Board in its coordination of postsecondary programs in a manner that adheres to the following principles:

   - enhance access to quality programs
   - adapt to accommodate high priority needs for industry,
   - avoid wasteful duplication of effort
   - foster innovation, and
   - maximize the cost-effective use of educational resources through coordination between institutions.

   As part of this process, the Board hereby identifies its expectations of the institutions governed by the Board to deliver Service Region and Statewide Programs. This policy also includes provisions for collaborative and cooperative agreements when necessary to advance the Board's vision through planning and delivery of postsecondary programs

2. Definitions

   a. Designated Institution shall mean an institution with a Statewide Program Responsibility or an institution whose main campus is located in a Service Region as identified in subsection 4.b.i below and which possesses the first right to offer assigned Statewide Programs in all regions of the state or Service Region Programs within designated service region(s).

i. Statewide Designated Institutions shall have Statewide Program Responsibility for all assigned Statewide Programs.

ii. Service Region Designated Institutions shall have Service Region Program Responsibility for those regions identified in subsection 4.b.i.

iii. With respect to career technical Service Region Programs, Designated Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 4.b.i.

b. Non-Designated Institution shall mean either:

i. an institution whose main campus is located outside a Designated Institution's Service Region; or

ii. an institution not assigned a particular Statewide Program.

c. Service Region Program shall mean a postsecondary program delivered by a Service Region Designated Institution that meets regional educational and workforce needs.

d. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its Service Region as defined in subsection 4.b.i .

e. Statewide Program shall mean a specific postsecondary program assigned by the Board to be delivered by a particular institution to meet statewide educational and workforce needs.

f. Statewide Program Responsibility shall mean the Board's expectation that an institution will offer and deliver all assigned Statewide Programs. Statewide Program Responsibilities are assigned to the University of Idaho, Idaho State University, and Boise State University as expectations by the Board.

3. Program Planning

a. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Executive Director or designee, submit to the Board for approval a rolling three (3) year plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities ("Institution Plan").

i. Statewide Programs

Institutions with a Statewide Program Responsibility shall plan for and determine the best means to deliver each assigned Statewide Program to meet statewide educational and workforce needs.

If an institution desires to add a Statewide Program to its Statewide Program Responsibility, it shall first indicate this request to the Board through its annual update to its Institution Plan. In such cases, the Institution Plan shall include a description of the proposed Statewide Program, a rationale for how the institution is uniquely positioned to offer the program, an estimate of anticipated resources to be employed, and a justification of the need for the program using relevant workforce and student demand data.

If an institution desires to remove a Statewide Program from its Statewide Program Responsibility, it shall first indicate this request to the Board through its annual update to its Institution Plan. In such cases, the Institution Plan shall include a justification for removal using relevant workforce and student demand data.

ii. Service Region Programs

It is the responsibility of each Service Region Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of the Service Region.

iii. Timeline and Process for Annual Updates to Institution Plans

Institution Plans shall be updated and submitted to the Board annually following a timeline and process established by the Executive Director or designee. This timeline and process shall optimize collaboration among the institutions, ensure efficient use of resources, foster innovation, and avoid wasteful duplication effort.

b. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year plan (Three-Year Plan) which includes all current and proposed programs from all eight public postsecondary institutions. The Three-Year Plan shall be submitted to the Board for review and approval annually.

Board approval of the Three-Year Plan shall not constitute Board approval of any specific proposed programs or program modifications listed or described in the Three-Year Plan. Institutions shall follow the standard program approval process as provided in Board Policy III.G. for all program requests. No requests for legislative appropriation to support postsecondary programs shall be made for programs unless they are included on the current approved Three-Year Plan.

4. Delivery of Programs

a. Statewide Program Delivery

The Board has established Statewide Program Responsibilities for the University of Idaho, Boise State University, and Idaho State University. Each of these institutions is designated to ensure delivery of all Statewide Programs assigned to it by the Board. Institutions with Statewide Program Responsibilities shall deliver assigned Statewide Programs face-to-face when possible, or online when necessary, to meet the needs of all Idahoans. A list of Statewide Program assignments will be contained in the Board approved Three-Year Plan document and made available to the public on the Board's website.

i. Evaluation of Statewide Programs

Each Statewide Designated Institution with a Statewide Program Responsibility shall evaluate its assigned Statewide Program list every two years using relevant workforce and student demand data. The evaluation shall be conducted according to a timeline, principles, and process established by the Executive Director or designee. Results of the evaluation shall be included in the subsequent update to the Three-Year Plan.

ii. Expectations

Each Statewide Designated Institution is expected and has the right

to offer the Statewide Programs assigned to it by the Board in all regions of the state. A Statewide Designated Institution need not establish an MOU with any Non-Designated Institution before offering the Statewide Program in any region of the state.

If a Non-Designated Institution identifies a need not being met for a Statewide Program to be offered in its Service Region(s), it shall request the Statewide Designated Institution expand the Statewide Program to the identified Service Region.

b. Service Region Program Delivery

The Board has established six geographic Service Regions for the institutions aligned to the six geographic boundaries of the community college districts identified in Section 33-2101, Idaho Code. Academic Service Regions are established by the Board and. Career Technical Service Regions are established based on the six junior college areas established in Section 33-2101, Idaho Code. A Service Region Designated Institution shall be responsible for assessing and ensuring the delivery of all postsecondary programs and services necessary to meet the educational and workforce needs within its assigned service region.

i. Geographic Service Regions

Region I shall include the geographic area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Service Region Designated Institutions providing undergraduate programs. The University of Idaho and Lewis-Clark State College are the Service Region Designated Institutions providing graduate programs within Region I. Lewis-Clark State College and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs. North Idaho College is the Designated Institution providing career technical programs within Region I.

Region II shall include the geographic area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Service Region Designated Institutions providing undergraduate and graduate programs within Region II. Lewis-Clark State College is the Designated Institution providing applied baccalaureate and career technical programs within Region II.

Region III shall include the geographic area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Service Region Designated Institutions providing undergraduate and applied baccalaureate programs within Region III. Boise State University is the Service Region Designated Institution providing graduate education programs within Region III.. College of Western Idaho is the Designated Institution providing career technical programs within Region III.

Region IV shall include the geographic area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Service Region Designated Institutions providing undergraduate and applied baccalaureate programs within Region IV. Idaho State University is the Service Region Designated Institution providing graduate education programs within Region IV, with the exception that Boise State University will provide undergraduate and graduate programs in Business. College of Southern Idaho is the Designated Institution providing career technical programs within Region IV.

Region V shall include the geographic area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Service Region Designated Institution providing undergraduate, applied baccalaureate, and graduate programs within Region V. Idaho State University is the Designated Institution providing career technical programs within Region V.

Region VI shall include the geographic area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Service Region Designated Institutions providing undergraduate and applied baccalaureate programs within Region VI. Idaho State University is the Service Region Designated Institution providing graduate programs in Region VI. College of Eastern Idaho is the Designated Institution providing career technical programs within Region VI.

c. Right of First Refusal

If an institution desires to offer a program for which it is not designated in this policy, it shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a rationale for the request, a program description, an assessment of workforce and student demand, and an assessment of institutional capacity to offer the program.

The Board Office shall then transmit the Letter of Interest to the Designated Institution, which shall respond in one of three ways:

i. Agree with the Non-Designated Institution to offer the program collaboratively, and submit a signed MOU to the Board Office within three (3) months of receiving the Letter of Interest, OR
ii. In the case of a Statewide Program, determine to expand the Statewide Program into the Non-Designated Institution's region(s) without collaboration. Within one (1) month of receiving the Letter of Interest, the Statewide Designated Institution shall submit a Letter of Intent to the Board Office and, within three (3) months, submit either a Letter of Notification per Policy III.G. that the Statewide Program has been expanded to the Non-Designated Institution's service region(s) or a Plan of Action with specific timelines for expanding the program expediently, OR
iii. Refute the need for new program to be offered by the Non-Designated Institution and request the Board settle the dispute by submitting a Letter of Dispute to the Board Office within one (1) month of receiving the Letter of Interest. Letters of Dispute will be presented to the Board for resolution at the next regular Board meeting.

The Non-Designated Institution may submit a proposal per Policy III.G. if the affected Designated Institution takes no action within three (3) months of receiving the Letter of Interest or does not meet the deadlines for the specified actions above.

5. Collaboration with Institutions Not Governed by the Board

   New programmatic collaborations with institutions not governed by the Board shall be shared with the Board Office prior to commencement of the collaboration.

6. Duplication of Courses

   If courses necessary to complete a Statewide Program are offered by the Service Region Designated Institution, they shall be used and articulated into the Statewide Program.

7. Dispute Resolution

All disputes relating to items addressed in this policy shall be forwarded to the Board's Executive Director or designee for review. The Board's Executive Director or designee shall prescribe the method for resolution, except where this policy expressly prescribes resolution by the full Board. Institutions may appeal any decision made by the Executive Director or designee to the Board, in which case the Board will serve as the final arbiter.

8. Exceptions
    a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online.

    b. This policy is not applicable to dual credit courses for secondary education.

    c. This policy is not applicable to face-to-face academic undergraduate and graduate education offered within adult correctional facilities under the jurisdiction of the Idaho Department of Correction.

    d. This policy is not applicable to programs specifically contracted to be offered exclusively to a private, corporate entity. New programmatic collaborations offered exclusively to a private, corporate entity shall be shared with the Board Office prior to commencement of the collaboration.

SUBJECT

Three-Year Program Plan

REFERENCE

August 2017	The Board approved the Five-Year Program Plan update to Board Policy III.Z.
February 2018	The Board approved amendments to Policy III.Z. that changed the planning period from five years to three years.
August 2018	The Board approved the first iteration of the Three-Year Program Plan.
August 2019	The Board approved the Three-Year Program Plan update.
June 2020	The Board approved a waiver of Board Policy III.Z.2.a.i., which required the Board review and approve the three-year plan at the August 2020 Board meeting.
August 2021	The Board approved the Three-Year Program Plan update.
August 2022	The Board approved the Three-Year Program Plan update.
August 2023	The Board approved the Three-Year Program Plan update.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. Planning and Delivery of Postsecondary Programs and Courses
Idaho Code § 33-113

BACKGROUND/DISCUSSION

Idaho Code § 33-113 requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns program responsibilities for assessing the educational and workforce needs around the state.

Consistent with Board Policy III.Z.2.a.ii, institutions created program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a three-year period starting with the 2025-2026 academic year, including an inventory of programs currently offered. Board staff reviews institution plans for alignment with policy requirements, program responsibilities, and identification of any duplication of programs across institutions.

On April 17, 2024, Board staff coordinated a work session with the provosts to review institution plans, discuss statewide needs, and identify programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities.

The Three-Year Program Plan represents proposed programs for Academic Years 2025-2026, 2026-2027, and 2027-2028.

IMPACT

The Three-Year Program Plan provides a comprehensive, system-wide picture of anticipated institutional academic program and career technical program development. The Plan is intended to serve as the foundation for guiding the Board in its efforts to coordinate the efficient delivery of educational programs throughout the state and provides the Board with a systemwide look at all the programs that are delivered or plan to be delivered in the next three years. Approval of the Plan will provide the institutions with the option to proceed with the development of program proposals that will be considered by the Board, as applicable to the level of program impact, for approval and implementation over the next three years.

ATTACHMENTS

Attachment 1 – Three-Year Program Plan
Attachment 2 – Three-Year Program Plan Snapshots

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Each institution submitted an institution plan representing program projections for Academic Years 2025-2026, 2026-2027, and/or 2027-2028. Several institutions have not yet identified programs for 2026-2027 or 2027-2028. Academic leaders evaluated each other's plans from the perspective of the institutions' individual strategic plans and budget requests to ensure alignment between program plans, capital project plans, and budget requests. The following are highlights from the April planning meeting:

Health Care Programs

Several institutions identified the need for more health care programs in their respective designated service regions, which were discussed at length at the work session given many of the programs are currently statewide program responsibility for Idaho State University.

The health care programs discussed included graduate programs in Clinical Psychology, Direct-Entry Nursing, Nursing Practice-Nurse Anesthesia, Gerontology, and Anatomical Sciences by University of Idaho for Region II; graduate programs in Direct-Entry Nursing, Social Work, Nursing Education, Occupational Therapy, Physical Therapy, and Physician Assistant Studies by Lewis-Clark State College for Region II; Nurse Anesthesia Practice and Doctor of Psychology in Region V to include expansion of Physician Assistant Studies program to North Idaho by Idaho State University; Registered Nursing, Bachelor of Nursing by North Idaho College for Region I; and Nursing – RN to BSN by

College of Western Idaho for Region III. Institutions identified the need to have continued evaluation and discussion of healthcare programs as some of the areas identified are statewide program responsibilities for Idaho State University. Additionally, the provosts convened a work group of provosts and individuals in the field of healthcare and administration to discuss the immediate health care needs of the state that would aid in the development of these and other programs.

Baccalaureate Degrees by Community Colleges
All four community colleges identified various applied baccalaureate degrees on their respective three-year program plans. All of these are carryover from last year's planning cycle. There are no new applied or academic baccalaureate programs added this year.

- CEI – Health Care Management, BAS, Fall 2026
- CSI – Teacher Education, Apprenticeship, Fall 2024
- CWI – Elementary Education, BAS, Fall 2027
- CWI – Healthcare Administration, BAS, Fall 2027
- CWI – Nursing RN to BSN, Fall 2027
- NIC – Registered Nursing, BSN (researching)

Collaborations
Boise State University and University of Idaho are exploring options to offer joint degrees in the following:

- Criminal Justice and Law, M.A./J.D., Summer 2025
- Environmental Management and Law, M.N.R./J.D., Summer 2025
- Political Science and Law, M.A./J.D., Summer 2025
- Public Administration and Law, M.P.A./J.D., Summer 2025
- Public Administration and Law, Ph.D./J.D., Summer 2025

Idaho State University and University of Idaho are also researching a collaborative option to offer a Master of Science in Health Policy & Law, 2027-2028.

The Instruction, Research, and Student Affairs committee reviewed the three-year plan on August 8, 2024.

BOARD ACTION
I move to approve the Three-Year Program Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State of Idaho
Board of Education

Three-Year Program Plan
Delivery of Postsecondary Programs and Courses

Prepared by
The Office of the State Board of Education

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Three-Year Plan
Planning and Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information for each current program being offered and for each proposed program as part of the three-year plan development.

Statewide Program Responsibility
In accordance with Board Policy III.Z.1.i, Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

Service Region Program Responsibility
In accordance with Board Policy III.Z.1.g, Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

The Three-Year Plan consists of proposed programs institutions have identified they will pursue over a three-year period. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Postsecondary Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated on an annual basis. It is intended that the Three-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

Delivery of Programs

Consistent with Board Policy III.Z., "Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution." The statewide program list is updated by the Board every two years.

Boise State University
Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration*	M.S., Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

*Updated and approved by the Board December 2016

Idaho State University
Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting*	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

*Updated and approved by the Board December 2016

University of Idaho
University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Environmental Design**	B.S.E.D.
Landscape Architecture**	M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry*	B.S.Forestry
Renewable Materials	B.S.Renew.Mat..
Wildlife Sciences **	B.S.Wildl.Sci.
Fisheries Sciences **	B.S.Fish.Sci.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: • Forestry* • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management	M.S., M.N.R., Ph.D.

*Updated and approved by the Board December 2016
**Updated and approved by the Board April 2022
***Corrected 8/31/22-only the BS Landscape Architecture changed

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THREE-YEAR PLAN
Proposed Regional and Statewide Programs

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2024-2025									
Bioinformatics	B.S.	Region II	Regional	Summer 2024	Bioinformatics is used widely by biologists in a diversity of fields to analyze and interpret complex data, including genomic information. This is an interdisciplinary degree that includes courses in biology, mathematics and statistics, and computer science. A merging of these disciplines is critical for a student to develop into a modern biologist capable of generating and using complex datasets to tackle current issues in areas including species conservation, human health and disease, and climate change. **MODE: F2F**	Existing resources			Proposal submitted to OSBE.
Cybersecurity	Ph.D.	Region II	Regional	Fall 2024	Provide PhD students with a broad education in cybersecurity and the opportunity to engage in research that expands the field of cybersecurity. The proposed PhD in Cybersecurity degree will be the first PhD in Cybersecurity in the State of Idaho. It was designed from the ground-up to be exceedingly compliant with the criteria, knowledge, and skills detailed in the Center of Academic Excellence in Cyber-Defense (CAE-CD) denomination by the U.S. National Security Agency and the U.S. Department of Homeland Security. **MODE: F2F & Online**	The program will require hiring several new tenure track faculty members and one clinical faculty member, two additional IT staff members, additional TAs, and larger video-conference classrooms. Some portion of funding from grants.			In process at UI
Elementary Teacher Education	B.S.Ed.	Online	Online	Summer 2024	This online elementary teacher education degree will provide a recommendation for teacher certification for all subjects, kindergarten through eighth grade. Synchronous online instruction prepares teachers for the classroom. Components of in-person clinical practice are embedded throughout and can be completed at any participating Idaho K-12 school. **MODE: Online**	1x funds will be used to build online versions of existing F2F courses; course offerings can mostly be covered by existing faculty, with tuition revenues covering future program growth.			In process at UI
Program offerings commencing 2025-2026									
Anatomical Sciences	D.A.S.	Region II	Regional	Summer 2025	This degree focuses on anatomy, neuroanatomy, embryology, histology, cardiology, physiology, curriculum design, learning theory, research design and analysis and pathology. It will train anatomy educators via online courses during the spring and fall semesters and an in-depth F2Fsummer anatomy course. (2/3 face to face, 1/3 online). **MODE: F2F, some online**	WWAMI F&A will cover the expected first-year deficit, and tuition revenues will more than cover costs in future years; WWAMI will leverage existing facilities not now being used in summer.			In process at UI

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
American Indian Studies	Ph.D.	Region II	Regional	Summer 2025	The interdisciplinary Ph.D. in American Indian Studies prepares graduates to conduct advanced and applied scholarly research from a cross-cultural perspective; develop innovative theories, methodologies, and research tools useful to sovereign tribes and Indigenous peoples; and lead in higher education, tribal communities, the state, and nation. **MODE: F2F**				Planning
Apparel, Textiles, & Design	M.S.	Region II	Regional	Summer 2025	The M.S. in Apparel, Textiles, and Design delineates a specialization in apparel and textiles as a graduate degree, while maintaining the rigor of the current program the M.S. in Family and Consumer Sciences (FCS). **MODE: F2F, some online**	College/department re-allocation.			Exploring
Biomedical Engineering	M.S.	Region II	Regional	Fall 2025	Provide master's students with the knowledge of engineering principles combined with design and research methods to solve problems in the medical field to advance healthcare diagnosis and treatment. **MODE: F2F**	College/department re-allocation			Exploring
Clinical Psychology	Doctor of Psychology	Region II	Regional	Summer 2025	The Doctor of Psychology (PsyD) program in Clinical Psychology offers comprehensive instruction in assessment and diagnosis, evidence-based intervention and therapy techniques, professionalism, and ethics, with a practitioner-scholar framework. With a lifespan and generalist series of courses and mentored clinical experiences, students will be well-prepared to obtain licensure and independently practice clinical psychology. **MOD: F2F**	Re-allocation of resources from the WWAMI program. WWAMI will leverage existing facilities.			In process at UI
Creative Writing	B.F.A.	Region II	Regional	Summer 2025	This degree will use existing courses and faculty. Our nationally recognized M.F.A. program enhances our ability to provide UI students a top-notch and unique BFA experience. Students who would otherwise attend regional out-of-state schools will also be attracted to a BFA at UI. **MODE: F2F**	College/department re-allocation			Planning
Criminal Justice and Law Joint Degree Program **(LAW Collaboration with Boise State)**	M.A.-J.D.	Region III	Regional	Summer 2025	This joint degree will culminate in both a Boise State M.A. Criminal Justice degree and a U of I J.D. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **MODE: F2F**	Criminal Justice and Law Joint Degree Program (LAW Collaboration with Boise State)	M.A.-J.D.	Region III	Regional
Environmental Management and Law Joint Degree Program **(Collaboration with Boise State)**	M.N.R.-J.D.	Region III	Regional	Summer 2025	This joint degree culminates in both a Boise State M.N.R. in Environmental Management and a U of I J.D. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **MODE: F2F**	College/department re-allocation.	MOU will be established with Boise State		Exploring

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Foundations of Business Management (CBE)	Graduate Certificate	Online	Regional	Fall 2025	We are packaging the MBA courses into a 12-credit hour certificate (with the choice of 4 courses out of 6), a great option for students who want a foundation in business. **MOD: Online**	None			Ready to launch upon approval
French	B.S.	Region II	Regional	Summer 2025	The proposed BS in French expands the selection of courses a student could choose to complete their major in French. The BA in French is already in place, and adding the BS would provide another option for students who may have more interest in STEM areas. **MODE: F2F and online**	No new resources needed – all courses are already offered			Planning
Gerontology	M.S.	Region II	Regional	Fall 2025	The MS in Gerontology prepares students for the scientific study of aging from a biopsychosocial perspective, including adult development, healthy aging, biological aspects of aging, social and emotional function in aging, and economic and policy factors related to aging. **MOD: online**	Re-allocation of resources from the WWAMI program. WWAMI will leverage existing facilities. 1x institutional allocation of funds until tuition revenues are generated the following year.			In process at UI
Historic Preservation	UG Certificate	Region II	Regional	Fall 2025 or 2026	A mix of Historic Preservation and Built Environment courses (12-credits) that will introduce research methods and work in the preservation field in support of both private and public practice. **Delivery: Online Delivery** Note: Elective courses could be added to establish 18 credit Minor.	4 new courses will need to be developed to meet State standards.			Proposal building in CAA Spr 2024 Already connecting with Idaho State Historic Preservation Office.
Hospitality	Certificate	Region II	Regional	Summer 2025	An interdisciplinary certificate designed to accompany a general degree as an opportunity for students and professionals to focus on the application of skills well-suited to the hospitality industry. Courses will include selections in Communications, Organizational Science, Social Sciences, Humanities, Marketing and Accounting. **(Hybrid)**	College / Department Reallocation			Planning
International Studies	B.S.	Region II	Regional	Summer 2025	The proposed BS in International Studies expands the selection of courses a student could choose to complete their major in International Studies. The BA in International Studies is already in place, and adding the BS would provide another option for students who may have more interest in STEM areas. **MODE: F2F and online**	No new resources needed – all courses are already offered			Planning

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Juris Doctor/Master's in Business Administration	Graduate	Region II	Regional	Fall 2025	This concurrent degree culminates in both an M.B.A. (Master of Business Administration) and a J.D. from the University of Idaho. Under the concurrent degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **MOD: JD is F2F; MBA is online.**	Existing resources	Internal between UI colleges		Planning
Kinesiology & Health	PhD	Region II	Regional	Fall 2025	This proposed program will be offered through the Department of Movement Sciences and produce PhD-level experts related to exercise and health science fields. The new program will be offered face-to face only as curriculum and research will involve laboratory skill development including various exercise and health assessments using human subjects. Students will learn how to become independent researchers in human subjects research specific to their area of interest in kinesiology and health. **MOD: F2F**	The Department of Movement Sciences has all classroom, instructional and administrative resources to implement this program as the department already accepts and confers doctoral degrees under the PhD in Education (specializations in exercise science or healthy active lifestyles).			Planning
Latin American Studies	B.S.	Region II	Regional	Summer 2025	The proposed BS in Latin American Studies expands the selection of courses a student could choose to complete their major in Latin American Studies. The BA in Latin American Studies is already in place, and adding the BS would provide another option for students who may have more interest in STEM areas. **MODE: F2F and online**	No new resources needed – all courses are already offered			Planning
Medical Science	M.S.	Region II	Regional	Summer 2025	A modest number of medical school students leave their program with two years of extensive medical education but without a degree. The M.S. in Medical Science will build on this foundation to provide these students with a degree option. **MODE: F2F, some online**	College/department re-allocation followed by revenues generated via tuition.	An MOU will be established with UWSOM WWAMI-affiliated schools to provide this degree option to their students.		Planning
Modern Languages - Business	B.S.	Region II	Regional	Summer 2025	The proposed BS in Modern Language Business expands the selection of courses a student could choose to complete their major in Modern Language Business. The BA in Modern Language Business is already in place, and adding the BS would provide another option for students who may have more interest in STEM areas. **MODE: F2F and online**	No new resources needed – all courses are already offered			Planning

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Nursing – Direct Entry	M.S.	Region II	Regional	Fall 2025	The Master of Science in Nursing (MSN) Direct Entry program equips students with the essential skills to become a Registered Nurse (RN) who can collaborate effectively within the interprofessional healthcare team, providing and coordinating safe and effective patient care. Registered Nurses work across diverse settings such as hospitals, home healthcare services, nursing care facilities, outpatient clinics, and schools, educating patients and the public about health conditions and contributing significantly to health promotion and disease prevention. Graduates are eligible to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN). **MOD: Hybrid**	Re-allocating resources from the WWAMI program. WWAMI will leverage existing facilities. Institutional allocation of 1x funds until tuition revenues are generated the following year.			In process at UI
Plant Pathology	Ph.D.	Region II	Regional	Summer 2025	This degree existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. This degree provides graduates with a Ph.D. program that reflects their department and the discipline they study. **MODE: F2F**	College/department re-allocation			Planning
Political Science and Law Joint Degree Program **(Collaboration with Boise State)**	M.A.-J.D.	Region III	Regional	Summer 2025	This joint degree culminates in both a Boise State M.A. Political Science and a U of I J.D. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **MODE: F2F**	College/department re-allocation	MOU will be established with Boise State		Exploring
Public Administration and Law Joint Degree Program **(Collaboration with Boise State)**	M.P.A.-J.D.	Region III	Regional	Summer 2025	This joint degree culminates in both a Boise State M.P.A. (Master of Public Administration) and a U of I J.D. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **MODE: F2F**	College/department re-allocation	MOU will be established with Boise State		Exploring
Public Administration Ph.D. and Law Joint Degree Program **(Collaboration with Boise State)**	Ph.D.-J.D.	Region III	Regional	Summer 2025	This joint degree culminates in both a Boise State Ph.D. in Public Administration degree and a U of I J.D. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **MODE: F2F**	College/department re-allocation	MOU will be established with Boise State		Exploring
Quantitative Business Management (CBE)	Graduate Certificate	Online	Online	Fall 2025	We are packaging the quantitative MBA courses into a 12-credit hour certificate for individuals who want to sharpen their quantitative skills. This would be a starting platform for a bite-sized chunk to try out the MBA Program.	No new resources needed			Ready to launch upon approval

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Rangeland Management	UG Certificate	Region III	Regional	Fall 2025	Certificate will help prepare students not majoring in the University of Idaho's B.S. in Rangeland Ecology and Management for positions that require professional knowledge and competence in rangeland management. The certificate will focus on coursework in range management, including courses in such areas as basic principles of range management, range plants, range ecology, range inventories and studies, range improvements, and ranch or rangeland planning. The certificate will help students in other undergraduate natural resource or environmental science degree programs qualify for positions that require meeting the federal GS-454 Rangeland Management (0454) qualification standards. **Courses will be delivered either in-person or remotely**.	No new resources are necessary to deliver this certificate. Our existing personnel in the Rangeland Ecology and Management program have the capacity to deliver this new certificate as the courses already exist and are offered either in-person, online, or via a hybrid delivery.			
Spanish	B.S.	Region II	Regional	Summer 2025	The proposed BS in Spanish expands the selection of courses a student could choose to complete their major in Spanish. The BA in Spanish is already in place, and adding the BS would provide another option for students who may have more interest in STEM areas. **MODE: F2F and online**	No new resources needed – all courses are already offered			Planning
Teacher-to-New Endorsement Certificate	Undergraduate Certificate	Region II	Regional	Summer 2025	This certificate allows for already-certified teachers to add teaching endorsements to their certifications. A minimum of 12 credits are required, the specifics of which will vary based on previously completed coursework and must be identified in collaboration with a teacher education faculty advisor following transcript analysis. **MOD: F2F and online**.	No new resources need			Planning
Undergraduate Research	Undergraduate Certificate	Region II	Regional	Fall 2025	The Undergraduate Research Certificate is tailored for students interested in making meaningful contributions to the body of knowledge in their chosen field while enhancing writing and analytic skills. Participants actively engage in collaborative and individual research while building valuable skills for both advanced studies at the graduate level and for practical application in their future professional settings. This 12-credit certificate exposes students to experimental design, qualitative and quantitative data collection, analysis, and the ability to summarize and communicate findings. **MOD: F2F**	None - this certificate will leverage already-existing courses in EHHS and across the university.			Planning
Urban Design	Graduate Certificate	Region I and II	Regional	Fall 2025	We are seeking to revive this inactive certificate by broadening and updating course offerings. We will be including more Landscape and Environmental Design Coursework as well as Urban Theory and Social Sustainability Courses. (15-credit) **Delivery: F2F and online options.**				Proposal building and Course Edits in CAA Spr 2024

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2026-2027									
Bioinformatics and Computational Biology	M.S.	Region II	Regional	Summer 2026	This degree will add an online, non-thesis M.S. degree option to the existing Bioinformatics & Computational Biology (BCB) graduate program. Graduates will pursue careers in bioinformatics, genomics, computational biology, and data science. It will leverage the interdisciplinary BCB program. **MODE: Online**	Existing resources			Exploring
Earth and Spatial Sciences	M.S.	Region II	Regional	Summer 2026	We plan to add an online (non-thesis) M.S. in Climate Change and Solutions to accompany the B.S. program in the same subject that was approved in May 2023. The degree will prepare graduates with the in-depth scientific understanding needed to 1. assess climate impacts from both human-induced climate change and natural climate variability and 2. find solutions to manage and mitigate them. **MODE: Online**	College/department re-allocation			Exploring
Nursing Anesthesia Practice	DNAP	Region II	Regional	Fall 2026	The Doctor of Nursing Anesthesia Practice program prepares dedicated healthcare professionals for the role of Certified Registered Nurse Anesthetists (CRNAs). As anesthesia experts, CRNAs collaborate closely with physicians and healthcare teams, ensuring safe and effective anesthesia care. This comprehensive program equips students with advanced skills in anesthesia assessment, administration, and perioperative management. CRNA graduates excel in providing anesthesia across diverse medical settings, contributing significantly to improved patient outcomes. Committed to expanding healthcare access, our CRNAs play a vital role in delivering high-quality anesthesia services, particularly in underserved communities, both urban and rural, addressing critical gaps in healthcare delivery. **MOD: F2F**	WWAMI will leverage existing facilities. Re-allocation of resources from the WWAMI program. 2x institutional allocation funds until tuition revenues are generated the following year.			In process at UI
School Counseling	M.A.	Online	Regional	Summer 2026	This online program will prepare graduates to serve as licensed school counselors. Graduates will be prepared to advocate for students' success, promote resilience and wellness, support career planning, implement prevention and intervention strategies, facilitate counseling programs, and evaluate counseling practices. **MODE: Online**	Three faculty lines in the areas of school counseling or school psychology will be needed to ensure national accreditation standards			Exploring
Program offerings commencing 2027-2028									
No proposed programs at this time.									

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THREE-YEAR PLAN

Proposed Regional and Statewide Programs

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2025-2026									
Artificial Intelligence	Certificate	Region V, VI	Regional	2025-2026	This offering will allow a student the opportunity to take extra courses related to AI and to earn a certificate in AI. This is significant due to the recent growth of AI and the growing need for trained AI employees. **MOD: likely hybrid (in-person and online)**	An MOU with the University of Idaho will allow faculty from both universities to contribute to this degree.	Possible MOU with the Univ. of Idaho		Research/Exploration
Audiology Assistant Certificate Program	Undergraduate Certificate	Region V	Regional	2025-2026	Certificate will prepare students to be employed in hearing aid dispensing practices, assisting Audiologists in client care. This will be a hybrid program of online and onsite classes with supervised clinical observations and experiences in local hearing aid practices. **MOD: traditional face-to-face with some portion online**	Use existing resources.			Research/Exploration
Business Analytics	Certificate	Region V	Regional	2025-2026	~~Data~~ Business analytics is a growing field. The certificate in ~~Data~~ Business analytics will help prepare students with the skills to look for data, identify trends within large data, and present data driven solutions to solve business challenges. **MOD: both online and in-person**		No		Ready to Bring Forward Research/ Exploration Stage
DISCONTINUE - Cloud Computing	BTC	Region V	Regional	2025-2026	Due to the high cost of adjunct instruction and the low market demand, we will discontinue the program. This program is offered as a non-credit option at other institutions in the state. We cannot compete for students with the high cost of tuition.	None.	N/A	Discontinue	Ready to Bring Forward
Cybersecurity	Ph.D.	Regions V, VI	Regional	2025-2026	This offering speaks to the increasing need for experts in cybersecurity. The increase in phishing and hacking leading to stolen identities, stolen property, and security issues is of increasing concern, and experts in this field are very necessary for the state and country going forward. **MOD: likely hybrid (in-person and online)**	An MOU with the University of Idaho will allow faculty from both universities to contribute to this degree.	Possible MOU with the Univ. of Idaho		Research/Exploration

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Data Science	Certificate	Regions V, VI	Regional	2025-2026	This offering addresses the increasing need for additional research and people versed in new techniques in data processing, machine learning, data handling, and data storage. **MOD: likely hybrid (in-person and online)**	Computer Science, Electrical and Computer Engineering, and Mathematics and Statistics Faculty may all contribute. It is expected that there will be new hires in one or two of these departments in the near future.			Research/Exploration
Data Science	BS	Regions V, VI	Regional	2025-2026	This offering addresses the increasing need for additional research and people versed in new techniques in data processing, machine learning, data handling, and data storage. **MOD: likely hybrid (in-person and online)**	Computer Science, Electrical and Computer Engineering, and Mathematics and Statistics Faculty may all contribute. It is expected that there will be new hires in one or two of these departments in the near future.			Research/Exploration
Expansion of Dental Hygiene BS Degree to Meridian.	BS	Region III	Statewide	2025-2026	This program will be an extension of our current BS in Dental Hygiene degree on the Pocatello campus to the Meridian Campus. Currently there is a national workforce shortage of dental hygienists' and there is a need to expand our entry-level BS degree program in the state of Idaho. **MOD: in-person, Zoom, and online.**	Additional funding will be necessary to create a dental hygiene clinic. New budget to support two FT positions. **Current professional fee model** in the BS entry level degree program will be used for this program.			Research/Exploration
Family Nurse Practitioner	Specialized Certificate [GRADUATE]	Region V / Online	Regional	2025-2026	Delivered **fully on-line**; the program will allow current licensed Nurse Practitioners in other specialties to complete Family Nurse Practitioner (FNP) requirements for taking the FNP national board certification exam which is required for licensure. **MOD: online.**	Adjunct Clinical faculty (no online program fee)			Developing

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Health Informatics	Graduate Certificate	Online	Regional	2025-2026	Offering a graduate certificate in Health Informatics will enable working professionals to quickly gain valuable and essential knowledge and skill in health informatics. Healthcare organizations drastically need skilled individuals with formal informatics education. They need individuals who have knowledge of, and can apply, models, theories and frameworks that enable healthcare personnel to acquire and process information to enhance decision-making. Many individuals filling health informatics and clinical informatics roles in healthcare organizations (especially in Idaho) do not have formal training in informatics. This graduate certificate could be a feeder to the MSHI degree, increase MSHI enrollment, and be a revenue stream for the university. **MOD: Online**	Courses already offered in the MSHI degree would be used as the health informatics certificate curriculum. No additional resources are required; existing resources would be used to support the certificate. Online delivery. The graduate certificate would use the '**Online Program Fee**' financial/tuition model to correspond with the model used by the MSHI program.	Not Applicable		Research stage
Industrial Controls	Specialized Certificate	Region V	Regional	2025-2026	This certificate will provide electrical apprenticeship students with the skills to work as industrial electricians. Students will complete coursework focusing on instrumentation and Process Control or Motor Control and Protective Relaying. **MOD: face-to-face.**	None.	N/A		Ready to Bring Forward
Nuclear Materials Engineering	Graduate Certificate	Regions V, VI	Regional	2025-2026	This offering will allow a student the opportunity to take extra courses related to Nuclear Materials Engineering and to earn a certificate in that area. This is a growing area especially in this region due to proximity to the INL and to the new emphasis on micro-reactors. **MOD: likely hybrid (in-person and online)**	An MOU with the University of Idaho will allow faculty from both universities to contribute to this degree.	Possible MOU with the Univ. of Idaho		Research/Exploration
Nuclear Operations Technology	BAS	Region V	Regional	2025-2026	This program will continue to build on the skills obtained in the Nuclear Operations Technology AAS program and allow students to progress in leadership, communications, management, homeland security, and emergency management. **MOD: Online and face-to-face.**	None. Students will enroll in existing upper division courses	N/A		Ready to Bring Forward
Doctor of Nurse Anesthesia Practice	Doctorate-DNAP	Region III Meridian and online to start, with eventual hope to expand to Pocatello.	Regional	2025-2026	The DNAP program prepares the student to practice as a CRNA. Course work and clinical practicums prepare the student for national certification and license as a CRNA. **MOD: Online and face-to-face**	Need new program director and CRNA faculty. Will partly use existing resources.	Working on this. Brought forward, being reviewed by Rex/Teresa.		Ready to Bring Forward

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Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Paralegal Studies	Specialized Certificate	Online	Regional	2025-2026	This certificate is for non-degreed legal professionals and degreed paralegals who are interested in qualifying to work as licensed paralegal practitioners, a trend seen regionally. Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market. O**nline program fees will be implemented to help support the program**. **MOD: fully online**	No additional resources needed. **Online program fees** will be implemented to help support the program.	N/A		Ready to Bring Forward
DISCONTINUE - Pharmacy Technology	ATC	Region V	Regional	2025-2026	The Pharmacy Technology program will retain the BTC but plans to eliminate the ATC to meet the market demands of industry.	None.		Discontinue	Ready to Bring Forward
Radiographic Science Computed Tomography (CT) Alternate Modality Program	Certificate	Region V	Regional	2025-2026	This certificate program would provide classes in Computed Tomography (CT) education, allowing students to complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 1-2 concurrent semesters depending on the student's progression through clinical experiences. **MOD: part online, part in-person**	New Budget Request with potential collaboration with community partners			Developing
Radiographic Science Magnetic Resonance Imaging (MRI) Alternate Modality Program	Certificate	Region V	Regional	2025-2026	This certificate program would provide classes in Magnetic Resonance Imaging (MRI) education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent semesters. **MOD: part online, part in-person**	New Budget Request with potential collaboration with corporate partners			Developing
Radiographic Science Mammography Alternate Modality Program	Certificate	Region V	Regional	2025-2026	This certificate program would provide classes in Mammography education, allowing students to complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 1-2 concurrent semesters (depending on the student's progression through clinical experiences) and meet MQSA standard. **MOD: part online, part in-person**	New Budget Request with potential collaboration with community partners			Developing

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Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Robotics	Certificate	Regions V, VI	Regional	2025-2026	This offering will allow students the opportunity to earn a certificate in Robotics. With the new emphasis in AI, there will likely also be an increase in the need for employees versed in using AI and robotics in a concerted fashion. The College of Technology may also contribute to this offering. **MOD: likely hybrid (in-person and online)**	An MOU with the University of Idaho will allow faculty from both universities to contribute to this degree.	Possible MOU with the Univ. of Idaho		Research/Exploration
Semiconductor Manufacturing Technology	ITC, AAS	Region V	Regional	2025-2026	Intermediate Technical Certificate and Associate degree with a focus on semiconductor manufacturing principles and techniques used in computer chip manufacturing. Emphasis will be placed on the needs of Idaho-based semiconductor manufacturers. **MOD: online and face-to-face**	The program is dependent on an approved line-item request from IDCTE.	N/A		Research/Exploration
Special Education (M.Ed. in Special Education): IHEAR (Idaho Hearing Education and Aural Rehabilitation)	M.Ed. in Special Education, emphasis in Early Intervention/Listening and Spoken Language	Fully online for classes in-person for practicums	Regional	2025-2026	Scholars enrolled in the IHEAR Program will be prepared to provide high quality services to children between the ages of birth and five years of age who are identified with hearing loss. There is a significant shortage of providers and training programs nationally. In addition to providing this additional training for speech-language pathologists, audiologists, and special educators, we believe that this program will be able to be leveraged at a national level not only to related service providers and special educators but also for general educators. **MOD: online, asynchronous**	Funding awarded from Office of Special Education Program. Standard tuition on professional fees for Special Education.			Ready to Bring Forward

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Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Speech-Language Pathology Assistant Coursework Program Track	BS emphasis	Region V	Regional	2025-2026	This is not a full program, but the addition of two courses so that students can meet the requirements for licensure of being a SLPA in Idaho and ASHA. These courses would be in close cooperation with our existing Bachelor's degree in Communication Sciences and Disorders, Pre-SLP track. The program would address those students earning a BS who do not have immediate plans to enter a Master's program. Requirements would be met to allow students to apply for certification through our professional association as an SLPA, as well as obtain licensure within Idaho as an SLPA; resulting in the graduates being better prepared for jobs within school districts at the end of the Bachelor's program. This may be an add-on certificate to our existing program, or a separate track for the BS, or a new degree offering, yet to be determined. **Professional Program Fees** may be implemented. **MOD: traditional face-to-face with some portion online/remote**	Reallocation of existing resources with some **additional professional program fees** and possible need for new faculty.			Research/Exploration
Sports Counseling	Graduate Certificate (15 credits)	Region V	Regional	2025-2026	Interdisciplinary collaboration with human performance and sports science to develop counseling skills focused on the needs of athletes. This program would be offered to master's in counseling students as a certification add-on. **MOD: Face to face and online**	Program growth will support the addition of the certificate	No	No	research/exploration stage
Student Affairs	MSA	Region V	Regional	2025-2026	Through a comprehensive curriculum with an emphasis on experiential learning, the Master of Student Affairs program seeks to prepare practitioners to empower the holistic development of students at higher educational institutions. Core values of the program are competency-based curriculum; personal and professional ownership; campus partnership; inclusive education. **MOD: traditional face-to-face and online/remote**	One new tenure track faculty line would be ideal but could be taught with adjuncts and current faculty particularly at the start. In the case of adjuncts, budget allocation for them would be needed.	NA		Ready to Bring Forward

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Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
DISCONTINUE - Unmanned Aerial Systems	AAS	Region V	Regional	2025-2026	The Unmanned Aerial Systems program will retain the BTC and ITC but discontinues the AAS to meet the market demands of industry. The AAS is not necessary for the skills required in industry. Students can gain the appropriate skills through the certificates. This program has one full-time instructor and we have only been teaching the certificate programs. The AAS requires hiring a second faculty.	None.	N/A	Discontinue	Ready to Bring Forward
Program offerings commencing 2026-2027									
Accounting Analytics	Graduate Certificate	Region V	Regional	2026-2027	The Accounting program would like to offer an additional graduate certificate in Accounting Analytics to meet the needs of our students as the CPA exam and profession becomes more Analytics driven. **MOD: both online and in-person**	No new faculty or resources will be needed	No		Research/Exploration
Advanced Dental Hygiene Practice	BS/MS	Region III	Regional	2026-2027	An expansion of the baccalaureate program to include an additional option for an advanced dental hygiene practitioner in Dental Therapy. (ADT) The dental therapist who provides direct access to oral healthcare will address the needs of rural and frontier communities with minimal or no access to oral care. Idaho has significant un-met oral health needs, and this program will help meet that demand. ADT is being discussed in the State of Idaho and across the U.S. ISU could be the leader in offering the first ADT option in Idaho. **MOD: online, laboratory and clinical.**	Need a Program Director who is licensed as an advanced practitioner in DT. **Professional Fee** to be requested. [Option to be added to MS only, per dept.]			Research/Exploration
Post-Graduate Certificate in Grief and Loss	Certificate (9 Credits)	Region V	Regional	2026-2027	Despite grief and loss being an inevitable experience for everyone, accreditation standards do not currently address ways in which counselors should work with issues that arise from these experiences. This nine credit hour certification will address a gap in training for master's students and licensed counselors who work with clients experiencing grief and loss (i.e. all clients). **MOD: Initially this will be an in person offering**. In future years online delivery will be considered.	Faculty and/or adjuncts that specialize in grief and loss will need to teach the 3-course sequence. The development of the curriculum will also take a significant amount of time and energy for the lead faculty member who will create and design the certification.			Research/Exploration

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Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Post-Graduate Residency in Orthopedics/Sports Medicine	Certificate	Region V	Regional	2026-2027	Doctor of Physical Therapy education is rapidly moving to a residency training model for advanced practice. This credential will provide DPT graduates with the knowledge, skills, and abilities to serve both professional and community athletes across their lifespan. These individuals will be well prepared to assist individuals across the lifespan with varying degree of ability and comorbidities to safely return to activity and play post-injury. **MOD: Face to face and synchronous videoconferencing**	A residency director will be hired to lead the program proposal development for the residency program and to support the accreditation process required by the American Board of Physical Therapy Specialists. **Professional fee model.**			Research/Exploration
Psychology	Doctorate - PsyD	Regions V, VI	Regional	2026-2027	This program adds to ISU's suite of mental health care programming, adding an option for students interested solely in the delivery of clinical mental health care services (as opposed to either clinical services or research, which ISU's PhD program currently facilitates). This proposal will not require new faculty or facilities in order to launch, as ISU's Clinical Psychology PhD program can implement it within the existing structure of the department and academic/program offerings. **MOD: Initially this will be an in person offering.** In future years, hybrid/online offerings may be of interest.	No additional resources needed.	N/A	N/A	Developing
Program offerings commencing 2027-2028									
Agricultural Production Technology and Management	BTC, ITC, AAS	Region V	Regional	2027-2028	This program prepares students in precision ag operations and services, management of agricultural businesses, production operations, sales, and promotional work in agricultural communities. This hands-on major provides a science-based overview of agriculture and food systems, with an emphasis on the practical application of technology to agricultural production systems. Graduates are prepared to own, operate, and manage their own enterprises or to provide services for private or governmental entities. **MOD: face-to-face.**	Reallocation of CTE dollars to support 1 FTE and operational costs.	N/A		Research/Exploration

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Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Audio/Video Technician	ITC, AAS	Region V	Regional	2027-2028	This program prepares students to become audio/video (AV) technicians. They will learn to set up and run the sound and video equipment used to conduct and share live events including video meetings, distance-learning classes, sporting events, and conventions. Students will learn to operate audio and visual equipment including microphones, audio speakers, video screens, projectors, video recorders, recording equipment, video monitors, sound and mixing boards, and custom lighting systems. Some electrical wiring, electronics, and basic construction will be introduced. **MOD: face-to-face.**	Reallocation of CTE dollars to support 1 FTE and operational costs.	N/A		Research/Exploration
Culinary Arts	BTC, ITC, AAS	Region V	Regional	2027-2028	This program prepares students to produce safe, healthy, and creative food for all segments of the food service industry handling one type of specialized food preparation or preparing all the foods served in a given establishment. Students will learn to plan menus, control costs, purchase food supplies, and supervise personnel. Students will learn front of the house and back of the house operations. **MOD: face-to-face.**	Reallocation of CTE dollars to support 1 FTE and operational costs.	N/A		Research/Exploration
Health and Human Sciences	PhD	All regions	Regional	2027-2028	ISU plans to offer a doctorate degree in Health and Human Sciences that promotes solutions to public health issues across the state and region. This program plans to leverage existing resources within the Kasiska Division of Health Sciences and Department of Community and Public Health to bolster research and evaluation capacity of health professionals. **MOD: offered both online and in-person part-time.**	No additional resources needed.	This was previously presented as a collaboration between ISU and BSU, however BSU has plans for their own traditional Doctor of Public and Population Health.		Research/Exploration

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Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Health Informatics	BS	Online	Regional	2027-2028	This program will prepare individuals to enter a career in Health Informatics with the skills and competencies necessary to manage and operationalize the acquisition, processing, storage, distribution and use of healthcare data using appropriate technologies. Students will be introduced to key healthcare and information technology concepts to support the various aspects of healthcare delivery and operations. **Online Program Fees will be implemented to support the program. MOD: online**	Reallocation of existing resources (one full-time faculty member). New budget for Adjunct pool and two full-time Health Informatics faculty dedicated to supporting Health Informatics. **Online Program Fee financial model** Note: The existing resources (one full-time faculty member) will still be required to support existing Health Informatics offerings (e.g., MSHI). This faculty member would not be "reallocated" to support the BSHI.			Research/Exploration
Health Information Management	BAS	Online	Regional	2027-2028	Information technology has become essential in managing hospital records and patient data and it is key to the effective and efficient delivery of modern healthcare. There is a high demand for qualified professionals to take managerial positions, and the current trends in the industry indicate that people will need to have a bachelor's degree to stay competitive. This program will continue to build on the skills obtained in our AAS degree program by adding more emphasis in leadership, business management, system analysis, and interdisciplinary professional relationships. **Online Program Fees** will be implemented to support the program. **MOD: fully online**	Online program fee will support faculty, nation-wide travel for practicum supervision budget, and software/ equipment for online delivery.	N/A		In Progress
Health Policy & Law	MS	Online	Regional	2027-2028	This is a proposed collaborative offering between the ISU COH and the University of Idaho School of Law. This offering supports the professional development and preparation of health care practitioners who take on a role as an administrative leader in health care. The increasingly complex landscape of health care regulation and risk mitigation requires leaders prepared to follow and understand the legal and policy implications of decision making. **MOD: online**	Resources to fund co-directors of the program on each campus who will work collaboratively in curricular design. Adjunct faculty in topical areas will assist with program delivery as curriculum is designed and program launched.	MOU with U of I to be developed		Research/Exploration

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Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Medical Science in Sports Medicine	DMSc	Region V	Regional	2027-2028	This new Doctor of Medical Science (DMSc) program will train physician assistants in sports medicine and the care of athletes. Sports Medicine focuses on the prevention, diagnosis, and treatment of non-operative sports-related injuries. Sports Medicine PAs will be trained in anatomy and physiology of sports; non-surgical musculoskeletal evaluation and treatments; the evaluation and management of concussions; and prevention and treatment of activity-related injuries, illnesses, and nutrition. DMSc participants would be NCCPA board-certified PAs going on to complete one or more years of additional training in Sports Medicine. The program positions PAs as strong candidates for positions in orthopedics, physical medicine and rehabilitation, rural family medicine, or pediatrics. **MOD: online and face-to-face**	New faculty hire experienced sports medicine physician or PA as program director. New faculty hires for teaching. Students will need to pay graduate tuition and **professional fees**.			Research/Exploration
Physician Assistant Studies	MPAS Expansion	Regions I and II	Statewide	2027-2028	This proposed collaborative offering builds on the historical foundations of the ISU PA program in Pocatello, Meridian and Caldwell (jointly offered with College of Idaho) using a model similar to the College of Idaho collaboration. The program is an extension of the present PA program clinical placements in North Idaho. **MOD: Face to face and synchronous videoconferencing.**	Hiring of a program director, 4 faculty and a staff member to support the program expansion. Students will pay graduate and **professional fees.**	MOU developed and signed to support a collaboration between ISU and LCSC for the delivery of ISU PA program on LCSC campus.		Exploration
Skin Care Specialist	Specialized Certificate	Region V	Regional	2027-2028	This program prepares students to become skin care specialists who would be able to provide skincare treatments to face and body to enhance an individual's appearance. Includes electrologists and laser hair removal specialists. **MOD: face-to-face.**	Reallocation of CTE dollars to support 1 FTE and operational costs. We will need to find an appropriate space to expand.	N/A		Research/Exploration

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THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2025-2026									
Adult Education	MS	Boise/Region III	Regional	Fall 2025	This degree in adult education will help students in business and industry training, post-secondary education, or other forms of Adult Basic Education. This degree program can help you learn about work as an independent training consultant or as an educational program writer or evaluator. **Fully online.**	Reallocation of resources if necessary			
Applied Mathematics	BS	Boise/Region III	Regional	Fall 2025	**Discontinuation**. We plan to restructure the Math BS program with several emphases, one of which will be applied and computational mathematics.			Discontinue	
Artificial Intelligence	BS	Boise/Region III	Regional	Fall 2025	Prepares AI ready workforce by providing students with the technical skills to use and create AI tools. Students will understand technical aspects of AI; practical uses in business, education, healthcare, and research; and societal implications. Built from courses in Computer Science core, machine learning, data science, as well as philosophy and business. **Likely online and/or hybrid delivery method.**	Likely to use online fee model			
Biomolecular Sciences	BS	Boise/Region III	Regional	Fall 2025	The BS in Biomolecular Sciences will prepare students to understand the properties of macromolecules and cellular activities, as well as the relationship between cellular activities and biological responses. **Traditional method of delivery.**	Reallocation of resources if necessary			
Business Management	BAS	Boise/Region III	Regional	Fall 2025	Management Dept. already has a fully online BBA Management program. This will add a BAS option to allow potential students to bring in career technical credits to the online Management degree program. **Fully online method of delivery**.	Likely to use online fee model			

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Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Criminal Justice and Law Joint Degree	MA-JD	Boise/Region III	Regional	Fall 2025	This is a joint degree pathway culminating in both an MA in Criminal Justice degree from Boise State University and a JD from the University of Idaho. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **Traditional method of delivery.**	Reallocation of resources if necessary			
Data Science	MS	Boise/Region III	Regional	Fall 2025	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting, and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. **Traditional method of delivery.**	Reallocation of resources if necessary			
Environmental Management and Law Joint Degree Program	MA-JD	Boise/Region III	Regional	Fall 2025	This is a joint degree pathway culminating in both an MA in Environmental Management degree from Boise State University and a JD from the University of Idaho. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **Traditional method of delivery.**	Reallocation of resources if necessary.			
Event Management	BA	Boise/Region III	Regional	Fall 2025	The program will bring together significant expertise and experience in event management into a cohesive program. It will offer students meaningful opportunities in client relationships, facilities management, and live production of a wide range of events. **Likely online and/or hybrid delivery method.**	Reallocation of resources if necessary.			
Forensic Science	BS	Boise/Region III	Regional	Fall 2025	This degree will provide students with an interdisciplinary approach to forensic science and prepare them for a career in this growing field. **Likely online and/or hybrid delivery method.**	Reallocation of resources if necessary.			

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Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Higher Education and Student Affairs	MS	Boise/Region III	Regional	Fall 2025	This degree will serve students seeking an advanced degree in higher education administration and student affairs at both two and four year institutions. **Hybrid delivery method.**	Reallocation of resources if necessary.			
Justice Studies	BA	Boise/Region III	Regional	Fall 2025	This online undergraduate Justice Studies program provides a foundation of the criminal justice system, with a focus on problem-solving and critical thinking. **Fully online delivery method.**	Reallocation of resources if necessary.			
Outdoor Leadership in Education	BS	Boise/Region III	Regional	Fall 2025	Degree program for undergraduate students interested in leading outdoor education programs. **Traditional face-to-face delivery method.**	Reallocation of resources if necessary.			
Political Science and Law Joint Degree	MA-JD	Boise/Region III	Regional	Fall 2025	This is a joint degree pathway culminating in both an MA Political Science degree from Boise State University and a JD from the University of Idaho. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **Traditional method of delivery.**	Reallocation of resources if necessary			
Psychology (Online)	BS	Boise/Region III	Regional	Fall 2025	The existing BS in Psychology program will be offered **fully online.**	Fully online with an online program fee.			
Public Administration MPA and Law Joint Degree Program	MPA-JD	Boise/Region III	Regional	Fall 2025	This is a joint degree pathway culminating in both a Master of Public Administration degree from Boise State University and a JD from the University of Idaho. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **Traditional method of delivery.**	Reallocation of resources if necessary			
Public Administration PhD and Law Joint Degree	PhD-JD	Boise/Region III	Regional	Fall 2025	This is a joint degree pathway culminating in both a PhD in Public Administration degree from Boise State University and a JD from the University of Idaho. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. **Traditional method of delivery.**	Reallocation of resources if necessary			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Public Management, Leadership and Policy	BA/BAS	Boise/Region III	Regional	Fall 2025	The BA/BAS programs in Public Management, Leadership and Policy will prepare students for leading and managing in public, non-profit, and public policy realms. Students will gain expertise in conflict resolution, leading organizations, and management to prepare them to be effective and dynamic public service leaders. **Likely online and/or hybrid delivery method.**	Fully online with an online program fee.			
Software Development	BA	Boise/Region III	Regional	Fall 2025	A less technical version of the BS in Computer Science that focuses on software development and applications. This degree will make the software professions accessible to a wider array of students. **Likely online and/or hybrid delivery method.**	Reallocation of resources if necessary			
Social Work	BSW	Boise/Region III	Regional	Fall 2025	The BSW in Social Work will prepare students to work with individuals, families, households, groups, organizations, and communities to address issues of coping and emotional support and also deal with broader challenges such as violence and social inequality that effect people. **Fully online.**	Fully online with an online program fee.			
Teacher Certification in Career Technical Certification	Teacher Certification	Boise/Region III	Regional	Fall 2025	The teacher certification programs in Career Technical Education (CTE) will be in the areas of AgEd, Business, Computer Science and Engineering. **Likely online and/or hybrid delivery method.**	Reallocation of resources if necessary.			
Teaching Career Technical Education	MIT	Boise/Region III	Regional	Fall 2025	The Master in Teaching (MIT) in Career Technical Education (CTE) is a new graduate program that will lead to teacher certification in CTE. **Fully online.**	Reallocation of resources if necessary.			
Sport and Venue Security	BS	Boise/Region III	Regional	Fall 2025	This degree will offer expertise in sport and entertainment security that will train people in risk management, incident management, evacuation, protective measures, and crisis communication. The program is in collaboration with the College of Education and the Electrical and Computer Engineering Department in the College of Engineering. **Fully online.**	Reallocation of resources if necessary.			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2026-2027									
Accounting Bachelor of Business Administration (Online)	BBA	Boise/Region III	Regional	Fall 2026	The Department of Accountancy will develop a **fully online**, undergraduate degree completion program called the Accounting BBA.	Fully online with an online program fee.			
Cardiac Function and Interventional Technology	MS	Boise/Region III	Regional	Fall 2026	The Master of Science in Cardiac Function and Interventional Technology focuses on cardiac rhythm management and electrophysiology and introduces students to additional related technologies. **Fully online.**	Likely to use online fee model			
Computational Science and Engineering	MS	Boise/Region III	Regional	Fall 2026	The Computational Science and Engineering program focuses on construction of mathematical models and quantitative analysis techniques, and the use of computers to analyze and solve scientific and engineering problems. **Traditional method of delivery.**	No additional cost to offer the program			
eLearning Instructional Design for Educators	BS	Boise/Region III	Regional	Fall 2026	Online only degree program for undergraduate students interested in entering instructional design careers and professions in the public or private school sector. **Fully online.**	Reallocation of resources if necessary.	-		
Environmental Humanities	BA	Boise/Region III	Regional	Fall 2026	The BA in Environmental Humanities will provide students with an interdisciplinary approach to environmental challenges both contemporary and historical. Students will have the option to learn about the interplay of culture, communication, politics, philosophy, and other areas in how our society can address the major environmental challenges facing our society. **Traditional method of delivery.**	Reallocation of resources if necessary.			
eSports	BS	Boise/Region III	Regional	Fall 2026	Online only degree program for undergraduate students interested in entering eSports careers and professions. **Fully online.**	Reallocation of resources if necessary.			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Health Sciences	PhD	Boise/Region III	Regional	Fall 2026	The PhD in Health Sciences will prepare students for careers as researchers and will likely be employed in academia, federal or state health agencies, research institutes or hospitals, or private industries that serve the health professions. The PhD program will also be designed to bolster the institution's infrastructure that is necessary to support the research and development needs of the state and region. **Likely online and/or hybrid delivery method.**	Likely will use online fee model			
Information Technology Management	MS	Boise/Region III	Regional	Fall 2026	The Departments of Information Technology (IT) and Supply Chain Management (SCM) will develop an on-campus program. **Traditional face-to-face delivery method.**	Reallocation of resources if necessary.			
Interdisciplinary Studies	BA/BS	Boise/Region III	Regional	Fall 2026	The BA/BS in Interdisciplinary Studies (IDS) program is already a well-enrolled program at Boise State that focuses on students customizing an interdisciplinary degree by combining two or three minors and a certificate. IDS is one of four programs in the new School for the Digital Future; each has an in-person option and a hybrid option. Adding a hybrid option would bring IDS in line with other School programs and provide additional flexibility to students. **Hybrid delivery method.**	Reallocation of resources if necessary.			
Marketing Bachelor of Business Administration (BBA) Online	BBA	Boise/Region III	Regional	Fall 2026	The Department of Marketing will develop a **fully online**, undergraduate degree completion program called the Marketing BBA.	Fully online with an online program fee.			
Philanthropy	MS	Boise/Region III	Regional	Fall 2026	This degree will serve students who want to pursue a career in philanthropy. **Fully online.**	Reallocation of resources if necessary.			
Public Administration	DPA	Boise/Region III	Regional	Fall 2026	This practitioner-based doctorate will provide the skills to be successful public service leaders in the 21st century. **Likely online and/or hybrid delivery method.**	Fully online with an online program fee.			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Public Humanities	PhD	Boise/Region III	Regional	Fall 2026	The PhD in Public Humanities will include three tracks--environmental, digital, and medical--with the option to add more as demand arises. Its graduates will be expert practitioners trained to work in the public and private sphere. The PhD will center around three key pillars: equity, culture, and skills. **Traditional method of delivery.**	Reallocation of resources if necessary			
Sociology	MA	Boise/Region III	Regional	Fall 2026	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors. **Traditional method of delivery, or possibly online method of delivery.**	Reallocation of resources if necessary			
Radiologic Sciences	MS	Boise/Region III	Regional	Fall 2026	The MS in Radiologic Sciences will provide students with a deeper understanding of the theory and application of a variety of imaging techniques that are currently in use or under development for use in clinical practice. Graduates will likely pursue positions in the healthcare industry and/or may go on to PhD programs in any variety of fields, including biomolecular research and biomedical engineering such as are offered here at Boise State University. **Traditional method of delivery.**	Reallocation of resources if necessary			
Program offerings commencing 2027-2028									
Social Work	PhD/DSW	Boise/Region III	Regional	Fall 2027	The PhD or DSW in Social Work is designed for experienced master's degree candidates who are interested in conducting research and/or may be interested in becoming faculty. Students will be prepared to enter a variety of roles in the field of social work or social work policy. **Fully online.**	Likely use online fee model			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Sport Management	BS	Boise/Region III	Regional	Fall 2027	Sport management is a growing field of interest, and at the undergraduate level the degree prepares students for careers and/or advanced degrees in athletic administration, sports production, sports marketing, sport analytics, and so on. While the field is blossoming across the nation, Washington State appears to be the only institution that offers a Bachelor's degree in the Pacific Northwest, and theirs is not an online program. We anticipate that this will be a high enrollment online program. The program is at the feasibility stage and so we are open to either a BA or BS option for this program. **Fully online.**	Likely to use online fee model			

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
				Note: Lewis-Clark State College has an ambitious schedule for new programs, as such, some of these proposed programs may be delayed to the Summer of 2025 as needed due to procedural timing or approval issues.					
Program offerings commencing 2024-2025									
DISCONTINUE: stand-alone BAS degrees: Administrative Assistant, Administrative Medical Assistant, Applied Accounting, Applied Technology, Auto Mechanics Technology, Business Management & Marketing, CNC Machining, Collision Repair, Diesel Technology, Early Childhood Development, Engineering Technology, Fire Service Technology, Graphic Communications, HVACR Technology, Hospitality Management, Industrial Electronics Technology, Industrial Maintenance Millwright Technology, Legal Administrative Assistant, Medical Assistant, Paramedic, Web Design and Development	BAS			FA 2024 or later				Discontinue all	

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Physician Assistant Studies	MS	Regions I and II	Regional	FA 2024	Physician Assistants (PAs) are highly skilled health practitioners who work under physician supervision to provide patient care services. PAs take complete medical histories, perform physical examinations, order and interpret diagnostic studies, such as laboratory tests and x-rays, diagnose and treat patients. Physician Assistants improve the accessibility of health care of under-served individuals in both urban and rural settings. Partnership with Idaho State University to establish a cohort of students in north and north central Idaho.	Operational capacity request	Partnership with ISU		
Program offerings commencing 2025-2026									
Automotive Technology, Manufacturer Training	ITC or BTC	II	Region	FA 2025	Exploring adding an emphasis on manufacturer-specific training. This may be an added certification or included as an option in an AAS degree. **MOD: Face-to-Face**	Current Resources			
Central / Surgical Processing Technician	Certificate	Region II	Regional	FA 2025	This program prepares individuals to provide entry-level experience, knowledge, and skills necessary to work in a healthcare setting, sterilizing, cleaning, processing, assembling, storing, and distributing medical supplies and equipment, with an emphasis on infection prevention and control measures. **MOD: Hybrid.**	1.0 FTE instructor/ director			
Critical Care Nursing	Certificate	Regions I and II	Regional	FA 2025	Provides specialized coursework in critical care nursing to meet the needs of healthcare partners. **MOD: Hybrid.**	Adjunct Instruction			
Medical Diagnostic Imaging: Ultrasound	BA/BS	Region II	Regional	FA 2025	The Bachelor of Arts/Science in Medical Diagnostic Imaging (MDI): Ultrasound is designed for individuals who have completed an A.S. degree in Radiographic Science and aspire to develop additional skills required to demonstrate an advanced understanding in Ultrasonography. **MOD: Face-to-Face/hybrid**	1.0 FTE Faculty Member; Portable Ultrasound equipment and supplies	N/A		
Medical Lab Technician	AAS	Region II	Regional	FA 2025	This program prepares graduates for employment in medical labs, utilizing lab equipment and technology to analyze biological specimens. Plan for pathway to bachelor and graduate programs.	1.0 FTE instructor/ director New budget request.	Join the ID consortium		

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Direct-Entry Master of Science in Nursing	MSN	Region II	Regional	FA 2025	This program prepares students with non-nursing baccalaureate degrees with the nursing education necessary for eligibility to take the national nursing licensure exam (NCLEX) and apply for licensure as an RN. The program includes advanced disciplinary knowledge and clinical practice experiences beyond baccalaureate-level nursing content.	No new resources needed to initiate program; will reallocate current resources.			
Nursing Education	MS	Regions I and II	Regional	FA 2025	The Nursing Education option prepares students for nursing faculty positions. Students are prepared as nursing leaders to respond to current and projected changes in the health care system. Grounded in adult learning theory, coursework includes a teaching/learning practicum and a focus on teaching with technology. Partnership with Idaho State University to establish a cohort of students in north and north central Idaho.	Working with ISU to identify needs and support	Partnership with ISU		
Occupational Therapy	MOT	Region II	Regional	FA 2025	The graduate entry level program in Occupational Therapy is a professional entry level program preparing students for licensure to practice as occupational therapists. Occupational therapy is a profession that uses occupation to promote well-being and health among people of all ages and abilities. Partnership with Idaho State University to establish a cohort of students in north and north central Idaho.	Working with ISU to identify needs and support	Partnership with ISU		
Occupational Therapy Assistant	AAS	Region II	Regional	FA 2025	The program prepares graduates for employment as an occupational therapy assistant. There are no OTA programs in north or north central Idaho. The program will provide access for local students to enroll in the program with the goal of graduates remaining in the Region. **MOD: hybrid.** Plan for pathway to bachelor and graduate programs.	New budget request. 1.0 FTE instructor/ director	Potential partnership (MOU) with ISU to offer cohort on the LC campus.		
Paramedic	AAS	Region II	Regional	FA 2025	The program educates pre-hospital care providers and prepares entry-level paramedics to provide safe, quality delivery of care outside the hospital setting. **Face-to-face with some hybrid, lab and practicum course delivery**	1.0 FTE instructor / director Anticipated new resources would not be required initially.	Potential MOU with community college in Region I or ISU to offer cohort on LC campus.		

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Peri-Operative Nursing	Certificate	Regions I and II	Regional	FA 2025	Provides specialized coursework in peri-operative nursing to meet the needs of healthcare partners. **MOD: Hybrid.**	Adjunct Instruction			
Physical Therapy	DPT	Region II	Regional	FA 2025	The graduate entry-level program in Physical Therapy is a professional entry level program designed to prepare students for licensure to practice as physical therapists. The program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Partnership with Idaho State University to establish a cohort of students in north and north central Idaho.	Working with ISU to identify needs and support	Partnership with ISU		
Physical Therapy Assistant	AAS	Region II	Regional	FA 2025	The program prepares graduates for employment as a physical therapy assistant. Initiating our own PTA program through the Idaho Consortium for Physical Therapist Assistant Education will provide access for local students to enroll in the program with the goal of graduates remaining in the Region. **MOD: hybrid.** Plan for pathway to bachelor and graduate programs.	1.0 FTE instructor/ director Reallocation of resources	Revised MOU with current PTA consortium to provide that LC will confer degrees for the cohort located on the LC campus.		
Respiratory Therapy	AAS	Region II	Regional	FA 2025	This program prepares graduates for employment as a respiratory therapist. There are no RT programs in north or north central Idaho. Program will provide access for local students to enroll in the program with the goal of graduates remaining in the Region. **MOD: hybrid.** Plan for pathway to bachelor and graduate programs.	New budget request. 1.0 FTE instructor/ director			
Social Work	MS	Region I	Regional	FA 2025	This face-to-face MSW program in Lewiston and Coeur d'Alene (with some virtual remote cross-listed courses) will provide Region I and II with trained social workers in Advanced Generalist and Clinical knowledge and skills to meet the growing need for practitioners to address the mental and behavioral health crisis in Idaho. **MOD: Hybrid**	Current Resources			
Surgical Technology	AAS	Region II	Regional	FA 2025	This program prepares graduates for employment as a respiratory therapist. Program will provide access for local students to enroll in the program with the goal of graduates remaining in the Region. **MOD: hybrid.** Plan for pathway to bachelor program.	New budget request. 1.0 FTE instructor/ director			

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Master of Arts in Teaching	MAT	Region I and II and Online	Regional	FA 2025	This program is designed for students who have a bachelor's degree to obtain secondary education certification and earn a master's degree: **MOD: hybrid**	Current Resources			
Program offerings commencing 2026-2027									
Hospitality Management, Emphasis in Certified Dietary Manager	ITC or AAS	Region II	Regional	FA2026	Exploring adding and option to focus on and potentially certify in dietary management. This may be an option inside the AAS or an additional ITC or BTC	Current Resources			
Program offerings commencing 2027-2028									
No proposed programs at this time.									

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THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2025-2026									
Certified Nursing Assistant (CNA)	BTC	Region VI	Regional	Fall 2025	This program will provide an introduction to the health care field to students interested in working in skilled nursing facilities. CNA at CEI is noncredit, with the exception of high school offerings. High schools have specifically requested this certificate for two reasons. This will allow students to continue using their fast-forward funding for the CNA class without changing the current process. Students will also receive a certificate that can be used as a springboard into several other health related programs at CEI and around the state. This program will be offered specifically to high school students in a **face to face and online format.**	No additional funding required.	This program is proposed in response to direct requests from local high school districts.		
Dental Hygiene	AAS	Region VI	Regional	Fall 2025	Combining academic study with supervised clinical experience designed to prepare graduates to take the appropriate national, regional, and/or state examinations. Accreditation from the Commission on Dental Accreditation would be sought as well as articulation with bachelor level degrees in the discipline. **F2F delivery**.	One time fund for equipment would be needed. Programmatic funding would be provided through the phase out of low enrolled CTE programs. Anticipated resources: several grants are being submitted for various dollar amounts; donations to foundation from local dentists	N/A		
Education	AA	Region VI	Regional	Fall 2025	The Associates of Arts in Education is designed to provide a basic core of knowledge and a wide range of educational and experiential opportunities for students. Graduates will gain the skills necessary to successfully enter the education profession and ensure readiness to transfer to a four-year institution. This two-year degree program provides core knowledge and a wide range of educational and experiential opportunities. Students will study inclusive education, child development, cross-cultural communication, differentiated instruction, and effective teaching strategies. **Method of Delivery: Face-to-Face and Online.**	Adjunct instructors			

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Engineering	AS	Region VI	Regional	Fall 2025	The Associate of Science in Engineering provides a core education in mathematics, science, & introductory engineering, & will prepare you to pursue a bachelor's degree in any engineering field. The curriculum includes calculus, physics, chemistry, engineering graphics, computer programming, mechanics, thermodynamics, electric circuits, the strength of materials, & engineering design. Gear up for an engineering career that features invention & innovation, sharpens your analytical skills & prepares you for a bachelor's degree in engineering. To ensure that our graduates arrive as true Juniors at their transfer institution, General Education credit requirements are limited to 15 credits, frontloading many of the math courses & program prerequisites that can prolong the bachelor's degree. **Method of Delivery: Face-to-Face.**	One full-time faculty member, updated equipment and resources			-
Health Administrative Services	AAS, ITC and/or BTC	Region VI	Regional	Fall 2025	This program would provide students with the skills to provide excellent service to patients during the various levels of patient flow within a medical office. Students would have the option to specialize through earning a specific ITC in claims service, information coding, or reception. **Online Delivery**.	This program would require line-item funding for one FTE position. It would also be support through the use of adjuncts in various fields. Use common resources from Medical Assisting program where applicable.			
Informatics	AAS	Region VI	Regional	Fall 2025	This degree track is designed to integrate "hard" and "soft skills" through "micro-certifications" in industry-specific areas--and articulate with four-year degrees in a variety of STEM-related fields. These certifications are designed to prepare graduates to manage information systems, and specialize in the interactions between humans and machines, through the collection of data and the development of programs that organize information. When studying informatics, a student may specialize in applications that involve health care, manufacturing, data centers, development of websites, social media networks or online security. **Course delivery will be F2F initially and then Hyflex or Online**.	Line-item funding will be required			

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Medical Laboratory Technician	AAS	Region VI	Regional	Fall 2025	The medical technician program will prepare students to work in the area of medical technician in a lab or doctor's office environment. They will perform diagnostic work on lab samples and help identify growth cultures. The will also be able to identify classifications of microbes and families they belong to. They will also be able to identify medications that can control growth of these organisms. **This will be a lecture/laboratory program with some online instruction.**	Funding for this program will be from new funds from a line-item request.			
Program offerings commencing 2026-2027									
Addiction Studies	AAS, ITC	Region VI	Regional	Fall 2026	This program would provide preparatory coursework required to become a licensed addiction counselor. It would prepare students to receive the CADC license and open a pathway to further education. **Method of Delivery: Face-to-Face.**	This program would require line-item funding for one FTE position.			Because of the close relationship to other behavioral health degrees and the added upward mobility in the job market, we would like to work with other four-year institutions to create a pathway into bachelor's or master's degrees leading to ACADC licensing.
Agribusiness Technologies	AAS, ITC	Region VI	Regional	Fall 2026	The Agribusiness AAS and ITC will teach entry level skills in a broad range of subjects related to Agribusiness. This will include both plant and animal science. An introduction to GPS and the art of selling agricultural products. Agricultural management will also be included. **Delivery will be F2F with online possible in the future.**	This program will be possible by seeking new funding from a line-item request.			
Battery Technician	BTC	Region VI	Regional	Fall 2026	A battery technician installs, maintains, and inspects batteries in equipment like electric vehicles. This may provide a primary or backup source of power for the equipment, and requires a working knowledge of electricity, the equipment it powers, and appropriate safety procedures. **Face-to-face.**	Approximately $50,000 in equipment and initially adjunct faculty, face-to-face classes			

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Certified Modern Banking	ITC	Region VI	Regional	Fall 2026	Certified Modern Banking Representative (CMBR) covers updated material that allows new, entry-level employees to develop in their careers and equips them to take on modern banking challenges with knowledge, confidence, and skill. This is an entry-level certification for banking representatives that applies to a broad group of job seekers. Certification can offer a clear pathway to employment in the banking industry. **Method of delivery: initially face-to-face classes, but moving to online**	Will teach with business faculty, no anticipated additional costs.			
Computer Science	AS	Region VI	Regional	Fall 2026	The Associate of Science in Computer Science program is designed to provide students with a solid foundation in the principles and practices of computer science. This two-year program offers a comprehensive curriculum that covers key aspects of computer science, including programming, algorithms, data structures, software development, and computer systems. To ensure that our graduates arrive as true Juniors at their transfer institution, General Education credit requirements are limited to 15 credits, frontloading many of the math courses and program prerequisites that can prolong the bachelor's degree. **Method of Delivery: Face-to-Face.**	This program would require line-item funding for one FTE position			-
Health Care Management	BAS	Region VI	Regional	Fall 2026	This degree is in direct response to employers located in CEI's service area, that are seeking to provide mid-career technicians with greater upward career mobility. It is designed to take credit for prior learning from a variety of technical fields. **Delivery will be F2F and online.**	Current faculty where applicable, adjunct faculty, resource support from industry.			
Health Information Technology	AAS	Region VI	Regional	Fall 2026	Health information technicians maintain medical records and organize patient data. They check medical records for accuracy, update information, and analyze data. As part of their responsibilities, health information technicians maintain patient confidentiality. The role requires an understanding of medical terminology, which many gain through a health information technology program. These jobs also require good communication and data management skills. Health information technicians typically work in hospitals, doctor's offices, and other healthcare facilities. **Hybrid**.	Combination of CTE funding for new position and/or cross training with existing faculty in the ITS and Cyber programs, community partnerships and other grant funding. Use common resources from Cyber and the other ITS programs where applicable.			

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Health Physics	AAS	Region VI	Regional	Fall 2026	This program would be an expansion of CEI's Health Physics Technology ITC. It would seek to prepare students with a broader skillset for employability across a wider range of facilities. **F2F delivery.**	This program would initially be supported through the use of adjunct support. Additional line-item funding for faculty may be required based upon demand. Use resources already in place for ITC program.			
Industrial Maintenance Mechanic	BTC	Region VI	Regional	Fall 2026	This is a shared program with the ISU College of Technology to meet the needs of local employers. **Face-to-face.**	Mostly taught with existing equipment from other programs but may require an additional $20,000-25,000 for second semester.	Shared curriculum with ISU but taught at CEI.		
Medical Coding	BTC (maybe as an add on for current or prior MA students to enable them to be certified) More likely an ITC	Region VI	Regional	Fall 2026	The Medical Coding Technical Certificate program prepares graduates to work in a variety of health care settings. Opportunities exist in working remotely and in other related health care settings like insurance companies, medical clinics, computer software vendors, and health maintenance organizations, software companies, and law firms. **Face-to-face, didactic could be online.**	This program would cross over slightly into Medical Assisting, so some resources could be used from that program. It is likely that to begin we would need at least an adjunct who is certified as an AHIMA Coding Specialist to teach most of the coding curriculum.			Already have ITC program at ISU College of Technology. Data from their website suggests demand: 96% placement rate.
Medical Records Specialist	ITC	Region VI	Regional	Fall 2026	Medical records specialists have a variety of data entry and recordkeeping tasks. Some workers categorize medical information for purposes such as insurance reimbursement and providing data to clinicians. Maintaining, auditing and overseeing confidentiality and completeness of medical health records is the focus of this certification. **Hybrid.**	Combination of CTE funding for new position, community clinical partnerships and other grant funding. Use common resources from Medical Assisting and the Medical Office Specialist Programs where applicable			
Nuclear Technician	AAS	Region VI	Regional	Fall 2026	Nuclear technicians assist physicists, engineers, and other professionals in nuclear research and nuclear energy production. This program would share some resources with the current radiation safety and proposed radiography programs and fill the needs of the INL as well as the healthcare industry in the area with an AAS degree. **Instruction will be F2F.**	This program will be possible by seeking new funding from a line-item request and a one-time fund for equipment not available through the other programs.	N/A		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Paramedic Program	ITC or AAS	Region VI	Regional	Fall 2026	The paramedic program will prepare students to demonstrate competence in many advanced emergency topics such as pathophysiology pharmacology, assessment, trauma, medical emergencies, cardiology, pediatrics, geriatrics and special operations and care. They will prepare to pass certifications in ACLS, PALS and PHTLS. **Hybrid**	This program would be funded by reallocated funds.			
Pharm Tech	AAS	Region VI	Regional	Fall 2026	The Pharm Tech Program at College of Eastern Idaho will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/ dispensing of medications. This new program will be taught on campus in a lecture/lab delivery with an on-line component. **The delivery will be a hybrid between face to face lecture/lab and online.**	This program will be possible by seeking new funding from a line-item request.			
Physical Therapy Tech	ITC	Region VI	Regional	Fall 2026	College of Eastern Idaho would develop a program to train students as Physical Therapy Technicians. This would meet our community needs as physical therapists are struggling to fill these entry level positions. We envision this program giving students broad skills that could also help them with securing entry level positions in medical, chiropractic, occupational therapy, and physical therapy offices. **Face-to-face, didactic could be online.**	This program would require line-item funding for one FTE position. It would also be supported through the use of adjuncts in various fields. It is likely that there would be resources from the already existing MA program that could support this certificate. It is likely we would have equipment in other healthcare programs that could be used for this certificate. There would likely be minimal equipment needs for courses. There might be a need for space to do labs for Kinesiology and Biomechanics courses. .			

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Radiography	AAS	Region VI	Regional	Fall 2026	The radiography program would offer students the knowledge and skills for utilizing radiation in the diagnosis of disease under the direction of a physician. This program will obtain approval as an AART certified program, which allows students to sit for the necessary industry certification. **Hybrid**	One time fund for equipment would be needed. Programmatic funding would be provided through the phase out of low enrolled CTE programs. This program will need partnership support from regional clinical partners in order to be viable.	N/A		
Speech-Language Pathology Assistant	AAS	Region VI	Regional	Fall 2026	A Speech-Language Pathology Assistant (SLPA) (support personnel) who, following academic coursework, fieldwork, and on-the-job training, performs tasks that are prescribed, directed, and supervised by a certified and/or licensed speech-language pathologist. SLPAs may have the opportunity to work in a variety of settings including schools, home health, clinics, private practice, and Early Intervention, as determined by state laws and regulations. **Hybrid**.	Combination of CTE funding for new position, community clinical partnerships and other grant funding.			
Ultrasound Technician	AAS (shorter certificate program could be offered for those already with an Allied Health AAS degree)	Region VI	Regional	Fall 2026	Ultrasound technicians, sonographers, and ultrasound technologists are interchangeable terms used to describe a highly specialized and trained allied health professional. Often, an ultrasound technologist is associated with performing pregnancy ultrasounds, though career opportunities extend beyond obstetrics, into cardiology, vascular health, pediatrics, musculoskeletal, breast and abdominal examinations. **Face-to-face, didactic could be online.**	This program would require line-item funding for one FTE position. It would also be supported through the use of adjuncts in various fields. Funding would also be needed to secure equipment to train students on.			We need to continue to discuss the options to offer this certificate/degree.

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THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2024-2025									
Anthropology	AA	Region IV	Regional	Fall 2024	Anthropology is the interdisciplinary study of the human species. The program offers introductory course work in three of the four major sub-fields of anthropology including physical anthropology, cultural anthropology, and archaeology. Two of the four anthropology courses satisfy core requirements at CSI. Particular emphasis is given on the anthropology of the Great Basin area.			Discontinue	
Communication	AA	Region IV	Regional	Fall 2024	The Communication program provides students with a foundation in human communication emphasizing interpersonal communication, gender issues, listening theory and skills, public speaking, argumentation and debate. Communication majors often find employment in such areas as advertising, broadcasting, marketing, corporate training, education, law, public relations and sales upon completion of a Bachelor's degree.			Discontinue	
Teacher Education	Apprenticeship	Region IV	Regional	Fall 2024	A teacher education teacher apprenticeship program would allow paraeducators already working in schools to leverage their considerable on-the-job experience toward a teaching credential. The program would be a hybrid working both online and face-to-face for maximum time and location flexibility. **MOD: Traditional with some portion available online**	No new resources will be needed for the program	Our institution would need to enter into MOUs with school districts to work with their employees as they complete the apprenticeship program.		Exploring
Program offerings commencing 2025-2026									
Chemical Technician	AAS/ ITC/ BTC	Region IV	Regional	Fall 2025	The Chemical Technician program teaches students to operate laboratory equipment, conduct sophisticated experiments, set up apparatuses for chemical reactions, handle materials, prepare compounds, collect samples, and conduct analyses that evaluate product quality and consistency. Graduates of the program will be prepared to work in research and development laboratories and/or analytical laboratories. Emphasis is given to chemical, biological, and agricultural laboratories to support food and dairy processing. **MOD: Traditional with some portion available online**	Existing transfer and CTE courses, organized into terminal degree/ certificate	N/A		

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Civil Engineering Technician	AAS/ ITC/ BTC	Region IV		Fall 2025	The Civil Engineering Technology program responds to employer needs for graduates who can function effectively in the areas of design and maintenance of highway infrastructure, as well as structural, civil, environmental, sustainability, and an array of other construction jobs requiring specific training and education in the area of civil engineering. This program would be of interest to individuals considering jobs in the civil engineering, civil engineering technology, surveying, and environmental engineering fields. In addition, the program provides a solid background for students seeking to transfer into baccalaureate institutions with civil engineering, civil engineering technology, environmental engineering technology, and surveying. Please note: The department plans to seek the ETAC of ABET's accreditation as soon as it is prepared to do so. **MOD: Traditional with some portion available online**	Existing transfer and CTE courses, organized into terminal degree/ certificate, new surveying course series	N/A		
Project Management	Specialized Certificate	Region IV	Regional	Fall 2025	The Project Management program prepares students with the skills and knowledge needed to effectively lead and manage projects in various industries. Students learn key project management principles, tools, and techniques to plan, execute, and evaluate projects successfully. The curriculum covers areas such as project scheduling, budgeting, risk management, and team leadership. Graduates are equipped to pursue entry-level project management positions. **Method of Delivery: Online and face-to-face**	No new resources will be needed for the program	N/A		

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Spanish for Health Professions	AA	Region IV	Regional	Fall 2025	The Spanish for Health Professions program provides students with comprehensive language training tailored to the healthcare field. Students develop proficiency in medical Spanish, enabling them to effectively communicate with Spanish-speaking patients. The curriculum includes specialized courses in healthcare terminology, cultural competency, and practical language skills. Graduates are equipped to provide culturally sensitive care and support in a variety of healthcare settings. Spanish for the Health Professions is designed to increase student competitiveness after graduation in both health care and post-secondary health profession programs and transfer to ISU program. This major is well suited to the changing needs in Idaho and beyond. **Method of Delivery: Online and face-to-face**	No new resources will be needed for the program	N/A		
Program offerings commencing 2026-2027									
No proposed programs at this time.									
Program offerings commencing 2027-2028									
No proposed programs at this time.									

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2025-2026									
Digital Photography (Commercial)	AAS	Region III	Regional	Fall 2025	Digital commercial photography and digital photo editing, Adobe Lightroom and Photoshop software. This will align with local high school CTE programs in digital photography and meet demand for photography jobs in Idaho. **Method of Delivery: didactic online; skills in person**	New state funding	N/A		Under Development
Mining Technology	AS	Region III	Regional	Fall 2025	The Associate of Science degree in Mining Technology blends basic sciences, mathematics, principles and practices of management, and courses in Mining Technology to prepare students for roles in the Mining industry. **Method of Delivery: in-person**	No new funding for personnel Will need grant or gift funding for equipment	NA		Under Development
Program offerings commencing 2026-2027									
Aviation Maintenance Technician	AAS	Region III	Regional	Fall 2026	An aviation maintenance technician is someone who installs, tests, maintains, and repairs aircraft equipment. The training will prepare students with the technical knowledge and skills necessary to become FAA certificated Aviation Maintenance Technicians. **Method of Delivery: Skills in person**	New state funding	TBD		Under Development
Game Design and ESport Management (GDEM)	AAS	Region III	Regional	Fall 2026	The curriculum will train students to start testing and designing games, or work in esports as a coach, or mentor, or trainer. **Method of Delivery: in-person, hybrid, and online**	Reallocation of institutional resources	N/A		Under Development
Program offerings commencing 2027-2028									
Healthcare Administration	BAS	Region III	Regional	Fall 2027	Designed for students who have earned their AS degree in any of the health-related fields that would like to further their education and career and work in a leadership, supervisory, or administrative position within the healthcare industry. **Method of Delivery: online**	New state funding or reallocation of institutional resources			Under Development

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Elementary Education	BAS	Region III	Regional	Fall 2027	This Bachelor of Applied Science degree will prepare students for the PRAXIS exam and teacher certification. **Method of Delivery: online and in person**	Allocation of existing resources or may request state funding.	N/A		Under Development
Nursing - RN to BSN	BSN	Region III	Regional	Fall 2027	Data has shown a need for Bachelor of Science in Nursing to meet industry requirements. It is intended to offer licensed Associate degree Nurse's affordable option to earn BSN. **Method of Delivery: Online**	New state funding or reallocation of institutional resources	N/A	N/A	Under Development

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THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2023-2024									
Dental Hygiene	Associate of Applied Science	Coeur d'Alene/Region I LCSC/Region II	Regional	Spring 2024	This degree will allow local students the opportunity to enter the Dental Health field without leaving the region for the required training. Due to the shortage of Dental Hygienists, along with the long waiting list of students we plan to accept a new incoming cohort every Spring semester rather than every other Spring semester. This would allow for students to be active in the program yearly, which would then allow for the Dental Hygiene Clinic to be fully operational annually versus every other year. **Method of Delivery: Face-to-Face**	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement with LCSC = $55K/student]	LCSC		
Program offerings commencing 2024-2025									
Medical Laboratory Technology	Associate of Science	Coeur d'Alene/ Region I LCSC/Region II CWI/Region III CSI/Region IV ISU/Region V CEI/Region VI	Regional	Consortium admittance will begin Spring semester 2025	Many opportunities await those choosing careers in medicine and science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists and pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease. **Method of delivery: hybrid**	Will need to hire 1 FTE clinical education coordinator	MOUs developed as/if requested by institutions. LCSC would like to join the consortium. Current members include NIC (host), CSI, and CEI.		This program already exists at NIC and is accredited. Delayed having to renew accreditation and will now move to Consortium program. Will submit self-study April 2024 and host site visit fall 2024 as consortium program.

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Radiography Technology, Mammography	Certificate	Coeur d'Alene/Region I	Regional	Spring 2025	The Mammography technical certificate program provides educational opportunities to the post-graduate registered Radiologic Technologist, in good standing. It provides students with the knowledge needed to perform mammography and to sit for the Mammography Certification Examination. The academic component is designed to meet competency requirements of the American Registry of Radiologic Technologists (ARRT) exam in Mammography. **Method of Delivery: F2F and includes clinical rotations in mammography.**	Use of additional adjuncts			Planning. There is demand based on conversations with clinical partners.
Program offerings commencing 2025-2026									
Certified Occupational Therapy Assistant (COTA)	Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2025	The program prepares graduates to work with occupational therapists to help individuals regain or improve their ability to independently perform activities of daily living. They work to improve patients' range of motion, everyday living skills, tactile abilities, cognitive skills, strength, endurance, coordination and comfort. **Method of Delivery: Hybrid (combo of online, campus lab, and clinical)**	Faculty/Program Director			Investigative
Emergency Medical Services	Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2025	The program will prepare graduates to respond to emergencies and provide medical care to patients both at the scene of the event and on the way to a nearby medical facility. This program will ideally be built as part of stacked credentials for Emergency Medical Services (EMT, EMT-A). Graduates will be eligible to take the National Registry of Emergency Medical Technician. **Method of Delivery: Hybrid**	Faculty/Program Director			Investigative
Film Studies	Associate of Arts	Coeur d'Alene/Region I	Regional	Fall 2025	The program will explore the art and craft of cinema. Students will dive into the history, theory, and practice of filmmaking through script analysis, cinematography, and editing. **Method of Delivery: Hybrid**	None, the program will utilize existing faculty and resources			Exploring

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Mobile Food Truck Management	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region I	Regional	Fall 2025	The Mobile Food Truck Management certificate provides specific training required to prepare students to assume positions in catering and food trucks. Students will learn the fundamentals of kitchen equipment, tools, basic cooking, menu prep, teamwork, sanitation and safety, to meet the growing demand for trained professionals in the food truck industry. This program will help guide one through the steps of planning, starting and maintaining a food truck or food cart. Graduates should qualify for ownership of a food truck. **Method of Delivery: Hybrid**	May seek state funding for 1 FTE faculty member			Exploring
Music Technology	Associate of Arts	Coeur d'Alene/Region I	Regional	Fall 2025	The program will prepare students with audio production, synthesis, and digital composition skills which are highly desired in the music industry. Students will learn recording techniques and digital music composition. **Method of Delivery: Hybrid**	New Budget request for additional equipment and may require additional adjunct faculty			Exploring
Radiography Technology: CT	Certificate	Coeur d'Alene/Region I	Regional	Fall 2025	The Computed Tomography (CT) technical certificate program provides educational opportunities to the post-graduate registered Radiologic Technologist, registered Radiation Therapist, and registered Nuclear Medicine Technologist in good standing. It provides students with the knowledge needed to perform CT exams and to sit for the Post-Primary Computed Tomography Certification Examination. The academic component is designed to meet competency requirements of the American Registry of Radiologic Technologists (ARRT) exam in Computed Tomography. **Method of Delivery: F2F**	Use of additional adjuncts			First priority is to increase enrollment cycle annually for AAS Rad Tech program. Then will look to add this certification. Increased admission to annual fall 2024. Now will focus on development of CT certification.

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Respiratory Therapy	Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2025 or Fall 2026	The program prepares students for entry-level employment as respiratory therapists. Respiratory therapists administer respiratory care to patients who have conditions that affect the cardiopulmonary system. The trained individuals assess patients and determine appropriate treatments, evaluate effectiveness of the treatment and modify as indicated. They set up and operate respiratory equipment used in the delivery of respiratory care. They work as a member of an interdisciplinary team. **Method of Delivery: Hybrid (combination of online and apprenticeship clinical)**	Need to hire faculty member/program director			Planning
Surgical First Assist	Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2025 or Spring 2026	Advanced training for students who are already Certified Surgical Technologists to achieve a higher level of performance in the operating room. The role of the first assistant is to assist surgeons by performing advanced technical skills during surgical procedures. **Method of Delivery: Hybrid**	Use of additional adjuncts			Looking at implementation 2025-2026. Advisory Committee stated not a priority at this time.
Biological Sciences	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	We are seeking to combine several degrees into a **Biological Sciences** degree (Biology, Forestry, Botany, and Zoology). The biological sciences deal with the basic principles of all living things: structure, function, and ecological associations. An understanding of biological principles is important in a wide variety of fields, including the health professions, education, agriculture, forestry, and environmental sciences. **Method of Delivery: Hybrid**	None, the program will utilize existing faculty and resources			Planning
Biology	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Biological Sciences**." The biological sciences deal with the basic principles of all living things: structure, function, and ecological associations. An understanding of biological principles is important in a wide variety of fields, including the health professions, education, agriculture, forestry, and environmental sciences.			consolidate	Planning

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Botany	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Biological Sciences**." The biological sciences deal with the basic principles of all living things: structure, function, and ecological associations. An understanding of biological principles is important in a wide variety of fields.			consolidate	Planning
Environmental Science	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Biological Sciences**." Environmental science is an interdisciplinary field that utilizes physical, chemical, and biological sciences to study both natural and anthropogenic impacts on the environment. Communication, data management, and problem-solving skills are stressed throughout the program and applied to a variety of complex environmental issues including biodiversity loss, water resources, and global climate change.			consolidate	Planning
Forestry/Wildlife/ Range Management	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Biological Sciences**." This program provides required coursework for students interested in pursuing a career in natural resource management. The program acquaints students with the physical, biological, and social sciences, as well as the humanities. The curriculum provides a basis of general education and scientific-professional courses addressing the use of forests, rangelands, and related natural resources.			consolidate	Planning
Zoology	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Biological Sciences**." The biological sciences deal with the basic principles of all living things: structure, function, and ecological associations. An understanding of biological principles is important in a wide variety of fields.			consolidate	Planning

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Physical Sciences	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	We are seeking to combine several degrees into a **Physical Science** degree (Astronomy, Chemistry, Geology, Physics). Physical science deals with matter, energy, the composition, structure, and properties of substances and their transformations and the history of the earth. A strong background in science and mathematics is important preparation for a college physical science program. **Method of Delivery: Hybrid**	None, the program will utilize existing faculty and resources			Planning
Astronomy	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Physical Sciences**" Physics is the science that deals with matter and energy and their interactions in selected fields such as mechanics, acoustics, and electricity.			consolidate	Planning
Chemistry	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Physical Sciences**" Chemistry is a science that deals with the composition, structure, and properties of substances and their transformations.			consolidate	Planning
Geology	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Physical Sciences**" This program is for students interested in pursuing a baccalaureate degree in Geology. Geology is the science that deals with the history of the earth and its life, especially as recorded in rocks. Small classes, excellent laboratories, and close proximity to classical geological field environs are especially well suited to providing the lower-division requirements for geology majors.			consolidate	Planning
Physics	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Physical Sciences**" Physics is the science that deals with matter and energy and their interactions in selected fields such as mechanics, acoustics, and electricity.			consolidate	Planning

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Pre-Microbiology/ Medical Technology	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "Pre-Medical." The **Pre-Microbiology/Medical Technology** program is designed for students who desire professional careers in applications of control and diagnosis of diseases, agriculture, food technology, genetic engineering, environmental/pollution control, clinical lab work in hospitals, public health and research labs, and in industrial and pharmaceutical laboratories. **Method of Delivery: Hybrid** (consolidating into another degree)			consolidate	Planning
Pre-Nutrition	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Pre-Medical**." This program is for students who love science, think critically, and want to help others live healthier lives. The required coursework is designed specifically for students who plan on transferring to the University of Idaho - Coeur d'Alene to complete a bachelor's degree in food and nutrition.			consolidate	Planning
Pre-Physical Therapy	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Pre-Medical**." This program is designed for students planning to transfer to a major suitable for entry into a physical therapy program. Physical therapy programs are very competitive and typically require an overall GPA of 2.75 or better and a 3.00 GPA in all prerequisite work (i.e., biology, zoology, chemistry, and physics). In addition, 75-80 hours (minimum) of work/observation under the direction of a licensed physical therapist are required for entry into physical therapy programs (may vary with transfer institution).			consolidate	Planning
Pre-Veterinary Medicine	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "**Pre-Medical**." The states of Idaho and Washington have an agreement which guarantees a certain number of places in the Washington State University College of Veterinary Medicine to qualified Idaho residents. Candidates with greater depth and breadth of academic background are given preference by WSU.			consolidate	Planning

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Pharmacy Technology	Intermediate Technical Certificate	Coeur d'Alene/Region I	Regional	Exploring	The Pharmacy Technology program prepares graduates for positions working under the supervision of a licensed and registered pharmacist in retail and institutional pharmacy practice settings. Students completing the program will have a basic understanding of anatomy, physiology, medical terminology, pharmacy law, and the therapeutic classification and use of the top-200 prescription drugs. Students will develop skills in pharmaceutical preparation, maintaining patient profiles or records, sterile products preparation, performing stock procedures, communication and presentation, and computer use to enter, store, and recall patient information.	Will need full-time faculty member/program director. Will need to re-establish accreditation as it expired.			Program suspended in 2020. Attempted to look at apprenticeship but change in leadership prevented progression. Receive frequent requests to re-open the program. Will continue to review and hopeful reopen Fall 2025.
Registered Nursing	Bachelor of Science in Nursing	Coeur d'Alene/Region I	Regional	Exploring	At the recent Idaho Nursing Workforce Summit in Boise, a call to action was presented to each school of nursing to increase graduate #s by 30 between now and 2025. Even at this, Idaho will have 1000 vacancies in 2025. Moreover, of significance to NIC, the need for bachelor prepared nurses is paramount. With NIC's commitment to excellence in nursing education by developing distinguished graduate nurses who are prepared to meet the health care needs of the community and seek to advance the profession, partners are requesting NIC seek approval for a BSN. **Method of Delivery: Hybrid**	N/A			Continue investigation of offering Bachelor of Science Nursing program at NIC.
Program offerings commencing 2026-2027									
No proposed programs at this time.									
Program offerings commencing 2027-2028									
No proposed programs at this time.									

Idaho State Board of Education
Instructional Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Intermediate Basque	00.0000	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Policy Research	00.0000	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
CSI	IT Development and Security	00.0000	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
LCSC	Business Technology and Service	00.0000	AAS		Career and Technical Education	Business Tech and Service		Regional	
LCSC	Music	00.0000	Minor		Liberal Arts and Sciences	Humanities		Regional	
CSI	Agriculture	01.0000	AA		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Agribusiness	01.0101	AA		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Agribusiness	01.0101	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Agribusiness	01.0101	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Commodity Risk Management	01.0103	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology		Regional	
UI	Agricultural Economics	01.0103	B.S.	Emphasis: 1) Applied Economics - 01.0103 | 2) Agribusiness - 01.0102	College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Statewide	Traditional (face-to-face)
UI	Agriculture Commodity and Risk Management	01.0103	Certificate-UG		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Applied Economics	01.0103	M.S.	Emphasis: 1) Applied Economics | 2) Agribusiness | 3) Natural Resources	College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Statewide	Traditional (face-to-face)
CSI	Geospatial Technology	01.0106	BTC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Agriculture Business, Leadership and Education	01.0199	AA		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)
UI	Agricultural Systems Management	01.0201	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online | Traditional (face-to-face)

Idaho State Board of Education
Instructional Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
UI	Agricultural Systems Management	01.0201	Minor		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online | Traditional (face-to-face)
UI	Precision Agriculture	01.0299	Certificate-UG		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online | Traditional (face-to-face)
CSI	Agriculture	01.0301	AAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Agriculture	01.0301	BTC		Agriculture	Agriculture	Twin Falls	Regional	Some portion online
CSI	Aquaculture	01.0303	AAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Aquaculture	01.0303	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Aquaculture	01.0303	Minor		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Crop Management	01.0304	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Sustainable Food Systems	01.0308	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Sustainable Food Systems	01.0308	Minor		College of Agriculture and Life Sciences	Soil and Water Systems		Regional	
CWI	Horticulture Technology, Horticulturist	01.0601	AAS		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	ATC		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	ITC		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
UI	Forest Nursery Management and Technology	01.0606	A.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	International Agriculture	01.0701	Minor		College of Agriculture and Life Sciences	Agricultural Education, Leadership and Communications		Regional	
UI	Agricultural Extension Education	01.0801	Minor		College of Agriculture and Life Sciences	Agricultural Education, Leadership and Communications	Moscow	Regional	Traditional (face-to-face)

Idaho State Board of Education
Instructional Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
UI	Agricultural Communications and Leadership	01.0802	Minor		College of Agriculture and Life Sciences	Agricultural Education, Leadership and Communications	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Science, Communication and Leadership	01.0802	B.S.		College of Agriculture and Life Sciences	Agricultural Education, Leadership and Communications	Boise | Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
CSI	Animal Science	01.0901	AAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Animal Science	01.0901	AS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Animal Science Livestock Technician	01.0901	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Animal and Veterinary Science	01.0901	AS		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
UI	Animal and Veterinary Science	01.0901	B.S.	Options: 1) Business | 2) Dairy Science | 3) Production | 4) Science/Preveterinary	College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Animal Science	01.0901	M.S.		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Animal Science	01.0901	Minor		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Food Science	01.1001	B.S.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Food Science	01.1001	M.S.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Food Science	01.1001	Minor		College of Agriculture and Life Sciences	Food Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Food Science	01.1001	Ph.D.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	AAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	BTC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

Idaho State Board of Education
Instructional Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CSI	Food Processing Technology	01.1002	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Fermentation Science	01.1099	Undergraduate Certificate		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Online | Traditional (face-to-face)
UI	Plant Science	01.1101	M.S.		College of Agriculture and Life Sciences	Plant Sciences	Coeur d'Alene | Moscow	Statewide	Online | Traditional (face-to-face)
UI	Plant Science	01.1101	Ph.D.		College of Agriculture and Life Sciences	Plant Sciences	Coeur d'Alene | Moscow	Statewide	Online | Traditional (face-to-face)
UI	Crop Science	01.1102	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Crop Science and Management	01.1102	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Horticulture	01.1103	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Horticulture and Urban Agriculture	01.1103	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Plant Protection	01.1105	Minor		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Rangeland Conservation	01.1106	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Rangeland Ecology and Management	01.1106	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Soil and Land Resources	01.1201	M.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Soil and Land Resources	01.1201	Ph.D.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Soil Science	01.1201	Minor		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Environmental Soil Science	01.1299	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Traditional (face-to-face)
BSU	Pre-Veterinary Studies Medicine	01.1302	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
NIC	Pre-Veterinary Medicine	01.1302	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
CSI	Veterinary Technology/Assistant	01.8301	AAS		Agriculture			Regional	Hybrid | Traditional (face-to-face)
CSI	Veterinary Technology/Assistant	01.8301	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

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BSU	Human-Environment Systems	03.0101	Graduate Certificate		Arts and Sciences	School of the Environment	Boise	Regional	Traditional (face-to-face)
CWI	Biology, Natural Resource emphasis	03.0101	AS		School of Science, Technology, and Math	Biological Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)
NIC	Forestry/Wildlife/Range Management	03.0101	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Tribal Natural Res Stewardship	03.0101	Certificate-UG		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Environmental Education	03.0103	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Environmental Studies	03.0103	B.A.		School of Public Service	Environmental Studies	Boise	Regional	Traditional (face-to-face)
ISU	Environmental Studies	03.0103	Academic Certificate		Arts and Letters	History	Pocatello	Regional	Hybrid | Some portion online | Traditional (face-to-face)
ISU	Environmental Studies	03.0103	Graduate Certificate		Arts and Letters	History	Pocatello	Regional	Online | Some portion online | Traditional (face-to-face) | Web/video
BSU	Applied Environmental Science	03.0104	Emphasis		Arts and Sciences	School of the Environment		Regional	
BSU	Data Science in Environmental Science	03.0104	Emphasis		Arts and Sciences	School of the Environment		Regional	
BSU	Environmental Science	03.0104	B.S.		Arts and Sciences	School of the Environment	Boise	Regional	Traditional (face-to-face)
BSU	Environmental Science Translation and Communication	03.0104	Emphasis		Arts and Sciences	School of the Environment		Regional	
ISU	Engineering and Applied Science: Environmental Science & Management	03.0104	Concentration		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Engineering and Applied Science: Environmental Science & Management	03.0104	Ph.D.		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Environmental Science and Management	03.0104	MS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Traditional (face-to-face)

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NIC	Environmental Sciences	03.0104	AS		Natural Sciences Division	Biology	Post Falls	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Environmental Science	03.0104	B.S.	Options: 1) Biological Science | 2) Physical Science | 3) Physical Science 2 | 4) Social Science | 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Environmental Science	03.0104	M.S.	Options: 1) Biological Science | 2) Physical Science | 3) Physical Science 2 | 4) Social Science | 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Environmental Science	03.0104	Ph.D.	Options: 1) Biological Science | 2) Physical Science | 3) Physical Science 2 | 4) Social Science | 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Environmental Science (online)	03.0104	M.S.		College of Natural Resources	Environmental Science		Regional	Online

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UI	Interdisciplinary Science and Technology	03.0104	P.S.M.	Options: 1) Water Resources Management | 2) Environmental Contamination | 3) Sustainability Science | 4) Climate Change Science | 5) Management of Regulated River Systems | 6) Ecohydrology Science and Management	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Remote Sensing of Environment	03.0104	Certificate-UG		College of Natural Resources	Natural Resources and Society	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Remote Sensing of the Environment	03.0104	Certificate-GR		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Hybrid
UI	Natural Resource Management	03.0199	Certificate-UG		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Natural Resources	03.0199	M.S.		College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Traditional (face-to-face)
UI	Natural Resources	03.0199	Ph.D.		College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Traditional (face-to-face)
BSU	Environmental Management	03.0201	Master		Arts and Sciences	School of the Environment	Boise	Regional	Traditional (face-to-face)
CSI	Natural Resources Management	03.0201	AS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Environmental Communication	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)

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UI	Natural Resources	03.0201	M.N.R.	Options: 1) Integrated Natural Resources - 03.0201 | 2) Fire Ecology and Management - 03.0201 | 3) Environmental Education and Science Communication - 13.1338	College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Online
UI	Natural Resources	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources and Conservation	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources and Environmental Law	03.0201	Certificate-GR		College of Law		Moscow	Regional	Traditional (face-to-face)
UI	Natural Resource Economics	03.0204	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
ISU	Cultural Resources Management	03.0207	Academic Certificate		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
UI	Fisheries Science	03.0301	B.S.		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Fishery Resources	03.0301	Minor		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forestry	03.0501	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Forestry Resources	03.0502	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Fire Ecology and Management	03.0506	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Fire Ecology, Management and Technology	03.0506	Certificate-GR		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Fire, Ecology & Management	03.0506	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forest and Sustainable Products	03.0509	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene | Moscow	Statewide	Traditional (face-to-face)

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UI	Renewable Materials	03.0509	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Forest Operations	03.0510	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forest Operations and Technology	03.0511	A.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Wildland Fuel and Fire Technology	03.0511	A.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Parks, Protected Areas and Wilderness Conservation	03.0601	Minor		College of Natural Resources	Natural Resources and Society	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Wildlife Sciences	03.0601	B.S.		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene | Moscow	Statewide	Online | Traditional (face-to-face)
UI	Wildlife Sciences	03.0601	Minor		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources Enterprise Management	03.9999	B.S.		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Architecture	04.0201	Minor		College of Art and Architecture	Architecture	Boise | Moscow	Regional	Online | Traditional (face-to-face) | Web/video
UI	Architecture (Region III-First 2 years)	04.0201	B.S.		College of Art and Architecture	Architecture	Boise | Moscow	Statewide	Hybrid | Online | Traditional (face-to-face)
UI	Department of Architecture	04.0201	N/A		College of Art and Architecture	Architecture		Regional	
UI	Department of Art and Design	04.0201	N/A		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Department of Design and Environments	04.0201	N/A		College of Art and Architecture	Architecture	Moscow	Regional	
UI	Integrated Architecture and Design	04.0201	M.S.		College of Art and Architecture	Architecture	Moscow	Regional	Traditional (face-to-face)
BSU	Planning	04.0301	Undergraduate Certificate		School of Public Service	Urban Studies and Community Development	Boise	Regional	Online
UI	Design for Inclusion and Well-Being	04.0501	Certificate-UG		College of Art and Architecture	Interior Design	Moscow	Regional	Traditional (face-to-face)
UI	Interior Architecture and Design	04.0501	B.I.A.D.		College of Art and Architecture	Interior Design	Boise | Moscow	Statewide	Traditional (face-to-face)
UI	Interior Architecture and Design	04.0501	Minor		College of Art and Architecture	Interior Design	Boise | Coeur d'Alene	Regional	Traditional (face-to-face)

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UI	Environmental Design	04.0601	B.S.		College of Art and Architecture	Landscape Architecture	Boise | Moscow	Statewide	Hybrid | Traditional (face-to-face)
UI	Landscape Architecture	04.0601	M.L.A.		College of Art and Architecture	Landscape Architecture	Boise | Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	Minor		College of Art and Architecture	Landscape Architecture	Moscow	Regional	Traditional (face-to-face)
UI	Architecture	04.0902	M.		College of Art and Architecture	Architecture	Boise | Moscow	Statewide	Hybrid | Online | Traditional (face-to-face)
UI	Asian Studies	05.0103	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Basque Cultural Studies	05.0106	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
UI	Latin-American Studies	05.0107	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
BSU	Korean Studies	05.0128	Minor		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Diversity, Equity, and Inclusion	05.0199	Undergraduate Certificate		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
UI	Black Studies	05.0201	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
NIC	American Indian Studies	05.0202	AA		Social and Behavioral Sciences Division	American Indian Studies	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	American Indian Studies	05.0202	Undergraduate Certificate		Social and Behavioral Sciences Division	American Indian Studies	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	American Indian Studies	05.0202	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Hybrid
BSU	Latin American and Latino/a Studies	05.0203	Minor		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Latinx Community Engagement	05.0203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Online
UI	Women's and Gender Studies	05.0207	Minor		College of Letters, Arts and Social Sciences		Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
ISU	Gender and Sexuality Studies (online)	05.0299	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video

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ISU	Communication	09.0100	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Hybrid
ISU	Communication	09.0100	MA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
ISU	Communication (online)	09.0100	MA		Arts and Letters	Communication, Media and Persuasion		Regional	Online | Web/video
BSU	Communication	09.0101	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Communication	09.0101	M.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Professional Communication Skills	09.0101	Minor		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Social and Cultural Advocacy	09.0101	Minor		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Workplace Communication	09.0101	Minor		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
CSI	Communication	09.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Communication	09.0101	AA		School of Social Sciences and Public Affairs		Nampa	Regional	Hybrid | Traditional (face-to-face)
LCSC	Communication Arts	09.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Communication Arts	09.0101	BS		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
NIC	Communication	09.0101	AA		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Communication	09.0101	Undergraduate Certificate		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Communication	09.0101	B.A.		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Online
UI	Communication	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Online

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UI	Communication	09.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Hybrid
UI	Communication (ICC) Orofino	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online
UI	Communication (ISCC) Kuna	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online
UI	Communication (PWCC) Pocatello	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online
BSU	Digital Media Literacy	09.0102	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
ISU	Communication - Emphasis in Social Media & Digital Communication	09.0102	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello | Pocatello	Regional	Traditional (face-to-face) | Traditional (face-to-face)
ISU	Communication - Emphasis in Social Media & Digital Communication	09.0102	Emphasis		Arts and Letters	Communication, Media and Persuasion	Pocatello | Pocatello	Regional	Traditional (face-to-face) | Traditional (face-to-face)
BSU	Integrated Media and Strategic Communication	09.0199	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Media Content Management	09.0199	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Media Studies	09.0199	Minor		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Sport Media and Communications	09.0199	B.A. emphasis		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Sport, Information and Culture	09.0199	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Journalism	09.0401	Minor		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
NIC	Journalism	09.0401	AA		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Journalism	09.0401	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Journalism	09.0401	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)

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UI	Journalism	09.0401	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Strategic Media Management	09.0402	Certificate-GR		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Online
BSU	Conflict	09.0702	A.A.		Arts and Sciences		Boise	Regional	Online
BSU	Conflict	09.0702	M.A. emphasis		Arts and Sciences		Boise	Regional	Online
BSU	Digital Communications Management	09.0702	M.A.		Arts and Sciences		Boise	Regional	Online
BSU	User Research	09.0702	M.A. emphasis		Arts and Sciences		Boise	Regional	Online
CWI	Media Arts	09.0702	AA		School of Social Sciences and Public Affairs		Nampa	Regional	Traditional (face-to-face)
LCSC	Writing for the Web & Social Media	09.0702	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Hybrid
UI	Broadcasting and Digital Media	09.0702	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Broadcasting and Digital Media	09.0702	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Broadcasting and Digital Media	09.0702	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Emerging Media	09.0702	M.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Online
UI	Media Production	09.0702	Certificate-GR		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Online
UI	Social Media Management	09.0702	Certificate-UG		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Organizational Dynamics	09.0901	Certificate-UG		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Hybrid
UI	Organizational Sciences	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Organizational Sciences (ICC) Orofino	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online

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UI	Organizational Sciences (ISCC) Kuna	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online
UI	Organizational Sciences (PWCC)	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online
BSU	Integrated Strategic Communications	09.0902	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Online
BSU	Public Relations	09.0902	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Social Media Creator	09.0902	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Online
UI	Public Relations	09.0902	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
ISU	Sports Media	09.0906	Certificate		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
LCSC	Sports Media Studies	09.0906	BA		Professional Studies/Liberal Arts	Teacher Education/Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Media Studies	09.0906	BS		Professional Studies/Liberal Arts	Teacher Education/Humanities	Lewiston	Regional	Traditional (face-to-face)

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ISU	Technical Communication	09.0908	Undergraduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Online | Some portion online | Traditional (face-to-face) | Web/video
BSU	Communication Management	09.0909	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Online
UI	Virtual Technologies	10.0304	Certificate-UG		College of Art and Architecture	Virtual Technology and Design	Boise | Coeur d'Alene | Moscow	Regional	Online
UI	Virtual Technology and Design	10.0304	B.S.		College of Art and Architecture	Virtual Technology and Design	Boise | Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
BSU	Idaho Election Cybersecurity Center (INSURE)	11.0101	N/A		Engineering		Boise	Regional	Traditional (face-to-face)
CSI	Computer Science	11.0101	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Computer Science	11.0101	AS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise | Nampa	Regional	Traditional (face-to-face)
LCSC	Computer Science	11.0101	BA		Professional Studies	Business and Computer Science	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Computer Science	11.0101	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Computer Science	11.0101	Minor		Professional Studies	Business and Computer Science		Regional	Online | Traditional (face-to-face)
BSU	Generative AI	11.0102	Undergraduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
CWI	Artificial Intelligence and Cloud Computing	11.0102	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Some portion online | Traditional (face-to-face)
UI	Artificial Intelligence and Machine Learning (AI/ML)	11.0102	Certificate-GR		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Artificial Intelligence and Machine Learning	11.0102	Certificate-UG		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)

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BSU	Information Technology Mgmt	11.0103	Minor		Business and Economics	Information Technology and Supply Chain Management		Regional	Traditional (face-to-face)
ISU	Information Systems	11.0103	Academic Certificate		Business	Accounting and Information Systems	Pocatello	Regional	Online | Some portion online | Traditional (face-to-face) | Web/video
ISU	Information Technology Systems	11.0103	BAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
LCSC	Computer Information Technology and Security	11.0103	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computer Information Technology and Security	11.0103	BTC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
ISU	Data Analytics Emphasis (BBA) for all BBA majors	11.0104	Emphasis		Business	Informatics	Idaho Falls | Pocatello	Regional	Some portion online | Traditional (face-to-face)
LCSC	Business Informatics	11.0104	BA/BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	AAS		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	ATC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	ITC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Computational Science	11.0701	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	B.S.		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	M.S.		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	Minor		Engineering	Computer Science		Regional	Traditional (face-to-face)
BSU	Computer Science Teaching Endorsement	11.0701	Endorsement		Engineering	Computer Science		Regional	
BSU	Computer Science: Entrepreneurship	11.0701	Emphasis		Engineering	Computer Science		Regional	

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BSU	Computing	11.0701	Ph.D		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Cybersecurity	11.0701	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Cybersecurity	11.0701	Minor		Engineering	Computer Science		Regional	Traditional (face-to-face)
BSU	Data Science for STEM	11.0701	Undergraduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Machine Learning	11.0701	Graduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Machine Learning emphasis	11.0701	Emphasis		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
ISU	Computer Science	11.0701	BS		Science and Engineering	Computer Science	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Computer Science	11.0701	MS		Science and Engineering	Computer Science	Idaho Falls | Pocatello	Regional	Online
ISU	Earth and Environmental Systems	11.0701	BA		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Earth and Environmental Systems	11.0701	BS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
NIC	Computer Science	11.0701	AS		Math, Computer Science and Engineering Division	Computer Science	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Computer Science	11.0701	B.S.		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Computer Science	11.0701	M.S.		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Online
UI	Computer Science	11.0701	Minor		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Computer Science	11.0701	Ph.D.		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.0701	Minor		College of Engineering	Computer Science		Regional	
UI	Robotics Engineering	11.0701	Certificate-GR		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Robotics Systems	11.0701	Certificate-UG		College of Engineering	Computer Science	Coeur d'Alene	Regional	Some portion online | Traditional (face-to-face)
UI	Secure & Depend Computing Syst	11.0701	Certificate-GR		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Online

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CEI	Web and Application Development	11.0801	AAS		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web and Application Development	11.0801	ITC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	AAS		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	ATC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	ITC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Digital Media	11.0801	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Digital Media	11.0801	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Software Development	11.0801	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	ATC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	BTC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	ITC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
LCSC	Web Design	11.0801	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Web Design and Development	11.0801	AAS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Web Design and Social Media	11.0801	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
CEI	Information Technology Services	11.0901	AAS		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Technology Services	11.0901	ITC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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CEI	MS Computer Networking Technologies	11.0901	AAS			Computer Networking Technologies		Regional	Traditional (face-to-face)
CEI	MS Computer Networking Technologies	11.0901	ITC			Computer Networking Technologies		Regional	Traditional (face-to-face)
CSI	Network Systems Technician	11.0901	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	ATC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	BTC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
ISU	Computer Network Technician	11.0901	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Network Technician	11.0901	BTC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Information Technology Systems	11.0901	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	ATC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	ITC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
LCSC	Computer Information Technology and Security	11.1002	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computer Information Technology and Security	11.1002	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
BSU	Cryptology Security Analyst	11.1003	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Online
BSU	Cybersecurity	11.1003	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Some portion online

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BSU	Cybersecurity Management	11.1003	Graduate Certificate		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	AAS		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	ITC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	Specialized Certificate		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Cybersecurity and Programming	11.1003	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Introduction to Cybersecurity	11.1003	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Cybersecurity	11.1003	ATC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Online | Traditional (face-to-face)
CWI	Cybersecurity AAS	11.1003	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise | Boise	Regional	Online | Traditional (face-to-face) | Traditional (face-to-face)
LCSC	Cyber Management	11.1003	BA/BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online | Traditional (face-to-face)
NIC	Cybersecurity and Networking	11.1003	BTC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	AAS		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	ATC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	ITC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	B.S.		College of Engineering	Computer Science	Moscow	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	Certificate-UG		College of Engineering	Computer Science	Moscow	Regional	Traditional (face-to-face)

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UI	Cybersecurity	11.1003	M.S		College of Engineering	Computer Science	Coeur d'Alene | Idaho Falls | Moscow	Regional	Traditional (face-to-face)
CEI	Information Technology Services	11.1006	BTC		Business, Office, and Technology	Information Assurance and Cybersecurity	Idaho Falls	Regional	Hybrid
CEI	MS Certified Solutions Associate	11.1006	BTC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Computer Support Technician	11.1006	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	ATC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	ITC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
ISU	Cosmetology	12.0401	ATC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Barbering	12.0402	Specialized Certificate		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Cosmetology - Nail Technology	12.0410	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Culinary Arts	12.0503	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Culinary Arts	12.0503	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Culinary Arts	12.0503	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

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NIC	Culinary Arts	12.0503	AAS		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Culinary Arts	12.0503	ATC		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Culinary Arts	12.0503	ITC		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Culinary Arts Apprenticeship	12.0503	A.A.S.		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Educational Studies	13.0101	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.			Education		Regional	Hybrid
ISU	Teaching (K-12)	13.0101	MA		Education	Teaching and Educational Studies	Pocatello	Regional	Online
LCSC	General Studies: Education	13.0101	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
UI	Dual Credit Instructor	13.0101	Certificate-GR		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online | Traditional (face-to-face)
UI	Education	13.0101	Ed.D		College of Education, Health and Human Sciences	Curriculum and Instruction	Rexburg	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Education	13.0101	Ph.D.		College of Education, Health and Human Sciences	Curriculum and Instruction	Rexburg	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Bilingual Education, K12	13.0201	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Online
BSU	Bilingual Spanish Education (K-12) Teaching Endorsement	13.0201	Minor		Education	Teaching, Learning, and Community Engagement		Regional	Traditional (face-to-face)

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BSU	Elementary Education - TESOL	13.0201	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	English Language Development Pre-K12	13.0201	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Teaching English to Speakers of Other Languages, K12	13.0201	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Online
CSI	Education, Bilingual Elementary	13.0201	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Culturally Responsive Pedagogy and Universal Design for Learning	13.0202	Certificate-UG		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
BSU	Curriculum & Instruction	13.0301	Ed.D.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Traditional (face-to-face)
BSU	Curriculum & Instruction	13.0301	M.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Education, Curriculum and Instruction	13.0301	M.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	English as a New Language (ENL)	13.0301	M.Ed.		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	English as a Second Language (K-12) Teaching Endorsement	13.0301	Endorsement		Education	Teaching, Learning, and Community Engagement		Regional	Traditional (face-to-face)
BSU	K-12 Physical Education and Health	13.0301	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CSI	Education Leadership	13.0301	Ed. D.		Education			Regional	

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UI	Curriculum and Instruction	13.0301	Ed.S.	Emphasis: 1) Career & Technical Education - 13.1319 | 2) Teacher certification - 13.0301	College of Education, Health and Human Sciences	Curriculum and Instruction	Boise	Regional	Traditional (face-to-face)
UI	Curriculum and Instruction	13.0301	M.Ed.	Emphasis: 1) Career & Technical Education - 13.1319 | 2) Teacher certification - 13.0301	College of Education, Health and Human Sciences	Curriculum and Instruction	Boise | Coeur d'Alene | Moscow	Regional	Online
BSU	Educational Leadership	13.0401	M.Ed.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Traditional (face-to-face)
BSU	Educational Leadership, Executive	13.0401	Ed.S		Education	Educational Leadership, Research, and Technology	Boise	Regional	Traditional (face-to-face)
ISU	Educational Leadership	13.0401	Ed D		Education	Education	Pocatello	Regional	Hybrid
ISU	Educational Leadership	13.0401	M Ed		Education	Education	Pocatello	Regional	Hybrid
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Educational Leadership (Higher Education Administration emphasis) (online)	13.0401	AA		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	Educational Leadership (Higher Education Administration emphasis) (online)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	Educational Leadership (P-12 Ed. School Admin.)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Educational Leadership (P-12 Education Administration) (online)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
UI	Educational Leadership	13.0401	Ed.S.		College of Education, Health and Human Sciences	Leadership and Counseling	Moscow	Regional	Online
UI	Educational Leadership	13.0401	M.Ed.		College of Education, Health and Human Sciences	Leadership and Counseling	Boise | Coeur d'Alene | Moscow	Regional	Online
ISU	Special Education Director Endorsement	13.0402	Graduate Certificate		Education	School of Psychology and Educational Leadership	Idaho Falls | Meridian | Pocatello | Twin Falls	Regional	Online
ISU	Idaho K-12 Principal Endorsement Certificate	13.0408	Graduate Certificate		Education	School of Psychology and Educational Leadership	Idaho Falls | Meridian | Pocatello | Twin Falls	Regional	Online
ISU	Idaho State Dept. of Education Administrator Certificate with Superintendent Endorsement	13.0411	Ed S		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Education Administration	13.0499	Ed S		Education	Education	Pocatello	Regional	Hybrid
ISU	Education Administration (online)	13.0499	Ed S		Education	Education		Regional	Online | Some portion online | Web/video
BSU	Cyber Operations and Resilience	13.0501	EdD emphasis		Education	Educational Technology	Boise	Regional	Online
BSU	Cyber Operations and Resilience	13.0501	EdS emphasis		Education	Educational Technology	Boise	Regional	Online
BSU	Cyber Operations and Resilience	13.0501	MET emphasis		Education	Educational Technology	Boise	Regional	Online
BSU	Designing Accessible and Inclusive Online Education	13.0501	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Educational Games and Simulation	13.0501	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online

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BSU	Educational Technology	13.0501	Ed.D.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.S		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.E.T.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.S.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	eLearning Design	13.0501	Undergraduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Instructional Technology Coaching	13.0501	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Organizational Performance and Workplace Learning	13.0501	M.S.		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
ISU	Instructional Design	13.0501	Ph.D.		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	Ed D		Education	Organizational Learning and Performance		Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	M Ed		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid

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ISU	Instructional Design and Technology (online)	13.0501	Ed D Emp.		Education	Organizational Learning and Performance		Regional	Online | Some portion online | Web/video
ISU	Instructional Design and Technology (online)	13.0501	M Ed		Education	Organizational Learning and Performance		Regional	Online | Some portion online | Web/video
UI	Technology Integration Specialist	13.0501	Certificate-GR		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
BSU	Program Evaluation, Measurement and Statistics	13.0601	M.S.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Traditional (face-to-face)
BSU	Assistive Technology	13.1001	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Online
BSU	Behavioral Interventions and Supports	13.1001	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood Leadership	13.1001	Emphasis		Education		Boise	Regional	Online
BSU	Intervention Specialist	13.1001	Undergraduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Special Education	13.1001	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Special Education	13.1001	M.I.T.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Special Education Services and Supports	13.1001	Graduate Certificate		Education	Early and Special Education		Regional	Traditional (face-to-face)
ISU	Special Education	13.1001	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid | Online

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ISU	Special Education	13.1001	BS		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid | Online
ISU	Special Education	13.1001	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
LCSC	Special Education	13.1001	BA/BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Special Education	13.1001	Undergraduate Certificate		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
UI	Special Education	13.1001	M.Ed.		College of Education, Health and Human Sciences	Curriculum and Instruction	Boise | Coeur d'Alene | Moscow	Regional	Online
ISU	Deaf Education	13.1003	MS		Education	Teaching and Educational Studies	Pocatello	Statewide	Online
BSU	Counseling	13.1101	M.A.		Health Sciences	Counselor Education	Boise	Regional	Traditional (face-to-face)
BSU	Counselor Education and Supervision	13.1101	Ph.D		Health Sciences	Counselor Education	Boise	Regional	Traditional (face-to-face)
ISU	School Counseling	13.1101	M Coun		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Hybrid
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.		College of Education, Health and Human Sciences	Leadership and Counseling	Moscow	Regional	Online
BSU	Elementary Education	13.1202	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Education	13.1202	M.I.T.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	
BSU	Elementary Education (Masters)	13.1202	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)

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CSI	Education	13.1202	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Education, Elementary	13.1202	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Education-Elementary	13.1202	AA		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Elementary Ed.	13.1202	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
ISU	Elementary Education	13.1202	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid | Online
ISU	Elementary Education	13.1202	BS		Education	Teaching and Educational Studies	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Elementary Education (online)	13.1202	M Ed		Education	Teaching and Educational Studies		Regional	Online | Some portion online | Web/video
ISU	Requirements for Elementary Education Standard Certification Only	13.1202	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
LCSC	Elementary Education	13.1202	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Elementary Education	13.1202	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Elementary Education	13.1202	Undergraduate Certificate		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Online | Traditional (face-to-face)
UI	Elementary Education	13.1202	B.S.		College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Elementary Education (online)	13.1202	B.S.		College of Education, Health and Human Sciences	Curriculum and Instruction		Regional	
BSU	Second Education	13.1205	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Secondary Education	13.1205	M.I.T.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
CSI	Education, Secondary	13.1205	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Education, Special	13.1205	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Education-Secondary	13.1205	AA		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Secondary Education STEM	13.1205	AS		School of Social Sciences and Public Affairs	Mathematics	Nampa	Regional	Traditional (face-to-face)
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.			Education		Regional	Hybrid
ISU	Secondary Education	13.1205	BA		Education	Teaching and Educational Studies	Idaho Falls | Pocatello | Twin Falls	Regional	Hybrid
ISU	Secondary Education	13.1205	BS		Education	Teaching and Educational Studies	Idaho Falls | Pocatello | Twin Falls	Regional	Hybrid
ISU	Secondary Education	13.1205	CERT		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Secondary Education	13.1205	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Secondary Education (online)	13.1205	M Ed		Education	Teaching and Educational Studies		Regional	Online | Some portion online | Web/video
NIC	Education	13.1205	AA		Trades and Industry	Education		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
UI	Secondary Education	13.1205	B.S.	Endorsement: Special Education 13.1001	College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene | Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Teaching: Secondary Education	13.1205	B.A.		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online

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UI	Teaching: Secondary Education	13.1205	M.A.T.		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
ISU	Teacher Education - Post-baccalaureate Certificate (TE-PbC)	13.1206	PB Cert		Education	Teaching and Educational Studies	Idaho Falls | Pocatello | Twin Falls	Regional	Hybrid | Traditional (face-to-face)
BSU	Blended Early Childhood/Early Childhood Special Education	13.1210	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Early and Special Education	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early and Special Education	13.1210	M.Ed.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood	13.1210	Emphasis		Arts and Sciences			Regional	
BSU	Early Childhood Program Administration and Leadership	13.1210	Undergraduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Online
BSU	Inclusive Early Childhood Education	13.1210	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Some portion online
BSU	Inquiry-Based Early Childhood Education	13.1210	Undergraduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
ISU	Blended Early Childhood Education	13.1210	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
LCSC	Early Childhood Development	13.1210	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	BTC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)

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LCSC	Early Childhood Development	13.1210	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	Undergraduate Certificate		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	College Teaching	13.1299	Graduate Certificate		Graduate College		Boise	Regional	Traditional (face-to-face)
UI	Agricultural Education	13.1301	B.S.		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Education	13.1301	M.S.		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
BSU	Art Education	13.1302	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Art Education	13.1302	M.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts and Sciences	Art, Design and Visual Studies		Regional	
BSU	Narrative Arts	13.1302	Undergraduate Certificate		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
NIC	Business Teacher Education	13.1303	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Consulting Literacy Teacher--suspended 2/10/2022	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	English Teaching	13.1305	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	English Teaching Endorsement	13.1305	Endorsement		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	Literacy Instruction	13.1305	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Literacy Partnership	13.1305	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)

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LCSC	Secondary Education: English	13.1305	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: English	13.1305	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Health Teaching Endorsement	13.1307	Endorsement		Education	Teaching, Learning, and Community Engagement		Regional	
LCSC	Secondary Education: Kinesiology	13.1307	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Kinesiology	13.1307	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
ISU	Family and Consumer Sciences	13.1308	BS		Education	Organizational Learning and Performance	Pocatello	Regional	Traditional (face-to-face)
BSU	Online Teaching	13.1309	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Technology Integration Specialist	13.1309	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
UI	Technical Workforce Training	13.1309	Certificate-UG		College of Education, Health and Human Sciences	Curriculum and Instruction	Boise | Coeur d'Alene | Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Mathematics Education	13.1311	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics Instruction, Learning, and Leadership	13.1311	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics Teaching Endorsement	13.1311	Minor		Arts and Sciences	Mathematics		Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Middle School Mathematics Teaching Endorsement	13.1311	Endorsement		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
ISU	Mathematics for Secondary Teachers	13.1311	MA		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Music Education	13.1312	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music Education	13.1312	M.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
ISU	Music Education	13.1312	BME		Education	Teaching and Educational Studies		Regional	Hybrid
UI	Music Education	13.1312	B.Mus.	Emphasis: 1) Instrumental | 2) Vocal	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Vocal-Instrumental Music Education	13.1312	Minor		College of Letters, Arts and Social Sciences	School of Music	Boise | Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
CSI	Physical Education - Athletic Training	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Physical Education - Exercise Science	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Physical Education K-12	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Business Admin. (Athletic Administration Emph.)	13.1314	MBA Emph.		Business	Business Administration	Idaho Falls | Meridian | Pocatello | Twin Falls	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Physical Education	13.1314	BA		Education		Pocatello	Regional	Traditional (face-to-face)

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ISU	Physical Education	13.1314	BS		Education		Pocatello	Regional	Traditional (face-to-face)
NIC	Physical Education	13.1314	AS		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Physical Education	13.1314	M.Ed.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Online | Traditional (face-to-face)
BSU	Digital Literacies Instruction	13.1315	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Some portion online
BSU	Education, Language, Literacy, and Culture	13.1315	M.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Literacy (K-12) Teaching Endorsement	13.1315	Minor		Education	Teaching, Learning, and Community Engagement		Regional	Traditional (face-to-face)
BSU	Literacy Endorsement: K-12	13.1315	Endorsement		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Literacy Instruction for Students with Exceptional Needs	13.1315	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Online
BSU	Middle Level (5-9) Science Teaching Endorsement	13.1316	Endorsement		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Natural Science Teaching Endorsement	13.1316	Endorsement		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
BSU	STEM Education	13.1316	M.S.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)

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LCSC	Secondary Education: Earth Science	13.1316	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Sociology Teaching Endorsement	13.1317	Endorsement		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
BSU	Teaching Government	13.1317	B.S.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	Undergraduate Certificate		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Middle Level (5-9) Social Studies Teaching Endorsement	13.1318	Endorsement		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
ISU	Career and Technical Education	13.1319	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Online
NIC	Engineering & Technology Teacher Education	13.1319	AS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)

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UI	Career and Technical Education	13.1319	B.S.	Options: 1) Business & Marketing Education - 13.1319 | 2) Workforce Training & Development - 13.1319 | 3) Engineering & Technology Education - 13.1319 | 4) Family and Consumer Science Teacher Certification - 13.1308	College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Biological Science Teaching Endorsement	13.1322	Minor		Arts and Sciences	Biological Sciences		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Chemistry Teaching Endorsement	13.1323	Minor		Arts and Sciences	Chemistry and Biochemistry		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)

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BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Hybrid
BSU	French, Secondary Education	13.1325	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German, Secondary Education	13.1326	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	History Teaching Endorsement	13.1328	Endorsement		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	History, Multidisciplinary, Secondary Education	13.1328	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History, Social Studies, Secondary Education	13.1328	B.A.		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	Physical Science Teaching Endorsement	13.1329	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
BSU	Physics Teaching Endorsement	13.1329	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Communication Arts	13.1331	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Communication Arts	13.1331	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Psychology	13.1335	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Psychology	13.1335	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Earth Science Teaching Endorsement	13.1337	Minor		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
UI	Environmental Education and Science Communication	13.1338	Certificate-GR		College of Natural Resources	Natural Resources and Society	McCall	Regional	Online
BSU	Economics Teaching Endorsement	13.1399	Endorsement		Business and Economics	Economics		Regional	Traditional (face-to-face)
BSU	Engineering Teacher	13.1399	Endorsement		Engineering			Regional	Traditional (face-to-face)
ISU	Career & Technical Education	13.1399	Graduate Certificate		Education	Organizational Learning and Performance		Regional	Online

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	English as a Second Language (ESL)	13.1401	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Teaching English to Speakers of Other Languages (TESOL)	13.1401	Graduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
UI	Teaching English as a Second Language	13.1401	Minor		College of Letters, Arts and Social Sciences	English	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Teaching English to Speakers of Other Languages	13.1401	M.A.		College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
LCSC	Paraprofessional Education	13.1501	AA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
ISU	Literacy	13.1502	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
CSI	Ed Assistant, Generalist	13.1599	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Ed Assistant, Generalist	13.1599	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
BSU	Generative AI in Education	13.9999	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Engineering	14.0101	B.S.		Engineering		Boise	Regional	Traditional (face-to-face)
BSU	Engineering	14.0101	Ph.D		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Engineering Design	14.0101	Undergraduate Certificate		Engineering		Boise	Regional	Traditional (face-to-face)
CSI	Engineering	14.0101	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Some portion online
CWI	Engineering	14.0101	AE		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
NIC	Engineering	14.0102	AS		Math, Computer Science and Engineering Division	Engineering	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Minor		Engineering	Mechanical and Biomedical Engineering		Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Biomedical Engineering	14.0501	Ph.D		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Biomedical Instrumentation	14.0501	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
UI	Biomedical Engineering	14.0501	Certificate-UG		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Chemical Engineering	14.0701	B.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.Engr.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Chemical Engineering	14.0701	Ph.D.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
BSU	Civil Engineering	14.0801	B.S.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.Engr.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.S.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Civil Engineering	14.0801	BS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Hybrid
ISU	Engineering and Applied Science: Civil Engineering	14.0801	Concentration		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Engineering and Applied Science: Civil Engineering	14.0801	Ph.D.		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
UI	Civil Engineering	14.0801	B.S.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Civil Engineering	14.0801	M.Engr.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene | Moscow	Regional	Online
UI	Civil Engineering	14.0801	M.S.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Civil Engineering	14.0801	Ph.D.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Water Resources	14.0805	M.S.		College of Agriculture and Life Sciences		Boise | Coeur d'Alene | Idaho Falls | Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Water Resources	14.0805	Ph.D.		College of Agriculture and Life Sciences		Boise | Coeur d'Alene | Idaho Falls | Moscow	Regional	Hybrid | Traditional (face-to-face)
BSU	Computer Systems Engineering	14.0901	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Cyber for All	14.0901	Undergraduate Certificate		Engineering		Boise	Regional	Online | Traditional (face-to-face)
BSU	Cyber Operations	14.0901	Undergraduate Certificate		Engineering		Boise	Regional	Online
BSU	Mechanical Engineering	14.0901	B.S.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.Engr.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.S.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Computer Engineering	14.0901	BS		Science and Engineering	Electrical and Computer Engineering	Idaho Falls | Pocatello	Regional	Traditional (face-to-face) | Web/video
ISU	Electrical & Computer Engineering: Computer Engineering concentration	14.0901	MS		Science and Engineering	Electrical and Computer Engineering	Idaho Falls | Pocatello	Regional	Traditional (face-to-face) | Web/video
UI	Computer Engineering	14.0901	B.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Computer Engineering	14.0901	M.Engr.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
UI	Computer Engineering	14.0901	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
ISU	Software Engineering	14.0903	BS		Science and Engineering	Computer Science	Idaho Falls | Pocatello	Regional	Traditional (face-to-face) | Web/video
LCSC	Computer Science Software Engineering	14.0903	BA/BS		Professional Studies	Business and Computer Science	Coeur d'Alene | Lewiston	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Software Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	Minor		Engineering	Electrical and Computer Engineering		Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Electrical & Computer Engineering: Electrical Engineering concentration	14.1001	MS		Science and Engineering	Electrical and Computer Engineering	Idaho Falls | Pocatello	Regional	Traditional (face-to-face) | Web/video
ISU	Electrical Engineering	14.1001	BS		Science and Engineering	Electrical and Computer Engineering	Pocatello	Regional	Hybrid
ISU	Engineering and Applied Science: Electrical and Computer Engineering	14.1001	Concentration		Science and Engineering	Electrical and Computer Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Engineering and Applied Science: Electrical and Computer Engineering	14.1001	Ph.D.		Science and Engineering	Electrical and Computer Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
UI	Electrical Engineering	14.1001	B.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	M.Engr.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
UI	Electrical Engineering	14.1001	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	Ph.D.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Power Syst Protection & Relay	14.1001	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene | Moscow	Regional	Online
UI	Smart Grid Cybersecurity	14.1001	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Advanced Microelectronics Fabrication	14.1099	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Some portion online | Traditional (face-to-face)
UI	Advanced Semiconductor Design	14.1099	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online | Traditional (face-to-face)
UI	High-Speed Circuits and Systems	14.1099	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online | Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
UI	Microelectronics Fabrication	14.1099	Certificate-UG		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene	Regional	Some portion online | Traditional (face-to-face)
UI	Semiconductor Design	14.1099	Certificate-UG		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online | Traditional (face-to-face)
CSI	Engineering	14.1301	AE		Engineering, Physical, and Computer Sciences	Engineering, Physical, and Computer Sciences	Twin Falls	Regional	Hybrid
ISU	Engineering and Applied Science	14.1301	Ph.D.		Science and Engineering		Pocatello	Regional	Hybrid
ISU	Engineering and Applied Science: Environmental Engineering	14.1401	Concentration		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Engineering and Applied Science: Environmental Engineering	14.1401	Ph.D.		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Environmental Engineering	14.1401	MS		Science and Engineering	Civil and Environmental Engineering	Idaho Falls | Pocatello	Regional	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	B.S.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.Engr.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.S.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Minor		Engineering	Micron School of Materials Science and Engineering		Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Materials Science and Engineering	14.1801	Ph.D		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Semiconductor Materials	14.1801	Undergraduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
UI	Adv Materials Technology	14.1801	Certificate-GR		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Mechanical Design	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechatronics	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Solid Mechanics	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Thermal-Fluids certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Engineering and Applied Science: Mechanical Engineering	14.1901	Concentration		Science and Engineering	Mechanical and Measurement & Control Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Engineering and Applied Science: Mechanical Engineering	14.1901	Ph.D.		Science and Engineering	Mechanical and Measurement & Control Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Mechanical Engineering	14.1901	BS		Science and Engineering	Mechanical and Measurement & Control Engineering		Regional	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Mechanical Engineering	14.1901	MS		Science and Engineering	Mechanical and Measurement & Control Engineering		Regional	Hybrid
UI	Aerospace	14.1901	Certificate-UG		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	B.S.		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	M.Engr.		College of Engineering	Mechanical Engineering	Moscow	Regional	Online
UI	Mechanical Engineering	14.1901	Ph.D.		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Metallurgical Engineering	14.2001	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Metallurgical Engineering	14.2001	Minor		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
ISU	Nuclear Engineering	14.2301	BS		Science and Engineering	Nuclear Engineering	Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS		Science and Engineering	Nuclear Engineering	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph.D.		Science and Engineering	Nuclear Engineering	Idaho Falls | Pocatello	Regional	Hybrid
UI	Nuclear Criticality Safety	14.2301	Certificate-GR		College of Engineering	Mechanical Engineering	Idaho Falls	Regional	Online | Traditional (face-to-face)
UI	Nuclear Decommissioning and Used Fuel Management	14.2301	Certificate-GR		College of Engineering	Mechanical Engineering	Idaho Falls	Regional	Online
UI	Nuclear Engineering	14.2301	M.Engr.		College of Engineering	Mechanical Engineering	Idaho Falls | Moscow	Regional	Online | Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	M.S.		College of Engineering	Mechanical Engineering	Coeur d'Alene | Idaho Falls | Moscow	Regional	Online | Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	Ph.D.		College of Engineering	Mechanical Engineering	Coeur d'Alene | Idaho Falls | Moscow	Regional	Online | Traditional (face-to-face)
UI	Nuclear Materials Engineering	14.2301	Certificate-GR		College of Engineering			Regional	Online
UI	Nuclear Technology Management	14.2301	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Engineering and Applied Science: Measurement & Control Engineering	14.2701	Concentration		Science and Engineering	Mechanical and Measurement & Control Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Engineering and Applied Science: Measurement & Control Engineering	14.2701	Ph.D.		Science and Engineering	Mechanical and Measurement & Control Engineering	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Measurement and Control Engineering	14.2701	MS		Science and Engineering	Mechanical and Measurement & Control Engineering		Regional	Traditional (face-to-face)
BSU	Industrial Engineering	14.3501	Minor		Business and Economics			Regional	Traditional (face-to-face)
UI	Geological and Mining Engineering	14.3901	Minor		College of Engineering	Civil and Environmental Engineering	Moscow	Regional	
UI	Geological Engineering	14.3901	M.S.		College of Engineering	Civil and Environmental Engineering	Moscow	Regional	Online
UI	Biological Engineering	14.4501	B.S.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online | Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.Engr.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online | Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.S.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online | Traditional (face-to-face)
UI	Biological Engineering	14.4501	Ph.D.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online | Traditional (face-to-face)
BSU	Electrical & Computer Engineering	14.4701	Ph.D		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.4701	M.Engr.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Electrical and Computer Engineering	14.4701	M.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Semiconductor	14.4701	Emphasis		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
UI	Engineering Management	14.9999	M.Engr.		College of Engineering		Moscow	Regional	Online
ISU	Civil Engineering Technician	15.0201	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Civil Engineering Technology	15.0201	AAS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Civil Engineering Technology	15.0201	BAS			Business and Support Services		Regional	Hybrid
ISU	Civil Engineering Technology-Materials Testing and Specification	15.0201	BTC		Technology	Technical	Pocatello	Regional	Hybrid
CSI	Electronic Engineering Technician	15.0303	AAS		Engineering, Physical, and Computer Sciences	Engineering, Physical, and Computer Sciences	Twin Falls	Regional	Some portion online | Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	BTC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	AAS		School of Industry, Engineering, and Trades			Regional	Traditional (face-to-face)
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	BTC		School of Industry, Engineering, and Trades			Regional	Traditional (face-to-face)
ISU	Basic Electronics (RCET Robotics)	15.0303	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Electrical Engineering Technology	15.0303	BS		Science and Engineering	Electrical and Computer Engineering	Pocatello	Regional	Hybrid
ISU	Energy Systems Technology	15.0303	ITC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	AAS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC		Technology	Technical	Pocatello	Regional	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Robotics and Communications Systems Engineering: Laser/Electro-Optics	15.0303	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics Engineering Technology	15.0303	BAS		Technology	Technical	Idaho Falls | Pocatello | Twin Falls	Regional	Traditional (face-to-face)
ISU	Laser/Electro-Optics Technology	15.0304	ATC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
BSU	Integrated Circuit Design	15.0306	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
CEI	Mechatronics Engineering Technology	15.0403	AAS		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	BTC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
CSI	Automation Engineering Technology	15.0406	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - HVAC Emphasis	15.0501	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	AAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	BTC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
NIC	Wastewater Treatment Plant Technician	15.0506	AAS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Environmental Technology	15.0507	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CSI	Environmental Technology	15.0507	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Industrial Technology	15.0612	B.S.Tech.		College of Engineering		Coeur d'Alene | Idaho Falls	Regional	Traditional (face-to-face)
UI	Technology Management	15.0612	M.S.		College of Engineering		Boise | Coeur d'Alene | Idaho Falls | Moscow	Regional	Online
CSI	Manufacturing Technology	15.0613	AAS		Trade and Industry			Regional	Some portion online | Traditional (face-to-face)
CSI	Manufacturing Technology	15.0613	ITC		Trade and Industry			Regional	Some portion online | Traditional (face-to-face)
BSU	Device Physics	15.0616	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Semiconductor Processing	15.0616	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
CWI	Semiconductor Manufacturing Technology	15.0616	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Semiconductor Manufacturing Technology	15.0616	BTC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Hybrid | Traditional (face-to-face)
UI	Human Safety Performance	15.0703	Certificate-UG		College of Engineering		Idaho Falls	Regional	Online | Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	AAS		Technology	Technical	Pocatello	Regional	Online | Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	BAS		Technology	Technical	Pocatello	Regional	Online | Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	BTC		Technology	Technical	Pocatello	Regional	Online | Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	ITC		Technology	Technical	Pocatello	Regional	Online | Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	BTC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)

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NIC	Aerospace Technology	15.0801	ITC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Professional Land Surveying	15.1102	Academic Certificate		Technology	Technical	Boise | Caldwell | Coeur d'Alene | Idaho Falls | Lewiston | Meridian | Moscow | Nampa |	Regional	Online
ISU	Surveying and Geomatics Engineering Technology	15.1102	BS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Surveying Technician	15.1102	BTC		Technology	Technical	Pocatello	Regional	Online
CSI	Drafting Technology	15.1302	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Drafting Technology	15.1302	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Drafting Technology	15.1302	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ATC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ITC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting	15.1302	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	BAS		Technology	Business and Support Services		Regional	Traditional (face-to-face)
NIC	Computer Aided Design Tech-Architectural Design	15.1303	ITC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)

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ISU	Drafting, Mechanical Drafting	15.1306	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Mechanical Drafting	15.1306	ITC		Technology	Business and Support Services		Regional	Traditional (face-to-face)
NIC	Computer Aided Design Tech - Mechanical	15.1306	AAS		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Computer Aided Design Tech - Mechanical	15.1306	ITC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Mechanical Design Engineering Technology	15.1307	AAS					Regional	
NIC	Mechanical Design Engineering Technology	15.1307	ATC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Mechanical Design Engineering Technology	15.1307	ITC					Regional	
BSU	Nuclear Safeguards and Security	15.1401	Graduate Certificate		School of Public Service		Boise | Moscow | Pocatello	Regional	Online
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Nuclear Safeguards and Security	15.1401	Graduate Certificate		Science and Engineering	Nuclear Engineering	Boise | Moscow | Pocatello	Regional	Online
UI	Nuclear Safeguards and Security	15.1401	Certificate-GR		College of Engineering		Boise | Moscow | Pocatello	Regional	Online
CEI	Energy Systems Technology	15.1701	AAS		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Energy Systems Technology	15.1701	ATC		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Energy Systems Technology	15.1701	ITC		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Renewable Energy Systems Technology	15.1701	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Wind Energy Technology	15.1701	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Wind Energy Technology	15.1701	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Drafting, Architectural Drafting	15.1701	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)

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ISU	Energy Systems Electrical Engineering Technology	15.1701	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
BSU	Computer Assisted Language Learning	16.0101	Graduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Online
CSI	Language, Spanish	16.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Spanish	16.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
NIC	World Languages	16.0101	AA		English and Humanities Division	Modern Languages	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Modern Language Business	16.0101	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
UI	Modern Language Study	16.0101	Certificate-GR		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Linguistics	16.0102	B.A.		Education	Linguistics	Boise	Regional	Traditional (face-to-face)
BSU	Chinese Studies	16.0301	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary Mandarin Chinese	16.0301	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Mandarin Chinese	16.0301	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Japanese	16.0302	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Japanese	16.0302	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Japanese Studies	16.0302	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
ISU	Advanced Japanese Language Proficiency	16.0302	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Japanese (online)	16.0302	Minor		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Japanese Advanced Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Japanese Advanced Language Proficiency (online)	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Japanese Basic Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Japanese Basic Language Proficiency (online)	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
BSU	Elementary Korean	16.0303	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Korean	16.0303	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary German	16.0501	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German	16.0501	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German	16.0501	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Intermediate German	16.0501	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
UI	German	16.0501	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Romance Languages	16.0900	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary French	16.0901	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	French	16.0901	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	French	16.0901	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Intermediate French	16.0901	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
UI	French	16.0901	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
UI	French	16.0901	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Elementary Portuguese	16.0904	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	
BSU	Intermediate Portuguese	16.0904	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Spanish	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Spanish	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Spanish	16.0905	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish	16.0905	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Spanish for Business	16.0905	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Spanish for Professions	16.0905	B.A. emphasis		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
CWI	Spanish	16.0905	AA		School of Arts and Humanities	Modern Languages	Nampa	Regional	Traditional (face-to-face)
ISU	Spanish	16.0905	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Hybrid
ISU	Spanish	16.0905	MA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Online
ISU	Spanish (online)	16.0905	BA		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Spanish Advanced Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish Advanced Language Proficiency (online)	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Spanish Basic Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions	16.0905	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions	16.0905	Graduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions (online)	16.0905	BA		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Spanish for Health Professions (online)	16.0905	Graduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
UI	Spanish	16.0905	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Spanish	16.0905	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
CSI	Spanish for Heritage Speakers	16.0908	AA		English, Languages and Philosophy	English, Languages and Philosophy	Twin Falls	Regional	Some portion online
ISU	Shoshoni	16.1001	AA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Arabic Studies	16.1101	Minor		Arts and Sciences	World Languages		Regional	
BSU	Elementary Arabic Studies	16.1101	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Arabic	16.1101	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Latin	16.1203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Latin	16.1203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Latin	16.1203	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	American Sign Language	16.1601	Minor		Arts and Sciences	World Languages		Regional	
BSU	Elementary American Sign Language	16.1601	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate American Sign Language	16.1601	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
CWI	Sign Language Studies	16.1601	AA		School of Arts and Humanities	Modern Languages	Nampa	Regional	Traditional (face-to-face)
ISU	Sign Language Interpreting	16.1603	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian | Pocatello	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Sign Language Studies	16.1603	Minor		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders		Regional	Hybrid
BSU	Basque Studies	16.9999	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary Basque	16.9999	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
CSI	American Sign Language	16.9999	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Language, American Sign Language	16.9999	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

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UI	Family and Consumer Sciences	19.0101	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Pre-Nutrition	19.0501	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
UI	Food and Nutrition	19.0501	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Nutrition	19.0599	Minor		College of Agriculture and Life Sciences	Family and Consumer Sciences		Regional	
UI	Early Childhood Development and Education	19.0701	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Family and Consumer Sciences	19.0701	B.S.	Emphasis 1) Child Development and Family Relations | 2) Family Development Across the Lifespan | 3) Personal and Family Finance	College of Agriculture and Life Sciences	Family and Consumer Sciences	Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
ISU	Healthy Aging	19.0702	Minor		Health Sciences/Health Professions	Community and Public Health	Idaho Falls | Meridian | Pocatello	Regional	Hybrid | Some portion online | Traditional (face-to-face) | Web/video
UI	Aging Studies	19.0702	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
BSU	Family Studies	19.0704	Minor		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
NIC	Child Development	19.0706	AS		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Child Development	19.0706	Associate Cert.		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Child Development	19.0706	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
UI	Child Feeding	19.0706	Certificate-UG		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	AAS		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	BTC		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	ITC		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Early Childhood/Blended	19.0708	BA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	AAS		Education			Regional	Online | Some portion online | Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	BTC		Education			Regional	Online | Some portion online | Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	ITC		Education			Regional	Online | Some portion online | Traditional (face-to-face)
CSI	Education, Early Childhood Education - Child Development Associate	19.0708	BTC CDA		Education			Regional	Online | Some portion online | Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	AAS		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	ATC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	BTC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)

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CWI	Early Childhood Education	19.0708	ITC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	ITC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Child Development	19.0709	Undergraduate Certificate		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Apparel, Textiles and Design	19.0901	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Apparel, Textiles and Design	19.0901	Minor		College of Agriculture and Life Sciences	Family and Consumer Sciences		Regional	
UI	Human and Community Engagement	19.9999	Minor		College of Agriculture and Life Sciences	Family and Consumer Sciences		Regional	
BSU	Legal Studies	22.0001	Minor		School of Public Service		Boise	Regional	Traditional (face-to-face)
UI	Law	22.0101	J.D.		College of Law		Boise | Coeur d'Alene | Moscow	Statewide	Hybrid | Traditional (face-to-face)
UI	Law (discontinued)	22.0101	LL.M.		College of Law		Boise | Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Office Technology	22.0301	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)

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CEI	Legal Studies and Paralegal Training	22.0302	AAS		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Legal Studies and Paralegal Training	22.0302	ITC		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
ISU	Paralegal Studies	22.0302	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
ISU	Paralegal Studies	22.0302	BAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Paralegal	22.0302	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paralegal	22.0302	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paralegal	22.0302	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Paralegal	22.0302	AAS		Business and Professional Programs	Paralegal	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Department of English Restructure	23.0101	N/A		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	English	23.0101	B.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	English	23.0101	M.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	English	23.0101	Minor		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	English, Literature: Thesis/Project Option	23.0101	M.A.		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	Linguistics	23.0101	Minor		Arts and Sciences	English		Regional	Traditional (face-to-face)
CSI	English	23.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	English	23.0101	AA		School of Arts and Humanities	English	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	English	23.0101	BA		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	English	23.0101	CERT		Arts and Letters	Anthropology		Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	English	23.0101	MA		Arts and Letters	English and Philosophy	Pocatello	Regional	Traditional (face-to-face)
ISU	English and the Teaching of English	23.0101	Ph.D.		Arts and Letters	English and Philosophy	Pocatello	Regional	Traditional (face-to-face)
LCSC	English	23.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	English: Publishing Arts	23.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
NIC	English	23.0101	AA		English and Humanities Division	English	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	English	23.0101	B.A.	Emphasis: 1) Literature - 23.0101 | 2) Creative Writing - 23.1302 | 3) Professional Writing - 23.1303 | 4) Teaching - 13.1305 | 5) Linguistics and Literacy -16.0105	College of Letters, Arts and Social Sciences	English	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	English	23.0101	M.A.	Emphasis: 1) Literature - 23.0101 | 2) Creative Writing - 23.1302 | 3) Professional Writing - 23.1303 | 4) Teaching - 13.1305 | 5) Linguistics and Literacy -16.0105	College of Letters, Arts and Social Sciences	English	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	English	23.0101	Minor		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	Graduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	M.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	Undergraduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Writing and Leadership	23.1301	Minor		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)

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BSU	Creative Writing	23.1302	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	M.F.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	Minor		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Narrative Arts	23.1302	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
LCSC	Creative Writing	23.1302	BFA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
UI	Creative Writing	23.1302	M.F.A.		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
UI	Creative Writing	23.1302	Minor		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
BSU	Principles of Grant Writing	23.1303	Undergraduate Certificate		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
LCSC	Professional Writing	23.1303	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
UI	English	23.1303	B.S.		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Online | Traditional (face-to-face)
UI	Professional Writing	23.1303	Minor		College of Letters, Arts and Social Sciences	English	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Technical Writing	23.1303	Certificate-UG		College of Letters, Arts and Social Sciences	English	Coeur d'Alene | Moscow	Regional	Online
BSU	Professional and Public Writing	23.1304	B.A.		Arts and Sciences	Writing Studies	Boise	Regional	Traditional (face-to-face)
ISU	Communication - Emphasis in Rhetoric, Media, and Social Change	23.1399	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
BSU	English Literature	23.1401	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Associate of Arts, General	24.0101	A.A.		Arts and Sciences		Boise	Regional	Online | Traditional (face-to-face)

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BSU	Associate of Science, General	24.0101	A.S.		Arts and Sciences		Boise	Regional	Online | Traditional (face-to-face)
CEI	Associate of Science, General	24.0101	AS		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CEI	General Education Academic Certificate	24.0101	Undergraduate Certificate		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CSI	Liberal Arts	24.0101	AA		General and Liberal Studies		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	General Studies	24.0101	AA		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Bachelor of Applied Science	24.0101	BAS		Technology		Idaho Falls	Regional	Traditional (face-to-face)
LCSC	Interdisciplinary Studies	24.0101	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Interdisciplinary Studies	24.0101	BA		Professional Studies/Liberal Arts	Business/Humanities/Social Sciences/Natural Sciences	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Interdisciplinary Studies	24.0101	BS		Professional Studies/Liberal Arts	Business/Humanities/Social Sciences/Natural Sciences	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Liberal Arts	24.0101	AA		Professional Studies/Liberal Arts	Humanities/Natural Sciences/Social Sciences	Lewiston	Regional	Online | Traditional (face-to-face)
BSU	Interdisciplinary Professional Studies	24.0102	B.A.		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Online | Traditional (face-to-face)
BSU	Interdisciplinary Professional Studies: Community and Social Impact	24.0102	B.A. emphasis		Arts and Sciences	Multidisciplinary Studies		Regional	
BSU	Interdisciplinary Professional Studies: Cyber Operations Management	24.0102	B.A. emphasis		Arts and Sciences	Multidisciplinary Studies		Regional	
BSU	Interdisciplinary Professional Studies: Design and Media Management	24.0102	B.A. emphasis		Arts and Sciences	Multidisciplinary Studies		Regional	
CWI	General Education	24.0102	Undergraduate Certificate		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	University Studies	24.0102	AA		Arts and Letters		Idaho Falls	Regional	Hybrid
ISU	University Studies	24.0102	BA		Arts and Letters		Pocatello	Regional	Hybrid
ISU	University Studies (online)	24.0102	AA		Arts and Letters			Regional	Online | Web/video

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ISU	University Studies (online)	24.0102	BA		Arts and Letters			Regional	Online | Web/video
LCSC	General Education Completion	24.0102	Certificate		Liberal Arts and Sciences	Multiple	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	General Studies: Education	24.0102	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Education, Early Childhood Education	24.0102	BA/BS		Professional Studies	Teacher Education and Mathematics		Regional	
LCSC	General Studies: Humanities	24.0102	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	General Studies: Humanities	24.0102	BS		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	General Studies: Natural Science & Math	24.0102	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Social Sciences	24.0102	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	General Studies	24.0102	AA		English and Humanities Division		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	General Studies	24.0102	Undergraduate Certificate		English and Humanities Division		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	General Studies	24.0102	A.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Online | Traditional (face-to-face)
UI	General Studies	24.0102	A.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Online | Traditional (face-to-face)
UI	General Studies	24.0102	B.G.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Online | Traditional (face-to-face)
UI	General Studies (ICC) Orofino	24.0102	B.G.S.		College of Letters, Arts and Social Sciences			Regional	Online
UI	General Studies (ISCC) Kuna	24.0102	B.G.S.		College of Letters, Arts and Social Sciences			Regional	Online
UI	General Studies (PWCC) Pocatello	24.0102	B.G.S.		College of Letters, Arts and Social Sciences			Regional	Online
BSU	Humanities and Cultural Studies	24.0103	B.A.		Arts and Sciences	Humanities and Cultural Studies	Boise	Regional	Traditional (face-to-face)
BSU	Public Humanities	24.0103	Minor		Arts and Sciences	Humanities and Cultural Studies	Boise	Regional	Traditional (face-to-face)

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NIC	Humanities	24.0103	AA		English and Humanities Division	Humanities	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
CEI	Liberal Arts	24.0199	AA		General Education		Idaho Falls	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	B.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	M.A.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	M.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	Minor		Arts and Sciences	Biological Sciences		Regional	Traditional (face-to-face)
CSI	Biology	26.0101	AS		Biology		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Biology - Health Care	26.0101	AS		Biology		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Biology-Natural Resources	26.0101	AS		Biology		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Biology	26.0101	AS		School of Science, Technology, and Math	Biological Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Biology	26.0101	BA		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	BS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	DA		Science and Engineering	Biological Sciences	Pocatello	Regional	Traditional (face-to-face)
ISU	Biology	26.0101	MS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	Ph.D.		Science and Engineering	Biological Sciences	Pocatello	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	Minor		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences		Regional	Traditional (face-to-face)

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NIC	Biology	26.0101	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Biology	26.0101	B.A.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biochemistry	26.0202	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biochemistry	26.0202	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Molecular Biology and Biochemistry	26.0204	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Biomolecular Sciences	26.0210	M.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Biomolecular Sciences	26.0210	Ph.D		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
ISU	Biochemistry	26.0210	BS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
NIC	Botany	26.0301	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Plant Pathology	26.0305	M.S		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
CWI	Biology - Cellular, Molecular, and Biomedical Sciences emphasis	26.0406	AS		School of Science, Technology, and Math	Biological Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Microbiology	26.0502	BS		Science and Engineering	Biological Sciences		Regional	Hybrid
ISU	Microbiology	26.0502	MS		Science and Engineering	Biological Sciences		Regional	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Microbiology	26.0502	Ph.D.		Science and Engineering	Biological Sciences		Regional	Traditional (face-to-face)
NIC	Pre-Microbiology/Medical Tech	26.0502	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Microbiology	26.0502	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Microbiology	26.0502	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
NIC	Zoology	26.0701	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Entomology	26.0702	B.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online | Traditional (face-to-face)
UI	Entomology	26.0702	M.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online | Traditional (face-to-face)
UI	Entomology	26.0702	Minor		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Entomology	26.0702	Ph.D.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online | Traditional (face-to-face)
UI	Animal Physiology	26.0707	Ph.D.		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Raptor Biology	26.0799	M.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
LCSC	Bioinformatics	26.1103	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bioinformatics	26.1103	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	Certificate-GR		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)

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UI	Biotechnology and Plant Genomics	26.1201	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biotechnology and Plant Genomics	26.1201	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Ecology and Ecosystems Science	26.1301	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Ecology, Evolution, and Behavior	26.1307	Ph.D		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
UI	Ecology	26.1307	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Ecology and Conservation Biology	26.1307	B.S.	Options: 1) Natural Resources Ecology | 2) Conservation Biology	College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Restoration Ecology	26.1307	Certificate-UG		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online
UI	B.S. in Global Disease Ecology	26.1310	B.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Traditional (face-to-face)
BSU	Neuroscience	26.1501	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Neuroscience	26.1501	Minor		Health Sciences	School of Allied Health	Boise	Regional	Hybrid
UI	Neuroscience	26.1501	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Neuroscience	26.1501	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	B.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	Minor		Arts and Sciences	Mathematics		Regional	Traditional (face-to-face)
CSI	Mathematics	27.0101	AS		Mathematics		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Engineering and Applied Science: Mathematics	27.0101	Concentration		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online | Traditional (face-to-face)

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ISU	Engineering and Applied Science: Mathematics	27.0101	Ph.D.		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Mathematics	27.0101	AS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	BS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	DA		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	MS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
LCSC	Mathematics	27.0101	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Mathematics	27.0101	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
NIC	Mathematics	27.0101	AS		Math, Computer Science and Engineering Division	Mathematics	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Mathematics	27.0101	B.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	M.A.T.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Online
UI	Mathematics	27.0101	M.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	Minor		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	Ph.D.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Mathematics (online)	27.0101	Minor		College of Science	Mathematical and Statistical Sciences		Regional	
BSU	Applied Mathematics	27.0301	B.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Applied Mathematics	27.0301	Minor		Arts and Sciences	Mathematics		Regional	

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BSU	Cryptography and Cryptanalysis	27.0301	Undergraduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Online
ISU	Applied Mathematics	27.0301	BS		Science and Engineering	Mathematics and Statistics	Idaho Falls | Pocatello | Twin Falls	Regional	Traditional (face-to-face)
ISU	Engineering and Applied Science: Applied Mathematics	27.0301	Concentration		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Engineering and Applied Science: Applied Mathematics	27.0301	Ph.D.		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Mathematics, Applied	27.0301	BS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
BSU	Computational	27.0304	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Engineering and Applied Science: Statistics	27.0501	Concentration		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Engineering and Applied Science: Statistics	27.0501	Ph.D.		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Statistics	27.0501	BS		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Traditional (face-to-face)
UI	Statistical Science	27.0501	M.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Statistics	27.0501	B.S.	Emphasis: 1) General Statistics | 2) Actuarial Science	College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Statistics	27.0501	Certificate-GR		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Statistics	27.0501	Minor		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Statistics (online)	27.0501	Certificate-UG		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)

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UI	Aerospace Studies	28.0101	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
UI	Naval Science	28.0401	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
UI	Military Science	28.0503	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
BSU	Military Science	29.0101	Minor		School of Public Service	Military Science (ROTC)		Regional	Traditional (face-to-face)
CWI	Unmanned Aerial Systems	29.0402	AAS		School of Industry, Engineering, and Trades	Engineering	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Unmanned Aerial Systems	29.0402	ITC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
BSU	AI for All (Hybrid)	30.0000	Undergraduate Certificate		Innovation and Design		Boise	Regional	Hybrid
BSU	AI for All (Online)	30.0000	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Applied Emotional Intelligence and Well-Being	30.0000	Undergraduate Certificate		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Online
BSU	Community Impact	30.0000	Undergraduate Certificate		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Some portion online
BSU	Design Thinking for Professional Purpose and Fulfillment	30.0000	Undergraduate Certificate		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Online
BSU	Drone Operations for Visualization, Research, and Resource Management	30.0000	Graduate Certificate		Innovation and Design		Boise	Regional	Hybrid
BSU	Drone Operations for Visualization, Research, and Resource Management	30.0000	Undergraduate Certificate		Innovation and Design	Games, Interactive Media and Mobile Technology	Boise	Regional	Hybrid
CSI	STEM	30.0000	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Interdisciplinary Studies	30.0000	BA		Business		Pocatello	Regional	Traditional (face-to-face)
ISU	Interdisciplinary Studies	30.0000	BS		Business		Pocatello	Regional	Traditional (face-to-face)
ISU	Interdisciplinary Studies	30.0000	M Ed		Technology		Pocatello	Regional	Hybrid
ISU	Interdisciplinary Studies	30.0000	MA		Arts and Letters		Pocatello	Regional	Hybrid
ISU	Interdisciplinary Studies	30.0000	MS		Science and Engineering		Idaho Falls	Regional	Hybrid
UI	Scientific Communication and Leadership	30.0000	Certificate-GR		Multiple (university-wide)		Moscow	Regional	Online
BSU	Computational Science and Engineering	30.1001	Minor		Arts and Sciences			Regional	

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BSU	Gerontology	30.1101	Minor		Health Sciences	Community and Environmental Health		Regional	Traditional (face-to-face)
ISU	Interprofessional Geriatric	30.1101	PB Cert		Health Sciences/Health Professions		Pocatello	Regional	Traditional (face-to-face)
UI	Master of Science in Gerontology	30.1101	M.S.		College of Graduate Studies	School of Health and Medical Professions	Moscow	Regional	Online
LCSC	Behavioral Science	30.1701	AA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Behavioral Science	30.1701	Minor		Liberal Arts and Sciences	Social Sciences		Regional	Traditional (face-to-face)
CWI	Science, Technology, Engineering, and Math (STEM)	30.1801	AS		School of Science, Technology, and Math	Multiple	Boise | Nampa	Regional	Traditional (face-to-face)
LCSC	General Studies: Natural Science & Math	30.1801	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Nutritional Sciences	30.1901	M.S		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Nutritional Sciences	30.1901	Ph.D.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Global Studies	30.2001	B.A.		School of Public Service	Global Studies	Boise	Regional	Traditional (face-to-face)
BSU	Global Studies	30.2001	Minor		School of Public Service	Global Studies	Boise	Regional	Traditional (face-to-face)
ISU	Global Studies	30.2001	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Global Studies (online)	30.2001	BA		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Global Studies (online)	30.2001	Minor		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	International Studies	30.2001	BA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
NIC	Diversity	30.2301	Undergraduate Certificate		English and Humanities Division		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)

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UI	Diversity & Stratification	30.2301	Certificate-UG		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Equity and Justice	30.2301	Certificate-UG		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Online
BSU	Rhetoric and Advocacy	30.2601	Minor		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
CWI	Biology - Human Biology Emphasis	30.2701	AS		School of Science, Technology, and Math	Biological Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)
BSU	Conflict Management	30.2801	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Conflict Management	30.2801	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Conflict Management (online)	30.2801	Graduate Certificate		School of Public Service		Boise	Regional	Online
BSU	Conflict Management undergraduate certificate (online)	30.2801	Undergraduate Certificate		School of Public Service		Boise	Regional	Online
ISU	Conflict Management	30.2801	Certificate		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	User Experience Research	30.3101	Minor		Arts and Sciences	Anthropology		Regional	
BSU	User Experience Research	30.3101	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	User Research	30.3101	Graduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	User Research (online)	30.3101	Graduate Certificate		Arts and Sciences	Anthropology		Regional	Online
BSU	User Research: UX Professional Certificate	30.3101	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Online
UI	Sustainability	30.3301	Certificate-UG		Multiple (university-wide)			Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Content Production	30.5202	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Digital Innovation and Design	30.5202	B.A.		Innovation and Design		Boise	Regional	Online
BSU	Digital Innovation and Design (Face to Face)	30.5202	B.A.		Innovation and Design		Boise	Regional	Traditional (face-to-face)
BSU	ESports	30.5202	A.A.		Education	Educational Technology	Boise	Regional	Online

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BSU	ESports	30.5202	Undergraduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Leadership in Action	30.5202	Graduate Certificate		School of Public Service		Boise	Regional	Hybrid
BSU	Applied Data Science	30.7001	Minor		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Data Analytics with R	30.7001	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Data Science	30.7001	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Data Science for the Sciences	30.7001	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Health Data Analytics	30.7101	B.S.		Health Sciences	School of Public and Population Health	Boise	Regional	Hybrid
BSU	Business and Economic Analytics	30.7102	B.S.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Data Analysis for All	30.7102	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts and Sciences		Boise	Regional	Online | Traditional (face-to-face)
BSU	Bachelor of Applied Science: Business Administration	30.9999	Emphasis		Arts and Sciences		Boise	Regional	Online
BSU	Bachelor of Applied Science: Cyber Operations Essentials	30.9999	Emphasis		Arts and Sciences			Regional	Online
BSU	Bachelor of Applied Science: Early Childhood Education	30.9999	Emphasis		Arts and Sciences			Regional	
BSU	Bachelor of Applied Science: Project Management	30.9999	Emphasis		Arts and Sciences			Regional	
BSU	Bachelor of Applied Science: Resort and Hospitality Management	30.9999	Emphasis		Arts and Sciences		Boise	Regional	Online
BSU	Culture and History Through Film	30.9999	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	Heath Administration Emphasis	30.9999	B.A.S. emphasis		Arts and Sciences		Boise	Regional	Hybrid
BSU	Interdisciplinary Studies	30.9999	B.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)

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BSU	Interdisciplinary Studies	30.9999	B.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	M.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	M.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Public Health Emphasis	30.9999	B.A.S. emphasis		Arts and Sciences		Boise	Regional	Online
NIC	Interdisciplinary Studies	30.9999	AA		English and Humanities Division	Interdisciplinary Studies	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	B.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	M.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	M.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies (online)	30.9999	B.A.		College of Letters, Arts and Social Sciences			Regional	
UI	Interdisciplinary Studies (online)	30.9999	B.S.		College of Letters, Arts and Social Sciences			Regional	
UI	Outdoor Recreation Leadership	31.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Recreation, Sport, and Tourism Management	31.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Recreation, Sport, and Tourism Management (online)	31.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences		Regional	
UI	Sustainable Tourism and Leisure Enterprises	31.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Health Coaching	31.0501	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)

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BSU	Sport Coaching	31.0501	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
LCSC	Fitness	31.0501	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Athletic Leadership	31.0501	Certificate-UG		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Athletic Leadership, Master of	31.0504	M.A.L.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
ISU	Athletic Administration	31.0504	MA		Education		Pocatello | Twin Falls	Regional	Hybrid | Online
ISU	Sport Management	31.0504	BA		Education	Human Performance and Sports Studies	Pocatello	Regional	Some portion online | Traditional (face-to-face) | Web/video
ISU	Sport Management: Coaching emphasis	31.0504	BA		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Sport Management: Coaching emphasis	31.0504	Emphasis		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Sport Management: Sport Operations emphasis	31.0504	BA		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Sport Management: Sport Operations emphasis	31.0504	Emphasis		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face)
LCSC	Sport Management	31.0504	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Sport Management	31.0504	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Online | Traditional (face-to-face)
BSU	Exercise, Physical Activity, and Sport	31.0505	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Hybrid
BSU	Kinesiology	31.0505	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Kinesiology	31.0505	M.K.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Kinesiology	31.0505	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Physical Activity and Health	31.0505	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CWI	Exercise Science	31.0505	AA		School of Health	Health Science	Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Exercise Science	31.0505	AS		School of Health	Health Science	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Sport and Exercise Science	31.0505	BS		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face) | Web/video
LCSC	Exercise Science	31.0505	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Exercise Science	31.0505	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Kinesiology	31.0505	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Kinesiology	31.0505	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Exercise, Sport, and Health Sciences	31.0505	B.S.	Program Tracks: 1) Pre-Physical Therapy 26.0908 | 2) Fitness, Health, and Human Performance 26.0908 | 3) Pre-Athletic Training 31.0505 | 4) Physical Education Teacher 13.1314 | 5) Community Health Education and Promotion 51.0001	College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Kinesiology and Leisure Sciences	31.0505	M.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Online | Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
LCSC	Sport Coaching	31.0508	Graduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences		Regional	
LCSC	Sports Nutrition	31.0599	Undergraduate Certificate		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	31.0601	AA		General and Liberal Studies		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	31.0601	BTC		General and Liberal Studies		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	31.0601	ITC		General and Liberal Studies		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Physical Education - Sport Management	31.0601	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Outdoor Education	31.0601	BS		Education	Human Performance and Sports Studies	Pocatello	Regional	Some portion online | Traditional (face-to-face) | Web/video
NIC	Outdoor Recreation Leadership	31.0601	AAS		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Outdoor Recreation Leadership	31.0601	ATC		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Outdoor Recreation Leadership	31.0601	ITC		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Outdoor Recreation Management	31.0601	AAS		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Outdoor Recreation Management	31.0601	ATC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
NIC	Resort/Recreation Management	31.0601	AAS			Resort/Recreation Management		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
NIC	Non-Degree Seeking Students	32.0101	N/A					Regional	

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BSU	Community and Career Readiness Studies	32.0107	Undergraduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Professional Readiness	32.0107	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Hybrid
CSI	Fire Science	33.0106	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Chemical Addictions: Principles and Practice	34.0104	Certificate-UG		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Online
UI	Professional Skills in Chemical Addictions Counseling	34.0104	Certificate-UG		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Online
UI	Corporate Social Responsibility	35.0103	Certificate-UG		College of Letters, Arts and Social Sciences		Moscow	Regional	Online | Traditional (face-to-face)
BSU	Ethics and Argument emphasis	38.0101	Emphasis		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Ethics and Argument minor	38.0101	Minor		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Philosophy	38.0101	B.A.		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Philosophy	38.0101	Minor		Arts and Sciences	Philosophy		Regional	Traditional (face-to-face)
CWI	Philosophy	38.0101	AA		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Philosophy	38.0101	BA		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Philosophy and Religion	38.0101	Minor		Arts and Letters	English and Philosophy		Regional	Hybrid
NIC	Philosophy	38.0101	AA		English and Humanities Division	Philosophy	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Bioethics	38.0101	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
UI	Philosophy	38.0101	B.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Philosophy	38.0101	B.S.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid

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UI	Philosophy	38.0101	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Bioethics	38.0104	Certificate-UG		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Some portion online | Traditional (face-to-face)
BSU	Critical Theory	38.0199	Minor		Arts and Sciences	Humanities and Cultural Studies	Boise	Regional	Traditional (face-to-face)
UI	Religious Studies	38.0201	Minor		College of Letters, Arts and Social Sciences		Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Astronomy	40.0201	Minor		Arts and Sciences	Physics	Boise	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0401	Minor		Arts and Sciences	Chemistry and Biochemistry		Regional	Traditional (face-to-face)
UI	Climate Change	40.0401	Certificate-GR		College of Science	Earth and Spatial Sciences	Moscow	Regional	Some portion online | Traditional (face-to-face)
UI	Climate Change and Solutions	40.0402	B.S.		College of Science	Earth and Spatial Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0501	B.S.		Arts and Sciences	Chemistry and Biochemistry	Boise	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0501	M.S.		Arts and Sciences	Chemistry and Biochemistry	Boise	Regional	Traditional (face-to-face)
CSI	Chemistry	40.0501	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Chemistry	40.0501	AS		School of Science, Technology, and Math	Physical Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Chemistry	40.0501	BA		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
ISU	Chemistry	40.0501	BS		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
ISU	Chemistry	40.0501	MS		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
LCSC	Chemistry	40.0501	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Chemistry	40.0501	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)

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LCSC	Chemistry	40.0501	Minor		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences		Regional	Traditional (face-to-face)
LCSC	Chemistry: Secondary Education- Teacher Education	40.0501	BA/BS		Professional Studies	Teacher Education and Mathematics		Regional	Traditional (face-to-face)
LCSC	Chemistry: Secondary Education: NS and M	40.0501	BA/BS		Professional Studies	Teacher Education and Mathematics		Regional	Traditional (face-to-face)
NIC	Chemistry	40.0501	AS		Natural Sciences Division	Chemistry	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Chemistry	40.0501	B.S.	Options: 1) General | 2) Professional | 3) Premedical | 4) Forensics	College of Science	Chemistry	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	M.S.	Options: 1) General | 2) Professional | 3) Premedical | 4) Forensics	College of Science	Chemistry	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	Minor		College of Science	Chemistry	Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	Ph.D.	Options: 1) General | 2) Professional | 3) Premedical | 4) Forensics	College of Science	Chemistry	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Climate Studies	40.0601	Minor		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Earth Sciences	40.0601	M.ESci.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geology	40.0601	Minor		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	B.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	Ph.D		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
CSI	Geology	40.0601	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

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CWI	Geosciences	40.0601	AS		School of Science, Technology, and Math	Physical Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Earth Sciences	40.0601	BA		Education		Pocatello	Regional	Online
ISU	Geology	40.0601	BA		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geology	40.0601	BS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geology	40.0601	MS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geosciences	40.0601	Ph.D.		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
LCSC	Earth Science	40.0601	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Earth Science	40.0601	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Earth Science: Secondary Education- NSandM	40.0601	BA/BS		Professional Studies	Teacher Education and Mathematics		Regional	Traditional (face-to-face)
LCSC	Earth Science: Secondary Education- Teacher	40.0601	BA/BS		Professional Studies	Teacher Education and Mathematics		Regional	Traditional (face-to-face)
NIC	Geology	40.0601	AS		Natural Sciences Division	Geology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Earth and Spatial Sciences	40.0601	B.S.		College of Science	Earth and Spatial Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Environmental Hydrogeology	40.0601	Certificate-UG		College of Science	Earth and Spatial Sciences	Moscow	Regional	Some portion online | Traditional (face-to-face)
UI	Geology	40.0601	B.S.	Options: 1) Physical Geology - 40.0601 | 2) Environmental Hydrogeology - 40.0605	College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	M.S		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	Minor		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)

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UI	Geology	40.0601	Ph.D.		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Physical Geology	40.0601	Option		College of Science	Geological Sciences		Regional	
BSU	Geophysics	40.0603	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geophysics	40.0603	Minor		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geophysics	40.0603	Ph.D		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
ISU	Hydrology	40.0603	MS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
BSU	Hydrologic Sciences	40.0605	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Hydrology	40.0605	Minor		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
UI	Groundwater Hydrology	40.0605	M.S		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Groundwater Hydrology	40.0605	Minor		College of Science	Geography and Geological Sciences		Regional	
UI	Water Science and Management	40.0605	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Traditional (face-to-face)
UI	Water Science and Management	40.0605	Minor		College of Agriculture and Life Sciences	Soil and Water Systems		Regional	
BSU	Geographic Information Analysis	40.0699	Graduate Certificate		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geospatial Information Analysis	40.0699	Minor		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
BSU	Physics	40.0801	B.S.		Arts and Sciences	Physics	Boise	Regional	Traditional (face-to-face)
BSU	Physics	40.0801	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
CSI	Physics	40.0801	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Physics	40.0801	AS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)

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ISU	Physics	40.0801	BA		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	BS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	Minor		Science and Engineering	Physics		Regional	Traditional (face-to-face)
ISU	Physics	40.0801	MS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics, Applied	40.0801	Ph.D.		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
NIC	Physics/Astronomy	40.0801	AS		Natural Sciences Division	Physics	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Physics	40.0801	B.A.		College of Science	Plant Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Physics	40.0801	B.S.		College of Science	Plant Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Physics	40.0801	M.S.		College of Science	Plant Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Physics	40.0801	Minor		College of Science	Plant Sciences	Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Physics	40.0801	Ph.D.		College of Science	Plant Sciences	Moscow	Regional	Online | Traditional (face-to-face)
ISU	Health Physics	40.0899	AS		Science and Engineering	Physics	Idaho Falls | Pocatello	Regional	Traditional (face-to-face)
ISU	Health Physics	40.0899	BS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Health Physics	40.0899	MS		Science and Engineering	Physics	Idaho Falls | Pocatello	Regional	Hybrid | Traditional (face-to-face)
CWI	Biotechnology Laboratory Assistant	41.0000	Undergraduate Certificate		School of Science, Technology, and Math	Physical Sciences	Boise | Nampa	Regional	Traditional (face-to-face)
ISU	Energy Systems Nuclear Operations Technology: Licensed Operator track	41.0205	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
ISU	Energy Systems Nuclear Operations Technology: Nuclear Facility Technician track	41.0205	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
BSU	Psychology	42.0101	B.S.		Arts and Sciences	Psychological Science	Boise	Regional	Traditional (face-to-face)

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BSU	Psychology	42.0101	Minor		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
CSI	Psychology	42.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Psychology	42.0101	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Psychology	42.0101	BA		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology	42.0101	BS		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology	42.0101	Minor		Arts and Letters	Psychology		Regional	Hybrid
ISU	Psychology	42.0101	MS		Arts and Letters	Psychology	Pocatello	Regional	Traditional (face-to-face)
ISU	Psychology (online)	42.0101	BA		Arts and Letters	Psychology		Regional	Online | Web/video
ISU	Psychology (online)	42.0101	BS		Arts and Letters	Psychology		Regional	Online | Web/video
ISU	Psychology (online)	42.0101	Minor		Arts and Letters	Psychology		Regional	Online | Web/video
ISU	Psychology- Clinical Psychology	42.0101	Ph.D.		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology- Experimental Psychology	42.0101	Ph.D.		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
LCSC	Psychology	42.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Psychology	42.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Psychology	42.0101	AS		Social and Behavioral Sciences Division	Psychology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Addictions	42.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Hybrid
UI	Psychology	42.0101	B.A.		College of Letters, Arts and Social Sciences	Psychology and Communication	Coeur d'Alene | Moscow	Regional	Hybrid | Online
UI	Psychology	42.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication	Coeur d'Alene | Moscow	Regional	Hybrid | Online
UI	Psychology	42.0101	M.S.		College of Letters, Arts and Social Sciences	Psychology and Communication	Coeur d'Alene | Moscow	Regional	Hybrid | Online
UI	Psychology	42.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communication	Coeur d'Alene | Moscow	Regional	Hybrid | Online
ISU	Experimental Psychology	42.2704	Ph.D.			Anthropology		Regional	Traditional (face-to-face)
UI	Experimental Psychology	42.2704	Ph.D.		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Hybrid | Traditional (face-to-face)

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ISU	Clinical Psychology	42.2801	Ph.D.			Anthropology		Regional	Traditional (face-to-face)
ISU	Clinical Psychopharmacology	42.2801	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Regional	Traditional (face-to-face)
ISU	Clinical Psychopharmacology (online)	42.2801	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Regional	Hybrid | Online
ISU	Ed Admin with Athletic Admin Emphasis	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Ed Admin with Athletic Admin Emphasis (online)	42.2805	M.Ed.		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	Ed Admin: P-12 Ed Admin Emphasis	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Education Administration with P-12 Education Administration emphasis (online)	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	School Psychological Examiner	42.2805	M Ed		Education	School of Psychology and Educational Leadership	Pocatello	Regional	Hybrid
ISU	School Psychological Examiner (online)	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	School Psychology	42.2805	Ed S		Education	School of Psychology and Educational Leadership	Pocatello	Regional	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	School Psychology (online)	42.2805	Ed S		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	School Psychology- Education Administration	42.2805	Ed S		Education	Education	Pocatello	Regional	Hybrid
ISU	School Psychology- Educational Leadership	42.2805	Ed D		Education	Education	Pocatello	Regional	Hybrid
ISU	School Psychology- Educational Leadership	42.2805	M Ed		Education	Education	Pocatello	Regional	Hybrid
ISU	Psychology: Applied Behavior Analysis	42.2814	Minor		Arts and Letters	Psychology	Pocatello	Regional	Hybrid | Traditional (face-to-face)
ISU	Psychology: Applied Behavior Analysis (online)	42.2814	Minor		Arts and Letters	Psychology		Regional	Online | Web/video
LCSC	Movement Psychology	42.2815	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
ISU	Sociology: Criminology (online)	43.0100	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video
NIC	Law Enforcement Detention Academy	43.0102	BTC		Business and Professional Programs	Law Enforcement		Regional	
BSU	Criminal Justice	43.0103	A.S.		School of Public Service	Criminal Justice		Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	ITC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0104	B.S.		School of Public Service	Criminal Justice	Boise | Twin Falls	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0104	M.A.		School of Public Service	Criminal Justice	Boise	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0104	Minor		School of Public Service			Regional	Traditional (face-to-face)
CSI	Criminal Justice Administration	43.0104	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Criminal Justice	43.0104	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)

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ISU	Criminology	43.0104	AA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Criminology (online)	43.0104	AA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video
LCSC	Justice Studies	43.0104	AA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Justice Studies	43.0104	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Justice Studies	43.0104	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Criminal Justice	43.0104	AA		Social and Behavioral Sciences Division	Criminal Justice	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Justice Studies	43.0104	Minor		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
CSI	Law Enforcement	43.0107	AAS		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Law Enforcement	43.0107	BTC		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Law Enforcement	43.0107	ITC		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Law Enforcement	43.0107	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Law Enforcement	43.0107	BTC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Law Enforcement	43.0107	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
NIC	Administration of Justice	43.0107	AAS		Social and Behavioral Sciences Division	Criminal Justice	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Law Enforcement	43.0107	AAS		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Law Enforcement	43.0107	BTC		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)

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NIC	Law Enforcement	43.0107	ITC		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Cultural Resource Management	43.0123	Specialized Certificate		Social Science and Communication	Social Science and Communication	Twin Falls	Regional	Hybrid
CSI	Fire Service Technology	43.0201	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Fire Service Technology 1	43.0201	BTC		School of Social Sciences and Public Affairs	Public Safety		Regional	
UI	Fire Safety	43.0201	Certificate-UG		College of Engineering		Idaho Falls	Regional	Online | Traditional (face-to-face)
CWI	Fire Service Management	43.0202	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Management	43.0202	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CEI	Fire Service Technology	43.0203	AAS		Workforce Training	Fire Service Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Wildland Fire Management	43.0203	AAS		Workforce Training	Fire Service Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Fire Science ITC	43.0203	ITC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	ITC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)

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CWI	Wildland Fire Management	43.0203	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
ISU	Fire Services Administration	43.0203	AS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
ISU	Fire Services Administration	43.0203	BS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
LCSC	Fire Service Technology	43.0203	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology	43.0203	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology	43.0203	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Fire Fighter 1	43.0203	BTC		Business and Professional Programs	Fire Service	Coeur d'Alene | Coeur d'Alene | Post Falls	Regional	
NIC	Fire Service Technology	43.0203	AAS		Business and Professional Programs	Fire Service	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Homeland Security and Emergency Management	43.0301	MS		Health Sciences/Health Professions	Emergency Services		Regional	Online | Web/video
BSU	Disaster Preparedness and Response	43.0302	Undergraduate Certificate		Health Sciences	School of Public and Population Health	Boise	Regional	Traditional (face-to-face)
ISU	Homeland Security & Emergency Management (online)	43.0302	Graduate Certificate		Health	Emergency Management		Regional	Online
ISU	Homeland Security and Emergency Management	43.0302	AS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
ISU	Homeland Security and Emergency Management	43.0302	BS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
UI	Emergency Planning & Mgmt	43.0302	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online | Traditional (face-to-face)
ISU	Computer Science Cybersecurity	43.0303	Certificate		Science and Engineering	Computer Science	Idaho Falls | Pocatello	Regional	Hybrid | Online | Some portion online | Traditional (face-to-face) | Web/video

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ISU	Cyber-Physical Systems Engineering Technology	43.0303	BAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid | Hybrid
ISU	Industrial Cyber-physical Security	43.0303	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Industrial Cyber-physical Security	43.0303	ITC		Technology	Energy Systems Technology and Education Center	Idaho Falls	Regional	Hybrid
ISU	Industrial Cybersecurity Engineering Technology Apprenticeship (AAS) (online)	43.0303	AAS		Technology	Energy Systems Technology and Education Center		Regional	Online
ISU	Secure Cyber Operations	43.0303	Graduate Certificate		Science and Engineering	Computer Science	Idaho Falls | Pocatello	Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
UI	Critical Infrastructure Resilience	43.0303	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online | Traditional (face-to-face)
CEI	Digital Forensics and Analytics	43.0403	BAS		Business, Office, and Technology	Information Assurance and Cybersecurity	Idaho Falls	Regional	Hybrid | Traditional (face-to-face)
LCSC	Cyber Security	43.0403	Undergraduate Certificate		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Hybrid
BSU	Analyst and Threat Intelligence	43.0404	Graduate Certificate		Engineering		Boise	Regional	Online
BSU	Applied Computing, Systems, and Network	43.0404	Undergraduate Certificate		Engineering		Boise	Regional	Online
BSU	Cyber Operations and Resilience	43.0404	B.A.S.		Engineering		Boise	Regional	Online
BSU	Cyber Operations and Resilience	43.0404	B.S.		Engineering		Boise	Regional	Online
BSU	Cyber Operations and Resilience	43.0404	M.S.		Engineering		Boise	Regional	Online
BSU	Cybersecurity Career Technical Education Emphasis	43.0404	B.A.S. emphasis		Engineering		Boise	Regional	Online
BSU	Cybersecurity Career Technical Education Emphasis	43.0404	B.S. emphasis		Engineering		Boise	Regional	Online
BSU	Governance Policy Administration	43.0404	Graduate Certificate		Engineering		Boise	Regional	Online
BSU	Resilience Engineering	43.0404	Graduate Certificate		Engineering		Boise	Regional	Online
ISU	Forensic Sciences	43.0406	Certificate		Arts and Letters	Anthropology	Pocatello	Regional	Some portion online | Traditional (face-to-face) | Web/video

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ISU	Forensic Sciences	43.0406	Graduate Certificate		Arts and Letters	Anthropology	Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Advocacy	44.0201	Certificate		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Applied Public Administration	44.0401	Graduate Certificate		School of Public Service			Regional	
BSU	Applied Public Administration	44.0401	Undergraduate Certificate		School of Public Service			Regional	
BSU	Environmental Governance	44.0401	Graduate Certificate		School of Public Service	Environmental Studies	Boise	Regional	Traditional (face-to-face)
BSU	Public Administration	44.0401	M.P.A.		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Public Policy and Administration	44.0401	Ph.D		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Public Service Leadership	44.0401	B.A.		School of Public Service		Boise	Regional	Hybrid | Online
BSU	Public Service Leadership	44.0401	B.A.S.		School of Public Service		Boise	Regional	Hybrid | Online
BSU	State, Local and Regional Governance	44.0401	A.A.		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	State, Local and Regional Governance	44.0401	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
UI	Public Administration	44.0401	M.P.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
BSU	Social Work	44.0701	B.A.		Health Sciences	School of Social Work	Twin Falls	Regional	Traditional (face-to-face)
BSU	Social Work	44.0701	M.S.W.		Health Sciences	School of Social Work	Boise | Coeur d'Alene | Twin Falls	Statewide	Online | Traditional (face-to-face)
CSI	Social Work	44.0701	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Social Work	44.0701	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Social Work	44.0701	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Social Work	44.0701	MSW		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid | Traditional (face-to-face)

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ISU	Social Work (online)	44.0701	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online
ISU	Social Work (online)	44.0701	MSW		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online
LCSC	Social Work	44.0701	BSW		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Social Work	44.0701	AA		Social and Behavioral Sciences Division	Sociology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Refugee Services	44.0799	Undergraduate Certificate		Health Sciences	School of Social Work	Boise	Regional	Traditional (face-to-face)
BSU	Refugee Studies	44.0799	Minor		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	Human Rights	44.9999	Undergraduate Certificate		School of Public Service	Human Rights	Boise	Regional	Traditional (face-to-face)
BSU	Social Science	45.0101	A.A.		Arts and Sciences	Sociology	Caldwell	Regional	Traditional (face-to-face)
BSU	Social Science	45.0101	B.S.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
LCSC	General Studies: Social Sciences	45.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Social Sciences	45.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Social Sciences	45.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Data Science	45.0102	Certificate-GR		College of Science	Mathematical and Statistical Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	B.S.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	M.A.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	Minor		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology, Applied	45.0201	M.A.A.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology, Applied: User Research and Ethnographic Practice	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	

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BSU	Anthropology: Archaeology	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology: Cultural Anthropology	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology: Evolution, Ecology, and Behavior	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology: Evolutionary Medicine and One Health	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology: Forensic Science	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	
CSI	Anthropology	45.0201	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Anthropology	45.0201	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Anthropology	45.0201	BA		Arts and Letters	Anthropology	Pocatello	Regional	Hybrid
ISU	Anthropology	45.0201	MA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
ISU	Anthropology	45.0201	MS		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
ISU	Anthropology (online)	45.0201	BA		Arts and Letters	Anthropology		Regional	Online | Web/video
ISU	Anthropology (online)	45.0201	MA		Arts and Letters	Anthropology		Regional	Online | Web/video
ISU	Anthropology (online)	45.0201	Minor		Arts and Letters	Anthropology		Regional	Online | Web/video
ISU	Anthropology (online)	45.0201	MS		Arts and Letters	Anthropology		Regional	Online | Web/video
NIC	Anthropology	45.0201	AA		Social and Behavioral Sciences Division	Anthropology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Anthropology	45.0201	B.A.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	B.S.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	M.A.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	Minor		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
UI	Indigenous Research and Education	45.0201	Certificate-GR		College of Letters, Arts and Social Sciences		Moscow	Regional	Hybrid
ISU	Medical Anthropology	45.0203	Graduate Certificate		Arts and Letters	Anthropology		Regional	Online
ISU	Medical Anthropology	45.0203	Undergraduate Certificate		Arts and Letters	Anthropology		Regional	Online
BSU	Design Ethnography	45.0299	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Online

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BSU	UX Design	45.0299	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online | Some portion online
UI	Archaeological Technician	45.0301	Certificate-UG		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
UI	Criminology	45.0401	B.S.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Online | Traditional (face-to-face)
UI	Criminology	45.0401	M.S.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Online | Traditional (face-to-face)
BSU	Econometrics	45.0601	Graduate Certificate		Business and Economics	Economics	Boise	Regional	Hybrid
BSU	Economics	45.0601	B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	M.Ec		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	M.S.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	Minor		Business and Economics	Economics		Regional	Traditional (face-to-face)
CSI	Economics	45.0601	AA		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Economics	45.0601	BBA		Business	Finance and Economics	Pocatello	Regional	Hybrid
UI	Economics	45.0601	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics	45.0601	B.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics	45.0601	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics of Public Policy	45.0601	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Some portion online
BSU	Economics, Quantitative Emphasis	45.0603	B.A.		Business and Economics	Economics		Regional	
ISU	Economics	45.0603	BS		Business	Finance and Economics	Pocatello	Regional	Hybrid
UI	International Economics	45.0605	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Some portion online
CSI	Geography	45.0701	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

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CWI	Geography	45.0701	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Climate Change	45.0701	Certificate-UG		College of Science	Geography and Geological Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Geographical Information Systems	45.0701	B.S.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	M.S.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	Ph.D.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
CSI	Geospatial Technology	45.0702	AAS		Agriculture	Agriculture	Twin Falls	Regional	Some portion online
CWI	Geographic Information Systems	45.0702	Undergraduate Certificate		School of Social Sciences and Public Affairs	Social Sciences	Boise | Nampa	Regional	Traditional (face-to-face)
ISU	Geographic Information Science	45.0702	MS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geotechnology	45.0702	Minor		Science and Engineering	Geosciences		Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert		Science and Engineering	Geosciences	Idaho Falls	Regional	Hybrid
UI	Geographic Information Science	45.0702	M.S		College of Science	Earth and Spatial Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Geographic Information Systems	45.0702	Certificate-UG		College of Science	Geography and Geological Sciences	Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Geographical Information Systems	45.0702	Certificate-GR		College of Science	Earth and Spatial Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Comparative/International Politics	45.0901	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
UI	International Studies	45.0901	B.A.		College of Letters, Arts and Social Sciences	International Studies	Moscow	Regional	Hybrid
UI	International Studies	45.0901	Minor		College of Letters, Arts and Social Sciences	International Studies	Moscow	Regional	Hybrid

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BSU	Political Communication	45.1001	Minor		School of Public Service	Political Science		Regional	Traditional (face-to-face)
BSU	Political Management	45.1001	Minor		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	B.S.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	M.A.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	Minor		School of Public Service	Political Science		Regional	Traditional (face-to-face)
CSI	Political Science	45.1001	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Political Science	45.1001	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Political Science	45.1001	BA		Arts and Letters	Political Science	Pocatello	Regional	Hybrid
ISU	Political Science	45.1001	BS		Arts and Letters	Political Science	Pocatello	Regional	Hybrid
ISU	Political Science	45.1001	DA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
ISU	Political Science	45.1001	MA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
ISU	Political Science- Public Administration	45.1001	MPA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
NIC	Political Science and Pre-Law	45.1001	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Political Science	45.1001	B.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	B.S.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	M.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	Ph.D.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)

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BSU	American Government/Political Science Teaching Endorsement	45.1002	Endorsement		Education	Teaching, Learning, and Community Engagement		Regional	
UI	Philosophy, Politics and Economics	45.1004	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
BSU	Sociology	45.1101	B.S.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
BSU	Sociology	45.1101	Minor		Arts and Sciences	Sociology		Regional	Traditional (face-to-face)
CSI	Sociology	45.1101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Sociology	45.1101	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Sociology	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology	45.1101	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Hybrid
ISU	Sociology (online)	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video
ISU	Sociology (online)	45.1101	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video
ISU	Sociology: Criminology	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
NIC	Sociology	45.1101	AA		Social and Behavioral Sciences Division	Sociology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Sociology	45.1101	B.A.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Coeur d'Alene | Moscow	Regional	Hybrid
UI	Sociology	45.1101	B.S.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Coeur d'Alene | Moscow	Regional	Hybrid
UI	Sociology	45.1101	Minor		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Coeur d'Alene | Moscow	Regional	Hybrid

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BSU	Urban Studies and Community Development	45.1201	B.A.		School of Public Service	Urban Studies and Community Development	Boise	Regional	Traditional (face-to-face)
BSU	Urban Studies and Community Development	45.1201	Minor		School of Public Service	Urban Studies and Community Development		Regional	Traditional (face-to-face)
NIC	Applied Technology and Apprenticeship - Construction	46.0201	A.A.S.		Workforce Training Center		Lewiston	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Electrical Apprentice	46.0302	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - Electrical Emphasis	46.0302	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Electrical Apprenticeship	46.0302	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Electrical Apprenticeship	46.0302	AAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
NIC	Applied Technology and Apprenticeship - Electrical	46.0302	A.A.S.		Workforce Training Center		Coeur d'Alene	Regional	Hybrid
CSI	Applied Technology and Apprenticeship - Electric Lineworker	46.0303	AAS		Trade and Industry		Twin Falls	Regional	Traditional (face-to-face)
CSI	Residential Construction	46.0415	BTC		Trade and Industry		Twin Falls	Regional	Traditional (face-to-face)
CSI	Woodworking Technology	46.0415	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
NIC	Carpentry Management Tech	46.0415	AAS		Trades and Industry	Carpentry	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Plumbing Apprentice	46.0503	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - Plumbing Emphasis	46.0503	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Plumbing Apprenticeship	46.0503	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Plumbing Apprenticeship	46.0503	AAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)

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NIC	Applied Technology and Apprenticeship - Plumbing	46.0503	A.A.S.		Workforce Training Center		Coeur d'Alene	Regional	Hybrid
LCSC	Electronics Engineering Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Electronics Engineering Technology	47.0105	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
CEI	Heating & Air Conditioning Apprentice	47.0201	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Applied Technology and Apprenticeship - HVAC	47.0201	A.A.S.		Workforce Training Center		Coeur d'Alene	Regional	Hybrid
NIC	Heating, Ventilation, Air Conditioning, and Refrigeration	47.0201	ITC		Trades and Industry	Heating, Ventilation, Air Cond., and Refrigeration	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Heavy Equipment/Ag Technology	47.0302	AAS		Trade and Industry	Trade and Industry	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Heavy Equipment/Ag Technology	47.0302	ITC		Trade and Industry	Trade and Industry		Regional	

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CSI	Industrial Systems Maintenance Technology	47.0303	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Industrial Maintenance Mechanic	47.0303	BTC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Some portion online | Traditional (face-to-face) | Web/video
ISU	Industrial Maintenance Mechanic	47.0303	ITC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Some portion online | Traditional (face-to-face) | Web/video
LCSC	Industrial Maintenance/Millwright	47.0303	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	AAS		Trades and Industry	Trades and Industry		Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	ATC		Trades and Industry	Trades and Industry		Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	ITC		Trades and Industry	Maintenance Mech./Millwright	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Mechatronics	47.0303	AAS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Mechatronics	47.0303	ATC		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Mechatronics	47.0303	ITC		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	AAS		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	ATC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	BTC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	ITC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CSI	Auto Body Technology	47.0603	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Auto Body Technology	47.0603	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

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CSI	Auto Body Technology, Auto Collision Repair	47.0603	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Auto Body Technology, Auto Refinishing	47.0603	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Collision Repair Technology	47.0603	ITC		Trade and Industry		Twin Falls	Regional	
CWI	Collison Repair Technology	47.0603	AAS		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
CWI	Collison Repair Technology	47.0603	BTC		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
CWI	Collison Repair Technology	47.0603	ITC		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair	47.0603	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	ATC			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	BAS			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	ITC			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Refinishing	47.0603	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Repair and Refinishing	47.0603	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Collision Repair Tech	47.0603	ITC		Trades and Industry	Auto Collision Repair	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Automotive Technology	47.0604	AAS		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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CEI	Automotive Technology	47.0604	ATC		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	BTC		Trades and Industry	Automotive Technologies		Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	ITC		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Automotive Service Educational Program	47.0604	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Automotive Service Technology	47.0604	AAS		Trade and Industry	Trade and Industry	Twin Falls	Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	AAS		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	ATC		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology (Inactive Fall 2020)	47.0604	BTC		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology 2 (Inactive Fall 2020)	47.0604	BTC		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair		Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	BAS			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Automotive Technology	47.0604	AAS		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)

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NIC	Automotive Technology	47.0604	ATC		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Automotive Technology	47.0604	ITC		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Diesel Technology	47.0605	AAS		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Diesel Technology	47.0605	ATC		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Diesel Technology	47.0605	ITC		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Light Duty Diesel	47.0605	AAS		Trades and Industry		Idaho Falls	Regional	Traditional (face-to-face)
CEI	Light Duty Diesel	47.0605	ATC		Trades and Industry		Idaho Falls	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	AAS		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	ATC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	BTC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Diesel Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel/On-Site Power Generation Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-Site Power Generation Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-Site Power Generation Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-site Power Generation Technology	47.0605	Specialized Certificate		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
LCSC	Diesel Technology	47.0605	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Diesel Technology	47.0605	AAS		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Diesel Technology	47.0605	ATC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Diesel Technology	47.0605	BTC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Diesel Technology	47.0605	ITC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	AAS		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	BTC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	ITC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Airframe	47.0607	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	BTC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Airframe and Powerplant	47.0608	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Powerplant	47.0608	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
CSI	Diesel Technology	47.0613	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Diesel Technology	47.0613	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Applied Technology and Apprenticeship	47.9999	AAS		Trade and Industry		Twin Falls	Regional	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CEI	Machine Tool Technology	48.0501	ITC		Trades and Industry	Mechanical Trades	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	ITC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
NIC	Computer Control Automation Technology	48.0501	ITC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	AAS		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	ATC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Precision Machining	48.0501	ITC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Welding Technology	48.0508	AAS		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ATC		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ITC		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Welding Technology	48.0508	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Welding Technology	48.0508	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Welding Technology	48.0508	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CWI	Heavy Equipment Welding and Fabrication	48.0508	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Welding and Fabrication	48.0508	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Nuclear Welding	48.0508	Specialized Certificate		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welding	48.0508	ITC		Technology	Trade and Industrial		Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Welding Technology	48.0508	AAS		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Welding Technology	48.0508	ATC		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Welding Technology	48.0508	ITC		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Computerized Machining Technology: CNC Operator	48.0510	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology	48.0510	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology: Machining Technology	48.0510	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Machining Technology	48.0510	ATC			Business and Support Services		Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
NIC	Aviation Flight Training - Helicopter	49.0102	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Flight Training - Helicopter	49.0102	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Applied Technology and Apprenticeship – Heavy Equipment	49.0202	A.A.S.		Workforce Training Center		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Visual and Performing Arts	50.0101	AA		Visual and Performing Arts	Arts and Humanities	Twin Falls	Regional	Some portion online
ISU	Digital Graphic Design	50.0102	Certificate		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
ISU	Digital Media	50.0102	BFA		Arts and Letters	Art	Pocatello	Regional	Some portion online | Traditional (face-to-face)
UI	Dance	50.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Dance	50.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Visual Design	50.0401	Minor		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Graphic Design	50.0402	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Illustration	50.0402	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
NIC	Art	50.0402	AA		Communication, Fine Arts Division	Art	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CWI	Digital Photography	50.0406	AAS		School of Arts and Humanities	Visual and Performing Arts	Nampa	Regional	Hybrid | Some portion online | Traditional (face-to-face)
CWI	Digital Photography	50.0406	BTC		School of Arts and Humanities	Visual and Performing Arts	Nampa	Regional	Hybrid | Some portion online | Traditional (face-to-face)
LCSC	Graphic Communications	50.0409	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Packaging Design	50.0409	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Packaging Design	50.0409	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Graphic Design	50.0409	Certificate-UG		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
BSU	Games, Interactive Media and Mobile	50.0411	B.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
LCSC	Game Development	50.0411	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Game Development AAS	50.0411	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Dance	50.0501	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Dance	50.0501	Undergraduate Certificate		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Theatre Arts	50.0501	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Hybrid
BSU	Theatre Arts	50.0501	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
CSI	Theatre	50.0501	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Theatre	50.0501	BA		Arts and Letters	Theatre and Dance	Pocatello	Regional	Hybrid

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Theatre	50.0501	MA		Arts and Letters	Theatre and Dance	Pocatello	Regional	Traditional (face-to-face)
NIC	Theatre	50.0501	AA		Communication, Fine Arts Division	Theatre	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.F.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.S.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	M.F.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Online
UI	Theatre Design and Technology	50.0501	Minor		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Theatre Performance	50.0501	Minor		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Theatre Design and Event Management	50.0502	Minor		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
ISU	Theatre: Simulated Participant Actor	50.0506	Certificate		Arts and Letters	Theatre and Dance	Pocatello	Regional	Hybrid | Traditional (face-to-face)
UI	Musical Theater	50.0509	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Film and Television Arts	50.0601	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Film and Television Arts	50.0601	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
UI	Film and Television	50.0601	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Film and Television Studies	50.0601	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
BSU	Cinema and Digital Media Studies	50.0602	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Digital Media Studies	50.0602	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
NIC	Photography	50.0605	AA		Communication, Fine Arts Division	Photography	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Arts Metals Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
BSU	Ceramics Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Drawing and Painting Emphasis	50.0701	Emphasis		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Photography Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Printmaking Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Sculpture Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
BSU	Time-Based Art emphasis	50.0701	Emphasis		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	B.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Visual Arts	50.0701	M.F.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
CSI	Art, Visual	50.0701	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Art	50.0701	BA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
ISU	Art	50.0701	BFA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
ISU	Art	50.0701	MFA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
UI	Art	50.0701	B.A.		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Art	50.0701	M.F.A.		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Art	50.0701	Minor		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)

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CWI	Studio Art	50.0702	AA		School of Arts and Humanities	Visual and Performing Arts	Nampa	Regional	Traditional (face-to-face)
UI	Studio Art and Design	50.0702	B.F.A.		College of Art and Architecture	Art and Design	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	History of Art & Visual Culture	50.0703	Minor		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
ISU	Art History (online)	50.0703	Minor		Arts and Letters	Art		Regional	Online | Web/video
BSU	Music	50.0901	B.A.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music	50.0901	Minor		Arts and Sciences	Music		Regional	Traditional (face-to-face)
CSI	Music	50.0901	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Music Education K-12	50.0901	MME		Arts and Letters	Music		Regional	Hybrid
ISU	Music General	50.0901	Minor		Arts and Letters	Music		Regional	Hybrid
ISU	Music, General	50.0901	BA		Arts and Letters	Music		Regional	Hybrid
ISU	Music, General	50.0901	BS		Arts and Letters	Music		Regional	Hybrid
NIC	Music	50.0901	AA		Communication, Fine Arts Division	Music	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Applied Music	50.0901	B.A.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Applied Music	50.0901	B.S.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	M.A.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	M.Mus.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music (online	50.0901	M.A.		College of Letters, Arts and Social Sciences	School of Music		Regional	
BSU	Music Production	50.0903	Undergraduate Certificate		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music, Performance	50.0903	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)

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BSU	Music, Performance	50.0903	M.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
ISU	Music, Performance	50.0903	BM		Arts and Letters	Music		Regional	Traditional (face-to-face)
ISU	Music, Performance (BM): Commercial Music option	50.0903	BM		Arts and Letters	Music	Pocatello	Regional	Traditional (face-to-face)
NIC	Music Performance	50.0903	Academic Certificate		Communication, Fine Arts Division	Music	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Music: Performance	50.0903	B.Mus.	Options: 1) Keyboard - 50.0903 | 2) Instrumental - 50.0903 | 3) Vocal - 50.0908	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Music, Composition	50.0904	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
UI	Music: Composition	50.0904	B.Mus.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Master of Music in Conducting (Choral)	50.0906	Master		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
UI	Jazz Studies	50.0910	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Arts Entrepreneurship	50.1002	Minor		Arts and Sciences			Regional	
UI	Music: Business	50.1003	B.Mus.	Emphases: 1) Arts Administration | 2) Entrepreneurship | 3) General Business	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	School of Public and Population Health	51.0000	N/A		Health Sciences	School of Allied Health	Boise	Regional	
CSI	Heath Science	51.0000	AS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Heath Science	51.0000	BTC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Health Science	51.0000	AS		School of Health	Health Science	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Health Science	51.0000	BS		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Hybrid

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LCSC	Health Studies	51.0001	BA/BS		Professional Studies	Nursing and Health Sciences	Coeur d'Alene | Lewiston	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Audiology (first 2 years)	51.0202	AuD		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Statewide	Hybrid
ISU	Audiology (second 2 years)	51.0202	AuD		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian | Pocatello	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Undergraduate Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Online
ISU	Communication Sciences and Disorders: Pre-Audiology	51.0204	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Communication Sciences and Disorders: Pre-Speech Language Pathology	51.0204	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian	Regional	Hybrid
ISU	Listening and Spoken Language (online)	51.0204	Graduate Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders		Regional	Online | Web/video
CEI	Dental Assisting	51.0601	ITC		Health Sciences	Dental Assisting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Dental Assistant	51.0601	ITC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Dental Assisting	51.0601	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CWI	Dental Assisting	51.0601	ITC		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CEI	Dental Hygiene	51.0602	AAS		Health Sciences	Dental Assisting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Dental Hygiene	51.0602	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Dental Hygiene	51.0602	BS		Health Sciences/Health Professions	Dental Sciences	Idaho Falls | Pocatello	Statewide	Hybrid
ISU	Dental Hygiene	51.0602	MS		Health Sciences/Health Professions	Dental Sciences	Pocatello	Statewide	Online
ISU	Dental Hygiene - Associate to Master's Accelerated program (online)	51.0602	BS		Health	Dental Hygiene		Regional	Online
ISU	Dental Hygiene - Associate to Master's Accelerated program (online)	51.0602	MS		Health	Dental Hygiene		Regional	Online
ISU	Dental Hygiene Bachelor's Completion Program (online)	51.0602	BS		Health	Dental Hygiene		Regional	Online
ISU	Dental Hygiene, Accelerated BS to MS Track	51.0602	BS		Health Sciences/Health Professions	Dental Hygiene	Pocatello	Statewide	Online
ISU	Dental Hygiene, Accelerated BS to MS Track	51.0602	MS		Health Sciences/Health Professions	Dental Hygiene	Pocatello	Statewide	Online
NIC	Dental Hygiene	51.0602	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
BSU	Health Data Management	51.0701	Minor		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Data Management	51.0701	Undergraduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
ISU	Healthcare Administration	51.0701	BS		Business	Marketing and Management	Idaho Falls | Meridian | Pocatello	Regional	Online
ISU	Healthcare Administration	51.0701	MHA		Business	Marketing and Management	Idaho Falls | Meridian | Pocatello | Twin Falls	Regional	Online
ISU	Health Science	51.0705	AS		Health Sciences/Health Professions	Community and Public Health	Meridian | Pocatello	Regional	Hybrid | Traditional (face-to-face) | Web/video
ISU	Health Information Technology	51.0707	AAS		Technology	Health Occupations	Pocatello	Regional	Hybrid
ISU	Health Information Technology: Medical Coding	51.0707	ITC		Technology	Health Occupations	Pocatello	Regional	Hybrid

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NIC	Health Information Fundamentals	51.0707	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
LCSC	Medical Transcription	51.0708	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
CEI	Medical Office Specialist	51.0710	BTC		Health Sciences	Medical Assistant Technologies	Idaho Falls	Regional	Online
CWI	Medical Administrative Support	51.0710	BTC		School of Health	Health Professions	Nampa	Regional	Online | Traditional (face-to-face)
CWI	Medical Administrative Support (Inactive Fall 2020)	51.0710	AAS		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)
CWI	Medical Administrative Support (Inactive Fall 2020)	51.0710	ITC		School of Health	Health Science	Boise	Regional	Traditional (face-to-face)
LCSC	Medical Administrative Assistant	51.0710	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Administrative Assistant	51.0710	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Receptionist	51.0712	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Receptionist	51.0712	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Medical Coding	51.0713	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
LCSC	Medical Biller/Coder	51.0714	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Billing Specialist	51.0714	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Computer Applications & Office Technology/Healthcare Document Management	51.0716	BTC		Business and Professional Programs	Computer Applications & Office Technology		Regional	
NIC	Medical Administrative Assistant	51.0716	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Population and Health Systems Management	51.0722	Master		Health Sciences	School of Allied Health	Boise	Regional	Online

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CEI	Medical Assisting	51.0801	ITC		Health Sciences	Medical Assistant Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Medical Assistant	51.0801	ITC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Medical Assistant	51.0801	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CWI	Medical Assistant	51.0801	BTC		School of Health	Health Professions	Nampa	Regional	Some portion online | Traditional (face-to-face)
CWI	Medical Assistant	51.0801	ITC		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
ISU	Medical Assisting	51.0801	AAS		Technology	Health Occupations		Regional	Traditional (face-to-face)
ISU	Medical Assisting	51.0801	ITC		Technology	Health Occupations	Pocatello	Regional	Some portion online | Traditional (face-to-face)
LCSC	Medical Assistant	51.0801	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Assistant ITC	51.0801	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Hybrid | Traditional (face-to-face)
NIC	Medical Assistant	51.0801	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
NIC	Medical Assistant	51.0801	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Occupational Therapy Assistant	51.0803	AAS		Technology	Health Occupations	Pocatello	Regional	Hybrid | Online
ISU	Pharmacy Technology	51.0805	Academic Certificate		Pharmacy	Biomedical and Pharmaceutical Sciences		Regional	Online
ISU	Pharmacy Technology	51.0805	ATC		Technology	Health Occupations	Pocatello	Regional	Hybrid | Online
LCSC	Pharmacy Technology	51.0805	ITC		Career and Technical Education		Lewiston	Regional	Traditional (face-to-face)
CWI	Physical Therapist Assistant	51.0806	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face) | Web/video
ISU	Physical Therapist Assistant	51.0806	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Physical Therapist Assistant	51.0806	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
BSU	Advanced Medical Imaging	51.0901	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Online

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Advanced Medical Imaging: Computed Tomography	51.0901	B.S. emphasis		Health Sciences			Regional	
BSU	Advanced Medical Imaging: Diagnostic Medical Sonography	51.0901	B.S. emphasis		Health Sciences			Regional	
BSU	Advanced Medical Imaging: Interventional Cardiology	51.0901	B.S. emphasis		Health Sciences			Regional	
BSU	Advanced Medical Imaging: Interventional Radiology	51.0901	B.S. emphasis		Health Sciences			Regional	
BSU	Advanced Medical Imaging: Magnetic Resonance Imagine	51.0901	B.S. emphasis		Health Sciences			Regional	
CSI	Emergency Medical Services	51.0904	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	ATC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	BTC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	ITC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Paramedics	51.0904	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Paramedics	51.0904	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Paramedic Science	51.0904	AS		Health Sciences/Health Professions	Emergency Services	Idaho Falls | Meridian | Pocatello	Regional	Traditional (face-to-face)
ISU	Paramedic Science	51.0904	Undergraduate Certificate		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Traditional (face-to-face)
LCSC	Paramedic	51.0904	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paramedic	51.0904	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Emergency Medical Services	51.0904	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Emergency Medical Services	51.0904	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Traditional (face-to-face)
BSU	Computed Tomography	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Computed Tomography (online)	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Online

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BSU	Diagnostic Medical Sonography	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Diagnostic Medical Sonography (online)	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Magnetic Resonance Imaging	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Magnetic Resonance Imaging (online)	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Radiologic Science	51.0907	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CSI	Radiologic Technology	51.0907	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Radiographic Science	51.0907	BS		Health Sciences/Health Professions	Radiographic Science	Pocatello	Regional	Hybrid
LCSC	Radiographic Science	51.0907	BS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Hybrid
BSU	Respiratory Care	51.0908	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Respiratory Care	51.0908	B.S. degree completion		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Respiratory Therapy	51.0908	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
ISU	Respiratory Therapy	51.0908	AS		Technology	Health Occupations	Idaho Falls | Pocatello | Twin Falls	Regional	Hybrid
ISU	Respiratory Therapy - degree completion	51.0908	BS		Technology	Health Occupations		Regional	Online | Web/video
CEI	Surgical Technology	51.0909	AAS		Health Sciences	Surgical Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	BTC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	ITC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Surgical Services - Surgical Technology	51.0909	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Surgical Services - Surgical Technology	51.0909	BTC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)

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CWI	Surgical First Assistant	51.0909	AA		School of Health	Health Professions	Caldwell	Regional	Hybrid | Some portion online | Traditional (face-to-face)
CWI	Surgical First Assistant	51.0909	Specialized Certificate		School of Health	Health Professions	Boise	Regional	Some portion online | Traditional (face-to-face)
CWI	Surgical Technology	51.0909	AAS		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)
CWI	Surgical Technology	51.0909	ITC		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)
NIC	Surgical Technology	51.0909	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Diagnostic Medical Sonography	51.0910	Undergraduate Certificate		Health Sciences/Health Professions	Radiographic Science	Pocatello	Regional	Traditional (face-to-face)
LCSC	Computed Tomography	51.0910	BA		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computed Tomography	51.0910	BS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Diagnostic Imaging	51.0910	Undergraduate Certificate		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Online
BSU	Imaging Sciences	51.0911	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Interventional Radiology/Interventional Cardiology	51.0911	Undergraduate Certificate		Health Sciences	School of Allied Health		Regional	Online
LCSC	Radiographic Science	51.0911	AS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Radiography Technology	51.0911	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
ISU	Lifestyle Medicine	51.0912	Graduate Certificate		Health	Physician Assistant Studies	Caldwell | Meridian | Pocatello	Regional	Online
ISU	Physician Assistant Studies	51.0912	MPAS		Health Sciences/Health Professions	Physician Assistant Studies	Caldwell | Meridian | Pocatello	Statewide	Traditional (face-to-face)
ISU	Physician Assistant Studies: Pre-Physician Assistant	51.0912	Minor		Health Sciences/Health Professions	Physician Assistant Studies	Meridian | Pocatello | Twin Falls	Regional	Hybrid | Some portion online
BSU	Athletic Training	51.0913	Master		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
ISU	Athletic Training	51.0913	MSAT		Education		Pocatello	Regional	Traditional (face-to-face)

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UI	Athletic Training	51.0913	D.A.T		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Athletic Training	51.0913	M.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
CEI	Health Physics Technology	51.0916	ITC		Health Sciences	Radiation Safety Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Medical Laboratory Technology	51.1004	AAS		Health Sciences		Idaho Falls	Regional	Hybrid
CSI	Medical Laboratory Technology	51.1004	AAS		Health Science and Human Services	Nursing		Regional	Some portion online
NIC	Medical Laboratory Technology	51.1004	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS		Health Sciences/Health Professions	Medical Laboratory Science		Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS		Health Sciences/Health Professions	Medical Laboratory Science		Statewide	Hybrid
CEI	Phlebotomy	51.1009	BTC		Health Sciences	Medical Assistant Technologies	Idaho Falls	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Sterile Processing Technician	51.1012	BTC		Health Professions	Health Professions	Coeur d'Alene	Regional	Online
UI	Medical Science - Cd'A	51.1099	B.S.		WWAMI		Coeur d'Alene	Regional	Hybrid
UI	Medical Sciences	51.1099	B.S.		College of Science		Moscow	Regional	Traditional (face-to-face)
BSU	Pre-Dental Studies	51.1101	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Pre-Medical Studies	51.1102	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
NIC	Pre-Medical Related Fields	51.1102	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Pharmacy (pre)	51.1103	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Pre-Audiology	51.1199	Professional Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Traditional (face-to-face)

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ISU	Pre-Speech-Language Pathology	51.1199	Professional Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Traditional (face-to-face)
UI	Pre-Health Professionals	51.1199	Minor		College of Science		Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Medical Education (WWAMI)	51.1201	Professional		WWAMI		Moscow	Regional	Traditional (face-to-face)
BSU	Addiction Studies	51.1501	Undergraduate Certificate		Health Sciences	School of Social Work	Boise	Regional	Traditional (face-to-face)
BSU	Health Navigator Certificate	51.1504	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
ISU	Marital, Couple and Family Counseling	51.1505	M Coun		Health Sciences/Health Professions	Counseling		Regional	Hybrid
ISU	Clinical Mental Health Counseling	51.1508	M Coun		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Hybrid
ISU	Counseling	51.1508	Ed S		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun		Health Sciences/Health Professions			Regional	Hybrid
BSU	Genetic Counseling	51.1509	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
ISU	Counselor Education and Counseling	51.1599	Ph.D.		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Hybrid
ISU	MBA/PharmD	51.2001	MBA		Business			Statewide	Hybrid
ISU	MBA/PharmD	51.2001	Pharm D		Health Sciences/Pharmacy			Statewide	Hybrid
ISU	MPH/PharmD (PharmD)	51.2001	Pharm D		Pharmacy		Meridian | Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Pharmacy (1-4 years)	51.2001	Pharm D		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmacy (3rd-4th years)	51.2001	Pharm D		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Meridian	Statewide	Hybrid
ISU	Philosophy	51.2001	Minor		Arts and Letters	English and Philosophy		Regional	Hybrid

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ISU	Pharmaceutical Sciences (PSCI): Pharmaceutics	51.2003	MS		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI): Pharmaceutics	51.2003	Ph.D.		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
NIC	Pharmaceutical Manufacturing - for discussion	51.2006	AS			Natural Science		Regional	Online | Traditional (face-to-face) | Web/video
ISU	Pharmaceutical Sciences	51.2010	Minor		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph.D.		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph.D.		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmacy Technology	51.2010	BTC		Technology	Health Occupations	Pocatello	Regional	Hybrid
BSU	Community Driven Health Solutions	51.2201	Undergraduate Certificate		Health Sciences	School of Public and Population Health	Boise	Regional	Online
BSU	Evidence-Based Public Health	51.2201	Undergraduate Certificate		Health Sciences	School of Public and Population Health	Boise	Regional	Online
BSU	Foundations of Public Health	51.2201	Undergraduate Certificate		Health Sciences	School of Public and Population Health	Boise	Regional	Online

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BSU	Health and Human Behavior	51.2201	Undergraduate Certificate		Health Sciences	School of Public and Population Health	Boise	Regional	Online
BSU	Public Health	51.2201	B.A.		Health Sciences	Community and Environmental Health	Boise	Regional	Online
BSU	Public Health	51.2201	B.S.		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public Health	51.2201	Master		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public Health	51.2201	Undergraduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Online
BSU	Public Health, Environmental and Occupational Health and Safety	51.2201	B.S. emphasis		Health Sciences	Community and Environmental Health		Regional	
BSU	Public Health: Community Health Promotion	51.2201	B.S. emphasis		Health Sciences	Community and Environmental Health		Regional	
BSU	Public Health: Data-Driven Decision Making (MPH)	51.2201	Emphasis		Health Sciences	Community and Environmental Health		Regional	
ISU	MPH/PharmD (MPH)	51.2201	MPH		Health		Meridian | Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Public Health	51.2201	Graduate Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Online
ISU	Public Health	51.2201	MPH		Health Sciences/Health Professions	Community and Public Health	Meridian | Pocatello	Statewide	Online
ISU	Community and Public Health	51.2207	BA		Health Sciences/Health Professions	Community and Public Health	Meridian | Pocatello	Regional	Hybrid | Traditional (face-to-face)
ISU	Community and Public Health	51.2207	BS		Health Sciences/Health Professions	Community and Public Health	Meridian | Pocatello	Regional	Hybrid | Traditional (face-to-face)
ISU	Community and Public Health: Addiction Studies	51.2207	Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Traditional (face-to-face)
ISU	Community and Public Health: Addiction Studies (online)	51.2207	Graduate Certificate		Health	Community and Public Health		Regional	Online

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ISU	Community Health Worker	51.2207	Undergraduate Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Online
ISU	Health Education	51.2207	BA			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Health Education	51.2207	BS			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Health Education	51.2207	MHE		Health Sciences/Health Professions	Community and Public Health	Pocatello	Statewide	Hybrid
ISU	Rural Health (online)	51.2207	Graduate Certificate		Health Sciences/Health Professions	Community and Public Health	Meridian | Pocatello	Regional	Online
BSU	Health Services Leadership (Discontinued)	51.2299	Graduate Certificate		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Data-Driven Decision Making	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Environmental Health and Social Justice	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Health Management and Leadership	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Health Promotion Through the Life Course	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public and Population Health Leadership	51.2299	Ph.D		Health Sciences	School of Public and Population Health	Boise	Regional	Hybrid
ISU	Occupational Therapy	51.2306	MOT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Pocatello	Statewide	Hybrid
ISU	Occupational Therapy Expansion	51.2306	MOT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Boise | Caldwell | Meridian	Statewide	Traditional (face-to-face) | Web/video

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CSI	Physical Therapist Assistant	51.2308	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Physical Therapy	51.2308	DPT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Meridian | Pocatello	Statewide	Hybrid
NIC	Pre-Physical Therapy	51.2308	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
ISU	Clinical Rehabilitation Counseling	51.2310	M Coun		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Traditional (face-to-face) | Web/video
ISU	M Clinical Rehabilitation Counseling	51.2310	M Coun		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Traditional (face-to-face) | Web/video
ISU	Animal Assisted Therapy	51.2313	Graduate Certificate		Health Sciences/Health Professions	Counseling	Pocatello	Regional	Traditional (face-to-face)
ISU	Rehabilitation and Health Sciences	51.2314	Ph.D.		Health		Pocatello	Regional	Hybrid
ISU	Health Informatics	51.2706	MS		Business	Informatics	Pocatello	Regional	Hybrid | Online
ISU	Health Informatics (online)	51.2706	MS		Health Sciences/Health Professions	Community and Public Health	Boise | Caldwell | Coeur d'Alene | Idaho Falls | Lewiston | Meridian | Moscow | Nampa |	Regional	Online
ISU	Didactic Program in Dietetics	51.3101	BS		Health	Nutrition and Dietetics	Pocatello	Regional	Traditional (face-to-face)
ISU	Didactic Program in Dietetics: expansion to Treasure Valley	51.3101	BS		Health	Nutrition and Dietetics	Boise | Caldwell | Meridian |	Regional	Hybrid
ISU	Dietetics	51.3101	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Hybrid
ISU	Dietetics Internship	51.3101	PB Cert		Health Sciences/Health Professions	Nutrition and Dietetics	Meridian | Pocatello	Regional	Hybrid
ISU	Instructional unit: Department of Nutrition and Dietetics	51.3101	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Meridian | Pocatello | Twin Falls	Regional	
ISU	Nutrition	51.3101	MS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Traditional (face-to-face)
ISU	Nutrition/Dietetic Internship	51.3101	MS in Nutrition		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Online

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ISU	Nutrition/Dietetic Internship	51.3101	MS/DI		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Online
UI	Dietetics	51.3101	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)
ISU	Biomedical Ethics	51.3201	Graduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Biomedical Ethics	51.3201	Undergraduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Biomedical Ethics (online)	51.3201	Graduate Certificate		Arts and Letters	English and Philosophy		Regional	Online | Web/video
ISU	Biomedical Ethics (online)	51.3201	Undergraduate Certificate		Arts and Letters	English and Philosophy		Regional	Online | Web/video
ISU	Nursing Education	51.3203	Graduate Certificate		Health	School of Nursing	Pocatello	Regional	Online
ISU	Mindfulness (online)	51.3306	Academic Certificate		Kasiska Division of Health Sciences			Regional	Online
ISU	Mindfulness: Awakening Compassion (online)	51.3306	Academic Certificate		Kasiska Division of Health Sciences			Regional	Online
ISU	Mindfulness: Clinical Applications of Mindfulness (online)	51.3306	Academic Certificate		Kasiska Division of Health Sciences			Regional	Online
ISU	Mindfulness: Mindfulness Advocacy at Work (online)	51.3306	Academic Certificate		Kasiska Division of Health Sciences			Regional	Online
BSU	Nursing	51.3801	B.S.		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Nursing	51.3801	B.S. degree completion		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Nursing	51.3801	M.N.		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Nursing	51.3801	M.S.N.		Health Sciences	School of Nursing	Boise	Regional	Online
CEI	Practical Nurse to Registered Nurse Bridge	51.3801	AAS		Health Sciences	Registered Nursing Technology	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Registered Nursing	51.3801	AAS		Health Sciences	Registered Nursing Technology	Idaho Falls	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Nursing, Registered	51.3801	AS		Health Science and Human Services	Nursing	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Nursing (Professional)	51.3801	AS		School of Health	Nursing		Regional	Traditional (face-to-face)

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CWI	Nursing - Registered	51.3801	AS		School of Health	Nursing		Regional	Traditional (face-to-face)
CWI	Professional Nursing	51.3801	AS		School of Health	Nursing	Nampa	Regional	Traditional (face-to-face)
ISU	Nursing	51.3801	DNP (Post Master's)		Health Sciences/Nursing	School of Nursing	Meridian | Pocatello	Statewide	Online
ISU	Nursing	51.3801	MS		Health Sciences/Nursing	School of Nursing	Meridian | Pocatello	Statewide	Online
ISU	Nursing	51.3801	Ph.D.		Health Sciences/Nursing	School of Nursing	Pocatello	Statewide	Online
ISU	Nursing (Accelerated)	51.3801	BS		Health Sciences/Nursing	School of Nursing	Meridian	Regional	Hybrid
ISU	Nursing (Accelerated) Expansion to Pocatello	51.3801	BS		Health Sciences/Nursing	School of Nursing	Pocatello	Regional	Some portion online | Traditional (face-to-face) | Web/video
ISU	Nursing (BSRN Completion)	51.3801	BS		Health Sciences/Nursing	School of Nursing	Pocatello | Twin Falls	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Nursing (Traditional)	51.3801	BS		Health Sciences/Nursing	School of Nursing	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Nursing: Education Option	51.3801	MS Option		Health Sciences/Nursing	School of Nursing		Regional	Online
ISU	Nursing: Family Nurse Practioner Option	51.3801	MS Option		Health Sciences/Nursing	School of Nursing		Regional	Online
ISU	Registered Nursing	51.3801	AS		Technology	Health Occupations	Pocatello	Regional	Hybrid
LCSC	Nursing, Basic BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing, LPN to BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing, RN to BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Online
NIC	Nursing (RN)	51.3801	AS		Nursing	Nursing	Coeur d'Alene	Regional	Traditional (face-to-face) | Web/video
LCSC	Nursing Leadership and Management	51.3802	Graduate Certificate		Professional Studies	Nursing and Health Sciences		Regional	Online

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LCSC	Nursing Management and Leadership	51.3802	Undergraduate Certificate		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
ISU	Doctor of Nurse Anesthesia Practice	51.3804	DNAP		Health	School of Nursing	Meridian | Pocatello	Regional	Some portion online | Traditional (face-to-face)
ISU	Psychiatric Mental Health Nurse Practitioner from FNP	51.3810	Graduate Certificate		Health Sciences/Nursing	School of Nursing		Regional	Online
BSU	Adult-Gerontology Nurse Practitioner: Acute Care	51.3818	M.N.		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Adult-Gerontology, Nurse Practitioner, Acute Care	51.3818	Emphasis		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Doctor of Nursing Practice	51.3818	DNP		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Family Nurse Practitioner	51.3818	Emphasis		Health Sciences	School of Nursing	Boise	Regional	Online
ISU	Nursing Practice	51.3818	DNP		Health Sciences/Nursing	School of Nursing	Pocatello	Statewide	Online
LCSC	Nursing Leadership in Healthcare	51.3818	MSN		Professional Studies	Nursing and Health Sciences		Regional	Online
CEI	Practical Nursing	51.3901	ITC		Health Sciences	Practical Nursing Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Nursing, Practical	51.3901	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Practical Nursing	51.3901	AAS		School of Health	Nursing	Caldwell	Regional	Hybrid | Traditional (face-to-face)
CWI	Practical Nursing	51.3901	ITC		School of Health	Nursing	Nampa	Regional	Traditional (face-to-face)
ISU	Practical Nursing	51.3901	ITC		Technology	Health Occupations	Pocatello	Regional	Hybrid
LCSC	Practical Nursing	51.3901	AAS		Multiple		Lewiston	Regional	Traditional (face-to-face)
NIC	Nursing (PN)	51.3901	ITC		Nursing	Nursing	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
NIC	Nursing Assistant	51.3902	BTC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
BSU	Health Studies	51.9999	B.S.		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Studies: Medical and Healthcare Science	51.9999	B.S. emphasis		Health Sciences	School of Public and Population Health		Regional	

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CSI	Health Promotion	51.9999	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
BSU	Business Administration	52.0101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Business Analytics	52.0101	Undergraduate Certificate		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Business Prep	52.0101	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
BSU	General Business	52.0101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
CEI	Business AA	52.0101	AA		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CWI	Business	52.0101	AA		School of Social Sciences and Public Affairs	Business	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
CWI	Entrepreneurship and Small Business Management	52.0101	Undergraduate Certificate		School of Social Sciences and Public Affairs	Business	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Business	52.0101	AS		Business	General Business	Pocatello	Regional	Online | Traditional (face-to-face)
ISU	General Business	52.0101	BBA		Business	General Business	Idaho Falls | Pocatello	Regional	Traditional (face-to-face)
ISU	General Business (online)	52.0101	BBA		Business	General Business		Regional	Online | Web/video
ISU	General Business: Online Degree Completion	52.0101	BS		Business	Marketing and Management		Regional	Online
ISU	Small Business Technology	52.0101	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Business Leadership	52.0101	BTC		Business and Professional Programs	Business Leadership		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
NIC	Business Management	52.0101	AAS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Business Management	52.0101	BTC		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)

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NIC	Business Management	52.0101	ITC		Business and Professional Programs			Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
BSU	Business Administration	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Online | Traditional (face-to-face)
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Business Administration: Business Analytics (online MBA)	52.0201	Emphasis		Business and Economics	Management	Boise	Regional	Online
BSU	Business Administration: Construction Management	52.0201	Emphasis		Business and Economics	Management		Regional	
BSU	Business Administration: Cyber Operations (online MBA)	52.0201	Emphasis		Business and Economics	Management	Boise	Regional	Online
BSU	Business Administration: Entrepreneurship	52.0201	Emphasis		Business and Economics	Management		Regional	
BSU	Business Administration: Finance (online MBA)	52.0201	Emphasis		Business and Economics	Management	Boise	Regional	Online
BSU	Business Administration: Healthcare Leadership	52.0201	Emphasis		Business and Economics	Management		Regional	
BSU	Business Administration: Management	52.0201	Emphasis		Business and Economics	Management		Regional	
BSU	Business Administration: Marketing Leadership	52.0201	Emphasis		Business and Economics	Management		Regional	
BSU	Human Resource Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Human Resource Management	52.0201	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Online
BSU	Management: Resort and Hospitality Management	52.0201	B.B.A. emphasis		Business and Economics	Management		Regional	
BSU	Master of Business Administration Professional Program Concurrent with University of Idaho Juris Doctorate	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
CEI	Business Management	52.0201	AAS		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Business Management	52.0201	ITC		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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CEI	Operations Management	52.0201	BAS		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Business, General	52.0201	AA		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Business Administration	52.0201	BAS		School of Social Sciences and Public Affairs	Business	Boise | Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
CWI	Management	52.0201	AAS		School of Social Sciences and Public Affairs	Business	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Economics Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Project Mgmt. Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Administration (for Non-Business Majors only)	52.0201	Minor		Business	Business Administration	Idaho Falls | Pocatello | Twin Falls	Regional	Traditional (face-to-face)
ISU	Business Administration: Online	52.0201	MBA		Business	Business Administration		Regional	Online
ISU	Business Administration: Traditional	52.0201	MBA		Business	Business Administration	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Management	52.0201	BBA		Business	Marketing and Management		Regional	Traditional (face-to-face)
ISU	Management (online)	52.0201	BBA		Business	Marketing and Management		Regional	Online | Web/video

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ISU	Nutrition (MS): Management Emphasis	52.0201	MS Option		Health Sciences/Health Professions	Nutrition and Dietetics	Boise | Caldwell | Idaho Falls | Meridian | Nampa | Pocatello |	Regional	Hybrid
LCSC	Business Administration	52.0201	AS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Administration	52.0201	BA		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Administration	52.0201	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Business Administration: Healthcare Management emphasis	52.0201	BA		Professional Studies	Business and Computer Science		Regional	
LCSC	Business Essentials	52.0201	Certificate		Professional Studies	Business and Computer Science	Lewiston	Regional	Hybrid | Online | Traditional (face-to-face)
LCSC	General Studies: Business	52.0201	BA		Professional Studies	Business and Computer Science	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	General Studies: Business	52.0201	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online | Traditional (face-to-face)
NIC	Business	52.0201	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Business Administration	52.0201	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Business	52.0201	Minor		College of Business and Economics	Business	Moscow	Regional	Online
UI	Business Administration	52.0201	M.B.A.		College of Business and Economics	Business	Coeur d'Alene | Moscow	Regional	Online
UI	Entrepreneurship	52.0201	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Small Business Management	52.0201	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	
CEI	Legal Studies and Paralegal Training	52.0202	BTC		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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BSU	Supply Chain Management	52.0203	B.B.A.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Supply Chain Management	52.0203	Minor		Business and Economics	Information Technology and Supply Chain Management		Regional	
ISU	Supply Chain Management	52.0203	Academic Certificate		Business	Marketing and Management	Pocatello	Regional	Traditional (face-to-face)
CSI	Operational Management	52.0205	BAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
LCSC	Supervision	52.0205	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Operations and Supply Chain Management	52.0205	B.S.		College of Business and Economics	Business	Moscow	Regional	Online | Traditional (face-to-face)
UI	Operations Management	52.0205	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Non-Profit Management	52.0206	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Non-Profit Management	52.0206	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
BSU	IT Support for All	52.0207	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Project Management	52.0211	Bachelor		Arts and Sciences		Boise	Regional	Online
BSU	Project Management	52.0211	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Online
BSU	Project Management for All	52.0211	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
ISU	Project Management	52.0211	Certificate		Business	Marketing and Management	Pocatello	Regional	Some portion online | Traditional (face-to-face) | Web/video
UI	Technical Program Management	52.0211	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
CSI	Retail Management	52.0212	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid
BSU	Applied Leadership: Growing into a High Impact Leader	52.0213	Undergraduate Certificate		School of Public Service		Boise	Regional	Online

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Leadership and Human Relations	52.0213	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Plus Business	52.0213	Minor		Business and Economics			Regional	
BSU	Plus Business	52.0213	Undergraduate Certificate		Business and Economics		Boise	Regional	Traditional (face-to-face)
ISU	Organizational Leadership	52.0213	Graduate Certificate		Education	Organizational Learning and Performance		Regional	Online
LCSC	Bachelor of Applied Science: Business	52.0213	BAS		Professional Studies	Business and Computer Science	Lewiston	Regional	Hybrid | Online
LCSC	Business Management	52.0213	BA		Professional Studies	Business and Computer Science	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Business Management	52.0213	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online | Traditional (face-to-face)
UI	Business Leadership	52.0213	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
LCSC	Bachelor of Applied Science	52.0216	BAS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	B.B.A.		Business and Economics	Accountancy	Boise | Twin Falls	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	Minor		Business and Economics	Accountancy		Regional	Traditional (face-to-face)
BSU	Accountancy (Online Program)	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online
BSU	Accountancy Foundations	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online | Traditional (face-to-face)
BSU	Accountancy Taxation	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online
BSU	Accountancy: Information Systems and Controls emphasis	52.0301	B.B.A.		Business and Economics	Accountancy		Regional	
BSU	Accounting Foundations	52.0301	Graduate Certificate		Business and Economics	Accountancy	Boise	Regional	Online | Traditional (face-to-face)
CEI	Accounting Paraprofessional	52.0301	AAS		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Applied Accounting Clerk	52.0301	ITC		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CEI	Applied Accounting Clerk Technical Certificate	52.0301	ITC		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Accountancy	52.0301	BBA		Business and Information Systems		Boise	Regional	Hybrid | Traditional (face-to-face)
ISU	Accountancy	52.0301	MACC		Business	Accounting and Information Systems	Idaho Falls | Pocatello	Regional	Traditional (face-to-face)
ISU	Accountancy: Taxation Emphasis	52.0301	MACC		Business	Accounting and Information Systems	Idaho Falls | Pocatello	Regional	Traditional (face-to-face)
ISU	Accounting	52.0301	BBA		Business	Accounting and Information Systems	Idaho Falls | Pocatello	Regional	Traditional (face-to-face)
LCSC	CyberAccounting	52.0301	MS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online
UI	Accountancy	52.0301	M.Acct.	Emphasis: 1) Taxation | 2) Audit and Fraud Examination	College of Business and Economics	Accounting and Management Information Systems	Moscow	Regional	Traditional (face-to-face)
UI	Accounting	52.0301	B.S.		College of Business and Economics	Accounting and Management Information Systems	Moscow	Regional	Traditional (face-to-face)
UI	Accounting	52.0301	Minor		College of Business and Economics	Accounting and Management Information Systems	Moscow	Regional	Traditional (face-to-face)
UI	Business Analytics	52.0301	Certificate-UG		College of Business and Economics	Accounting and Management Information Systems	Moscow	Regional	Traditional (face-to-face)
UI	Enterprise Systems Integration	52.0301	Certificate-UG		College of Business and Economics	Accounting and Management Information Systems	Boise | Coeur d'Alene | Idaho Falls | Moscow	Regional	Online | Traditional (face-to-face)
CEI	Bookkeeping	52.0302	BTC		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CSI	Applied Accounting/Bookkeeping	52.0302	AAS		Business and Information Systems		Twin Falls	Regional	Some portion online | Traditional (face-to-face)
CWI	Applied Accounting	52.0302	AAS		School of Communication and Information Technologies	Business		Regional	Hybrid | Traditional (face-to-face)
CWI	Applied Accounting	52.0302	ATC		School of Communication and Information Technologies	Business		Regional	Hybrid | Traditional (face-to-face)
CWI	Bookkeeping and Accounting	52.0302	AAS		School of Social Sciences and Public Affairs	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Bookkeeping and Accounting	52.0302	ATC		School of Social Sciences and Public Affairs	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Professional Bookkeeping	52.0302	BTC		School of Social Sciences and Public Affairs	Business	Boise	Regional	Online | Traditional (face-to-face)
ISU	Accounting Technology	52.0302	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
ISU	Accounting Technology	52.0302	ITC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Bookkeeping/Accounting	52.0302	AAS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bookkeeping/Accounting	52.0302	ATC		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bookkeeping/Accounting	52.0302	BTC		Professional Studies	Business and Computer Science	Lewiston	Regional	Online
NIC	Accounting Assistant	52.0302	AAS		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	ATC		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	ITC		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)

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LCSC	Accounting	52.0305	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
UI	Business Administration	52.0305	B.B.A.		College of Business and Economics	Business	Moscow	Regional	Online
CEI	Administrative Services	52.0401	AAS		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Office Specialist	52.0401	ITC		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Professional Development/Business Application	52.0401	BTC		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Specialist	52.0401	AAS		School of Social Sciences and Public Affairs	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	ATC		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	BTC		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	ITC		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	AAS		School of Communication and Information Technologies	Business		Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	ATC		School of Communication and Information Technologies	Business		Regional	Hybrid | Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CWI	Administrative Support Technology	52.0401	BTC		School of Communication and Information Technologies	Business		Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	ITC		School of Communication and Information Technologies	Business		Regional	Hybrid | Traditional (face-to-face)
ISU	Business Technology - Administrative Management	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Small Business Technology	52.0401	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
LCSC	Administrative Management	52.0401	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Administrative Assistant	52.0401	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
NIC	Administrative Office Management Technology	52.0401	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Administrative Office Management Technology	52.0401	BTC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Virtual Administrative Assistant	52.0401	ITC		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CWI	Business Technology	52.0407	BTC		School of Social Sciences and Public Affairs	Business	Boise	Regional	Online
CWI	Business Writing	52.0407	BTC		School of Social Sciences and Public Affairs	Business	Boise	Regional	Online
CWI	Office Management	52.0407	BTC		School of Social Sciences and Public Affairs	Business	Boise	Regional	Online
ISU	Business Technology	52.0407	BTC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Office Technology	52.0408	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Computer Applications and Office Technology	52.0408	BTC			Computer Applications & Office Technology		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
NIC	Office Specialist/Receptionist	52.0408	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Office Technology	52.0408	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Computer Applications	52.0499	BTC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
LCSC	Business and Communication	52.0501	BA		Professional Studies/Liberal Arts	Business/Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Business and Communication	52.0501	BS		Professional Studies/Liberal Arts	Business/Humanities	Lewiston	Regional	Online | Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Business Economics	52.0601	B.B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
UI	Business Economics	52.0601	B.S.	Options: 1) General | 2) Financial Economics | 3) PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Business Creation	52.0701	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
BSU	Entrepreneurship Management	52.0701	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Entrepreneurship Management	52.0701	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
CEI	Entrepreneurship	52.0701	AA		Business, Office, and Technology	Business Technologies		Regional	Traditional (face-to-face)
CEI	Entrepreneurship	52.0701	ITC		Business, Office, and Technology	Business Technologies		Regional	Traditional (face-to-face)
CSI	Business Management/Entrepren	52.0701	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Business Management/Entrepren	52.0701	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Entrepreneurship	52.0701	Certificate		Business	Marketing and Management	Pocatello	Regional	Some portion online | Traditional (face-to-face) | Web/video
LCSC	Entrepreneurship	52.0701	Undergraduate Certificate		Professional Studies	Business and Computer Science	Lewiston	Regional	Hybrid
NIC	Entrepreneurship	52.0701	Undergraduate Certificate		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Entrepreneurship	52.0799	Minor		College of Business and Economics	Business		Regional	
BSU	Finance	52.0801	B.B.A.		Business and Economics	Finance	Boise	Regional	Traditional (face-to-face)
BSU	Finance	52.0801	Minor		Business and Economics	Finance		Regional	Traditional (face-to-face)
ISU	Finance	52.0801	BBA		Business	Finance and Economics	Pocatello | Twin Falls	Regional	Traditional (face-to-face)
ISU	Finance (online)	52.0801	BBA		Business	Finance and Economics		Regional	Online | Web/video

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ISU	Financial Literacy	52.0801	Certificate		Business	Finance and Economics	Pocatello	Regional	Hybrid | Online | Some portion online
UI	Applied Finance	52.0801	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
UI	Finance	52.0801	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Trading and Capital Management	52.0810	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
ISU	Hospitality Management	52.0901	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid | Online
ISU	Hospitality Management	52.0901	ITC		Technology	Business and Support Services	Pocatello	Regional	Hybrid | Online
LCSC	Hospitality Management	52.0901	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Some portion online | Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BA			Accounting and Information Systems		Regional	Online | Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BS			Accounting and Information Systems		Regional	Online | Traditional (face-to-face)
NIC	Hospitality Management	52.0901	AAS		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Hospitality Management	52.0901	ATC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Hospitality Management	52.0901	ITC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Hospitality Management	52.0904	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Hospitality Management	52.0904	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
LCSC	Front Office Management	52.0904	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)

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LCSC	Rooms Division Management	52.0904	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Food & Beverage Management	52.0905	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Resort and Hospitality Management	52.0906	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
LCSC	Management with Human Resource Emphasis	52.1001	BA		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Management with Human Resource Emphasis	52.1001	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
UI	Business Management	52.1001	B.S.	Emphasis: 1) Management - 52.1001 | 2) Human Resources Management - 52.1001 | 3) Entrepreneurship and Small Business Management; 52.0201 | 3) PGA Golf Management - 52.1001	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Human Resource Development	52.1001	Certificate-GR		College of Education, Health and Human Sciences	Leadership and Counseling	Coeur d'Alene	Regional	Traditional (face-to-face)
BSU	Labor Studies	52.1004	Minor		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
ISU	Labor Economics	52.1004	Certificate		Business	Finance and Economics	Pocatello	Regional	Some portion online | Traditional (face-to-face) | Web/video
BSU	Organizational Development	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online

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BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
ISU	Human Resource Development	52.1005	Graduate Certificate		Education	Organizational Learning and Performance		Regional	Online
ISU	Human Resource Development	52.1005	MS		Education	Organizational Learning and Performance	Idaho Falls | Pocatello | Twin Falls	Regional	Hybrid
ISU	Human Resource Development (online)	52.1005	MS		Education	Organizational Learning and Performance		Regional	Online | Some portion online | Web/video
ISU	Human Resources	52.1005	Academic Certificate		Business	Marketing and Management	Pocatello	Regional	Online | Some portion online | Traditional (face-to-face) | Web/video
ISU	Organizational Leadership	52.1005	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Training and Development	52.1005	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Online
ISU	Workplace Training and Leadership	52.1005	BS		Education	Organizational Learning and Performance	Idaho Falls | Pocatello | Twin Falls	Regional	Online
BSU	Workplace Performance Improvement	52.1099	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
BSU	International Business	52.1101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	International Business	52.1101	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	International Business: Business Functional	52.1101	B.B.A. emphasis		Business and Economics	Management		Regional	
BSU	International Business: Politics, Economics, and History	52.1101	B.B.A. emphasis		Business and Economics	Management		Regional	

Idaho State Board of Education
Instructional Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	International Business: World Languages and Area Studies	52.1101	B.B.A. emphasis		Business and Economics	Management		Regional	
UI	Mangement Information Systems	52.1201	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Accounting and Management Information Systems	Moscow	Regional	Traditional (face-to-face)
LCSC	Name change sent via letter General Business	52.1301	BA			Accounting and Information Systems		Regional	Online | Traditional (face-to-face)
LCSC	Name change sent via letter General Business	52.1301	BS			Accounting and Information Systems		Regional	Online | Traditional (face-to-face)
CWI	Business Analytics	52.1302	Undergraduate Certificate		School of Social Sciences and Public Affairs	Business	Nampa	Regional	Online | Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Marketing	52.1401	B.B.A.		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Marketing	52.1401	Minor		Business and Economics	Marketing		Regional	Traditional (face-to-face)
BSU	Marketing Communications emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
CEI	Marketing and Management (Discontinued)	52.1401	ATC		Business, Office, and Technology			Regional	Traditional (face-to-face)
CWI	Digital Marketing	52.1401	BTC		School of Social Sciences and Public Affairs		Boise | Nampa	Regional	Online
CWI	Marketing Communications	52.1401	AAS		School of Social Sciences and Public Affairs		Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Marketing Communications	52.1401	ATC		School of Social Sciences and Public Affairs		Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Marketing Communications	52.1401	ITC		School of Social Sciences and Public Affairs		Nampa	Regional	Hybrid | Traditional (face-to-face)

Idaho State Board of Education
Instructional Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CWI	Marketing Management Technology	52.1401	AAS		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	ATC		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	ITC		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Boise	Regional	Hybrid | Traditional (face-to-face)
ISU	Marketing	52.1401	BBA		Business	Marketing and Management		Regional	Hybrid
ISU	Marketing (online)	52.1401	BBA		Business	Marketing and Management		Regional	Online | Web/video
ISU	Nutrition (MS): Marketing Emphasis	52.1401	MS Option		Health Sciences/Health Professions	Nutrition and Dietetics	Boise | Caldwell | Idaho Falls | Meridian | Nampa | Pocatello |	Regional	Hybrid
LCSC	Marketing	52.1401	AS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Marketing Management	52.1401	Undergraduate Certificate		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Marketing	52.1401	Undergraduate Certificate		Liberal Arts and Sciences	Physcial, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Marketing	52.1401	B.S.	Emphasis: 1) General Marketing | 2) Entrepreneurship | 3) PGA Golf Management | 4) Marketing Analytics | 5) Sales Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Marketing	52.1401	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)

Idaho State Board of Education
Instructional Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
UI	Marketing BSBUS	52.1401	B.S.Bus.		College of Business and Economics	Business	Moscow	Regional	Online | Traditional (face-to-face)
UI	Business Analytics	52.1402	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Marketing Analytics	52.1402	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
ISU	Social Media	52.1404	Certificate		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
BSU	Innovation and Design: Emerging Applications	52.1499	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online | Traditional (face-to-face)
UI	Promotions and Digital Marketing	52.1499	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
UI	Sales Management	52.1801	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
LCSC	Retailing	52.1803	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
ISU	Professional Sales	52.1804	Certificate		Business	Marketing and Management	Idaho Falls | Pocatello	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Sales Management	52.1804	Minor		College of Business and Economics	Business	Moscow	Regional	Online | Traditional (face-to-face)
BSU	Construction Management	52.2001	B.S.		Engineering	Construction Management	Boise	Regional	Traditional (face-to-face)
BSU	Construction Management	52.2001	Minor		Engineering	Construction Management		Regional	Traditional (face-to-face)
CSI	Construction Management	52.2001	AS		Engineering, Physical, and Computer Sciences	Engineering, Physical, and Computer Sciences	Twin Falls	Regional	Traditional (face-to-face)
NIC	Construction Management	52.2001	AS		Trades and Industry		Coeur d'Alene	Regional	Hybrid
NIC	Construction Management	52.2001	BTC		Trades and Industry	Trades and Industry	Coeur d'Alene	Regional	Hybrid
BSU	Environmental History	54.0101	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	Gender History	54.0101	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	General History with Geographic Focus	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)

Idaho State Board of Education
Instructional Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	History	54.0101	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	M.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	Minor		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	History of Faith and Ideology	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of Law, Justice, and Power	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of War, Conflict and Society	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
CSI	History	54.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	History	54.0101	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	History	54.0101	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	History (online)	54.0101	BA		Arts and Letters	History		Regional	Online | Web/video
ISU	History (online)	54.0101	MA		Arts and Letters	History		Regional	Online | Web/video
ISU	History (online)	54.0101	Minor		Arts and Letters	History		Regional	Online | Web/video
LCSC	History	54.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	History	54.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	History	54.0101	AA		Social and Behavioral Sciences Division	History	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	History	54.0101	B.A.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Online
UI	History	54.0101	B.S.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Online
UI	History	54.0101	M.A. Ph.D.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Traditional (face-to-face)
UI	History	54.0101	Minor		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Traditional (face-to-face)
ISU	History	54.0105	MA		Arts and Letters	History	Pocatello	Regional	Hybrid

Idaho State Board of Education
Instructional Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Dentistry, Advanced General	60.0199	Cert of Completion		Health Sciences/Health Professions	Dental Sciences	Meridian	Regional	Traditional (face-to-face)
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert		Health Sciences/Health Professions	Dental Sciences	Meridian | Pocatello	Regional	Traditional (face-to-face)
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.		Health Sciences/Health Professions	Dental Sciences	Meridian | Pocatello	Regional	Traditional (face-to-face)
ISU	Family Medicine Residency	61.0701	Cert of Completion		Health Sciences/Health Professions	Family Medicine Residency	Pocatello	Regional	Hybrid
BSU	Center for Research and Creative Activity	00.0000	N/A		Office of the President		Boise	Regional	Traditional (face-to-face)
BSU	College of Education (COED) Restructure	00.0000	N/A		Education		Boise	Regional	N/A
BSU	Department of Humanities and Cultural Studies	00.0000	N/A		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Edwin T Jaynes Center for Bayesian Methods and Maximum Entropy Foundation	00.0000	N/A					Regional	
BSU	Hazard and Climate Resiliency Institute (new unit)	00.0000	N/A		Arts and Sciences	Geosciences	Boise	Regional	
BSU	Institute for Advancing American Values	00.0000	N/A		Office of the President		Boise	Regional	Traditional (face-to-face)
BSU	Institute for Pervasive Cybersecurity (new administrative unit)	00.0000	A.A.		Engineering		Boise	Regional	
BSU	Institute for Pervasive Cybersecurity (new administrative unit)	00.0000	N/A		Engineering		Boise	Regional	
BSU	Institute of Microelectronics Education and Research	00.0000	N/A		Office of the Provost		Boise	Regional	N/A
BSU	Redfish Environmental Data Institute	00.0000	N/A		Arts and Sciences		Boise	Regional	
BSU	School for the Digital Future	00.0000	N/A		Arts and Sciences		Boise	Regional	N/A
BSU	School of Computing	00.0000	N/A		Engineering		Boise	Regional	Traditional (face-to-face)
BSU	School of the Environment	00.0000	N/A		Arts and Sciences		Boise	Regional	
CEI	Health Professions Department	00.0000	N/A		Health Sciences			Regional	
CSI	Nursing Department and Health Professions Department (split Health Sciences & Human Services)	00.0000	N/A		Health Science and Human Services		Twin Falls	Regional	
CWI	Department of Industrial Automation	00.0000	N/A		School of Industry, Engineering, and Trades			Regional	
CWI	Honors Program	00.0000	AA		School of Arts and Humanities	Visual and Performing Arts	Boise | Nampa	Regional	

Idaho State Board of Education
Instructional Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CWI	Instructional Unit: Modification - Agricultural Sciences; Physical Sciences	00.0000	N/A		School of Science, Technology, and Math	Physical and Agricultural Sciences		Regional	
CWI	Instructional Unit: Modification- Science, Technology, and Math	00.0000	N/A		Multiple			Regional	
ISU	Department of Clinical Psychopharmacology	00.0000	N/A		Health Sciences/Pharmacy		Meridian	Regional	Online | Some portion online | Traditional (face-to-face) | Web/video
ISU	Department of Informatics	00.0000	N/A		Business	Informatics	Pocatello	Regional	
ISU	Department of Informatics	00.0000	N/A		Business	Informatics	Pocatello	Regional	
ISU	Department of Physics	00.0000	N/A		Science and Engineering	Physics	Idaho Falls | Pocatello	Regional	
ISU	Instructional unit: Dept. of Human Performance and Sport Studies	00.0000	N/A		Education	Human Performance and Sports Studies		Regional	
ISU	Office of Health and Wellness and U. of Utah Psychiatry Residency	00.0000	N/A		Health Sciences/Health Professions		Meridian | Pocatello	Regional	
ISU	Split PT/OT into Dept. of Occupational Therapy and Dept. of Physical Therapy & Athletic Training	00.0000	N/A		Health	Physical and Occupational Therapy	Meridian | Pocatello	Regional	
LCSC	Division of Movement and Sports Science	00.0000	N/A		Liberal Arts and Sciences	Movement and Sports Sciences		Regional	
UI	Department of Clinical Medicine	00.0000	N/A		WWAMI			Regional	
UI	Department of Medical Education	00.0000	N/A		WWAMI			Regional	
UI	School of Health and Medical Professions	00.0000	N/A		College of Graduate Studies			Regional	

Three-Year Program Planning

State Board of Education Meeting
August 21, 2024

Idaho State Board of Education

Governance

Idaho Code § 33-113

- requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable.

Board Policy III.Z.

- sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns program responsibilities for assessing the educational and workforce needs around the state.

Idaho State Board of Education

Three-Year Planning

- Advise and Inform
  - First look and Notice of Proposed Programs
- Board Approval
  - Board approves the three-year plan annually
  - Does not represent approval of individual programs
  - Proposed programs require review and approval
  - Approval for institutions to proceed with proposal development

Idaho State Board of Education

Planning Session Highlights

Health Care Programs

University of Idaho – Region II
- Doctor of Psychology, Clinical Psychology
- Direct-entry Master of Nursing
- Doctor of Nurse Anesthesia Practice
- Master of Gerontology
- Doctor of Anatomical Sciences

Lewis-Clark State College – Region II
- Direct-entry Master of Nursing
- Master of Social Work
- Master of Science, Nursing Education (partnership with ISU)
- Master of Occupational Therapy (partnership with ISU)
- Master of Physical Therapy (partnership with ISU)
- Master of Physician Assistant Studies (partnership with ISU)

Idaho State University – Regions II, V, VI
- Doctor of Psychology, Clinical Psychology
- Doctor of Nurse Anesthesia Practice
- Master of Physician Assistant Studies (partnership with LCSC)

North Idaho College – Region I
- Bachelor of Nursing, Registered Nursing (researching)

College of Western Idaho – Region III
- Nursing – RN to BSN

Idaho State Board of Education

Planning Session Highlights

Applied Baccalaureate Degrees by Community Colleges

- CEI – Health Care Management, BAS, Fall 2026
- CSI – Teacher Education Apprenticeship, Fall 2024
- CWI – Elementary Education, BAS, Fall 2027
- CWI – Healthcare Administration, BAS, Fall 2027
- NIC – Diesel Technology, BAS, Fall 2027
- NIC – Registered Nursing, BSN (researching)

Idaho State Board of Education

Planning Session Highlights

Collaborations

- Boise State University and University of Idaho are exploring options to offer joint degrees in the following:
  - Criminal Justice and Law, M.A./J.D., Summer/Fall 2025
  - Environmental Management and Law, M.N.R./J.D., Summer/Fall 2025
  - Political Science and Law, M.A./J.D., Summer/Fall 2025
  - Public Administration and Law, M.P.A./J.D., Summer/Fall 2025
  - Public Administration and Law, Ph.D./J.D., Summer/Fall 2025
- Idaho State University and University of Idaho are also researching a collaborative option to offer a Master of Science in Health Policy & Law, 2027-2028.

Idaho State Board of Education

OVERVIEW OF PLAN

Interdisciplinary Programs	College of Arts & Sciences (COAS)	College of Business & Economics (COBE)	College of Education (COED)
BA Environmental Humanities, 2026 (COAS & SPS) BS Sport and Venue Security (online), 2025 (COED & COEN) MS Computational Science, and Engineering, 2026 (COAS & COEN) MS Data Science, 2025 (COAS & COEN) PhD Public Humanities, 2026 (COAS, CID, COHS & SPS) BA/BS Interdisciplinary Studies (hybrid), 2026 (COAS & CID)	BA Event Management (online), 2025 BA/BS Interdisciplinary Studies (hybrid), 2026 BS Applied Mathematics, 2025 -- (Discontinuation) BS Biomolecular Sciences, 2025 BS Forensic Science, 2025 BS Psychology (online), 2025 MA Sociology, 2026	BAS Business Management (online), 2025 BBA Accounting (online), 2026 BBA Marketing (online), 2026 MS Information Technology Management, 2026	BS eLearning Instructional Design for Educators (online), 2026 BS eSports (online), 2026 BS Outdoor Leadership in Education, 2025 Teacher Certification Career Technical Education (AgEd, Business, Computer Science, Engineering), 2025 MIT Career Technical Education (online), 2025 MS Higher Education and Student Affairs, 2025 MS Adult Education (online), 2025 MS Philanthropy (online), 2026

College of Engineering (COEN)	College of Innovation and Design (CID)	College of Health Sciences (COHS)	School of Public Service (SPS)
BA Software Development, 2025 BS Artificial Intelligence, 2025		BS Sport Management (online), 2027 BSW Social Work (online), 2025 MS Cardiac Function and Interventional Technology (online), 2026 MS Radiologic Sciences, 2026 PhD Health Sciences, 2026 PhD/DSW Social Work (online), 2027	BA Justice Studies (online), 2025 BA/BAS Public Management, Leadership, and Policy (online and traditional), 2025 MA-JD Criminal Justice and Law Joint Degree, 2025 MA-JD Environmental Management and Law Joint Degree, 2025 MA-JD Political Science and Law Joint Degree, 2025 MPA-JD Public Administration and Law Joint Degree, 2025 DPA, Doctor of Public Administration (online and traditional), 2026 Ph.D.-JD Public Administration and Law Joint Degree, 2025

NOTES:
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Programs intended to be online or hybrid are noted

2024 PLAN OVERVIEW

Health Professions	Education	Engineering	Business & Econ
Spanish for the Health Professions, AA (face to face AND online)	Teacher Ed Apprenticeship, 2024 (face-to-face AND online)	AAS/ITC/BTC Civil Engineering Technician, 2024 (face-to-face)	

Sciences	Agriculture	Other	Liberal Arts
AAS/ITC/BTC Chemical Technician, 2025 (face-to-face)		Specialization Certificate, Project Management, 2024 (online) Upper division courses to support 90/30 agreements (face-to-face AND online)	Communication AA, discontinuance Anthropology AA, discontinuance

CEI PLAN OVERVIEW

CTE (NON-HEALTHCARE)

- Certified Modern Banking, ITC (2026) *F2F, Moving Online*
- Infomatics, AAS (2025) *F2F, Moving Online*
- Agribusiness Tech, AAS or ITC (2026) *F2F*
- Mechatronics/Engineering Technology, AAS or ITC (2024) *F2F*
- Industrial Maintenance Tech, BTC (2026) *F2F*
- Battery Tech, BTC (2026) *F2F*
- Nuclear Tech, AAS (2026) *F2F*

GENERAL EDUCATION

- Computer Science Degree, AS (2026) *F2F*
- Education Degree, AA (2025) *F2F & Online*
- Engineering Degree, AE (2025) *F2F*

CTE (HEALTHCARE)

- Medical Lab Tech, AAS (2025), Consortium *F2F, Lab, Online*
- Lab Assistant *F2F, Lab, Online*
- Addiction Studies (2026) *F2F*
- Health Admin Services, AAS or ITC (2025) *Online*
- Health Physics, AAS (2026) *F2F*
- Paramedic, AAS or ITC (2026) *F2F & Online*
- Speech-Language Pathology, AAS (2026) *F2F & Online*
- Physical Therapy Tech, ITC (2026) *F2F & Online*
- Radiography, AAS (2026) *F2F & Online*
- Health Information Technology, AAS (2026) *F2F & Online*
- Medical Coding, BTC (2025) *F2F & Online*
- Medical Records Specialist, ITC (2026) *F2F & Online*
- Pharm Tech, AAS (2026) *F2F, Lab, Online*
- Ultrasound Tech, AAS (2026) *F2F & Online*

Dr. Lori D. Barber, President of College of Eastern Idaho

CWI OVERVIEW OF 3-YEAR PLAN

ARTS & HUMANITIES	HEALTH	INDUSTRY, ENGINEERING & TRADES
AAS Digital Photography (2025) online	BAS Healthcare Administration (2027) RN to BSN (2027) online	AAS Aviation Maintenance Technician (2026) in person
SCIENCE, TECHNOLOGY, & MATH		**SOCIAL SCIENCE & PUBLIC AFFAIRS**
AS Mining Technology (2025) in person AAS Game Design and E-Sport Management (2026) online, In person, hybrid		BAS Elementary Education (2027) online, in person

Idaho State University

Three-Year Plan Overview 2024

Arts & Letters	Business	Education	Science & Engineering
Doctorate of Psychology - 2027	Accounting Analytics Graduate Certificate - 2027 (in-person & online)	MSA Student Affairs - 2026 (in-person & online) MEd in Special Education (Interdisciplinary) - 2026 (online)	Artificial Intelligence Certificate (w/ UI) - 2026 (hybrid) Nuclear Materials Engineering Graduate Certificate (w/UI) - 2026 (hybrid) Robotics Certificate (w/UI) - 2026 (hybrid) PhD in Cybersecurity (w/UI) - 2026 (hybrid) BS in Data Science - 2026 (hybrid) Data Science Certificate - 2026 (hybrid)

Health	Pharmacy	Technology
Family Nurse Practitioner Graduate Certificate - 2026 (online) Radiographic Science Computed Tomography - 2026 (hybrid) Radiographic Science Magnetic Resonance Imaging Certificate - 2026 (hybrid) Radiographic Science Mammography Certificate - 2026 (hybrid) BS Dental Hygiene Expansion to Meridian - 2026 (in-person & online) Doctor of Nurse Anesthesia Practice - 2026 (in-person & online) Orthopedics/Sports Medicine Post-Graduate Residency - 2027 BS/MS Advanced Dental Hygiene Practice - 2027 (online w/in-person labs/clinical) PhD Health and Human Sciences - 2028 (online & in-person) DMSc Medical Science in Sports Medicine - 2028 (online & in-person) Masters in Health Policy and Law (w/UI) - 2028 (online) BS in Health Informatics - 2028 (online) MPAS Physicians Assistant Studies Expansion - 2028 Speech Language Pathology Assistant (Licensure Track) - 2026 (hybrid) Audiology Assistant Certificate - 2026 (hybrid) Health Informatics Graduate Certificate - 2026 (online) Grief & Loss Post-Graduate Certificate - 2027 Sports Counseling Graduate Certificate -2026 (hybrid)		Discontinuation: ATC Pharmacy Technology - 2026 ITC, AAS Semiconductor Manufacturing Technology - 2026 (hybrid) Paralegal Studies Specialized Certificate - 2026 (online) BAS Nuclear Operations Technology - 2026 (hybrid) Discontinuation: BTC Cloud Computing - 2026 Discontinuation: AAS Unmanned Aerial Systems - 2026 Industrial Controls Specialized Certificate - 2026 BAS Health Information Management (online) - 2028 (online) BTC, ITC, AAS Culinary Arts - 2028 (in-person) ITC, AAS Audio/Video Technician - 2028 (in-person) BTC, ITC, AAS Agricultural Production Technology and Management - 2028 (in-person) Skin Care Specialist Specialized Certificate - 2028 (in-person)

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ROAR

LC State: Overview of Plan: 24'-25'

Certificates	AAS proposals	Bachelors & Masters	Co-partnership w/ISU
Critical Care Nursing (online)	AAS Paramedic: FA 25 (f2f)	BS/BA: Medical Diagnostic Imaging: Ultrasound FA 25 (f2f)	MSN, Nursing Education FA 24 (online)
Peri-operative Nursing (online)	AAS Occupational Therapy Assistant: FA 25 (f2f)	MSN: Direct Entry (post bachelor pathway) FA 25 (f2f)	DPT, Physical Therapy FA 25 (f2f/online-hybrid)
Central/Surgical Processing Technician (online)	AAS Respiratory Therapy Assistant: FA 25 (f2f)	MAT: Teaching (post bachelor pathway) FA 25 (online)	MOT, Occupational Therapy FA 25 (f2f/online-hybrid)
	AAS Medical Lab Technician: FA 25 (f2f)		
	AAS Surgical Technology: FA 25 (f2f)		
	AAS Physical Therapy Assistant: FA 25 (f2f)		
	AAS Central/Surgical Processing Technician: FA 25 (f2f)		

OVERVIEW OF PLAN

Career & Technical Professional Programs	Communication & Fine Arts	Health Professions
ITC Mobile Food Truck Management, 2025 (hybrid)	AA Music Technology, 2025 (hybrid) AA Film Studies, 2025 (hybrid))	AS Medical Laboratory Technology, 2025 (hybrid) ITC Pharmacy Technology, 2025 (hybrid) Certificate Radiography Technology: CT, 2025 Certificate Radiography Technology, Mammography, 2025 (includes clinical rotations in mammography) AAS Dental Hygiene, Move to annual admission AAS Surgical First Assist, 2025 or 2026 (hybrid) AAS Respiratory Therapy, 2025 or 2026 (hybrid w/combo of online and apprenticeship clinical) AAS Certified Occupational Therapy Assistant (COTA), 2025 (hybrid w/combo of online, campus lab, and clinical) AAS Emergency Medical Services, 2025 (hybrid)
Natural Sciences	**Nursing**	**Trades & Industry**
AS Biological Sciences, 2025* (hybrid) AS Physical Sciences, 2025** (hybrid) *Combining Biology, Botany, Environmental Science, Forestry/Wildlife/Range Management, and Zoology. **Combining Astronomy, Chemistry, Geology, and Physics. ***Combining Pre-Microbiology/Medical Technology, Pre-Nutrition, Pre-Physical Therapy, and Pre-Veterinary Medicine into existing Pre-Medical Related Fields program.	BSN Registered Nursing, Continue Investigating (hybrid)	BTC Construction Management, 2024 NOTES: Red font: New or Updated Information Black font: Information from the previous year Programs intended to be online or hybrid are noted

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OVERVIEW OF PLAN

ITALICS = IN PROCESS RED = DATE CHANGE **BOLD** = NEW (N)= NWCCU APPROVED

Art & Architecture	Education, Health & Human Sciences	Agriculture & Life Sciences	Engineering	Business & Economics
	B.S. Ed. Elementary Teacher Education (adding online option/modality) 2024 (N) *M.A. School Counseling (online) **2026*** ***Ph.D. Kinesiology and Health (online) 2025***	*M.S. Apparel, Textiles and Design (F2F/online) **2025*** *Ph.D. Plant Pathology (F2F) **2025***	*M.S. Biomedical Engineering (F2F) **2025*** *Ph.D. Cybersecurity (F2F/online) **2025***	

Letters, Arts, & Social Sciences	Law	Natural Resources	Sciences	WWAMI
*B.F.A. Creative Writing (F2F) **2025*** *Ph.D. American Indian Studies (F2F) 2025* ***B.S. French (F2F/online) 2025*** ***B.S. International Studies (F2F/online) 2025*** ***B.S. Latin American Studies (F2F/online) 2025*** ***B.S. Modern Languages – Business (F2F/online) 2025*** ***B.S. Spanish (F2F/online) 2025***	*M.P.A.- J.D. Public Administration and Law Joint Degree Program with Boise State University (F2F) **2025*** *Ph.D. -J.D. Public Administration and Law - Joint Degree Program with Boise State University (F2F) **2025*** *M.A.- J.D. Political Science and Law Joint Degree Program with Boise State University (F2F) **2025*** *M.A.-J.D. Criminal Justice and Law Joint Degree Program with Boise State University (F2F) **2025*** *M.N.R. -J.D. Environmental Management and Law Joint Degree Program with Boise State University (F2F) **2025*** ***M.B.A. – J.D. Master of Business Administration and Law Joint Degree Program (JD – F2F/MBA – online) 2025***		*B.S. Bioinformatics ~~and Genomics~~ (F2F) 2024* *M.S. Bioinformatics and Computational Biology (online) **2026*** ***M.S. Earth and Spatial Sciences (online) 2026***	*D.A.S. Anatomical Sciences (F2F/online) **2025*** *M.S. Medical Science (F2F/online) **2025*** ***Psy.D Clinical Psychology (F2F) 2025*** ***M.S. Gerontology (online) 2025*** (N) ***M.S. Nursing – Direct Entry (Hybrid) 2025*** ***D.N.A.P. – Doctor of Nursing Anesthesia Practice-Direct Entry (F2F) 2026***

QUESTIONS?

SUBJECT

Addressing Idaho's Healthcare Workforce Shortage

REFERENCE

APPLICABLE STATUTE, RULE, OR POLICY

BACKGROUND/DISCUSSION

In late 2022, the leaders or their delegates from the Workforce Development Council, Department of Labor, Department of Professional Licensure, Department of Health and Human Services, the Office of the State Board of Education, and the Governor's Office began meeting together with representatives from Idaho's healthcare providers, healthcare associations, and higher education institutions to discuss the healthcare worker shortage in the state. The Blue Cross of Idaho Foundation for Health provided support for these meetings, including the provision of a professional facilitator. The group, informally known as the Idaho Healthcare Workforce Shortage Collaborative, established three work groups focused on the following key areas: Policy & Regulation, Attracting & Retaining Workers, and Education & Training.

Dr. TJ Bliss, Chief Academic Officer at the Office of the State Board of Education, has led the Education & Training work group, which consists of representatives from each of the eight public postsecondary institutions, the Idaho College of Osteopathic Medicine, and Idaho Business for Education. This work group worked collectively to develop three key strategic goals:

1. Revise and promote the Healthcare Collaborative Line-Item Request that was developed by the higher education institutions in 2022 but which was not ultimately included in the Governor's budget for the 2023 Legislative session.

2. Establish a Statewide Healthcare Education Committee.

3. Develop longer-term strategic recommendations to address the challenges related to educating and training Idaho's future healthcare workforce.

The work group has met regularly and has accomplished each of these goals to varying degrees. While the Healthcare Collaborative Line-Item Request was not included in the Governor's budget recommendation for the 2024 legislative session, the work group updated the request to reflect current needs and account for various individual allocations to the institutions in 2023. The document exists as a clear statement of the capacity needs at the universities and community colleges related to healthcare workforce training.

The work group determined that it effectively constitutes a robust Statewide Healthcare Education Committee but is mindful that other stakeholder groups may need to be added to ensure better statewide representation.

Finally, the work group had a desire to conduct a systems assessment and determine most effective models for addressing healthcare worker shortage. The Blue Cross of Idaho Foundation supported this effort and hired a consulting firm to conduct research and provide recommendations on the most promising approaches to addressing the challenges related to educating and training Idaho's future healthcare workforce. The consultants interviewed each member of the work group and several other healthcare stakeholders in Idaho and researched approaches to addressing these challenges in other states. They identified 10 potential strategies, and then narrowed these down based on current activities in Idaho, cost to implement (in terms of time and effort), and potential for impact.

This led to the selection of two primary models aimed at optimizing the healthcare education pipeline in Idaho: **Clinical Site/Preceptor Flexibility** and **Apprenticeship Models**. Clinical site/preceptor flexibility is intended for near-term implementation to quickly address the current bottleneck of clinical placements for healthcare degrees and affects the output of trained healthcare professionals. In contract, apprenticeship models are designed for long-term implementation, focusing on increasing the input of students entering the healthcare education pipeline through partnerships between education and healthcare industry. This multi-pronged strategic approach ensures both immediate and future enhancements to the healthcare workforce development in Idaho.

The consultants and the work group finalized a written report that describes the research methodology, the approaches analyzed, and recommendations for implementing the two preferred solutions. This report, titled: "Prescription for Partnership: Addressing Idaho's Healthcare Worker Shortage through Education and Training Innovations," is attached as Attachment 2. The Idaho Healthcare Workforce Shortage Collaborative met in late July 2024 to discuss a communication plan for disseminating and using the report to raise awareness about the strategic recommendations ahead of and into the next legislative session. The Collaborative also discussed how the other work groups (Policy & Regulation and Attracting & Retaining Workers) might leverage the report in their efforts and how they might help address some of the key challenges in implementing the recommendations.

IMPACT

The efforts of the Idaho Healthcare Workforce Shortage Collaborative and its work groups, including and especially the development of the new report, could help raise awareness of the seriousness of the shortage Idaho is facing. The recommendations in the report, if acted on, could have positive near-term and long-term impacts on addressing this critical shortage.

ATTACHMENTS

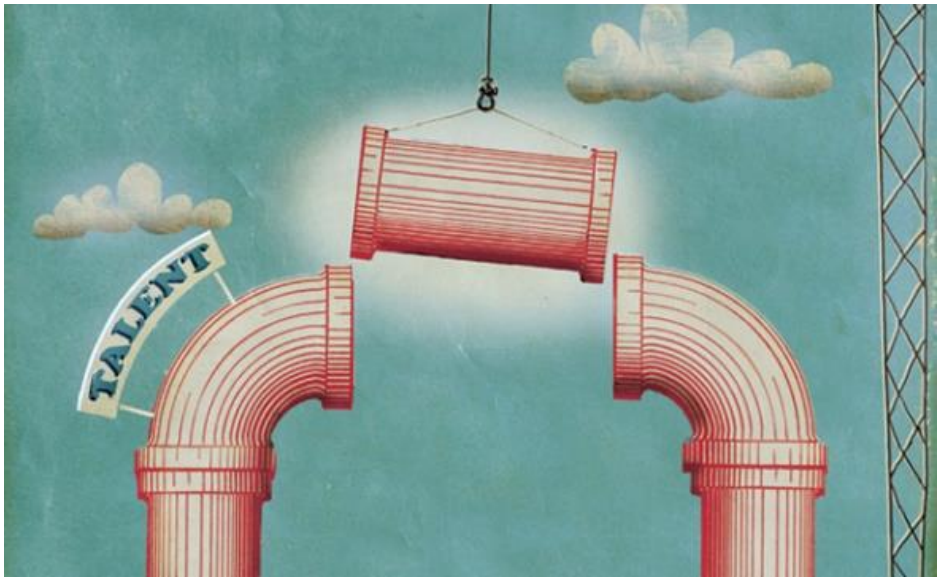
Attachment 1 – Addressing Idaho's Healthcare Workforce Shortage Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff have participated in the Healthcare Workforce Shortage Collaborative since its inception at the direction of the Executive Director.

BOARD ACTION

This item is for informational purposes.



Prescription for Partnership: Addressing Idaho's Healthcare Worker Shortage through Education and Training Innovations

A report by the Training and Education Work Group of the

Idaho Healthcare Workforce Collaborative

June 2024

With support from the Blue Cross of Idaho Foundation for Health

Prescription for Partnership: Addressing Idaho's Healthcare Worker Shortage through Education and Training Innovations

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INTRODUCTION & CALL TO ACTION

Idaho, like the rest of the nation, is facing an unambiguous shortage of healthcare workers, particularly in crucial areas such as nursing, behavioral health, and primary care. Factors such as high relocation rates among healthcare professionals, an aging workforce, and the resulting burnout further contribute to this challenge at the state level. To address these issues, government, education, and healthcare stakeholders from across Idaho, with support from the Blue Cross of Idaho Foundation for Health, have created a healthcare worker shortage advisory group to identify potential solutions. The advisory group is organized into three key workgroups: Public Policy, Attract and Retain, and Education and Training. This research report from the Education and Training workgroup (see Appendix A for member details) focuses on solutions to the healthcare worker shortage that can be implemented specifically within the healthcare education and training pipeline. In particular, the healthcare education and training pipeline faces challenges related to capacity constraints that inhibit more students from getting the requisite clinical experience to earn their degree.

This report examines the current state of the healthcare worker shortage in Idaho. It details the requirements and impact of two specific solution sets to this pipeline challenge that can be implemented or expanded statewide and have the greatest impact of all identified solutions**: 1) clinical site/preceptor flexibility** and **2) apprenticeship models**. These two solution sets are designed to address the capacity challenges within the education and training pipeline affecting both the input of prospective students and the output of qualified healthcare workers to strengthen the healthcare workforce and improve the quality of healthcare provided to Idaho's residents.

Clinical site/preceptor flexibility is a set of solutions that can be implemented by higher education institutions and clinical sites to increase capacity for clinical training. Though often a required element of healthcare education, clinical training is limited by the availability of qualified clinical supervisors (a.k.a. preceptors) and locations. Flexibility regarding who can serve as preceptors and when/where training can occur (e.g., Dedicated Education Units, variations of which are detailed in this report) requires minimal upfront investment and can significantly mitigate the impact of this bottleneck on the number of graduates of healthcare programs.

Apprenticeship models are longer-term solutions that require more financial investment and coordination between institutions and healthcare providers to implement across Idaho. Apprenticeship models such as work-study (students simultaneously work at a healthcare employer and study to advance in their roles) and fund-return (healthcare employers provide scholarships to students in return for employment agreements) create flexible, funded pathways into high-demand healthcare careers through employer partnerships with higher education institutions that can be established for a variety of clinical roles and levels.

Both sets of solutions require investment and coordination from higher education institutions (and, therefore, government) and healthcare providers. Systematic, ongoing partnerships between education and industry are needed to support state-wide implementation or expansion in both solution sets and are crucial for success. Therefore, this report will discuss the context and process through which these solution sets were chosen and suggested methods of operationalizing each solution set. Together, clinical site/preceptor flexibility in the near term and apprenticeship models in the long term can significantly and positively impact the number and quality of available healthcare workers in Idaho and, ultimately, the healthcare needs of its residents.

CONTEXT: IDAHO'S HEALTHCARE WORKER SHORTAGE



The healthcare workforce in Idaho is confronting a pronounced and worsening shortage, particularly in nursing, behavioral health, and primary care. This pressing issue is starkly illustrated by Idaho's ranking as 43rd in the nation for number of employed registered nurses per thousand population at 7.83, significantly below the national average of 11.7. In behavioral health, the state holds the lowest number of psychiatrists per 100,000 residents, approximately 6.1 compared to the U.S. average of 16.6. Additionally, every county in Idaho has a behavioral health provider shortage[1]. In primary care, the shortage extends to physicians with Idaho ranking last and having the lowest number of physicians per 10,000 residents at around 19.0 compared to the national average of 28.2[2].

Compounding the workforce shortage are several state-specific factors that inhibit the growth and stability of the healthcare sector: relocation and provider age. First, high relocation rates among healthcare professionals pose a significant challenge. Twenty-five percent of practicing registered nurses in Idaho expect to move out of Idaho within the next decade, a statistic that is even higher among younger nurses. Second, the state's healthcare practitioners are aging and retiring. The average age of physicians and psychiatrists, for example, is 52 and 53 years old, respectively. Additionally, one-third of Idaho's nurses are expected to retire within the next few years, threatening to exacerbate the existing shortages. In fact, the number of licensed registered nurses was lower in 2020 than in 2018, contributing to a significant nursing vacancy of approximately 2,000 positions[3]. These two factors contribute further to the acute healthcare workforce shortage in Idaho, which creates a cyclical set of challenges affecting Idaho's healthcare education and training pipeline.

THE STATE'S EDUCATION TO TRAINING HEALTHCARE PIPELINE

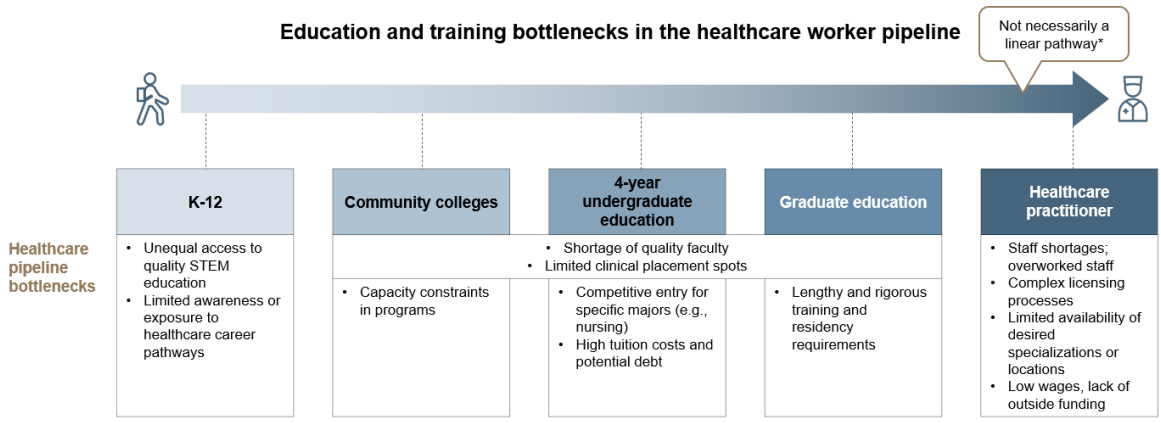


[1] Idaho Behavioral Health Alliance 2022 Report
[2] U.S. Bureau of Labor Statistics
[3] Idaho Department of Labor

A key area in which to focus efforts to maintain and expand the Idaho healthcare workforce is the primary source of workers: Idaho's healthcare education and training pipeline. The pipeline encompasses a comprehensive range of education opportunities designed to introduce and advance individuals in healthcare professions from primary education through to professional practice. Opportunities begin as early as the K-12 level with STEM courses and dual enrollment in health professions programs; students can also obtain specialized certificates in various, entry-level healthcare fields. Degree programs in healthcare are available at every level from associate and bachelor's degrees through master's and doctorates, and with the addition of hands-on training and optional research opportunities, these ensure thorough preparation for clinical practice.

Nationally, the path through this educational pipeline is fraught with barriers that hinder the effective training and retention of healthcare professionals (see Figure 1).

Figure 1:



At the earliest levels, there is unequal access to quality STEM education and a general lack of awareness about the multitude of healthcare career options nationwide, which limits early engagement[4]. Community colleges and undergraduate programs frequently face capacity constraints and experience a chronic shortage of quality faculty, which, combined with limited clinical placement spots[5], severely restricts the number of students who can progress through healthcare training programs. Furthermore, competitive entry requirements for specific majors such as nursing coupled with the high cost of tuition and potential debt, pose additional financial and logistical barriers[6]. At the graduate and professional levels, the challenges persist with shortages of faculty and clinical spots continuing to impede the training of specialized healthcare workers. Additionally, learners already in the healthcare profession

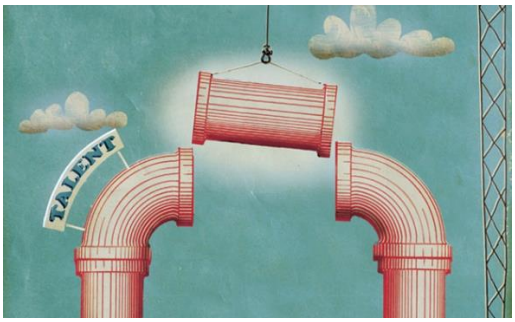
[4] National Science Foundation. (2020). STEM education for the future: 2020 visioning report. https://www.nsf.gov/edu/Materials/STEM%20Education%20for%20the%20Future%20-%202020%20Visioning%20Report.pdf

[5] Washington Center for Nursing. (n.d.). A break in the workforce pipeline: Nursing program capacity challenges. Retrieved from https://www.wcnursing.org/a-break-in-the-workforce-pipeline-nursing-program-capacity-challenges%EF%BF%BC/

[6] Shields, R. K., Suneja, M., Shields, B. E., Tofte, J. N., & Dudley-Javoroski, S. (2023). Healthcare educational debt in the United States: unequal economic impact within interprofessional team members. BMC medical education, 23(1), 666. https://doi.org/10.1186/s12909-023-04634-1

face issues such as complex licensing processes[7], low wages, and limited opportunities for upskilling or reskilling in desired specializations, further inhibiting opportunities for aspiring healthcare practitioners. These national barriers, existing at various intensities within Idaho as well, necessitate targeted interventions to ensure a steady flow of competent healthcare professionals into the workforce.

FACTORS THAT AFFECT THE EDUCATION-TO-TRAINING HEALTHCARE PIPELINE



"Our number one issue is capacity. It's about the capacity of faculty to deliver quality education, and the capacity of clinical providers to deliver quality training. It all comes down to your people."

– University Dean

Through in-depth conversations with leadership at higher education institutions and healthcare providers (see Appendix A for information on interviewees), we have identified the top barriers within Idaho's healthcare worker training pipeline that affect the input of prospective students and the output of qualified healthcare workers. It is important to note that all institutions/healthcare providers do not face all these barriers, nor do they face them to the same degree of severity. However, most of these are challenging for most of the institutions and providers we spoke with to some significant extent.

Here are the top barriers affecting the input of prospective students *into* the healthcare education and training pipeline:

1. *Awareness and interest:* Limited student awareness of and interest in available healthcare career paths, programs, and how to enroll limits their intent and ability to enroll.
2. *Affordability:* Students either cannot afford to enroll in programs or believe these programs do not have a clear return on investment given their cost.
3. *Role transition support:* Those already working in healthcare roles are not given financial and logistical support to transition into more advanced roles through appropriate training/degree programs.

Here are the top barriers affecting the output of qualified healthcare workers *from* the healthcare education and training pipeline:

4. *Faculty and preceptors:* Insufficient faculty and/or preceptors (qualified clinical supervisors) lacking resources to take on duties to oversee clinical rotations needed to obtain a degree.

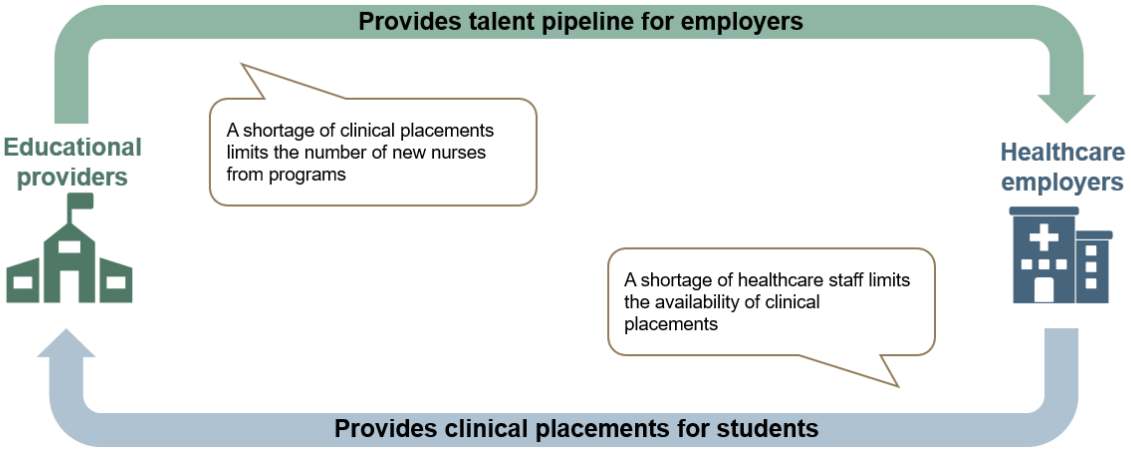
[7] OpenLoop. (n.d.). Licensing 101. Retrieved from https://openloophealth.com/blog/licensing-101

5. *Clinical training spots:* Insufficient number healthcare employers partnering with academic institutions to offer clinical placements and/or placements are not in geographically desirable areas.
6. *Program flexibility:* Institutions lack the infrastructure to offer programs in flexible ways to meet learner needs.

Addressing these multifaceted challenges is essential for enhancing the pipeline, yet this effort is complicated by a 'chicken-and-egg' problem inherent within the system (see Figure 2).

Figure 2:

Cyclical relationship between education providers and employers



The shortage of faculty, preceptors, and clinical sites leads to limited clinical training spots, which restricts the number of students who can be admitted and trained. Lower enrollment in healthcare programs then exacerbates the lack of qualified healthcare professionals ready to enter the workforce, creating a cycle that continually impedes the growth and effectiveness of the healthcare training pipeline. In addition, the shortage adds pressure to the schedules and responsibilities of existing healthcare workers, exacerbating the effects of burnout and further reducing the workforce. Thus, resolving these interconnected issues is crucial for stabilizing and expanding the capacity of healthcare education and training in Idaho.

EFFECTIVE SOLUTIONS TO IMPROVE PIPELINE ISSUES



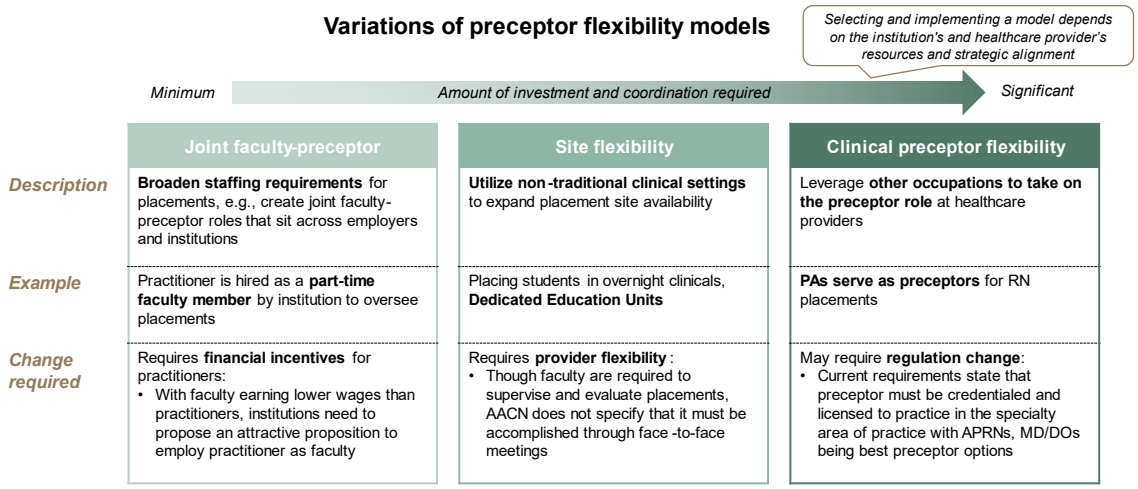
"Partnerships are the key to solving this, and we realized we can't sit here and complain if we're not willing to train the future. We wanted to be part of the solution and participate in a way that will help increase the labor supply, which helps everyone." – CEO of large Idaho hospital system

To address the challenges in Idaho's healthcare education and training pipeline, ten potential solutions were examined involving cross-institution partnerships, employer partnerships, and standalone approaches (see Appendix C for comprehensive list of solutions). These strategies encompassed diverse models such as faculty/course sharing, developing a talent pipeline from secondary schools, and utilizing simulation labs. A joint evaluation with Idaho-based healthcare and higher education experts of each solution's potential for impact and feasibility was conducted to select the solutions with the greatest potential for state-wide impact.

This led to the selection of two primary models aimed at optimizing the healthcare education pipeline: **clinical site/preceptor flexibility** and **apprenticeship models**. Clinical site/preceptor flexibility is intended for near-term implementation to quickly address the current limitations affecting the output of trained healthcare professionals. In contrast, apprenticeship models are designed for long-term implementation, focusing on increasing the input of students entering the healthcare education pipeline. This multi-pronged strategic approach ensures both immediate and future enhancements to the healthcare workforce development in Idaho.

First, the pivotal near-term recommendation focuses on **enhancing clinical site and preceptor flexibility**. This approach seeks to address critical bottlenecks such as faculty and preceptor (qualified clinical supervisor) shortages, limited clinical training spots, and rigid program structures. By expanding the criteria for who can serve as preceptors and when/where clinical training can occur, this solution significantly increases the capacity for training healthcare professionals. Variations of this strategy might include creating joint faculty-preceptor positions, offering greater flexibility in clinical site locations and times, and broadening the range of professionals who can qualify as clinical preceptors (see Figure 3).

Figure 3:



The implementation of these changes requires low upfront financial investment, but to be effective across the state, requires increasing coordination and partnerships between educational institutions and healthcare providers. Additionally, the availability of state funds through initiatives like Preceptor Incentive grants[8] can further incentivize participation and facilitate quick, statewide adoption.

The benefits of clinical site/preceptor flexibility for educational institutions include an expansion in the faculty available for clinical placements, a reduction in faculty workload, and an increase in the number of placement sites. Healthcare providers benefit from an expanded pool of preceptors available for clinical placements, enhanced quality and preparedness of workers, and a direct recruitment pipeline that helps fill job vacancies more efficiently and effectively.

Second, **apprenticeship models** present a robust and long-term solution to the enduring challenges of preserving the healthcare education and training pipeline. These models create flexible, funded pathways into high-demand healthcare careers through employer partnerships, effectively adding new career entry points. They are designed to address the lack of interest among potential students and insufficient support for role transitions. For example, current hospital employees interested in upskilling could take advantage of educational opportunities at partner institutions that flex around their work schedules and allow them to become eligible for advanced roles at the hospital (e.g., CNA to RN) or entirely new roles and career paths altogether (e.g., phlebotomist to RN). This is one variation on the apprenticeship model, known as a work-study arrangement; other variations on this solution might include fund-return guarantees, and comprehensive employee upskilling programs (see Figure 4).

Figure 4:

Variations of apprenticeship models

Minimum — *Amount of coordination required* — *Significant*

	Fund-return	Work-study	Employee upskilling
Description	Student **receives funding** for program in exchange for **guaranteed employment** after program completion	Employers train students to **work in entry-level role while studying** for more advanced degree; student receives funding and job guarantee, and institution receives clinical placement	Current healthcare **employee returns to school** part or full-time to advance within their occupation
Example	Institution connects MSW student with future employer who provides tuition assistance in exchange for employment for set number of years	Student is trained to work as phlebotomist while studying as RN; hospital funds BSN and provides clinical placement; may include employment requirement after graduation	RN at hospital attends NP program at partner institution while working part-time as RN; hospital provides clinical placement for NP program
Change required	**Coordinated funding** guarantees and agreements between students and employers regarding employment	Requires **established entry-level training** pathways and programs in employer settings (e.g., phlebotomy, medical assistance, nursing aide etc.)	Requires established partnership **agreements** between institutions and employers that may include blanket tuition discounting, **flexible scheduling**, employee referrals, and guaranteed clinical placements

[8] The Idaho Workforce Development Council, in partnership with the Blue Cross of Idaho Foundation for Health Inc., piloted an effort that made funds available to offset the extraordinary costs of utilizing a preceptorship training program. A maximum reimbursement of $1,000 per preceptor learning experience per student is available to eligible clinical supervisors who apply at https://wdc.idaho.gov/grants/.

Establishing these apprenticeships necessitates a deeper level of coordination and partnership between educational institutions and healthcare providers, alongside the management of funding solutions. Although more complex and requiring greater investment, these models promise substantial improvements in the training and availability of healthcare workers. The state has shown support by allocating funds for the startup costs of initial apprenticeship programs, demonstrating a commitment to these long-term educational enhancements.

For institutions, the apprenticeship solution set significantly expands the enrollment pipeline by reducing cost barriers and enhancing job security, making healthcare careers more accessible and appealing. It also incentivizes employers to provide more clinical placements. Healthcare providers benefit from a guaranteed talent pipeline, which is crucial for planning and sustainability. Additionally, the models support the upskilling and retention of existing employees, thereby improving staff morale, and reducing recruitment and training costs.

OPERATIONALIZING EDUCATION AND TRAINING SOLUTIONS ACROSS IDAHO



Implementing each solution set will require an understanding of the commitments required by institutions and healthcare provider partners, coordination efforts, and operational costs, which are detailed below. Though both clinical site/preceptor flexibility and apprenticeship models can be implemented in multiple disciplines and most healthcare programs, the following operational details and suggestions can be understood through the lens of early career nursing programs such as certified nursing assistant (CNA) diplomas, associate degrees in nursing (ASN), and bachelor's degrees in nursing (BSN) but not *only* nursing.

Clinical site/preceptor flexibility: Commitments required

Clinical site/preceptor flexibility in Idaho's healthcare education system offers targeted solutions to address specific operational needs. Three variations are described here — joint faculty-preceptor roles, site flexibility, and clinical preceptor flexibility — and each requires unique commitments from educational institutions and healthcare providers to ensure successful implementation.

Joint Faculty-Preceptor

Institutions' Commitments:

- Offer attractive financial incentives to employ practitioners as part-time faculty (which generally pays less than clinical settings), leveraging funding mechanisms such as Idaho state Preceptor Incentive grants[9].
- Provide orientation and training to ensure practitioner-faculty members are effective in their clinical and educational roles.
- Forecast graduate output to align with the number of joint faculty-preceptors needed, ensuring a balance between demand and supply.

Healthcare Providers' Commitments:

- Facilitate priority advance scheduling to allow practitioner-faculty members consistent days off for their teaching responsibilities.
- Support dual roles by integrating these responsibilities into the practitioners' overall job descriptions and performance evaluations.

Site Flexibility

Institutions' Commitments:

- Support the development and utilization of non-traditional clinical sites and times by providing necessary resources and infrastructure to uphold educational standards.
- Collaborate closely with clinical instructors to adapt supervision methods, potentially incorporating remote supervisory techniques where appropriate.

Healthcare Providers' Commitments:

- Adjust clinical placement requirements to incorporate non-traditional sites and times, such as Dedicated Education Units, ensuring they meet educational standards and provide meaningful learning experiences.
- Extend operational support to facilitate student placements in these alternative sites, ensuring logistical arrangements are managed efficiently.

Clinical Preceptor Flexibility

Institutions' Commitments:

- Advocate for and support regulation changes that allow a broader range of healthcare professionals to qualify as preceptors, which may include engaging with regulatory bodies and participating in lobbying efforts.
- Provide instructional support for non-traditional preceptors to ensure they are equipped to deliver a high standard of clinical supervision.

Healthcare Providers' Commitments:

- Encourage and support employees from various professional backgrounds to take on preceptor roles, which includes providing training and possibly compensatory adjustments.

[9] The Idaho Workforce Development Council, in partnership with the Blue Cross of Idaho Foundation for Health Inc., piloted an effort that made funds available to offset the extraordinary costs of utilizing a preceptorship training program. A maximum reimbursement of $1,000 per preceptor learning experience per student is available to eligible clinical supervisors who apply at https://wdc.idaho.gov/grants/.

- Actively participate in lobbying efforts and regulatory change processes by providing data, support, and testimonials that highlight the benefits of expanded preceptor eligibility.

Clinical site/preceptor flexibility: Coordination efforts

Coordination efforts between educational institutions and healthcare providers are crucial to the success of clinical site/preceptor flexibility initiatives. For the joint faculty-preceptor roles, site flexibility, and clinical preceptor flexibility to be effective, a partnership coordinator role may be established either within the institutions or healthcare providers, or jointly. This coordinator would oversee the onboarding of alternative clinical sites, manage the recruitment of joint faculty-preceptor roles, and support non-traditional preceptors in their new roles. Such coordination is vital for synchronizing the educational and operational needs with the logistical capabilities of healthcare providers.

Additionally, regular communication and planning sessions between educational institutions and healthcare providers are needed to ensure that graduate forecasts align with the availability of clinical placements, thus preventing bottlenecks and maximizing the efficiency of training processes. A high-level timeline for these coordination efforts typically spans 6 to 12 months from initial planning to full implementation, allowing time for setting up systems, training personnel, and establishing partnerships.

Clinical site/preceptor flexibility: Operational costs

Operational costs associated with these coordination efforts include professional hourly rates for preceptors/faculty, an optional coordinator role to facilitate relationships between providers and institutions, and potentially higher costs for setting up and supporting non-traditional clinical sites. State funding, such as the Preceptor Incentive Grants, plays a critical role in offsetting some of these expenses, particularly in incentivizing practitioners to take on faculty roles. Incremental costs might also arise from additional support required, such as providing instructional support via telephone or online tools for students and preceptors at remote or non-traditional sites.

Case study: Dedicated Education Units at St. Luke's/Boise State, Clinical site/preceptor Flexibility

Dedicated Education Units (DEUs) are one type of clinical site/preceptor flexibility solution that involves greater coordination efforts and costs but has been shown to be an effective model. DEUs are best set up between higher education programs and large hospital systems and are often facilitated by a clinical instructor from that institution. They also involve healthcare workers serving as consistent preceptors in a single section of a hospital setting throughout a group of students' clinical rotation. Though the clinical instructor is available on site, the preceptors provide majority of the hands-on training. The costs of DEUs go beyond the financial, adding to the responsibilities of existing healthcare workers who are often already overburdened. However, despite these costs, DEUs have demonstrated superior effectiveness in clinical education outcomes compared to traditional preceptor models. By using clinical staff members, such as experienced nurses, to serve as preceptors, it addresses challenges of preceptor shortages. Additionally, by turning hospital units into extended classrooms, DEUs can accommodate more students than traditional clinical rotations. Often, DEUs take advantage of night and weekend shifts that expand the number of students who can complete clinical requisites. These benefits have led to a higher student satisfaction rate with their clinical experience and lower coordination and training workload for hospital staff. Most importantly, DEUs increase clinical placement capacity, thereby increasing the

number of qualified graduates who can then join the healthcare workforce and mitigate that key pipeline bottleneck, becoming a worthwhile investment in the long-term enhancement of healthcare training[10].

One example of this in Idaho is the DEUs set up by St. Luke's hospital system in partnership with Boise State University, which make the clinical placement experience more manageable and effective for students and instructors. St. Luke's takes on the placement of nursing students in their DEUs, and provides staff nurses as clinical instructors, while Boise State provides faculty to oversee rotations and support application of theory to clinical practice. St. Luke's also provides the incentives for staff nurses and a coordinator to manage the institutional relationship, and Boise State provides teacher training and financial incentives for the faculty who support the coordinators and students. Students are split into two shifts (less than 12 hours each) of five students, increasing student self-efficacy and keeping facilitation manageable for faculty and staff.

Apprenticeship models: Commitments required

Apprenticeship models in Idaho's healthcare education system offer a structured pathway to cultivate healthcare professionals through practical, workplace-integrated learning. This model adapts to the various stages of a student's educational and career journey, featuring three primary variations: work-study, fund-return, and employee upskilling. Each approach is designed to integrate students more seamlessly into the healthcare workforce by aligning their educational achievements with real-world work experiences.

Work-Study
Institutions' Commitments:

- Collaborate with employers to provide initial training in entry-level fields such as phlebotomy, medical assistance, and nursing aide prior to main program enrollment.
- Establish entry-level training pathways that include clinical placements within employer settings.

Healthcare Providers' Commitments:

- Train students in specific entry-level roles while they study for a more advanced degree, providing tuition assistance and guaranteed clinical placements.
- Offer guaranteed employment upon graduation, ensuring a seamless transition from education to employment.

Fund-Return
Institutions' Commitments:

- Connect students in the enrollment pipeline with partnering employers who offer post-graduation employment.
- Facilitate funding guarantees and agreements between students and employers, ensuring clear expectations of employment and tuition assistance.

[10] Bittner, N.P., Campbell, E. and Gunning, T. (2020) 'Impact of a dedicated education unit experience on Critical Thinking Development in nursing students', Nurse Educator, 46(6), pp. 386–388.

Healthcare Providers' Commitments:

- Provide tuition assistance and clinical placements for students, aligning educational outcomes with guaranteed employment opportunities post-graduation.
- Establish coordinated funding agreements that assure students of employment after completing their education.

Employee Upskilling

Institutions' Commitments:

- Act as the preferred education partner for employers, creating customized upskilling programs to meet specific employer needs.
- Offer tuition discounts for employees of partner organizations, enhancing accessibility and incentive for career advancement.

Healthcare Providers' Commitments:

- Refer employees seeking to advance within their occupation to the institutional partner.
- Offer scheduling flexibility to allow employees to find time for program completion.
- Offer tuition assistance and ensure the availability of clinical placements for employees engaged in upskilling programs.

Apprenticeship models: Coordination efforts

Effective coordination of apprenticeship models within Idaho's healthcare education system is foundational for aligning and standardizing the commitments of educational institutions and healthcare providers. A partnership coordinator is critical in this framework, tasked with facilitating the relationship between students, educational bodies, and healthcare employers. This coordinator ensures the proper functioning of the two-way referral pipeline, which supports students' transitions from academic environments to employment settings. Furthermore, they are responsible for overseeing the creation and maintenance of standardized funding agreements, which are essential for the sustainability of tuition assistance and employment commitments. Additionally, the coordinator oversees the implementation of tuition discounting and clinical placement guarantees, which are integral to the success of the apprenticeship models. The setup and ongoing adjustment of these elements typically require a timeline of 12 to 18 months to fully integrate into existing systems and practices.

Apprenticeship models: Operational costs

The operational and implementation costs associated with the apprenticeship models include several key financial commitments necessary for their success. The cost of the partnership coordinator, a full-time equivalent (FTE) position, represents a sizable portion of the initial outlay. This is complemented by upfront investments needed to establish joint ventures (e.g., a third-party non-profit) between educational institutions and healthcare providers, which are crucial for the seamless integration of the apprenticeship pathways. Ongoing expenses include program marketing costs, which are vital for attracting a continuous influx of participants into these programs. Additionally, scholarship funding forms a substantial part of the financial structure, initially supported by philanthropic or government

funders (e.g., Idaho LAUNCH funding[11]), and later transitioned to employer funding to ensure long-term viability.

For healthcare providers, the implementation costs are multifaceted: they not only cover scholarship funding to support student tuition but include marketing expenses to promote the programs and the necessary upfront investment to develop and maintain the joint ventures. These costs are critical to fostering a robust educational and employment infrastructure that supports the growth and development of Idaho's healthcare workforce.

Case study: Idaho Healthcare Institute, Apprenticeship models

The Idaho Healthcare Institute (IHI) creates apprenticeship programs that fund students to enter and advance within high-demand occupations through work-study opportunities. This non-profit intermediary is the result of a partnership between the College of Eastern Idaho and two healthcare providers, Idaho Falls Community Hospital and Mountain View Hospital. The IHI, established and funded initially by the healthcare providers, markets programs to potential students, coordinates work-study apprenticeship programs between the institution and providers, and distributes the necessary funding. While the providers take on these costs in return for skilled talent, CEI works with the students' schedule to deliver the necessary courses and is ultimately benefited by a greater enrollment pipeline and access to clinical placements for their students.

PROJECTED IMPACT AND CALL TO ACTION



The impact of implementing clinical site/preceptor flexibility and apprenticeship models statewide can be measured and evaluated through quantitative direct and indirect methods (see Appendix B for specific examples of metrics).

One way of estimating the impact these solutions can have on the healthcare workforce is by estimating the number of potential new employees they would support if implemented in the near term. For example, Registered Nurses are a critical role struggling with a shortage of qualified candidates; one estimate suggests that Idaho has 7.8 registered nurses with a bachelor's degree per 1,000 residents. Expanding the number of BSN recipients by 30% through clinical site/preceptor flexibility, apprenticeship models, and other education and training solutions could push the RN workforce closer

[11] Idaho LAUNCH is a grant program that provides students a one-time opportunity to have 80% of the tuition and fees at an eligible institution covered, up to a maximum amount of $8,000. LAUNCH funding can cover costs of apprenticeship models with more information found here: https://nextsteps.idaho.gov/launch.

to the national average of 9.2 registered nurses per 1,000 residents over the next 5-7 years[12]. Implementing these two solution models (and/or others) statewide can directly enhance the number and quality of healthcare professionals available in Idaho and fill the workforce gap adversely impacting the state's overall healthcare system.

The two solution sets detailed in this report, clinical site/preceptor flexibility and apprenticeship models, aim to tackle key education and training barriers of faculty/preceptor shortages and limited clinical training spots. Implementing these solutions statewide — potentially first in nursing and then in other high demand occupations — can significantly enhance the healthcare education and training pipeline and thereby increase the number of qualified healthcare graduates to ensure a steady flow of healthcare professionals into the workforce.

To accomplish statewide implementation of the two proposed solutions, institutions, healthcare providers, and Idaho state-level stakeholders should consider these next steps:

Institutions can:

1. Commit to formalized partnerships with healthcare providers to develop an action plan related to clinical site/preceptor flexibility and/or apprenticeship models.
2. Invest in methods of forecasting enrollment and estimating conferrals to assist providers in understanding the extent of investments required to sustain partnerships.

Healthcare providers can:

1. Commit to more formalized partnerships with more institutions to develop an action plan related to clinical site/preceptor flexibility and/or apprenticeship models.
2. Support these partnerships with necessary ongoing investments and designate coordinators to facilitate communication and transparency.

Idaho state-level stakeholders can:

1. Fund an expansion of Preceptor Incentive grants to help equalize clinical and faculty salaries.
2. Fund an expansion of the Idaho Healthcare Institute or a similar third-party, non-profit intermediary to support institution-provider partnerships.
3. Coordinate planning for partnerships with the 'Attract & Retain' and 'Public Policy' healthcare work groups.
4. Support the efforts of and collaborate further with the Workforce Development Council to implement statewide solutions.

These next steps in the action plan to implement statewide healthcare education and training solutions will strengthen the overall healthcare system, improve patient care, and contribute to the well-being of communities across the state. Addressing the healthcare worker shortage is a multifaceted challenge, but collaborative efforts and innovative solutions will go a long way toward Idaho building a sustainable healthcare workforce for the future.

[12] These estimates assume 1.8% annual state population growth, 96% job placement rate and 5% retirement/relocation rate for BSNs in Idaho as detailed by the Idaho Nursing Workforce Center and based on 2022 data

APPENDIX A: INTERVIEWEE LIST

Idaho educational leaders:

- Dean/Associate Dean/Vice President, multiple college and university health science divisions
- Director, community college health science program
- President, private health science/medical institution
- State level academic administrator

Idaho Healthcare providers and state-level stakeholders:

- Executive Director, state-level workforce organization
- Executive Director, health foundation in Idaho
- President/CEO, non-profit education advocacy organization
- President/CEO, hospital association
- Vice President of Talent Acquisition Operations and Strategy, healthcare provider
- CEO, healthcare provider
- Senior Vice President of HR, hospital system
- Director of HR, hospital system

National Subject Matter Experts:

- EVP of Workforce Transformation, National 2-year non-profit institution
- VP of Research and Development, National 2-year non-profit institution
- Chief Innovation Officer and Executive Director, National 4-year non-profit institution
- Vice President of Partnerships, Workforce solutions provider
- Director of Policy and Strategic Initiatives, National higher education non-profit organization
- Senior Research Analyst, National higher education non-profit organization

APPENDIX B: MEASUREMENT AND EVALUATION CONSIDERATIONS

The impact of implementing both clinical site/preceptor flexibility and apprenticeship models statewide can be evaluated through quantitative direct and indirect methods. Metrics for measuring the impact of clinical site/preceptor flexibility solutions include:

- Pre- and post-program competency assessments enable institutions to measure the growth in students' skills through tests or simulations
- Monitoring persistence rates for students, faculty, and preceptors can help institutions gauge satisfaction and engagement levels, which are indicative of the program's effectiveness
- Conducting cost-benefit analyses allows for the comparison of program costs with its benefits, such as improved clinical outcomes and reduced turnover rates, providing a clear picture of cost effectiveness

Metrics for measuring the impact of apprenticeship models include:

- Tracking program yield rates and enrollment, as well as retention and completion rates within the programs

- Tracking the number of graduates working in Idaho post-graduation (after 1 year, 5 years, etc.), the average cost of attendance, the burden of post-graduation debt, and the average wage increase post-program to evaluate return on investment

Beyond direct metrics, success can also be measured indirectly by improvements in patient care outcomes, community health statistics, and broader economic impacts such as reduced unemployment rates among trained professionals. Enhanced public perception of institutions and healthcare facilities as leaders in education and community health initiatives can also be a significant indicator of success.

APPENDIX C: SOLUTIONS EVALUATED

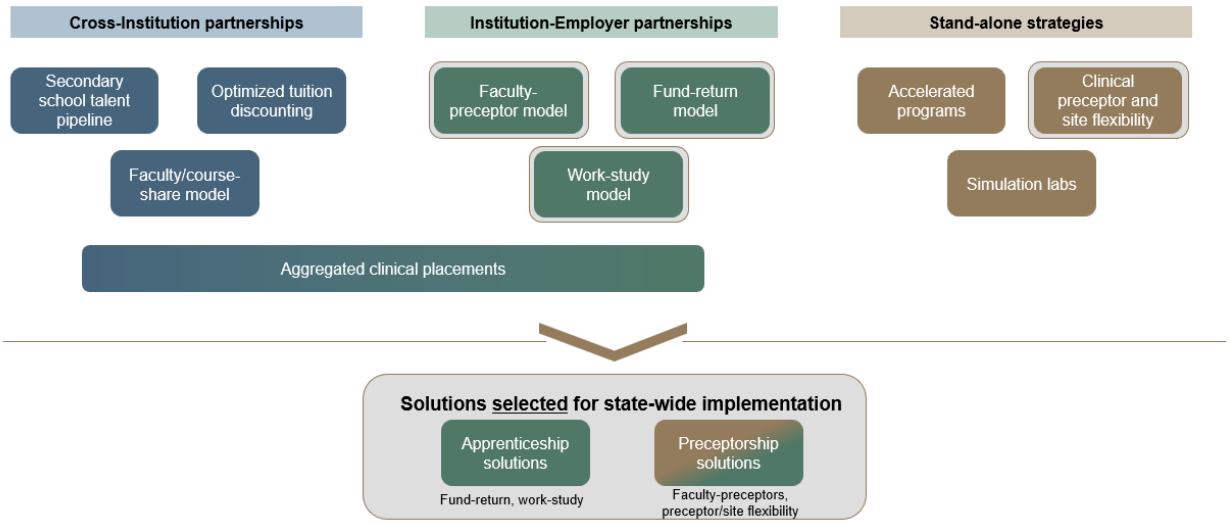
To address the challenges in Idaho's healthcare education and training pipeline, ten potential solutions, listed below in Figure 5, were examined involving cross-institution partnerships, employer partnerships, and standalone approaches.

Figure 5:

	Approach	Description	Examples
Cross-institution partnerships	**Faculty/course share model**	*Institutions share faculty and/or online didactic courses to expand available seats*	Open Medical Institute, IL Area Health Education Center
	Secondary school talent pipeline	*Establish partnerships between institutions and secondary schools to grow student awareness, expand pipeline, and offer entry-level programs*	Bloomberg Philanthropies Initiative
	Optimized tuition discounting	*Redirect tuition discounts across the state from programs with high-demand and low-need to low-demand programs with high need to foster demand*	University of Providence, GMercyU & St Luke's University Health Network
	Aggregated clinical placements	*Create centralized entity for assigning clinical placement spots to institutions*	Hawaii Clinical Placement Collaborative, California CCPS
Employer partnerships	**Faculty-preceptor model**	*Create joint faculty-preceptor roles that sit across employers and institutions; may range from employer preceptors serving as faculty to an established DEU*	Colorado Rural Health Center
	Fund-return model	*Student receives funding for program (entry-level or upskilling) in exchange for guaranteed employment after completion.*	Illinois Nursing Education Scholarship Program
	Work-study model	*Employers train students to work in entry-level roles while studying for more advanced degree; student receives funding and job guarantee, and institution receives clinical placement.*	Mercy Medical & Mount Mercy University - Iowa, Berkshire Community College
Stand-alone strategies	**Simulation labs**	*Create simulation labs that allow students to receive clinical credit, creating more preceptor slots*	NJ Atlantic Health System, Nebraska Medicine/UN Medical Center Omaha
	Accelerated programs	*Created shorter, accelerated programs in key disciplines improve ROI and foster demand (e.g., ABSN)*	Southern New Hampshire University, St. Joseph's College of Maine
	Clinical preceptor and site flexibility	*Utilize preceptors in other, advanced practice occupations and non-traditional clinical settings to expand clinical placement availability*	Georgetown University

Clinical site/preceptor flexibility and apprenticeship models emerged as the top models to implement through a selection and consolidation of top solutions (see Figure 6).

Figure 6:



APPENDIX D: EDUCATION AND TRAINING WORK GROUP MEMBERS

TJ Bliss – Chief Academic Officer, Idaho State Board of Education (Chair)

Angela Sackett – Dean of Health and Human Services, College of Eastern Idaho

Erlene Pickett – Associate Dean of Nursing & Health Professions, North Idaho College

Matthew Nolan – Program Director of Radiography Technology, North Idaho College

Jayson Lloyd – Dean of Health Sciences and Human Services, College of Southern Idaho

Rex Force – Vice President for Health Sciences and Senior Vice Provost, Idaho State University

Tim Dunnagan – Former Dean of College of Health Sciences, Boise State University

Joelle Powers – Dean of College of Health Sciences, Boise State University

Aaron von Lindern – Dean of School of Health, College of Western Idaho

Krista Harwick – Associate Dean of the School of Professional Studies, Lewis-Clark State College

Jeff Seegmiller – Regional Dean and Director of WWAMI Medical Education Program, University of Idaho

Kevin Wilson – Dean and Chief Academic Officer, Idaho College of Osteopathic Medicine

Rod Gramer – President and Chief Executive Officer, Idaho Business for Education

UNIVERSITY OF IDAHO

SUBJECT

Doctor of Anatomical Sciences

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G., and III.Z.

BACKGROUND/DISCUSSION

University of Idaho (UI) proposes to establish a Doctor of Anatomical Sciences (DAS) in the School of Health and Medical Professions, College of Graduate Studies. The Doctorate in Anatomical Sciences is designed to train students to become fully qualified educators in all disciplines of the anatomical sciences. The program will draw upon expertise and facilities supported by the State of Idaho to support medical education. The program will be well aligned with, support, and be supported by the University of Idaho's WWAMI Medical Education Program. This is an independent program that will not replace existing programs.

Knowledge of anatomy has long been central to medical education and diagnosis of disease. With increased reliance on medical imaging, such as point of care ultrasound and regular imaging screens as part of normal patient care, the need for medical providers to master anatomical knowledge extends beyond surgery. This is reflected in a recent increase in the number of anatomy lab hours devoted to training medical care providers. Despite the increasing need for anatomy instruction, there is a long-recognized mismatch between the supply of and demand for trained anatomists to teach in medical education, recognized as early as 1961. Subsequent studies through the 1990s have confirmed the continuation of this trend. The decline in trained anatomists was further underscored in 2003 in reports published in *Science* and the *American Association for the Advancement of Science* that found that more than 80% of department chairs express moderate or great difficulty hiring to meet anatomy teaching needs. More recent studies in 2020 have confirmed the continued shortage of trained anatomists and the difficulty in filling position openings.

The national shortage of trained anatomists directly impacts Idaho's ability to deliver and expand health care related education. All of Idaho's colleges and universities have pre-health and health professions programs but often struggle with staffing the programs, limiting the ability to grow and develop these programs. Likewise, the individual instructors of health professional programs often have non-terminal degrees, for example master's degrees, limiting their own professional opportunities including the ability to secure extramural funding. The proposed program will help to train Idaho's workforce to deliver health care related education. The program will use existing physical and human infrastructure, synergize with

existing programs and increase the value of state support to the University of Idaho.

IMPACT

The proposed DAS program will train the next generation of anatomy instructors, those who are not only content masters in areas of the anatomical and related sciences but who are also equipped with the skills to be highly effective educators in health care professions programs. This will help address a well-recognized shortage of classically trained anatomists in the United States, one that has direct implications for training Idaho's health care workforce.

Based on this important need, the proposed DAS degree aims to fill this critical workforce shortage. The areas of justification include the following:

- Critical Workforce Shortage
- Producing Highly Qualified Instructors to Train New Healthcare Professionals
- Addressing Rural Healthcare Need
- Future Demand

In summary, if this request is granted, the primary beneficiaries are the individuals and communities who will be served by future anatomists. Expanding existing healthcare professions programs at Idaho's colleges and universities to meet this need is challenged by difficulties in staffing anatomical sciences courses with highly qualified instructors. The proposed program will help overcome this challenge by producing highly qualified instructors who will ultimately help support the training of new healthcare professionals, both within Idaho and beyond.

The DAS program will utilize facilities under the WWAMI program, including three active learning classrooms, a state-of-the-art human anatomy facility, nine standardized patient rooms, research offices, and student common study areas. The human anatomy facility is central to the DAS program and can support it during summer sessions. The DAS program will pay an annual rental fee of $20,000 to WWAMI for using the anatomy facility.

The impact on the WWAMI program is minimal as DAS students will share buildings, classrooms, and laboratories with WWAMI medical students, but their schedules will not overlap. DAS summer classes will be held when WWAMI is not using the facilities, while fall and spring classes will be conducted remotely. To manage the additional workload, the program will hire more faculty, administrators, and lab aides, and adjust existing staff positions as needed.

All healthcare programs indicate minimal impact, but cumulative effects may eventually affect the WWAMI program. Additional resources required include 10-15 donors for dissection annually, costing $35,000 to $52,500, and laboratory

supplies, equipment replacement, or repairs costing $3,000 to $5,000 annually. An additional $3,000 is budgeted for library resources and other unidentified costs.

The program requires 23 new courses and 4 FTE to implement. WWAMI anatomy faculty, with flexible summers, will teach in the DAS program without impacting their WWAMI responsibilities. The administrative core of WWAMI will support the FTE buyout for the DAS program.

No state appropriated funds will be reallocated for the DAS program. The DAS program will cover costs by paying rental fees to WWAMI and supporting faculty buyouts during the academic year. Advertising and recruitment travel costs will be funded by WWAMI's F&A reserve funding. The budget indicates total annual expenditures of $475,698 to $775,435 in ongoing funds.

ATTACHMENTS

Attachment 1 – Doctor of Anatomical Sciences Proposal and Letters of Support
Attachment 2 – External Review Report and University of Idaho Response
Attachment 3 – March 2024 External Review Letter

BOARD STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho projects 16 initial enrollments reaching 43 in year three and in subsequent years. Graduates are projected to be 13 by year four of the program. These numbers represent capacity for students in the program given the facility size. The program identified 16 students per cohort or 30 students overall to maintain sustainability. These are based on revenues needed to sustain program delivery. If minimums are not met, the program will be evaluated after three years of concurrent enrollment deficiency. The program will sunset following four years of enrollment deficiency after which teach-outs will occur for matriculating students and a new cohort will not be filled.

Consistent with Board Policy III.G, the proposed Doctor of Anatomical Sciences was reviewed by an external review panel consisting of Dr. Jessica Byram, Indiana University; Dr. Adam B. Wilson, Rush University, and Dr. Caroline H. Wilson, Chapman University. Reviewers conducted their onsite review in August 2022 and provided observations to include eight core recommendations for program improvement and success. These focused on providing clear program requirements, comprehensive curricula in research methods, defined research mentorship roles, and workload allocations. Reviewers noted that assessment methods for objectives, articulation of student learning outcomes, and detailed research project guidelines are essential. Reviewers also emphasized the importance of faculty engagement in the program and developing formal partnerships to fill existing faculty gaps, sharing resources, and providing a clear course schedule for program success. Lastly, reviewers recommended that the university justify the three-year program duration to ensure it meets academic standards.

The university provided a written response and amended their proposal to include information and clarification to address recommendations provided by the panel. Given the gap between the external review and proposal submission to the Board office, a letter dated March 20, 2024, from the lead external reviewer, Dr. Adam B. Wilson, was provided in which he confirmed accuracy of the report. The review team did not have further updates or revisions to add at this time. Dr. Wilson was informed by the university that the proposal was revised based on the recommendations provided in the external review report that will address the concerns and strengthen the proposal.

UI's request to offer a Doctor of Anatomical Sciences is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region II. In accordance with Board Policy III.Z., no institution has statewide program responsibility specifically for anatomical sciences. Currently there are no other doctoral programs in anatomy offered by Idaho's public postsecondary institutions.

Thirty-three letters of support were provided representing the health care industry, in and out-of-state neighboring institutions, community, and other stakeholders. These include Kootenai Neurosurgery and Spine, Northwest Specialty Hospital, Kootenai Health, Syringa Hospital and Clinic, Bonner General Hospital, Shoshone Medical Center, WWAMI-Wyoming, representatives from Washington State University and Montana State University, representatives from North Idaho College, Lewis-Clark State College, College of Western Idaho, and University of Idaho, retired physicians, and former Lt. Governor of Idaho Jack T. Riggs.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on July 11, 2024; and to the Instruction, Research, and Student Affairs on August 8, 2024.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to offer a Doctor of Anatomical Science as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	February 13, 2024, revised 3/28/24				
Institution Submitting Proposal:	University of Idaho				
Name of College, School, or Division:	School of Health and Medical Professions (Pending Approval)				
Name of Department(s) or Area(s):	Department of Medical Education				
Official Name of the Program:	Doctorate of Anatomical Sciences (DAS)				
Implementation Date:	FY25, Summer 2025				
Degree Information:	Degree Level: Graduate		Degree Type: Doctoral		
CIP code (consult IR /Registrar):					
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Hybrid: 40% face-to-face, 60% distance delivery				
Geographical Delivery:	Location(s)	Moscow	Region(s)	2	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Program Responsibility		Statewide Program Responsibility	

Proposed Action

- [X] **New program offering**
  - [ ] Undergraduate program
  - [X] Graduate program
  - [ ] Undergraduate certificate (30 credits or more)
  - [ ] Graduate certificate (30 credits or more)
- [ ] **New branch campus or change in location**
- [ ] **Modification of Existing Academic Programs**
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more undergraduate programs into one
  - [ ] Consolidating two or more graduate programs into one
  - [ ] Splitting an existing program into two or more programs
  - [ ] Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - [ ] Adding certificate or degrees to existing programs

5/20/24

College Dean — Date

Vice President for Research (as applicable) — Date

5/20/24

Graduate Dean/other (as applicable) — Date

6/28/2024

Academic Affairs Program Manager, OSBE — Date

5/21/24

FVP/Chief Fiscal Officer — Date

7/3/2024

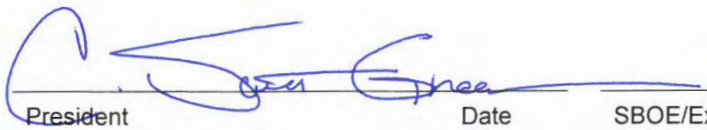
Chief Financial Officer, OSBE — Date

Torrey Lawrence

Provost/VP for Instruction — Date

7/1/2024

Chief Academic Officer, OSBE — Date



President Date SBOE/Executive Director or Designee Approval Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   The Doctorate in Anatomical Sciences is a new proposed graduate program designed to train students to become fully qualified educators in all disciplines of the anatomical sciences. The program will draw upon expertise and facilities supported by the state of Idaho to support medical education. The program will be well aligned with, support, and be supported by the University of Idaho's WWAMI Medical Education Program. This is an independent program that will not replace existing programs. It will be housed in the new School of Health and Medical Professions at the University of Idaho.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   Knowledge of anatomy has long been central to medical education and diagnosis of disease [1]. With increased reliance on medical imaging, such as point of care ultrasound and regular imaging screens as part of normal patient care, the need for medical providers to master anatomical knowledge extends beyond surgery. This is reflected in a recent increase in the number of in anatomy lab hours devoted to training medical care providers [2, 3]. Despite the increasing need for anatomy instruction there is a long recognized mismatch between the supply of and demand for trained anatomists to teach in medical education, recognized as early as 1961 [4]. Subsequent studies through the 1990s have confirmed the continuation of this trend [5, 6]. The decline in trained anatomists was further underscored in 2003 in reports published in Science and the American Association for the Advancement of Science that found that more than 80% of department chairs express moderate or great difficulty hiring to meet anatomy teaching needs [7]. More recent studies in 2020 have confirmed the continued shortage of trained anatomists, and the difficulty in filling position openings. The studies highlighted some possible causes, such as an increase in the number of programs training students to become research specialists in fields outside of anatomy in order to capture a greater share of funding from NIH and other funding agencies [8, 9]. For example, between 1969 and 2019 the number of anatomy PhDs awarded fell from 163 per year to a low of 8-10 per year between 2017-2019. On the other hand, research focused neuroscience PhDs increased from 0 in 1969 to over 1,000 by 2019 [9].

   The national shortage of trained anatomists directly impacts Idaho's ability to deliver and expand health care related education. All of Idaho's Colleges and Universities have pre-health and health professions programs but often struggle with staffing the programs, limiting the ability to grow and develop these programs. Likewise, the individual instructors of health professional programs often have non-terminal degrees, for example master's degrees, limiting their own professional opportunities including the ability to secure extramural funding. The proposed program will help to train Idaho's workforce to deliver health care related education. The program will make use of

existing physical and human infrastructure, synergize with existing programs and thereby increasing the value of support provided by the state to the University of Idaho.

a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The lack of trained anatomists to teach in health care programs is a national problem that includes Idaho's Colleges and Universities. While the ranks of trained anatomists are declining, the number of medical schools and new health professions programs across the country are increasing rapidly [8]. In the past five years alone 17 new medical schools (total 192), 65 new physician's assistant programs (282 total), 30 new Doctor of physical therapy programs (121 total) and 29 new Doctor of occupational therapy (202) *Schools* opened [8], all of which require anatomy instruction. This is in addition to 996 nursing schools, a profession where anatomy teaching is also central. Significantly, Nursing schools currently turn away over 80,000 qualified applicants each year despite the nation's dire need to increase the number of nursing graduates per year. This is due in part to a lack of qualified nursing faculty, which limits development of additional programs and placements [10].

The establishment of new programs is only part of the challenge posed by a lack of trained anatomists because faculty retirements also need to be refilled. In 2020 the nation's 192 medical schools (MD or DO) employed 1,455 *anatomy* faculty, with an 8% annual turnover, which would result in ~116 openings per year if the positions were to be refilled. Attempts to fill anatomy positions in medical schools, which would be the highest paid positions compared to other programs, often result in failure, with only 47% of openings being filled within six months and 1 in 5 searches failing [8]. This is against a backdrop of only 8-10 PhDs being awarded in anatomy per year.

Training the nation's future health care workforce utilizing expertise and infrastructure in Idaho will benefit development of health care education infrastructure in Idaho. We will recruit students nationally who will provide tuition and support for one of the state's Universities and for an Idaho community when in person. To maximize the impact and appeal of our program we plan to train tomorrow's health care faculty to fill several roles, including the following:

1. Clinical Anatomist
2. Anatomy and Physiology Instructor (secondary, undergraduate, and graduate)
3. Anatomy Instructor in Medical Schools and Health Sciences programs
4. Neuroanatomy Instructor
5. Anatomy Laboratory Manager
6. Biomedical Sciences Instructor
7. Health Professions Program Instructor

Data from the Idaho Department of Labor indicate an ongoing need for new healthcare faculty within the state of Idaho (lmi.idaho.gov). For example, in the occupational categories "Health Specialties Teachers, Postsecondary" and "Nursing Instructors and Teachers, Postsecondary", there are a combined total of 67 projected annual openings, 2022-2232. The proposed Doctorate in Anatomical Sciences program is well-positioned to help meet these statewide workforce needs.

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

Our program will recruit students from across the state of Idaho as well as nationally, targeting two groups: 1) students pursuing prerequisite undergraduate and/or graduate degrees, and 2) current instructors in health science related programs who lack a doctoral degree.

The first group represents a very deep pool of potential applicants. Undergraduate degrees in biology represent the fourth most popular degree type with over 120,000 degrees awarded nationally per year. Similarly, the fields of kinesiology and physical therapy produce over 37,000 graduates per year and health professions related degrees over 35,000 graduates per year. For context, our proposed program has the capacity to accept yearly cohorts of 20 students, based on the shared use of our anatomy lab facility with other programs that use the facility. We acknowledge that there exists limited awareness among undergraduates of career opportunities in anatomy. The lack of programs dedicated to training anatomists directly contributes to this [11]. However, we are confident that targeted messaging and recruiting will yield a substantial number of interested students. The average anatomy professor salary is over $93,000.00 per year and there is a clear and present demand for qualified educators in this discipline. Graduates will be qualified to teach a variety of health sciences programs and biology.

The second group of potential students, those currently employed in higher education as anatomy instructors but who lack a doctoral degree, face limited professional opportunities. In health sciences fields at the university level, a terminal degree, i.e. a doctoral degree, is required for a tenure track faculty appointment. In our research regarding development of this program, we found that it is common for Idaho's 2- and 4-year Colleges and Universities to staff anatomy related courses with instructors who lack a doctoral degree, with the lack of better qualified applicants cited as a primary reason. In surveying instructors and department heads in Idaho and among our WWAMI sister sites, we found there was clear demand from instructors to complete a doctoral degree since it would increase their professional opportunities (See Appendix D: Letters of Support). To maximize student interest and appeal to non-traditional students who are currently employed teaching, our program is designed a hybrid education model with academic year remote learning over academic (spring and fall terms) and intensive on-site learning over summer terms.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The proposed DAS program will train the next generation of anatomy instructors, those who are not only content masters in areas of the anatomical and related sciences but who are also equipped with the skills to be highly effective educators in health care professions programs. This will help address a well-recognized shortage of classically trained anatomists in the United States, one that has direct implications for training Idaho's health care workforce. Idaho currently struggles with a shortage of health care professionals, particularly in rural areas. Expanding existing health care professions programs at Idaho's Colleges and Universities to meet this need is challenged by difficulties in staffing anatomical sciences courses with highly qualified instructors. The proposed program will help overcome this challenge by producing highly qualified instructors who will ultimately help support the training of new health care professionals, both within Idaho and beyond.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No__X___

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

Our institution is deeply committed to ensuring that students pursuing the Doctoral of Anatomical Sciences (DAS) degree have access to an affordable, high-quality education. To that end, we have implemented several measures aimed at maximizing affordability for our students:

1. Textbooks: Recognizing the high cost of textbooks, our faculty have made a concerted effort to adopt Open Educational Resources wherever possible. These OER materials are freely accessible, openly licensed, and can be used, reused, or adapted, thus significantly reducing or even eliminating the cost of textbooks for our students. For anatomy content we will utilize existing anatomy curriculum and faculty developed material in addition to textbooks.
2. Online Delivery Methods: We offer a majority of our DAS courses hybrid-online, providing students the flexibility to learn from anywhere and reducing the need for physical attendance. This can lead to savings in terms of transportation, accommodation, and other related expenses.
3. Reduced Costs: We have worked diligently to minimize additional costs associated with the program.
4. Digital Resources and Libraries: Our digital library resources are extensive, reducing the need for students to purchase additional materials or subscriptions. Students have access to a wide range of e-journals, e-books, and databases relevant to the anatomical sciences.
5. Compressed Course Scheduling: Our DAS program offers a compressed course schedule that allows students to complete their degree in a shorter timeframe. On-site course requirements are further compressed into two summers, reducing the amount of time students need to be away from home.
6. Scholarships: qualified students will have access to scholarship opportunities.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

   There are no Doctoral of Anatomy programs in Idaho.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
N/A	**N/A**	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

   There are no similar programs in Idaho. Furthermore, the University of Idaho's WWAMI medical education program is unique for its state-of-the-art anatomy facilities and the number of trained anatomists on its faculty. The lack of comparable facilities and the paucity of anatomy faculty at other Colleges and Universities in Idaho make it infeasible to offer the program elsewhere in the state.

8. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Doctorate in Anatomical Sciences											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY26_ (first year)	FY27_	FY28_	FY29_	FY30_		FY26_ (first year)	FY27_	FY28_	FY29_	FY30_	
16	30	43	43	43		0	0	0	13	13	

9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

There is ample need for trained anatomists and the pool of qualified students is very large. Numbers presented in table 8 represent our capacity for students in the program given the facility size. Specifically, the anatomy lab has the capacity for 40 students, which will include 20 first year and 20 second year students. Third year students will not utilize the anatomy lab.

Our enrollment target is 16 first year students per year; however, we utilize attrition rates based on University of Idaho doctorate in athletic training. We anticipate 10% dropout between years 1 and 2 and a 5-10% dropout between years 2 and 3. We project a three-year enrollment of 43 students.

A lack of knowledge about anatomy teaching careers is cited as a reason for the low number of qualified anatomists and we budget for outreach and recruitment. Recruitment efforts will be a mixture of broadly targeted online advertisement and direct mailings following the model of the athletic training graduate programs at the University of Idaho.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The minimum class size is 16 students per cohort or 30 students overall. These minimums are based on revenues needed to sustain program delivery.

We developed a budget model that projects a 10% attrition rate in the first year and a 5-10% attrition rate between years 2 and 3, which would still result in a surplus that could sustain a further drop in enrollment. This attrition rate is based on attrition rates observed in the U of I Doctorate in Athletic Training Program. While we anticipate being able to fill our cohorts, if enrollment is chronically low the program could be revised to support as few as five students per

cohort.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

In the event enrollment minimums are not met the program will undergo evaluation after three years of concurrent enrollment deficiency. The program will be sunsetted following four years of enrollment deficiency. Teach-outs will occur for matriculating students and a new cohort will not be filled. Tenured faculty contributing to the program would be reassigned to other duties. Clinical track faculty would not be renewed; given the demand for faculty in this area they will likely be able to rapidly find employment.

11. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The program will undergo program prioritization as part of the University of Idaho quality improvement plan https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**.

An external peer review has been completed. See Appendix A.

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the State Board of Education.

Will this program lead to certification?

Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes X No

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	68
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	12
Total credit hours required for degree program:	80

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

The DAS curriculum requires 80 credit hours of training. Coursework is designed to build knowledge and skills in a stepwise manner. The curriculum utilizes a hybrid mode of course delivery with in-person and online didactic instruction along with practical experience in course development and delivery.

Please see Appendix C for descriptions of new courses developed for this program.

DAS Degree Plan

Summer 1

Course	Description	Credits
MEDS 539	Advanced Gross Anatomy for Teachers I	8
MEDS0000	Embryology for Anatomy Teachers	4
MEDS0000	Introduction to Medical Imaging	2
Total semester credits		14

Fall 1

Course	Description	Credits
MEDS 542	Histology for Anatomy Teachers	4
MEDS0000	Philosophical Underpinnings of Medical Education	3
Total semester credits		7

Spring 1

Course	Description	Credits
MEDS0000	Physiology Elective I	4
	Free Elective	3-4
Total semester credits		7-8

Summer 2

Course	Description	Credits
MEDS 541	Advanced Gross Anatomy for Teachers II	8
MEDS0000	Instructional Practicum	2
MEDS0000	Seminar: Practice in the Allied Health Professions	1
MEDS0000	Curriculum Development in Medical Education	3
Total semester credits		14

Fall 2

Course	Description	Credits
MEDS0000	Radiology Elective	1-2
MEDS 546	Neuroanatomy for Anatomy Teachers	4
MEDS0000	Measurement and Evaluation in Medical Education	3
Total semester credits		8-9

Spring 2

Course	Description	Credits
MEDS0000	Physiology Elective 2	4
MEDS0000	Research Methods	3
Total semester credits		7

Summer 3

Course	Description	Credits
MEDS0000	Immersion 1	4
MEDS0000	Principles of Online Course Design	2
	Free Elective	3-4
Total semester credits		9-10

Fall 3

Course	Description	Credits
MEDS0000	Immersion 2	4
	Free Elective	3-4
Total semester credits		7-8

Spring 3

Course	Description	Credits
MEDS0000	Immersion 3	4
	Free Elective	3-4
Total semester credits		7-8
Total program credits		80-82

ELECTIVES:

Physiology Electives (2 required)

Course	Description	Credits
MEDS0000	Cell Physiology	4
MEDS0000	Medical Physiology	4
MEDS 544	Medical Pathophysiology	4

Radiology Electives (1 required)

Course	Description	Credits
MEDS0000	Radiology Seminar	1
MEDS0000	Point-of-Care Ultrasound	2

Free Electives* (4 required)

Course	Description	Credits
MEDS0000	Teaching Paradigms in Medical Education	3
MEDS0000	History of Educational Philosophy	3
MEDS0000	Characteristics of Adult Learners	3
MEDS0000	Biological Basis of Sensation and Perception	3
PSYC 526	Cognitive Neuroscience	3
PEP 507	Sports Biomechanics	3

*Physiology and Radiology electives may also be used to satisfy the Free Elective requirement

Immersion 1, 2, and 3 (Students complete one of the following tracks during each Immersion term. Individual tracks may be repeated in more than one Immersion term):

i. Pedagogical Immersion
ii. Research Immersion (non-dissertation doctoral research)
iii. Anatomy Prosection Immersion

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Research Design Competency: Students will take course work in research methods and statistical methods, including both quantitative and qualitative methods.

Education Competency: Students will take course work including education theory, instructional design and assessment.

Teaching Practicum: Students will teach in a subject area related to anatomy.

Immersion Sessions: Students will complete three immersion tracks selected from the following options (Students may choose to repeat and individual track in more than one Immersion term):

i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.

ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.

iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.

Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

The intended learning outcomes for this program are designed to produce graduates who will succeed in the current academic climate while meeting the education needs for the allied health professions. We have identified three guiding principles for our program outcomes:

First, medical schools have drastically reduced anatomical science (including neuroanatomy, histology, embryology, and gross anatomy) contact hours over the decades, profoundly impacting current and prospective anatomists' duties. A survey in 1931 reported that anatomy instruction in medical schools averaged 780 hours, ranging from 480-1185 (Drake et al., 2009). Recent figures from U.S. medical schools estimate 129 hours of curricular time are devoted to the anatomical sciences (Wilson et al., 2020), a decline of over 80% from 1931. This brings to

light two considerations. First, anatomists must be expert educators, able to design and implement innovative curricula to fit a working knowledge of the human form into a shortened course. Second, while expertise in anatomy is still required it may no longer be sufficient for an anatomist to have a robust academic career. To this end, it is recognized that anatomists are well positioned to teach in other areas, including medical imaging, (patho)physiology, kinesiology, and other basic sciences that are related to a wholistic understanding of the human form and function.

Second, over the last century in the U.S., social and economic forces have shaped an academic environment where, excellence in research is valued above excellence in teaching. most faculty in universities are research scientists first, and educators second. While teaching excellence is required to facilitate the academic success of students, it is often not sufficient for advancement in the current tenure track faculty model. Therefore, our graduates must be able to produce academic research. Together with a need for expertise in teaching methods and theory, this positions anatomists as candidates for educational scholarship. To this end, our curriculum includes courses on research methods and educational theory, as well as an expectation to produce a dissertation capstone project.

Third, while research literacy and productivity is important for any academic professional, we also recognize the need to produce expert practitioners of education in the medical sciences. To this end, we have taken inspiration from discussion of the Professional Practice Doctorate (PPD) model. PPD's include the Doctor of Medicine (MD), Doctor of Education (EdD), Doctor of Nurse Practitioner (DNP), Doctor of Psychology (PsyD) and more. These PPD programs differ from the traditional academic doctorate (PhD) in many ways. Importantly, the outcome goal for a PPD program is to prepare graduates to practice within their profession, rather than establish a research program. Overall, the DAS degree aims to develop professional educators to meet the needs of students in the allied health professions, while possessing the tools required to succeed in our current academic climate.

In Summary the students will:

- Develop foundational knowledge in curriculum design and pedagogical technique to shape and/or improve their teaching practice.
- Improve their teaching practice by creating professional knowledge through applied scholarly inquiry (e.g., education research) and/or extensive, hands-on instructional experience.
- Develop a critical awareness of educational practices and evaluation procedures. Graduates will be able to design effective courses and valuable content, with formative and summative evaluation strategies for people, programs, and policy. They will understand culturally complex constituents and adhere to ethical, moral, and legal standards.
- Expand and reinforce their expertise in the core subjects of the anatomical sciences through rigorous course work, with a focus on dissection-based gross anatomy.
- Broaden their scope of expertise in subjects relevant to educating allied health professionals, including anatomy, medical imaging, and (patho)physiology.
- Develop professional skills that will prepare them to move into leadership positions in employer, professional, or community organizations at the local/state/national level.
- Promote effective communication among students and colleagues.

16. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Learning outcomes will be assessed both through formative and summative methods.

Learning outcome 1:
Formative assessment of students' teaching practice is built into the curriculum in several ways. First, students will take formal course work in pedagogy that will engage them in the study and assessment of their own methods. Course grades and assignment portfolios will serve as regular assessment of student pedagogical knowledge.

Second, all students will return in their second summer to mentor incoming students in the intensive summer gross anatomy course. Faculty will oversee their teaching, and incoming students will provide feedback on their student mentors.

Third, course work aimed at developing core subject area knowledge for future teaching roles (e.g. neuroanatomy) will have major assignments aimed at developing future teaching materials. In keeping with the program's goal to produce professional educators, these courses are designed not only to provide competency in the subject matter, but to force students to grapple with the material as an educator, i.e. how and why would they choose to teach what they are learning to their future students.

Finally, we anticipate that many students will be employed as educators in some way while they progress through the DAS curriculum. For these students, we will collect "impact journals" wherein students will chronicle the impact of their DAS studies as it relates to their teaching practices. These journals will contribute to the summative assessment.

Summative assessments of student pedagogical development will be achieved primarily though the journaling component of their DAS experience together with student and mentor feedback of their teaching performance(s).

Assessments of Outcome 1 will be used to monitor the development of students' pedagogical mastery, as well as improve our program and process.

Learning outcome 2:
Formative assessments of students' professional knowledge will occur primarily in pedagogical coursework.

Summative assessments will take the form of research pertaining to their professional practice and/or student and instructor evaluation of their practice.

Learning outcome 3:
Formative assessments pertaining to the anatomical sciences are built into the main coursework components of the curriculum. For example, major assignments, exams, and course outcomes in the gross anatomy summer intensive, the neuroanatomy, histology, and embryology courses, and so on.

Summative assessments in the form of comprehensive exit testing ensure that knowledge is

retained and synthesized in a productive way to facilitate professional teaching practice.

Learning outcome 4:
On completion of the DAS, it is important that students do not simply re-learn the core knowledge in anatomical sciences that they may already be proficient in. Students should come away with the ability to teach a wider range of health sciences. As students develop a study plan, novel topics should be identified and included for study. Course outcomes in these areas as in Outcome 3 will serve as **formative** assessment of outcome 4. Similarly, exit testing will serve as **Summative** assessment for outcome 4.

To ensure rigor in the coursework and curriculum in general, students must maintain at least a 70% average in the gross anatomy intensives and all other core anatomical science courses (neuroanatomy, embryology, and histology) to continue in the program. The Immersion experiences will be vetted and approved under the guidance of faculty mentors and the program director.

Additionally:

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.

2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.

3. Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.

4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Direct measures to ensure student learning include examinations, skills assessments, case studies, and practical evaluations. Indirect measures include student surveys, feedback from instructors, and analysis of retention and graduation rates.

Finally, assessments will occur throughout the program at various frequencies:

• Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.

• Summative assessments (midterm, final examinations, term projects, reflection essays) will occur at the end of relevant courses and following at the end of each year. Alumni and industry surveys will be completed two years following graduation.

• Case studies, teaching plans, and projects will be assigned periodically.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

17. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The University of Idaho is the home of the WWAMI Medical Education Program. This program is housed in two buildings on the University of Idaho Moscow campus. Facilities include three active learning classrooms, a state-of-the-art human anatomy facility, 9 standardized patient rooms, research offices and student common study areas. The human anatomy facility will be central to the functions of the DAS program, and it has sufficient resources to support the DAS program during summer intensive sessions. The facility includes the anatomy laboratory, faculty offices, a conference room, classroom, lounge, and common area totaling 8,230 square feet. The lab currently supports up to 17 individual dissection or teaching stations, with storage for up to 20 additional donors. In addition to technology for large group presentations, the lab learning experience is augmented with individual touch screen computers at 14 of the 17 possible teaching stations. This technology allows for digital access to learning and teaching resources while in the lab. There are gendered locker rooms with showers and restrooms, and a full suite of dissection tools that far exceeds the needs of our 40-student WWAMI cohorts. The lab also provides access to hundreds of individual osteology samples and anatomical teaching models. The DAS program will pay the WWAMI Progarm an annual rental fee of $20,000 to utilize the human anatomy facility.

    b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

As the program is envisioned currently, there will be minimal impact to accommodate. DAS students will share the same buildings, classrooms, and laboratories with WWAMI medical students, but DAS use will not overlap with the medical student curriculum. Summer classes for the DAS students will be scheduled when WWAMI is not using the facilities. Fall and Spring classes for DAS students will be completed remotely. The increased workload required to facilitate additional course administration will be managed by hiring additional faculty, administrators, and/or lab aides, as well as adjustments to position descriptions of existing faculty and staff as appropriate.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

To provide an immersive, rigorous, dissection-based course in anatomy, it is necessary to procure donated human remains from an established Willed Body Program. To serve a 18-student cohort, we require at least 10, and possibly up to 15 additional donors for dissection, annually. The cost for these donors would range from ~$35,000-$52,500.

The scope and duration of the DAS anatomy courses could easily double annual consumption of laboratory supplies (soap, paper towels, etc.) and wear and tear on equipment. Costs for consumable supplies, and replacement or repairs of equipment could range from ~$3,000-$5,000 annually, barring catastrophic damage to specialized equipment.

18. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The University of Idaho houses the largest library in the state of Idaho servicing students and faculty on our campuses and virtually in all 44 counties. Students on campus or attending online will have access to needed search databases, journals, and scholarly works related to anatomical sciences, healthcare, and education. It is not expected that the DAS program will have a noticeable impact on library usage. Library resources for students and faculty attending online https://www.lib.uidaho.edu/services/distance.html

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

Additional funds ($3000 annually) have been budgeted from program revenues to accommodate unidentified program needs and costs, for example publication fees.

19. Faculty/Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The DAS program will be adding 80 credits in 23 new courses developed for the degree (see Appendix C: DAS Course Descriptions).

We anticipate that we will require 4.0 faculty FTE to implement teaching of the content, including support for teaching additional sections of existing courses.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The University of Idaho has a state-of-the-art cadaver lab and anatomy facility. The facility is not utilized during summer months by medical students in WWAMI program and is therefore available for use by the DAS program.

The WWAMI medical education program has a core of faculty and facilities that can be utilized for this degree. Specifically, WWAMI anatomy faculty have academic year positions and flexible summers. They will be able to teach in the program over the summer, without detracting from their WWAMI teaching. The WWAMI program also has an administrative core in place and will be able to support FTE buyout to support the DAS program.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

The DAS degree will provide a source of support for WWAMI anatomy faculty over the summer when they would otherwise be unemployed. This will not detract from the existing program and will increase the appeal of teaching anatomy for University of Idaho because of increased flexibility in terms of summer employment.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Anatomy Director 0.5 FTE
DAS Support Staff 1.0 FTE
Anatomy Faculty 1.0 FTE equivalent to support teaching efforts of anatomy faculty over the summer.
Anatomy Faculty 1.0 FTE instruction for year one of program. 2+2 course load and mentoring for a student cohort.
Anatomy Faculty 1.0 FTE instruction for year two of program. 2+2 course load and mentoring for a student cohort.
Anatomy Faculty 1.0 FTE instruction for year three of program. 2+2 course load and mentoring for a student cohort.

20. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable. Reallocation of existing state appropriated funds will not be used to fund the proposed program. The DAS program will pay the WWAMI Program a rental fee to utilize WWAMI facilities. WWAMI faculty who teach in the DAS program will do so during summer months when off contract with the U of I. WWAMI faculty who teach in the DAS program during the academic year will be supported by FTE buyout by the DAS program.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

During the initial year, the WWAMI Program will provide funding to cover the cost of advertising the DAS program as well as travel related to recruiting students. This funding will come from WWAMI Facilities and Administrative (F&A) reserve funding.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

Not applicable

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

This program does not have a professional fee nor is it a self-support program. Tuition and fees will define the programs student cost (in-state/out of state). For the first three years of the program (FY25, FY26, FY27) we will focus on building our student cohorts, developing faculty and instructional expertise. Support for the program will include contributions from current faculty. We anticipate the program will begin generating a net gain in its second year. Excess funds will be utilized for the following purpose: 1) develop a reserve to support the program in the event of enrollment declines, 2) develop a willed body program, 3) develop a scholarship program for students enrolled in the program.

The cost per student for this hybrid graduate program is $5,274 per semester ($10,548 for the academic year), plus summer tuition $6,408 (12 credits) for a full-time Idaho resident and $14,892 per semester ($29,784 per academic year), plus summer tuition $6,408 (12 credits) for a non-Idaho resident. Students can complete the degree in three years for a total tuition of $50,868 for full-time Idaho residents and $108,576 for full-time non-Idaho residents. These rates are comparable to other industry rates for doctoral degrees in anatomy. The tuition includes all administrative costs and costs associated with instruction, including faculty and staff salaries, program travel costs necessary for accreditation and instruction, books, materials, supplies, technology costs including online delivery costs, capital equipment and renovation costs, and repair and restoration.

The tuition does not include room and board or travel. However, the proposed summer residency model will minimize room and board costs for each student, requiring only that they pay for room and board while they are in residence during the summer term. Once the program is fully implemented and enrollment targets are met in years 4 and 5, we intend to allocate funding in the form of scholarships and teaching assistantships to offset room, board, and travel costs.

A short-term and long-term strategy has been developed to evaluate the program for fiscal sustainability on an annual and long-term basis. Specifically, a short-term strategy has been developed for making annual decisions regarding staffing, operational, and capital expenses, and a long-term strategy has been developed for making decisions regarding program continuance or discontinuance.

<u>Short Term Strategy – Key Elements</u>

a. The staffing plan for the program (including faculty and administrative support) has been designed to align with the projected enrollment targets (to ensure appropriate student-to-faculty ratios for quality instruction) and with the projected revenues generated by these enrollments (to ensure a fiscally viable program). As enrollment targets are exceeded or not met, personnel hires will be adjusted accordingly.
b. To ensure the practice described in ‘a’ for the first three years of the program, application, admission, and enrollment numbers will be evaluated every 3 months so that appropriate decisions can be made regarding staffing for the upcoming fiscal year. This decision process will include review and input by the Program Director, the Department Chair, the Director of School of Health and Medical Professions,

and the Executive Director for Planning and Budget.

c. Operational and capital expenses will be evaluated every three months as projections about revenue are examined. This will ensure that we remain within budget throughout each fiscal year as the program is launched.
d. At the end of year three, the frequency of these evaluations will be reviewed to determine whether frequency can be decreased (assuming program continuance).

Long Term Strategy – Key Elements

a. Trend analysis will be utilized to make decisions about program continuation. Inputs for the trend will include market demand (i.e., employment projections, placement of graduates, number of applicants, etc.) and market supply (number of competitive programs, cost of competitors, etc.).
b. We anticipate a minimum of three years in order to provide ample opportunity to determine whether the program is viable. The University of Idaho has made a commitment to allocate funding for up to three years to the program so that students are appropriately served in the event that the program is not deemed fiscally sustainable. These funds will be provided primarily through existing allocations in the form of equipment that is currently owned, space that is currently allocated, and state appropriations that are currently allocated to personnel and operation of the DAS program.
c. Decisions about program continuance will be made in August, prior to the beginning of the admission cycle for the entering cohort in the subsequent summer.

21. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

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Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 26		FY 27		FY 28		FY 29		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments		16		16		16		16	Year 1
				14		14		14	Year 2
B. Shifting enrollments						13		13	Year 3
Total Enrollment	0	16	0	30	0	43	0	43	

		FY26	FY27	FY28	FY29
HC	FT Enrollmen	16	30	43	43
Student Credit Hours	PT Enrollmen	0	0	0	0
Rates:					
Res Tuition - FT	8,272.00	66,176.00	124,080.00	177,848.00	177,848.00
NR Tuition - FT	27,508.00	220,064.00	412,620.00	591,422.00	591,422.00
Fees - FT	2,276.00	36,416.00	68,280.00	97,868.00	97,868.00
Summer Tuition - PT	534.00	102,528.00	192,240.00	275,544.00	275,544.00
Summer Fees - PT	52.00	9,984.00	18,720.00	26,832.00	26,832.00
Profession Fee - Annual	-	0	0	0	0
		435,168.00	815,940.00	1,169,514.00	1,169,514.00
Tuition		388,768.00	728,940.00	1,044,814.00	1,044,814.00
Fees		46,400.00	87,000.00	124,700.00	124,700.00

II. REVENUE

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	$112,750.00	$ 56,699.00						
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$388,768.00	$0.00	$728,940.00		$1,044,814.00		$1,044,814.00	
5. Student Fees	$46,400.00		$87,000.00		$124,700.00		$124,700.00	
6. Other (i.e., Gifts)								
Total Revenue	$547,918	$56,699	$815,940	$0	$1,169,514	$0	$1,169,514	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.0		3.0		4.0		4.0	
2. Faculty	$160,000.00		$240,000.00		$320,000.00		$320,000.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	75,000.00		75,000.00		75,000.00		75,000.00	
7. Administrative Support Personnel	60,000.00		60,000.00		60,000.00		60,000.00	
8. Fringe Benefits	$97,630.00		$122,430.00		$147,230.00		$147,230.00	
9. Other:								
Total Personnel and Costs	$392,630	$0	$497,430	$0	$602,230	$0	$602,230	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$2,500.00	$2,500.00	$2,500.00		$4,000.00		$4,000.00	
2. Professional Services	15,000.00		15,000.00		15,000.00		15,000.00	
3. Other Services								
4. Communications		40,000.00	40,000.00		40,000.00		40,000.00	
5. Materials and Supplies	35,000.00		52,500.00		52,500.00		52,500.00	
6. Rentals	20,000.00		20,000.00		20,000.00		20,000.00	
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$72,500	$42,500	$130,000	$0	$131,500	$0	$131,500	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources			$3,000.00		$3,000.00		$3,000.00	
2. Equipment	$5,000.00		$10,000.00		$10,000.00		$10,000.00	
Total Capital Outlay	$5,000	$0	$13,000	$0	$13,000	$0	$13,000	$0

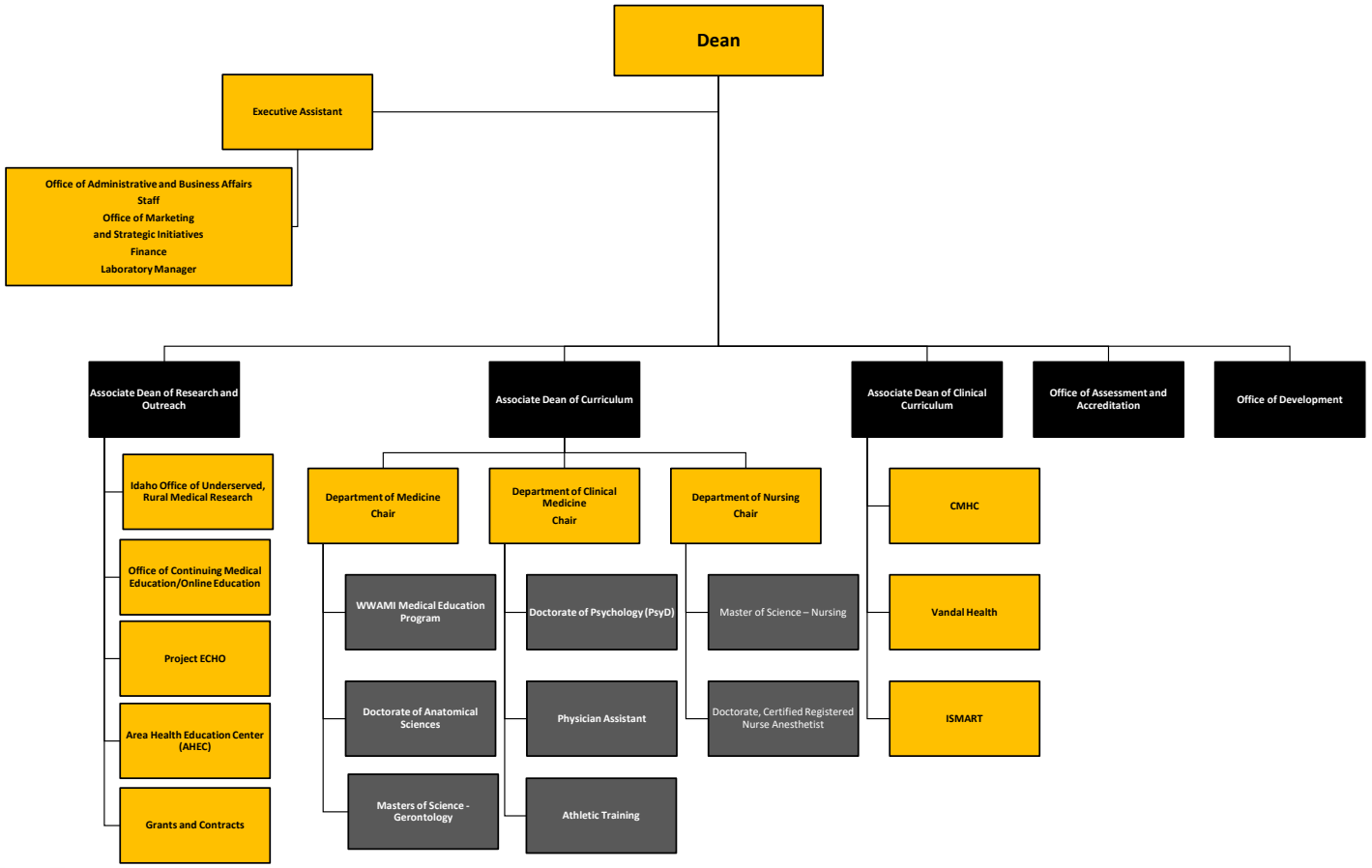
	FY 26		FY 27		FY 28		FY 29	
D. Capital Facilities Construction or Major Renovation	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

E. Other Costs								
Utilites								
Maintenance & Repairs			$10,000.00		$10,000.00		$10,000.00	
Other UI Overhead	$5,568.00		$11,310.00		$17,458.00		$18,705.00	
Total Other Costs	$5,568		$21,310		$27,458		$28,705	
TOTAL EXPENDITURES:	$475,698		$661,740		$774,188		$775,435	
Net Income (Deficit)	$72,220	$56,699	$154,200		$395,326		$394,079	

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A. 14.F	Enrollment target of 16
I.B. 15.J	Project a 10% dropout between years 1 and 2
I.B. 16.N	Project 5-10% dropout between years 2 and 3. Project three year enrollment of 43 students.
II. 2. 27	Advertisement of program in Year 1 based on U of I Doctorate in Athletic Training Program expenses; Funding to come from WWAMI reserve
II. 2. 28	Travel for recruiting and professional development in Year 1; Funding to come from WWAMI reserve
II. 5. 35	Based on projected enrollment with 20% being in state and 80% out of state.
III. A. 51	Two Clinical Faculty in Year 1; Up to four clincal faculty FTE to maintain program.
III. A. 61	0.5 FTE of Director of Anatomical Sciences
III. A. 63	1 FTE Administrative Support
III. A. 65	Fringe on III. 53 and III. 61 U of I rate: 0.31% + Fringe on III. 63 U of I rate: 41.3%
III. B. 80	Travel for recruiting and professional development (see also II. 2. 28)
III. B. 82	Support from U of I: web services, IT etc.
III. B. 86	Advertisement of program based on U of I Doctorate in Athletic Training Program expenses, beginning in Year 2 (see also II. 2. 27)
III. B. 88	Provision of cadavers for class (10 in Year 1, 15 in subsequent years)
III. B. 90	Cost of anatomy lab facility use
III. C. 105	Support of Library Resources, beginning in Year 2
III. C. 107	Disposable and semi-reusable equipment (gloves, scalpals etc.; $250 per student).
III. E. 121	Maintenance fund for cadaver lab and equipment, beginning in Year 2
III.E 123	This cost represents internal overhead applicable to mandatory fee revenue.
III. E. 131	Budget surplus will be used to establish a reserve and an Idaho willed body program covering Northern Idaho

School of Health and Medical Professions



University of Idaho

APPENDIX C: Course Descriptions

Summer One

Course	Description	Credits
MEDS 539	**Advanced Gross Anatomy for Teachers I** This is the first of two graduate courses that will cover the gross anatomy of the human body in depth, using human cadavers. Its goal is to prepare students to become professional Anatomy instructors who can teach this material in Gross Anatomy courses in Medical, Dental, or Physical Therapy Schools. Additionally, they will be able to teach Anatomy or Anatomy & Physiology courses for undergraduate students in Health programs such as nursing, pre-med, pre-dent, pre-physical therapy, exercise science, and pharmacy programs.	8
MEDS0000	**Embryology for Anatomy Teachers** This is an online class that will cover the structural development of the human embryo and fetus, mainly by organ systems. Its goal is to prepare Anatomy instructors so they can present this material in Gross Anatomy in Medical Schools, or in Anatomy or Anatomy and Physiology courses for undergraduate students in Health Programs such as nursing, physical therapy, and pharmacy. Along with normal human development, the course cover abnormalities of development, so the students can learn and teach birth defects, the developmental anomalies that are so important in the health fields.	4
MEDS0000	**Introduction to Medical Imaging** Today's medical practitioners now require a solid understanding of the principles underlying each of the major biomedical imaging modalities along with expertise in interpreting the digital data and anatomical images generated. As such, medical imaging has become an essential component of Health Sciences curricula. This course will help equip Anatomy instructors with the requisite knowledge to utilize medical imaging in the coursework of Medical Schools or other Health Sciences training programs.	2

Fall One

Course	Description	Credits
MEDS 542	**Histology for Anatomy Teachers** This is an online class that will cover the microscopic anatomy (histology) of the human body. Histology covers the body's cells and subcellular structures, its tissues, and the microscopic structure of its organs. The goal of this course is to prepare Anatomy teachers to present this material in Histology courses in Medical Schools, or in Anatomy or Anatomy & Physiology courses for undergraduate students in Health Programs such as nursing, pre-physical therapy and pre-pharmacy.	4
MEDS0000	**Philosophical Underpinnings of Medical Education** Students will grapple with the philosophical foundations of education, including essential topics such as the nature of knowledge, the purposes and goals of medical education, and the social, political, and ethical considerations inherent in healthcare practice and teaching. Moreover,	3

	this course challenges participants to become reflective medical educators capable of developing and articulating their own philosophy of education.	

Spring One

Course	Description	Credits
MEDS0000	**Physiology Elective 1** (see below for list of "Physiology Electives")	4
MEDS0000	**Free Elective** (see below for list of "Free Electives")	3-4

Summer Two

Course	Description	Credits
MEDS 541	**Advanced Gross Anatomy for Teachers II** This is the second of two graduate courses that will cover the gross anatomy of the human body in depth, using human cadavers. It will directly follow Advanced Anatomy I in each summer session. The goal of these courses is to prepare students to become professional Anatomy instructors who can teach this material in Gross Anatomy courses in Medical, Dental, or Physical Therapy Schools. Additionally, they will be able to teach Anatomy or Anatomy & Physiology courses for undergraduate students in Health programs such as nursing, pre-med, pre-dent, pre-physical therapy, exercise science, and pharmacy programs.	8
MEDS0000	**Instructional Practicum** Instructional practicum provides students with an opportunity to improve teaching methods and techniques and expand professional skills under the guidance of faculty mentors. Teaching experience will include developing and delivering classroom lectures, learning assessments, and grading schemas, and demonstrations in the anatomy laboratory.	2
MEDS0000	**Seminar: Practice in the Allied Health Professions** It is essential for educators in the health professions to understand some aspects of the clinical practice that their students are pursuing. Through a blend of lectures, discussions, case studies, and collaborative projects, this seminar fosters interdisciplinary perspectives on contemporary allied health practice for various professions (e.g., RN, CRNA, MD/DO, PA, NP, etc.) within the American medical system.	1
MEDS0000	**Curricular Development in Medical Education** In an era marked by the rapid evolution of medical science, it is imperative that educators and administrators continuously adapt their curricula to align with the latest best practices and evidence. This course immerses students in the foundational principles of curriculum development tailored specifically for allied health professional training programs. Furthermore, students will be exposed to multiple curriculum development frameworks, equipping them with a versatile toolkit for shaping future curricula that remain responsive to evolving industry standards and educational needs.	3

Fall Two

Course	Description	Credits

MEDS0000	**Radiology Elective** (see below for list of "Radiology Electives")	1-2
MEDS 546	**Neuroanatomy for Anatomy Teachers** This is an online course that will cover topics in neuroanatomy. Topics include functional organization of the human nervous system, neurophysiology, supporting structures, and clinical relevance of these topics for health care practitioners.	4
MEDS0000	**Measurement and Evaluation in Medical Education** This course is designed to survey principles of measurement and evaluation within the context of medical education. Students will delve into the foundations of assessment theories and methods of designing and implementing assessment tools for students in the allied health professions. Topics will encompass formative and summative student assessments, including written exams, question design, clinical evaluations, and other assessment methods such as simulation and portfolio assessment. Course assessments soliciting feedback from students will also be discussed.	3

Spring Two

Course	Description	Credits
MEDS0000	**Physiology Elective 2** (see below for list of "Physiology Electives")	4
MEDS0000	**Research Methods** This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. The course will introduce students to qualitative, quantitative, and mixed methods research approaches in education. Students will develop a broad understanding of these methods and how/when they should be employed. Specific topics will include conceptualizing educational research, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, drawing inferences, and writing research proposals. As a depth requirement, students will employ one specific method in the design and possible implementation of a small research study which they will present orally and as a written formal research proposal or article.	3

Summer Three

Course	Description	Credits
MEDS0000	**Immersion 1** Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term): i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.	4

	ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy. iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.	
MEDS0000	**Principles of Online Course Design** This course explores the skills and knowledge necessary to craft engaging, accessible, and effective online learning environments tailored to the needs of allied health professional students. Participants will dive into key concepts, including learner-centered design, accessibility and inclusivity considerations, multimedia integration, and assessment methods for online contexts.	2
MEDS0000	**Free Elective** (see below for list of "Free Electives")	3-4

Fall Three

Course	Description	Credits
MEDS0000	**Immersion 2** Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term): i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading. ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy. iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.	4
MEDS0000	**Free Elective** (see below for list of "Free Electives")	3-4

Spring 3

Course	Description	Credits
MEDS0000	**Immersion 3** Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term): i. Pedagogical Immersion: Under the guidance of a faculty mentor,	4

	students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading. ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy. iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.	
MEDS0000	**Free Elective** (see below for list of "Free Electives")	3-4

ELECTIVES:

Physiology Electives (2 required)

Course	Description	Credits
MEDS0000	**Cell Physiology** This course is a comprehensive study of underlying concepts common to the major cell physiology processes of the body. The course is designed for those seeking a solid grounding in cell biology and physiology. The course focuses on basic physiology of the cell and builds to understanding electrical activity, muscle physiology and neural physiology.	4
MEDS0000	**Medical Physiology** Fundamentals of Medical Physiology is designed to provide students with an in-depth understanding of the function, regulation, and integration of human body organ systems at a level required for clinical medicine and basic research in medical physiology. The physiology of all organ systems will be covered, with emphasis placed on a functional understanding of homeostatic maintenance in health as well as in disease processes. Core concepts of cellular chemistry, function, and signaling mechanisms will also be included. Concepts are taught using a combination of recorded lectures, clinical correlations, and online problem sets. This course is designed to provide critical knowledge for individuals who wish to teach anatomy and physiology at the post-secondary level or to equip those who wish to teach anatomy at the graduate or professional degree level with appropriate foundational knowledge related to "function".	4
MEDS 544	**Medical Pathophysiology** This course is a comprehensive study of underlying concepts common to the major pathophysiological processes of the body. The course is designed for those interested in teaching pathology or pathophysiology or related disciplines or for health and pre-health students. The course adopts a system-based approach to pathology and integrates material across systems using diseases such as cancer.	4

Radiology Electives (1 required)

Course	Description	Credits
MEDS0000	**Radiology Seminar**	1

	This course is designed to strengthen students' understanding of clinical anatomy and of the application of medical imaging techniques in the clinical setting. Students will be required to prepare and present online presentations of clinical radiology cases selected from the primary medical literature. The use of real clinical cases will help students hone their skills in interpreting normal and abnormal anatomy using various medical imaging techniques and will reinforce topics in histology/histopathology and physiology/pathophysiology covered in previous courses. The course will include a focus on the design and delivery of instructional content for online delivery along with discussions surrounding best practices in developing test questions. This course is designed to provide critical knowledge and enhance instructional skills of individuals who wish to teach gross anatomy at the graduate or professional degree level or teach anatomy and physiology at the post-secondary level.	
MEDS0000	**Point-of-Care Ultrasound** Point-of-Care Ultrasound (POCUS) has been adopted across various medical specialties. This course focuses on imparting students with a strong foundation in ultrasound physics, instrumentation, and image optimization techniques. Through hands-on sessions, learners will acquire essential skills in probe manipulation, setting optimization, and the acquisition of high-quality ultrasound images, relevant to diverse clinical scenarios. These competencies will enable students to effectively contribute to POCUS teaching across various allied health professions, facilitating broader access to this valuable diagnostic tool in healthcare.	2

Free Electives (4 required)

Course	Description	Credits
MEDS0000	**Teaching Paradigms in Medical Education** Students will delve into various teaching paradigms, including but not limited to traditional didactic instruction, problem-based learning, team-based learning, simulation, and technology-enhanced approaches. Emphasis will be placed on critiquing the putative strengths, limitations, best practices, and real-world challenges associated with implementing each paradigm.	3
MEDS0000	**History of Educational Philosophy** This course extends upon the foundational concepts introduced in MEDS0000 - Philosophical Underpinnings of Medical Education by providing a historical exploration of the philosophy of education both within the realm of medicine and general education. Students will select a topic that resonates with their personal interests and develop a treatise that traces the evolution of teaching within their chosen subject. By immersing themselves in the history of educational practices, students will cultivate a deeper understanding of the ways in which teaching their subject has evolved over time, the driving forces behind these transformations, and the ensuing societal, political, or professional ramifications.	3
MEDS0000	**Characteristics of Adult Learners**	3

	Recognizing that medical professionals are destined to engage in lifelong learning, this course equips educators, healthcare practitioners, and administrators with the insights and strategies required to effectively educate and engage adult learners in the ever-evolving field of medicine. Participants will explore the foundational principles of andragogy, emphasizing its application in designing curricula, fostering active learning, and cultivating self-directed, motivated, and reflective medical professionals.	
MEDS0000	**Biological Basis of Sensation and Perception** This course content explores the biological processes that underpin human sensation and perception, including the anatomy and physiology of sensory receptors, neural pathways, and the role of the brain in processing sensory input to derive meaning.	3
PSCH 526	**Cognitive Neuroscience** Survey and analysis of major topics in field; emphasis on contemporary research and theory; related topics in perception, memory, and information processing and transformation. Additional projects/assignments required for graduate credit.	3
PEP 507	**Sports Biomechanics** The purpose of this course is to investigate sport performance from an applied mechanical approach. Students will assess sport techniques, injury risk factors and equipment designs incorporating concepts of Newtonian Mechanics.	3

APPENDIX D: Letters of Support

Regional Unit Heads/Hiring Officials

Conley and Roberts	WSU Elison Floyd College of Medicine
Lambert	North Idaho College
Teintze	University of Montana WWAMI Medical Education Program
Schumaker	University of Wyoming WWAMI Medical Education Program

Idaho Faculty Interested in the Program

Bezzerides	Lewis Clark State College
Johnson	North Idaho College
Leavitt	College of Western Idaho
Moore	College of Western Idaho
Ozeran	North Idaho College
Reeds	North Idaho College
Zenker	University of Idaho/North Idaho College

WASHINGTON STATE UNIVERSITY HEALTH SCIENCES SPOKANE | Elson S. Floyd College of Medicine

December 8, 2021

Peter Fuerst, Ph.D. Associate
Professor
WWAMI Medical Education Program
Department of Biological Sciences University of
Idaho
Moscow, ID 83844

Dear Peter,

We are writing to express our strong support for the doctoral degree program in Anatomical Sciences that you are proposing to develop at the University of Idaho. As medical school faculty with many years of experience developing and delivering anatomy education at Washington State University and other major university programs (University of Washington and University of Minnesota), we know how difficult it is to find faculty trained in the anatomical sciences, including expertise in cadaveric dissection.

As biomedical research has transitioned to more cellular and molecular approaches to the study of disease, basic science departments that used to train graduate students in anatomical sciences have begun hiring faculty without expertise in anatomy. The downstream effect has been a nearly complete lack of graduate programs that include training in gross anatomy, embryology, histology, and macro- level neuroscience. We now have a situation where it is almost impossible to find trained anatomists, so we often hire applicants without this skill set, who we must then train ourselves, with no guarantee that an anatomy teaching career is a good fit. A well-trained individual with a degree in anatomical sciences would rise to the top of a typical applicant pool and would be highly competitive for positions at most medical schools, including our own. The additional areas of training proposed in your degree program, including histology, neuroanatomy, medical imaging, and kinesiology would further equip the degree holder to succeed in a broad range of programs, beyond medical (MD/DO) education. We could certainlyuse graduates from your program at our institution.

With the need clearly apparent, we strongly support the development of your proposed program, andwe urge the Idaho State Board of Education to approve it, post haste. We stand ready to support yourprogram in any way we can, including providing experiences in anatomy instruction at our institution.

We look forward to hearing of the approval of your program by the Idaho State Board of Education andyour successful development and implementation of this program at the University of Idaho.

Sincerely,

David Conley, PhD
Associate Professor
Department of Medical Education &
Clinical Sciences

Ken Roberts, PhD
Professor and Chair,
Department of Translational Medicine &
Physiology

PO Box 1495, Spokane, WA 99210-1495
509-358-7823 | medicine.wsu.edu

North Idaho College
1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

Natural Sciences Division
(208)769-3495 phone
(208)769-7839 fax

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. It has historically and is currently difficult for us to identify trained anatomists and we often hire underqualified applicants who we must then train with no guarantee that the career is a good fit for the trainee. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the degrees we offer in our program.

Sincerely,

Paula Lambert

Natural Sciences Division Chair
(208) 769-3249
paula.lambert@nic.edu

MONTANA STATE UNIVERSITY

Peter Fuerst, PhD
Associate Professor, University of Idaho
Associate Director, WWAMI Medical Education Program
University of Washington School of Medicine

Dear Peter and State Board of Education,

I enthusiastically support your plan to offer a doctorate in anatomical sciences degree at the University of Idaho. As biomedical research transitioned to identifying molecular disease mechanisms over the past decades, PhD students were no longer being trained in anatomy. I know from our experience at MSU how difficult it has been for us to identify and hire trained anatomy faculty for our medical school and our undergraduate biology programs. At our WWAMI Medical Program, our last anatomy faculty search took three years; we eventually hired a senior faculty member from another medical school. This individual will be retiring soon, requiring us to search again. For the undergraduate program, we have hired underqualified applicants, who must then train on the job with no guarantee that teaching anatomy is a good career. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for these well compensated faculty positions. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education and allied health programs at universities like ours.

WWAMI Medical Education Program

Yours sincerely,

Martin Teintze, Ph.D.
Director, WWAMI Medical Education Program
Montana State University
Assistant Dean, Foundations Phase
University of Washington School of Medicine

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Email wwami@montana.edu

Mountains & Minds

WWAMI Medical Education Program
Dept. 4238, 1000 E. University Ave.
Laramie, Wyoming 82701
(307) 766-4908 | www.uwyo.edu/WWAMI

January 11, 2022

RE: Anatomical Sciences Degree Program

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. We are currently searching for an anatomist with cadaver-based dissection experience and neuroanatomy expertise. It has historically been difficult for us to identify trained anatomists and we often have worry that our applicant pool will not meet our high medical education standards. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the MD degree we offer in our program.

Sincerely,

Brant Schumaker DVM, MPVM, PhD
Director, Wyoming WWAMI Medical Education Program, University of Wyoming
Foundations Assistant Dean, University of Washington School of Medicine
Clinical Associate Professor, University of Washington Department of Comparative Medicine
Tel: 307-766-2497 • Fax: 307-766-2492 • bschumak@uwyo.edu
Facebook | Website | UWYO | UWSOM

LEWIS CLARK
STATE COLLEGE

Alex Bezzerides, PhD
Professor of Biology
Division of Natural Sciences and Mathematics
Lewis-Clark State College
albezzerides@lcsc.edu

January 03, 2022

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. It has historically and is currently difficult for us to identify trained anatomists and we often hire underqualified applicants who we must then train with no guarantee that the career is a good fit for the trainee. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, physiology, pathophysiology, radiology, ultrasound, pedagogy, research methods and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the degrees we offer in our program.

Sincerely,

A. S. Bezzerides

Alex Bezzerides

Physical, Life, Movement and Sport Sciences
500 8th Avenue, Lewiston, ID 83501 | 208-792-2295 | www.lcsc.edu/science

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy & Physiology as well as Human Cadaver Prosection at my institution, North Idaho College, with a Master's of Science degree in Clinical Anatomy from Creighton University School of Medicine, but lack a dissertation based doctoral degree that would aid in my profession development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

Katie Johnson, MS
Assistant Professor of Biology
Natural Sciences Department
North Idaho College
Email: kjjohnson3@nic.edu

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy and Physiology at the College of Western Idaho with a master's degree in biology, and have been actively considering and looking for a doctoral program that would aid in my professional development and allow me to expand my teaching portfolio. I work during the academic year but have flexible summers, and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4-year colleges, universities and community colleges who would greatly benefit from the unique program that you are proposing to found. I have sat on many hiring committees at CWI looking for A&P faculty, and it is very difficult to find highly qualified faculty for this particular subject. I believe that this unique program would help to change that situation.

Sincerely,

Hollie Leavitt, M.S.
Associate Professor of Biology
College of Western Idaho

From: Hollie Leavitt <hollieleavitt6@cwi.edu>
Sent: Friday, December 3, 2021 10:15 AM
To: Fuerst, Peter (fuerst@uidaho.edu) <fuerst@uidaho.edu>
Subject: Health Sciences Doctoral Degree

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy & Physiology II and Human Structure and Function at the College of Western Idaho with Master's degrees in Plant Science from the University of Idaho and Educational Technology from Boise State University. However, I lack a dissertation-based doctoral degree that would aid in my professional development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working and to spend two summers to gain in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4-year Colleges, Universities, and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

Christina Moore

Christina R. Moore
Assistant Professor of Biology
College of Western Idaho
MS 5300, P.O. Box 3010
Nampa, Idaho 83653

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching anatomy at my institution, North Idaho College, with a degree in Neuroscience from The Ohio State University, but lack a dissertation based doctoral degree that would aid in my professional development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

Rachel Ozeran

Rachel Ozeran, M.S.

Assistant Professor of Biology
Natural Sciences Department
North Idaho College
Email: rozeran@nic.edu

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching anatomy at my institution, North Idaho College, with a degree in Microbiology, but lack a dissertation based doctoral degree that would aid in my profession development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

Karen Reeds
Human Biology Instructor
North Idaho College

Lizabeth Zenker, DC
Instructional Laboratory Manager
College of Science
Department of Biological Sciences
LSS 359
208 885 6776
lzenker@uidaho.edu

University of Idaho

DEPARTMENT OF
BIOLOGICAL SCIENCES
College of Science
875 Perimeter Drive MS 3051
Moscow ID 83844-3051
208 885 6776
208 885 7905 FAX
uidaho.edu/sci/biology

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently an Instructional Laboratory Manager at the University of Idaho, with a bachelor's degree in biochemistry and a Doctor of Chiropractic degree. I have worked in the field as a practitioner, and more recently in academia as an Assistant Professor in Anatomy & Physiology (A&P) and Prosection (Human Cadaver Dissection). I have served on several hiring committees at North Idaho College in search of additional A&P professors and adjuncts. In my experience, there have been many Doctors of Physical Therapy & Chiropractic that seek to join academia. Their practical knowledge is valuable, however during the interview process, many lacked the extensive scientific background or experience to properly teach courses in A&P or Prosection. This was also true of many applicants with master's degrees. I have been a member of the Human Anatomy & Physiology Society and have also served on their Cadaver Use Committee. This is a national organization that provides information, continuing education, as well as structure and continuity with Learning Outcomes across the differing levels of A&P from community colleges, four-year institutions & universities, as well as medical and osteopathic colleges. In my experience with this organization, there is a strong need for professors to have the proper background in Anatomy. Many current professors began teaching those courses without any prior experience or structured coursework and are seeking additional education to fulfill their knowledge gap. The Cadaver Use Committee has been trying to organize, unsuccessfully, to help train and fulfill this niche of training professors to teach Prosection courses. However, there is a lack of professors with these skills or background, even in this organization. Having a dedicated degree of this caliber would fulfill this significant need and be available for those educators to gain additional knowledge, experience, and professional development while they work concurrently. This is a very exciting and fantastic opportunity. Being able to complete coursework remotely during a three-year cycle and having the two in-depth summer sessions at the state-of-the-art cadaver lab at the Moscow, Idaho WWAMI Medical facility would be an option not only I am interested in, but that many across the nation or locally could attain.

Sincerely,

Dr. Lizabeth Zenker

April 15, 2024
William F. Ganz, MD, FACS
1502 West Bellerive Lane
Coeur D'Alene, ID 83814
208-755-7707

Jeff Seegmiller, Ed.D., AT
Regional Dean, Director & Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,
I am writing to express my support for the University of Idaho and the proposed health professions program, including the proposed School of Health and Medical Professions.

As a practicing neurosurgeon in Coeur D'Alene, Idaho since 2001 I have seen rapid growth of our population, but unfortunately I have not seen commensurate growth in health care professionals. The recent Covid 19 pandemic exposed the marginal health care workforce and because of over-worked health care professionals, many of our best nurses, physician assistants, respiratory therapists, OR technicians, physical and occupational therapists retired from the workforce. Even a number of physicians retired early because of the workload burnout. As you may be aware, Idaho ranks near the bottom in the ratio of physicians and nurses to patients. There is no sign of decreased population growth in Idaho and we need to be prepared to train more physicians , nurses , PAs and other health care workers to care for our growing population.

I am encouraged to learn of the direct entry Master of Science in Nursing(MSN), the Doctor of Psychology in Clinical Psychology(PsyD, the Doctor of Anatomical Sciences(DAS), the Certified Nurse Anesthetist(CRNA) DNP degree, the Masters of Science in Gerontology(MS), and the Physician Assistant(PA) training programs. In my experience, Physician Assistants are particularly in short supply and difficult to recruit from out of our state. Also, there is an acute need for Clinical Neuropsychologists; there are none practicing in North Idaho and it is a significant need.

As you are aware, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. These are daunting deficits in our ability to deliver health care to the citizens of our state.

The best way to recruit health care workers to our state is to train them in our state. There is a critical shortage in training programs in the State of Idaho. This initiative by the University of Idaho is key starting solution to address this issue which is getting worse each year. This what our educational institutions should be addressing and promptly! Have you tried getting in to see

a health care provider lately? It typically takes weeks to get into see a physician: primary care and specialists, which is not good care.

I fully support these proposed academic programs and urge the Idaho State Board of Education to act expeditiously to approve these programs. The School of Health and Medical Professions is a vital asset to our state, but needs to grow to meet the needs of our growing population.

Sincerely,

William F. Ganz, MD, FACS

William F. Ganz, MD, FACS
Kootenai Neurosurgery and Spine

Steven E. Ozeran, MD, FACS
Ozeran
Plastic & Reconstructive Surgery
Bringing beauty to life.

Jeff Seegmiller, Ed.D., AT

Regional Dean/Director, Professor

Idaho WWAMI Medical Education Program

University of Idaho

Dear Dr. Seegmiller:

I am writing to express my support for the University of Idaho and their proposed health professions programs. I understand that these include the direct entry Master of Science in Nursing, the Doctor of Psychology, in Clinical Psychology, the Doctor of Anatomical Sciences, the Certified RN Anesthetist degree (CRNA), the Master's of Science in Gerontology, and Physician's Assistant (PA) training programs. All of these programs would greatly help improve the state's healthcare infrastructure and help with medical provider shortages across the state. As a physician in Idaho for nearly 30 years, I can personally attest to decline in patients' ability to access necessary healthcare evaluations and treatments; it's quite common for patients to wait weeks, sometimes months for appointments with their doctors or healthcare providers . Emergency rooms have become overburdened as patients need somewhere to go for care and this adds further to the financial stress on our healthcare systems. Some patient delays can result in delayed diagnoses with associated increased morbidity and even death. The value in the establishment of these training programs as there is already tremendous stress on our local healthcare systems. We need more qualified healthcare providers. And as the population of the state has shown tremendous growth, further adding stress to an already strained system, educating more healthcare providers is definitely needed as this is not a short-term problem.

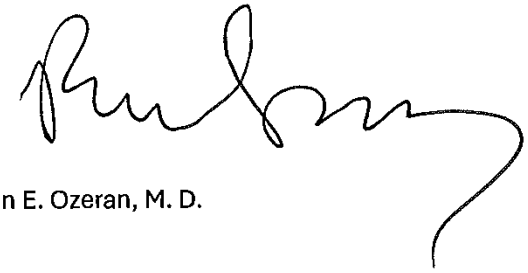
I believe that these proposed programs will not complete with existing healthcare programs at other institutions as this phenomenon is not unique to Idaho. There is currently a national shortage of healthcare providers, but more dire in Idaho and some other states; and it would behoove us to educate our own. One of the things we see with local training programs is that many of these providers continue to practice in this state which further helps Idaho meet its goal of treating its citizens. These needs are not only limited to the present, but with population growth, they are expected to worsen. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HPSA's) for medical care, and 100% are HPSA's for mental heath. With

1630 23rd Avenue, Suite 901-A | Lewiston, ID 83501 | P: 208.746.4479 | F: 208.746.4186 | www.ozeranmd.com

the continued population growth and the current shortage of training facilities, these crises will only become more dire.

I thus fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,



Steven E. Ozeran, M. D.

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Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Northwest Specialty Hospital, I am writing to express our support for the University of Idaho and their proposed health professions programs, including the direct entry Master of Science in Nursing (MSN) and the Physician Assistant (PA) training programs. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) and Idahoans are left with severe shortages of healthcare access.

Importantly, these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs.

Sincerely,

Rick Rasmussen

CEO, Northwest Specialty Hospital

Rick.Rasmussen@nwsh.com // 208-262-2310

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

Thank you for your continued focus on the critical shortages in medical providers that Idahoans experience and for providing solutions to this challenge. I was very happy that the state legislature approved funding for the Doctorate Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate - Anatomical Science Education (DAS), Master of Science, Gerontology, Certified Registered Nurse Anesthetist (CRNA) Doctorate, and the Physician Assistant (PA)/Masters programs. This approval was imperative and reflects the core values of Idahoans to create solutions that reflect the unique needs of our state and our communities.

As an independent primary care physician practicing for over 30 years and a business owner, I have seen the need first-hand for more medical professionals and the consequences of provider shortages. Workforce shortages in the medical professions affect everyone: Patients, other employees, business owners, medical providers, and our great state. The strain on our current system not only affects individuals personally but also affects society at large by decreasing productivity, decreasing revenues, and making it more difficult for businesses to find and retain talent. Our future workforce throughout all sectors will continue to be affected if we do not respond to the current healthcare challenge.

As a physician, patient, business owner, and medical provider working in and with health organizations, I believe the University of Idaho health professions programs, including the proposed School of Health and Medical Professions are essential to the health of Idaho. Of note, these programs will not compete with existing healthcare programs at other institutions but will contribute to improving the diversity of the healthcare workforce which will be required in the future for a healthy Idaho.

I stand in full support of these academic programs and strongly encourage the State Board of Education to approve these programs as well as the School of Health and Medical Professions quickly.

Sincerely,

John J. Eck MD
208 Solutions LLC
188 W. Hulls Ridge Ct.
Boise, Idaho 83702

Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Preofessor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I retired 2 years ago after 41 years of emergency medicine practice at St. Joseph's Regional Medical Center in Lewiston, Idaho. I am writing to support the proposed School of Health and Medical Professions.

As an emergency physician, I was acutely aware of the shortage of mental health professionals, nurses and physician assistants. The need for mental health care grew exponentially during my years in practice, but when I left my hospital, our mental health services had been reduced by 75% from the level of care 15 years earlier. Due to difficulties in nurse recruitment, we had to staff positions with locum tenens who, although well qualified, had no commitment to the community and were much more expensive than hiring a local person. A training program at the University of Idaho would undoubtedly help alleviate these shortages.

I am especially excited about the prospect of the Masters of Gerontology program (and not just because I am now a senior citizen.) Gerontology was historically a neglected area of medicine and given our aging population, the need for practitioners specializing in care of the aged continues to grow.

I believe that people often choose to work close to where they have received their medical training, so a program at the University of Idaho would benefit Idaho. I urge the Idaho State Board of Education to approve these programs.

Sincerely,

Jay Hunter M.D.

PO Box 415
Hayden, ID 83835
April 8, 2024

Jeff Seegmiller, Ed.D.
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
The University of Idaho

Dear Dr. Seegmiller,

As a retired general surgeon and strong supporter of medical education, I am writing to express my support for the University of Idaho and their proposed health professions programs, including the establishment of the School of Health and Medical Professions.

I am pleased to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs. The demand for medical professionals in these fields is high. Expanded medical education in these particular areas will help Idaho address serious health provider shortages.

The University of Idaho is well-positioned to develop and implement expanded medical education programs. It is important to note that the proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed

Expanded medical education is essential for the overall future of healthcare. Developing the next generation of medical professionals will help to ensure that patients have access to high-quality care.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly with their approval for the establishment of the School of Health and Medical Professions.

Sincerely,

Thomas K. Thilo, MD
tomthilo@hotmail.com
(208) 661-1114

John Huckabay

7800 S Swan Ct Coeur dAlene ID 83814

dhuckabay@aol.com (208) 771 4426

14 April 2024

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Jeff:

A few comments on your proposed expansion of the Medical School in Moscow. It can go without saying that I am deeply vested in the School. I fully believe that your proposed expansion of programs is badly needed. All help address the critical shortage of heath care in Idaho. As the lowest ranked State in the US in medical professionals per population we need to do all we can to reverse this trend to provide better care for our population.

The program that I believe has the potential for quickest results is the Physician Assistant one. I work with other institutions with these programs. It fits very well with the MD instruction in that 23 of the 25 month program is identical. I realize that the purpose of the Education Board is to assure that costs are not duplicated with competing programs. This is not the case with your proposal as there are very few new costs and by adding to the existing classes you will actually lower the per student cost.

I have my personal medical care provided by practices that have PA's as the first line in patient care. I am always amazed at the quality and empathy that I see. Several of these practices are run by past students that I have supported that are now MD's. I get to chat with them about their experiences with the PA's and have never had a negative comment.

I will tell you a bit of a story on the CRNA program. As you are aware I worked in the military. I used to need to put in the nerve blocks for certain surgeries. It normally takes three, my average time was about 30 minutes, and I did a lot of them. I had emergency surgery a few years back. The CRNA completed the block procedure in less than 10 minutes, and was gentle in doing it. Obviously, I was impressed.

I believe that your proposed expansion is needed quickly. You have shown that you manage the School with limited overhead. I work with many other School's and none have a lower support and administration to student ratio. This shows me that you are not trying to build an empire at the burden of the taxpayers.

I fully support your proposals to the point that should they come to pass I will increase my financial support to the students in these programs to help assure their success. At least with the PA and CRNA ones you will find that most of the applicants will be alternative students, meaning they have come from the workforce and have obligations. It is critical to assist these people to rapidly become productive.

I certainly hope that you gain rapid approval for the expansion of education in Moscow.

Regards,

John Huckabay
Via email

JACK T. RIGGS, M.D.

04-25-24

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

From: Jack T. Riggs, MD

Dear Dr. Seegmiller,

I am writing today to express my enthusiastic support for the **University of Idaho** and their newly proposed health professions programs, including the proposed **School of Health and Medical Professions (SHAMP)**.

The addition of direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master of Science in Gerontology (MS), and Physician Assistant (PA) training programs at the University of Idaho will truly benefit all the citizens of Idaho.

As you know, there is a critical need for increased access to specialized professionals in our state. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. Too many Idahoans are left with severe shortages of healthcare access.

I believe these proposed programs would improve and increase a healthcare workforce that is highly needed. A statewide shortage in healthcare workers is a combination of significant population growth combined with too few academic programs to meet the state needs. A growing and aging population will continue to strain the state's healthcare system, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Jack T. Riggs, MD
Former Lt. Governor of Idaho
Former WWAMI Student E-76
Member, WWAMI Advisory Board
jack@rephasing.com
208-818-1763

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

April 24, 2024

Dr. Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of J-U-B ENGINEERS, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a midsize employer with our entire employee base residing in the intermountain west, we recognize the critical need for increased access to specialized professionals in our community and state. In recent years there has been a decline in healthcare access or services for many populations in our region. Quality healthcare is a primary concern for our employees and a critical recruitment aspect for attracting quality talent to our organization.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

J-U-B ENGINEERS, Inc.

Brian Smith, P.E.
President/CEO

a 2760 W. Excursion Lane, STE 400, Meridian, Idaho 83642 *p* 208 376 7330 *w* www.jub.com

Coeur d'Alene Public Schools

DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

April 29, 2024

Jeff Seegmiller, Ed.D., LAT, ATC
Regional Dean and Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho
1875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dear Dr. Seegmiller,

On behalf of Coeur d'Alene District 271, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

Health education plays a pivotal role in improving community well-being by promoting knowledge and healthy practices across all age groups. As an academic organization we know the importance of health education and development allowing increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Dr. Shon Hocker
Superintendent of Schools
Coeur d'Alene Public School District 271
shon.hocker@cdaschools.org
208-664-8241 ext. 10008

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

Dear Dr. Seegmiller,

In my capacity as the Chief Nursing Officer of Kootenai Health, I wish to express our strong support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

The introduction of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs reflects a proactive response to the escalating health care needs of our community and state.

At Kootenai Health, we recognize the critical shortage of healthcare professionals across Idaho, especially in medically underserved areas. This shortage not only challenges our ability to meet the diverse healthcare needs of our population but also underscores the importance of expanding access to specialized health care education.

These proposed programs align closely with our commitment to excellence in patient care and nursing education. By enhancing the availability of advanced nursing education opportunities, we can cultivate a highly skilled workforce capable of delivering comprehensive and compassionate care to our patients.

Moreover, we firmly believe that these programs will complement existing health care initiatives, contributing to the overall enhancement of health care services throughout Idaho. As our population continues to grow and age, the demand for qualified health care professionals will only intensify, making the approval of these programs all the more urgent.

In conclusion, I am proud to lend my full support to the University of Idaho's efforts to establish the School of Health and Medical Professions and its associated programs. I urge the Idaho State Board of Education to approve these initiatives, as they represent a significant step forward in addressing our state's healthcare challenges.

Thank you for your dedication to advancing healthcare education and improving the health and well-being of all Idahoans.

Sincerely,

Kelly Espinoza, PhD, RN

Chief Nursing Officer, Kootenai Health

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As the Executive Vice President of Kootenai Clinic, I am pleased to convey our organization's support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

We are excited about the potential of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs to address the pressing health care needs in our community and state.

At Kootenai Clinic, we are keenly aware of the challenges posed by the shortage of specialized health care professionals across Idaho. With 98% of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical care and 100% for mental health, there is an urgent need to expand access to quality health care services.

We firmly believe these proposed programs will not only alleviate the shortage of health care professionals, but also enhance the overall quality of care provided to Idaho residents. By addressing the growing demand for health care services, we can improve health outcomes and enhance the well-being of our community.

Moreover, we view these programs as complementary rather than competitive, recognizing the need for collaboration among academic institutions to meet the evolving health care needs of our state. As Idaho's population continues to grow and age, the strain on our health care infrastructure will only increase, further highlighting the importance of expanding health care services within the state.

In conclusion, I urge the Idaho State Board of Education to approve the establishment of the School of Health and Medical Professions and its associated programs. Kootenai Clinic stands ready to support these initiatives and looks forward to collaborating with the University of Idaho to advance health care education and improve access to quality care for all Idahoans.

Sincerely,

John Weinsheim

Executive Vice President of Kootenai Clinic

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

KootenaiHealth

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As a dedicated board member of Kootenai Health, I am pleased to convey our steadfast support for the University of Idaho's proposed health professions programs, including the establishment of the School of Health and Medical Professions.

The inclusion of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs exemplifies a proactive approach to addressing the pressing health care needs of our community and state.

Kootenai Health recognizes the profound impact of health care workforce shortages on our region, with the majority of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical and mental health care. These shortages underscore the critical need for expanded access to specialized health care professionals.

Importantly, we view these proposed programs as complementary rather than competitive, aimed at bolstering the existing health care workforce to better serve our growing population. The demographic surge of aging Idahoans further emphasizes the urgency of expanding health care services within the state.

Therefore, we wholeheartedly endorse these academic programs and urge the Idaho State Board of Education to expeditiously approve the establishment of the School of Health and Medical Professions, along with the proposed programs.

Thank you for your dedication to advancing health care education and improving access to quality care for all Idahoans.

Sincerely,

Dave Bobbitt

Secretary and Treasurer, Kootenai Health Board of Trustees



KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express Kootenai Health's support for the proposed School of Health and Medical Professions (SHAMP) at the University of Idaho. As the CEO of Kootenai Health, the regional referral center for the ten northern counties of Idaho, I can confidently say the creation of SHAMP will greatly contribute to the advancement of health care delivery in our state.

The programs outlined in the proposal for SHAMP align closely with the evolving health care needs of Idahoans. We recognize the immense value they would bring to our health system and the patients we care for. In particular, there is a critical shortage of Advanced Practice Providers (APPs) in North Idaho, and the only programs in our region are offered through private, out-of-state universities.

Each degree, Clinical Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate in Anatomical Science Education (DAS), Master of Science in Gerontology, Certified Registered Nurse Anesthetist (CRNA) DNP degree, and Physician Assistant (PA) Master's programs are all critical in preparing highly skilled health care professionals to meet the complex demands of quality health care delivery.

We firmly believe the establishment of SHAMP will enhance educational opportunities for aspiring health care professionals in our community, fostering a pipeline of talent that will contribute to the improvement of health care delivery and patient outcomes. Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Kootenai Health fully supports the establishment of the School of Health and Medical Professions at the University of Idaho. We are confident that SHAMP will play a pivotal role in shaping the future of health care education and practice, and we look forward to the opportunity to collaborate closely with the university in realizing this vision.

Sincerely,

Jameson C. Smith
CEO, Kootenai Health

CdA EDC
COEUR D'ALENE AREA
ECONOMIC DEVELOPMENT CORPORATION
3731 N Ramsey Rd, Suite 110B ~ Coeur d'Alene, ID 83814 ~ 1.208.667.4753

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Wally Jacobson
Panhandle Area Council
Gynii A. Gilliam
President & CEO

April 29, 2024

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Area Economic Development Corporation/Jobs Plus, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to economic development and assisting businesses with workforce challenges, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages for healthcare access.

We strongly believe these proposed programs will not compete with existing healthcare programs at other institutions, but rather, would improve talent supply that is highly needed. Statewide shortages in our healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Gynii A Gilliam, President/CEO
Email: gynii@cdaedc.org; Phone: (208)667-4753



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Kootenai Health, we are writing to express our support for the University of Idaho and its proposed health professions programs, including the proposed School of Health and Medical Professions.
We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care, and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would improve a highly needed workforce. Statewide shortages in the healthcare workforce are related to drastic population growth in the state and a paucity of academic programs to meet the state's needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Kelly McPol

Kelly McCarthy Pöl, DNP, RN, NP-D, CHSE
Manager Clinical Education and Simulation

Kootenai Health
2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.5189
kpol@kh.org

SYRINGA
HOSPITAL & CLINICS

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Syringa Hospital & Clinics, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a rural hospital dedicated to advancing improving the health and well-being of our community, we recognize the critical need for increased access to specialized professionals in both our local community and in our state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

We believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather grow and develop a workforce that is greatly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Abner King, FACHE
Chief Executive Officer
aking@syringahospital.org
208-983-8525

BONNER GENERAL HEALTH
QUALITY COMPASSIONATE CARE

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Bonner General Hospital, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

John Hennessy
Chief Executive Officer
Bonner General Hospital

520 N. THIRD AVENUE SANDPOINT, IDAHO 83864-1507 TEL (208) 263-1441
bonnergeneral.org

Shoshone
MEDICAL CENTER
www.shoshonehealth.com

25 Jacobs Gulch • Kellogg, Idaho 83837 • (208) 784-1221 • Fax (208) 784-0961

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Shoshone Medical Center, I am writing to express support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Several of the planned programs would help expand access to critical healthcare and mental health services in Idaho. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. Shoshone county is a designated Health Provider Shortage Area (HSPA) for both medical care and mental health services. Providing these educational pathways will help alleviate the critical shortage of services we currently experience. Population growth and an aging population will continue to increase demand for medical and mental health services, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Thank you for the opportunity to express support for these academic programs; I urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Paul Lewis
CEO
plewis@shomed.org

Shoshone Medical Center does not discriminate against any person on the basis of race, color, national origin, handicap, age, sex or creed in the provision of services, benefits or employment. Programs of the United States Department of Agriculture are available to all eligible people regardless of race, sex, color, national origin, age or handicap.

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Casino Resort Hotel, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Laura Penney, CEO

lpenney@cdacasino.com

North Idaho College
1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

18 March 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Idaho State Board of Education,

I am writing to express my wholehearted support for the University of Idaho and their proposed health professions programs. As President of North Idaho College, I am acutely aware of the healthcare challenges facing our state, particularly in northern Idaho, where shortages of healthcare providers have reached unprecedented levels.

The statistics paint a stark picture: with 98% of the state designated as health professional shortage areas, our citizens are left grappling with limited access to essential healthcare services. This not only impacts our economy but, more importantly, jeopardizes the well-being of our community members.

The University of Idaho's proposal to introduce a doctorate in clinical psychology (PsyD), a Physician Assistant program, and a direct entry Master of Science in Nursing are much-needed steps towards addressing these critical shortages. These programs are tailored to meet the specific needs of our region, where the shortage of healthcare professionals is most acute.

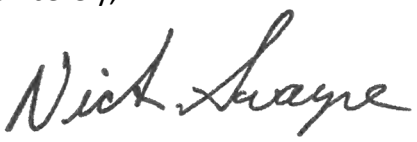
It's important to emphasize that these proposed programs are not intended to compete with existing offerings at other universities, but rather to complement and enhance the range of healthcare education available within the state. There is a clear and demonstrated need for these programs, with a level of interest that is currently underserved.

As we look towards the future, it is imperative that we invest in the growth of all health professional programs to ensure the vitality of our healthcare workforce. The University of Idaho, as our state's top research institution, is well-positioned to play a leading role in this endeavor.

I am enthusiastic about the prospect of collaboration between the University of Idaho's new health programs and our own North Idaho College health professions programs to expand collaborative initiatives. Together, we can work towards meeting the healthcare needs of northern Idaho and the state as a whole.

Thank you for your attention to this matter. I stand ready to offer any assistance or support necessary to bring these vital programs to fruition.

Sincerely,



Nick Swayne, PhD
President, North Idaho College

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

I am thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, Kootenai Health recognizes the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access. As Regional Medical Director of Virtual Care and Transfer Center, I work to help mitigate the complications of these shortages every day.

Access to care continues to be one of, if not the greatest, determinates to health within northern Idaho. How can we care for patients, both locally and regionally, in person or virtually, without the staff to care for them? As our population continues to drastically grow, where will the providers come from? Ideally, we should focus our efforts on training people from Idaho to care for Idaho communities.

It is becoming more commonplace to obtain a nursing degree in a nontraditional fashion. Many of our nurses earned their degrees while working to support themselves and their families. At current state, there is limited options for nursing school in northern Idaho. Furthermore, we have more nursing student clinical spots at Kootenai Health than can be filled by these nursing schools. As nurses look to advance their career to becoming, Physician Assistants, Nurse Practitioners or CRNA's, they have no other option than to look at schools in Spokane or virtual options if they to continue to support themselves. This not only leads them to incurring higher level of educational debt, but also makes them more likely to leave northern Idaho to work in the state where they received their training.

I believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Kanan Silvas, MD
Regional Medical Director of Virtual Care and the Transfer Center

Kootenai Health
2003 Kootenai Health Way
Coeur d'Alene, Idaho 83814

208.625.3765 phone
208.625.5732 fax

ksilvas@kh.org

Onsite Visit Report
Doctorate of Anatomical Sciences Program

The contents of this external programmatic review are intended for the prospective Doctorate in Anatomical Sciences (DAS) Program of the University of Idaho.

External Program Reviewers
Jessica Byram, Ph.D.
Indiana University

Adam B. Wilson, Ph.D.
Rush University

Caroline H. Wilson, Ph.D.
Chapman University

Date of Onsite Visit
August 9, 2022

Date of Original Report Submission
August 18, 2022

Date Program Confirmed Accuracy of Report
November 13, 2023

Report Guidelines
The panel is asked to assess the program within the present and projected future contexts, addressing program elements, faculty, need, and resources.

1. Program

1. **Program quality as determined by its curriculum, faculty, infrastructure support, funding, and external partnerships.**

   A review of the program's quality was determined on the basis of the following five elements:

   Curricular Offerings and Sequencing

   Judgements concerning the quality of course offerings and curriculum sequencing were determined according to: (a) the comprehensiveness of course syllabi, planned content delivery, and assessment practices, (b) faculty qualifications and demonstration of teaching excellence, and (c) the availability of necessary course-level resources.

   As proposed and confirmed through interviews, the Doctorate of Anatomical Sciences (DAS) degree requires the successful completion of 81 total credit hours of coursework, including a dissertation, for graduation. The program's plan of study entails coursework in the anatomical sciences, related biomedical sciences, education, and research.

   The quality of the biomedical course offerings was deemed appropriate for the program and training level based on classic offerings within the field and the quality and effectiveness of the teaching faculty as determined through CV reviews and interviews.

   The original proposal did not specify a lab component for the neuroanatomy curriculum. About three neuroscience labs could be combined with gross anatomy labs in the summer without needing additional course credits. The external review team also recommends starting the program in the summer term, instead of the fall term, to lead with the gross anatomy curriculum and to allow for radiology to follow gross anatomy in sequence.

   The quality of the education course offerings was deemed appropriate for the program and training level based on traditional course offerings within the field of education and the general qualifications of the College of Education, Health and Human Sciences (CoEHHS) teaching faculty as determined through their CVs. No interviews were conducted with the proposed education teachers. The review team recommends incorporating the education teaching faculty in the program's next external review.

   The syllabus for the required course "EDCI 582 Online Course Design' was not provided for review precluding the review team from making a judgment regarding this course.

   Curricula related to educational research design, methods, and analysis consist primarily of quantitative methods and statistics (E.g., Research Methods I and II courses). Curricula

related to qualitative methods and mixed methods research is currently missing from the original proposal and the supporting documents. The on-site review team recommends adding these missing elements to ensure the program's graduates are well-rounded in classic education research approaches.

Across all proposed courses, it remains unclear how the program will assess all course-level objectives, listed in UI's boilerplate format. While it was evident how content knowledge would be formatively or summatively assessed, it was not clear how other objectives would be assessed (e.g., "clarify purpose and perspective" or "Practice citizenship"). All course-level objectives for a given course should be assessed.

All syllabi need a careful review to ensure each has the same general tenets of a typical syllabus including: course description and overview, course objectives, required versus recommended learning materials and resources, learners' roles and responsibilities, learner assessment specifics (formative and summative), grading policies, honor code, school policies related to disability services, and a course schedule and content outline.

Currently, all elective courses are either education, psychology, or athletic training courses. The program may benefit from shifting some of the required biomedical courses (e.g., kinesiology) to elective offerings to allow for other aspects of the program values (e.g., teaching experiences) to be transcripted as part of the required core cognates. For students with prior or current teaching experiences, the program may consider a waiver of teaching practicum credits. Per the supplemental documents, TAships will be available for credit as an elective. The program should consider making TAships for gross anatomy, histology, and neuroanatomy required to further enhance graduates' marketability.

No clear direction regarding the details or timing of the qualifying/preliminary exam were provided. Program faculty discussed options ranging from having no qualifying/preliminary exam to having an exam comparable to that of a Ph.D. candidate. The determination of what this qualifying/preliminary exam will entail is highly dependent upon the type and rigor of the required research project (e.g., dissertation vs. capstone project vs. other). No consensus has been reached by the program concerning the nature and extent of the research project, aside from its focus on education-related research. Once such decisions are made, the related policies and procedures (e.g., student handbook with dissertation committee membership requirements) can be further refined and formed to meet the programs exact needs, pursuant to the College of Graduate Studies' existing policies and expectations.

Faculty Qualifications and Workload Distributions

The current complement of core WWAMI faculty are well suited for delivering and overseeing the biomedical sciences component of the DAS curriculum. The faculty's demonstrated content knowledge, teaching experiences, and teaching quality in the subject matter (as demonstrated through their CVs, teaching observations, and interviews) meets the needs of the DAS program.

Some ambiguities remain pertaining to the education component of the DAS curriculum and which faculty are most likely to assume lead teaching and research mentorship roles. Options for ensuring the program will have enough qualified faculty for teaching education courses and overseeing education-focused research projects include: 1) partnering with faculty from the CoEHHS, 2) partnering with education-focused faculty in the Doctorate of Athletic Training (DAT) program, and/or 3) hiring new program faculty with experience in education research and practice. Upon CV review of core WWAMI faculty who are specialized in the biomedical sciences, only Drs. Baker and Seegmiller have prior experience in conducting educational research.

Dr. Dave Pfeiffer is slated to be the DAS program director. He will receive dedicated administrative time for this role and a release of some of his WWAMI responsibilities for program design and implementation to launch the program.

The program estimates needing 4.0 FTE to sustain the program once it reaches full capacity. Faculty workloads are likely to consist of time dedicated to teaching, student mentorship for research oversight, research, service, and administration. The exact workload allocations have not yet been determined and no labor distribution grid was provided.

Infrastructure Support

The program's facility infrastructure (i.e., primarily the gross anatomy laboratory) is maintained and supported by WWAMI. The anatomy laboratory is a new state-of-the art facility equipped with the necessary resources for delivering gross anatomy instruction as observed during the campus tour.

The program's resource infrastructure (e.g., models, technology, library resources, etc.) meets or exceeds the program's needs. Resources are easily accessible and not dependent on cohort size. Ideally, DAS students will have access to all of the same resources WWAMI medical students have access to. More clarity on the feasibility of sharing identical resources between these student populations is needed.

The program's human capital is currently insufficient for initiating the program. Additional program faculty will be needed for curriculum development and implementation, committee work (e.g., admissions), advising/mentoring, and overseeing students' research projects. It is estimated that an additional 2.0 FTE will be needed to implement the program once at capacity (for 4.0 FTE total). The program would also benefit from offering their current faculty opportunities for professional development in educational research, andragogical practices, and educational theory.

The program's administrative infrastructure is consistent with that of similar UI graduate programs. Some services (e.g., program coordinators) are likely to be shared between programs and the program director can anticipate protected administrative time for program oversight.

Funding

In the first year, the program will run in deficit due to start-up costs. WWAMI will cover 2-years of teaching costs (totaling $303,600.00) to establish the program. WWAMI funding has already begun and is likely to expand as early as fiscal year 2024. The year of the first matriculating class is contingent upon internal and external program approval by UI and the Idaho State Board of Education, respectively.

Ideally, funding for curriculum development and program administration would begin at least one year in advance of the first matriculating class to ensure the readiness of the curriculum (e.g., creation of new courses), policies/procedures, etc.

Program funding will not use state appropriated funds, federal grants, special fee arrangements, or contracts.

The program will be funded through student tuition revenue. Per the budget estimates, to sustain program funding for 4 full-time faculty, the program must maintain an annual minimum enrollment of 16 students per cohort. Once the program's proposal moves forward in the University's internal process, a formal market analysis will be conducted. This market analysis will be helpful in determining whether a sufficient annual volume of applications to sustain this high enrollment program is likely. For program marketing, the program plans to dedicate funds for outreach and intentional marketing at conferences and elsewhere.

External Partnerships

To date, no partnerships external to the WWAMI DAS program have been formalized. Future talks and potential partnerships with the UI CoEHHS are pending for the purpose of integrating students in education-focused courses and involving faculty with education research expertise in the mentorship of student research projects.

2. **The program objectives and requirements; the mechanisms for program administration and assessment.**

Student Objectives

The original proposal contained three global student learning objectives that students are expected to attain prior to graduation. These objectives broadly aligned with the proposed goals of the program.

1. The DAS students will have a broad teaching competency relevant to medical and clinical education.
   a. This objective is well-established throughout the curriculum and is essential for developing expertise in anatomy education.

2. The DAS students will enter their profession with a combination of teaching experience and a foundation in higher education theory.
    a. In addition to taking courses in the biomedical sciences, students would take education-related coursework within three major content areas (i.e., curriculum design and assessment, educational and learning theory, and program design and evaluation) to develop their competence in educational pedagogies, theory and practice. Teaching assistantships may be offered as elective credits. However, details about these practical teaching courses were not provided.

3. The DAS students will have experience to develop and assess the outcomes of educational interventions, programs and processes.
    a. Through the process of writing an original research dissertation, students are likely to critically analyze data related to educational interventions and related outcomes.

The proposal also contained the below learning objectives that are similar to, but different from, those listed above. It is not clear which set of objectives will be used and how these student learning objectives map to the program-level objectives.

1. The DAS students will develop foundational knowledge in curriculum design and pedagogical technique to shape and/or improve their teaching practice.
    a. The curriculum contains required coursework in curriculum design whereas teaching/pedagogy courses fall in a required and elective list. However, it is unclear whether the proposed elective practicum courses will be required to assess students' improvements in teaching practice.

2. The DAS students will improve their teaching practice by creating professional knowledge through applied scholarly inquiry (e.g. education research).
    a. The original proposal was unclear on the scope of the dissertation as descriptions ranged from a "dissertation capstone project" to "dissertation-like experience" to dissertation. The project would be original research into instruction or an educational intervention. However, more details about the dissertation are needed to demonstrate it will achieve this outcome of applied scholarly inquiry.

3. The DAS students will expand and reinforce their expertise in the core subjects of the anatomical sciences through rigorous course work, with a focus on dissection-based gross anatomy.
    a. Biomedical coursework in the areas of anatomical sciences, including dissection-based gross anatomy, histology, and embryology demonstrate the program is likely to meet this objective. Dissection-based neuroanatomy may also be included to further achieve this outcome.

4. The DAS students will broaden their scope of expertise in subjects relevant to

educating allied health professionals, including medical imaging, (patho)physiology, and Kinesiology.

a. Coursework in physiology, pathophysiology, radiology, and medical imaging indicate the program will meet this objective.

Assessment of Student Learning Objectives

Assessment plans for student learning outcomes in the original proposal included formative and summative assessments. The program's summative assessment plans related primarily to a "dissertation-like" experience and comprehensive testing in the form of a preliminary examination. Formative assessments were proposed to be built into the coursework. However, the syllabi only contained placeholders for assessments and had not been fully fleshed out. The proposal could be strengthened by linking program-level objectives and student learning outcomes to specific assessments within the program and curriculum. More specificity related to course-level assessments, especially formative assessments, is needed.

Program-Level Objectives and Assessment

Program-level objectives were later provided as supplementary materials as "WWAMI's Doctoral Standards and Assessment Strategies" within the Program Practices (4) document and have been adapted from the University of Idaho's Learning Outcomes to provide additional details on graduate-level program evaluation and assessment. Details are provided below:

"WWAMI's standards are assessed at various times during the doctoral student's program, through both direct and indirect means. The intent of the assessment process is to inform the program of strengths and areas for improvement through a continuous and rigorous assessment process and cycle. Graduate students will be asked to complete a survey periodically or participate in a focus group where data will be gathered on the program goals, and doctoral learning outcomes. Regardless of the tool used to collect data for program evaluation and learning assessment, the student's identity will be kept confidential.

- *Learn and Integrate*: University of Idaho WWAMI DAS graduates have a comprehensive understanding of the philosophical foundations, historical developments, and contemporary aspects of their specialization area. They have a deep theoretical and conceptual knowledge of their field and are committed to trans-disciplinary discovery, with the ability to integrate their knowledge into their teaching.
- *Think and Create*: University of WWAMI DAS graduates design, conduct, interpret, evaluate, and disseminate research. Graduates understand research frameworks and can apply research skills to contribute to the expansion of knowledge, address societal problems, or exemplify creative expression. They are critical consumers and producers of research to generate new knowledge for the profession.

- *Practice Citizenship*: University of Idaho WWAMI DAS graduates are effective leaders, teachers, and mentors. Our graduates are about to work with various stakeholders to engage in the creation of informed policy and practice, and identify trends and issues by using sound models and principles.
- *Clarify Purpose and Perspective*: University of Idaho WWAMI DAS graduates have a critical awareness of educational practices and evaluation procedures. Graduates design effective courses and valuable content, with formative and summative evaluation strategies for people, programs, and policy. They understand culturally complex constituents and adhere to ethical, moral, and legal standards.
- *Communicator:* University of Idaho WWAMI DAS graduates disseminate new knowledge through published works, professional presentations, contract and grant activity, teaching, and consulting. Graduates contribute to scholarship and practice at local, national, and international levels, while serving as advocates for social justice, equity, learning, and change."

STRENGTHS: Updated program objectives align with the UI learning outcomes and are appropriate for a doctoral-level program.

IMPROVEMENTS: Currently, the program-level objectives are not clearly linked with outcomes of program coursework, examinations, or research requirements. The program would benefit from: 1) specifying the direct measures that will be used to evaluate the program-level objectives, 2) establishing target expectations for each program-level learning objective, and 3) describing processes for the regular review of program outcomes and how this relates to continuous quality improvement. The program would also benefit from closely monitoring indirect measures of program performance such as GPA, grades, and graduation/attrition rates.

Program Requirements
DAS students may be required to complete a preliminary examination (qualifying examination) before advancing to candidacy, and into the research phase of the program. Details of the qualifying examination are yet to be determined (e.g., timing, type [oral/written/both], and whether the examination will be a requirement or not). Furthermore, details of the dissertation and expectations are yet to be determined but may be linked to several program-level objectives.

Program Administration

3. **The program's alignment with the institution's mission.**

As stated on the University website, the institutional mission emphasizes *innovative thinking*, *community engagement* and *transformative education*. The DAS mission statement (described on "1. DAS mission and Vision.doc") is "to train the next generation of educators who will lead the field in providing expert teaching and research

in anatomical sciences to train the future health care workforce." The two missions appear to be in alignment, with some improvements noted:

- The proposed hybrid DAS program appears *innovative* in its combination of online and in-person, and science and educational coursework to train future health care professional educators. Students will be asked to develop a dissertation on educational innovations and outcomes, although there are few details on the dissertation project or how the information could be disseminated through public presentations and publications. Collaborations with other departments such as the DAT and possibly the CoEHHS will provide opportunities for interdisciplinary scholarship, further increasing opportunities for innovation. In addition, this innovative curriculum also includes training in radiology and medical imaging, which are increasingly used for medical diagnoses.

- While opportunities for *community engagement* may be feasible through students' dissertations on educational projects, the proposal did not mention community interventions explicitly. The proposal's societal goals do include addressing staffing issues related to health care professional education, and a hybrid program will allow accessibility to those in diverse communities who may need training in this field.

- The degree should allow educators with non-terminal degrees new opportunities to *transform* their teaching practice and also address the shortage of anatomy educators in the workforce. According to "1. DAS mission and Vision.doc", the DAS program hopes to contribute to the reputation of the Department, College, and University with diverse student recruitment, diverse program scholarship, and the development of a national reputation as a program leading in the training of anatomy educators. However, explicit details regarding how this mission may be carried out are largely missing from the proposal.

STRENGTHS: Innovative hybrid program with opportunities for interdisciplinary research and long-term job prospects for those who complete the program.

IMPROVEMENTS: No mention of specific community engagement project opportunities, details about how to increase diversity, or goal for research dissemination noted within the proposal.

4. **The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to support resources within and external to the institution.**

Faculty availability and expertise: Three people were identified in the proposal as part of the program team: Dr. Peter Fuerst (WWAMI Associate Director for Curriculum), Dr. Dave Pfeiffer (Director of Anatomy), and Mr. Joshua Johnson (Anatomy Lab Manager). A fourth anatomist was also mentioned but not identified (p.4 of proposal). The final

proposal should consider adding the information for the additional biomedical faculty members identified in "5AandB. Required & elective course list with instructors.xls", including: Drs. Belinda Sanchez, Jeff Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker.

All identified biomedical science faculty already have teaching assignments in the WWAMI program, DAT, or both. The program proposal indicates they "have intensive teaching responsibilities during the academic year but flexibility over the summer months," (p.4), which indicates that at least four already-hired faculty members may not teach the core courses proposed in this program or they will record materials for the core courses during the summer to be delivered asynchronously during the fall and spring. The proposal did not specify their workload plans or how new faculty may be involved in curriculum development. The proposed summer anatomy courses may be co-taught (according to an interview with P. Fuerst). Workload arrangements will need to be clearly defined prior to starting the program.

CVs of all bioscience faculty outline their extensive, award-winning teaching experiences and expertise in anatomy and/or biomedical science education. The proposed director of the program, Dr. Pfeiffer, has taught anatomy for almost twenty-five years, helped develop medical school anatomy curriculum, and has considerable administrative experience as a Director of Anatomy and in Undergraduate Research Program management. All additional faculty have ample experience in teaching courses related to those proposed in "5AandB. Required & elective course list with instructors.xls" with the exception of Tyler Bland who may not have taught a pathophysiology course previously (committee did not meet with Dr. Bland).

Faculty members who teach in existing College of Education courses, planned as part of the requirements for the DAS, also are identified in the "5AandB. Required & elective course list with instructors.xls" file and include: Drs. Krista Soria, Michael Kroth, Rodney McConnell. One faculty member in Movement Sciences, Joshua Bailey, was also identified for teaching a required Sports Biomedicine course. The CVs of the non-WWAMI faculty members all include evidence of expertise in their respective courses and content areas, with many faculty members having taught the same or similar course previously. The course regularity / faculty availability is assumed to be scheduled by their respective colleges or departments and not controlled by the WWAMI program. As such the DAS program should obtain formal agreements with the relevant colleges and departments if the core education courses are to be taught by faculty external to WWAMI.

The program proposal also details plans to hire an additional two full-time non-tenure track faculty in the first year of the program, and may add two additional hires in subsequent years (see budget and p.16 of proposal). More clarity is needed regarding the intended qualifications and experiences of the faculty the program desires to recruit. New faculty were indicated to have a reasonable 2 course teaching load per semester, but it is unclear if they would serve as course directors or co-instructors. When hiring new faculty, consider requiring experience in educational research, as the current biomedical

science faculty have strong biomedical research publications and curriculum development experience, but lack expertise in medical education research approaches.

All core program faculty may need to support and oversee students' dissertation projects, although only the newly proposed FTEs listed education research mentoring for a student cohort as part of their workload (p. 16, proposal). The proposal outlines a total of at least four core faculty, who will supervise up to 20 students per year; this is a ratio of 1 faculty member to 5 students per year, at least initially. A clear expectation of research mentorship (including the role of major professor and committees) for both newly hired and existing faculty should be addressed. It was noted that current faculty may have their workload adjusted, if needed. Faculty in DAT or College of Education, Health and Human Sciences may also be tasked to support dissertation projects through committee work and mentoring. We suggest creating a formal agreement with other UI colleges/departments for mentorship and dissertation oversight.

Additional faculty responsibilities are likely to include the oversight of second-year DAS students teaching first-year DAS students in the summer anatomy laboratories. Students are required to keep "impact journals" relating to their teaching practice, which faculty will need to evaluate (perhaps as part of a capstone course, although no such course was listed in Appendix C). All courses in the program listed in Appendix C are "new", so faculty will also be responsible for course development. One suggestion regarding program development would be to hire faculty prior to the program start date so they could work with the Office of Online Education to develop state-of-the art online curricula for the students. Innovative curricular approaches could be used in marketing the program as well.

STRENGTHS: Current biomedical science faculty members are experienced and capable of teaching and developing curriculum in the biomedical sciences, and all have flexible summer availability.

IMPROVEMENTS: There is a need to hire faculty with educational research experience and establish a clear delineation of duties for current and future faculty to ensure workloads are feasible, particularly outside of the summer months. Formal MOUs with colleges/programs outside of WWAMI are crucial and should include agreements regarding coursework, shared costs, and faculty mentorship responsibilities.

Regular course offerings and directed study: The DAS proposal proposed courses offered by both WWAMI and additional departments and colleges (non-WWAMI):

WWAMI: Regular courses proposed by the DAS include a breadth of subjects that a trained anatomist should be exposed to in a quality program including anatomy, histology, physiology, pathophysiology, embryology, and neuroanatomy (Appendix C). In addition, this innovative curriculum also includes training in radiology and medical imaging, which are important skills for anatomy educators to teach future health care professionals making diagnoses. While the breadth of subjects may be useful for training future anatomists, consider adding tracks of study within the curriculum with different

required core courses, such as a "physiology" track that includes Neuro, Cell- and Patho-Physiology and a "kinesiology" track that includes Sports Medicine and other identified anatomy-based coursework. Students may also focus their dissertation topics within the same tracks based on their inherent interest.

All DAS biomedical courses are modeled from parts of the WWAMI medical school curriculum, which has a 50-year mature and time-tested approach to learning. Knowledge in most of the core courses will be assessed through summative course-level assessment and writing assignments. One exception to this is included in the Radiology syllabus. This course is an asynchronous self-paced course which requires the review of 24 medical cases followed by a multiple choice question (MCQ) assessment. Students are required to design and deliver two online presentations and take the accompanying set of multiple choice questions developed by their peers. Each student will also be required to critique the design of one presentation and question set developed by a fellow classmate prior to its delivery in the course. This assessment approach meets the objectives of the program to train future anatomy educators. In talking with the director of the DAT program, some of their courses require iterative research projects to assess learning objectives. The DAS program may borrow some of the DAT course assessments and curriculum design to increase alignment of the program's goals.

Regarding the anatomy content, two core anatomy courses will be taught in a state-of-the art anatomy lab facility (Anatomy I, Anatomy II) in two 9 credit, in-person, summer courses (18 of the proposed 78 credits). These two courses are the main focus of the core DAS curriculum as the students will go in-depth to learn cadaver-based gross anatomy in a way that could not be offered remotely. Anatomy II credits may also entail teaching the Anatomy I students, but this goal was not directly indicated in the syllabus. Consider adding teaching practicum credits as part of the second summer curriculum to ensure separate learning objectives for this opportunity. The Anatomy I syllabus also notes that medical imaging will be included in the Anatomy I course without explicit reference to how the material may be expanded on in the Medical Imaging core course. Creating links between the courses will be important, as well as ensuring the degree type is maintained (e.g. the Anatomy I syllabus (p. 44) notes the goal of teaching an online course for a PhD program, not the DAS). More information is also needed regarding how the program and University compute course credit hours. A total of 18 credits for the instruction of human gross anatomy is high and nearly double that of comparable anatomy education programs (e.g., at Indiana University "Human Structure" is 9 credits (and also include histology); at the University of Mississippi Medical Center, "Gross Anatomy" is 6 credits; at Lake Erie College of Osteopathic Medicine "Gross Anatomy" is 10 credits). The excess of credit hours for the DAS anatomy course could be reallocated for teaching practica credits to help fill this current gap.

Additional anatomy topics (Neuroanatomy, Embryology, Histology) are scheduled to be taught online (course names abbreviated here; see Appendix C for the full names). Neuroanatomy was listed as an online lecture (*note, this course is missing from p.10 list of proposal and is listed as Neurophysiology* on the "5AandB. Required & elective course list with instructors.xls" file). As the curriculum becomes more concrete, a

neuroanatomy lab opportunity and practical exams in histology and neuroanatomy could be added as additional forms of assessments. If a physiology track is added, Neurophysiology could be added as an elective.

The depth of DAS courses may also depend on the delivery mode. Some of the syllabi include the term "online" while some list "recorded lecture" as the mode of content delivery. Adding more descriptive terms like "synchronous learning" or "asynchronous learning" may be necessary to assist students in understanding the delivery style for each course. Mapping the goals of the curriculum delivery ahead of time may also help to guide faculty workload allocations for current and incoming faculty. Consider working with the Office of Online Education to outline and apply instructional design methods to ensure up-to-date approaches for course delivery.

All DAS syllabi outline learning objectives in line with UI's standards of learning/integrating, thinking/creating, communicating, clarifying purpose and perspective, and practicing citizenship. As this program emphasizes the need to train future anatomy educators, the program may consider expanding their assessment goals to include the creation of more educational products (e.g., the Radiology course requires students to develop their own MCQs and cases; most other assessments measure content knowledge or ask the learners to write reviews about basic science research). Having students create a team-based learning (TBL), problem-based learning (PBL), and flipped classroom module could easily be incorporated across teaching practica as required deliverables. Currently, it's not clear how all course-level objectives will be assessed in each course (e.g., clarify purpose and perspective; practicing citizenship) or how course objectives map to program level objectives.

Non-WWAMI: Courses in higher education, curriculum design, and educational research methods were also included in the document "5AandB. Required & elective course list with instructors.xls". The courses fit the educational goals of the DAS curriculum with assessments that require the application of material, rather than purely rote memorization. The courses are appropriate in depth and breadth. Currently, qualitative research methods are not covered in the curriculum, though students need exposure to quantitative, qualitative, and mixed methods designs. Consider working with the education faculty to develop and apply a variety of assessments in the biomedical coursework (e.g., weekly written reflections found in the AOLL 574 syllabus). Ideally, the program will have strong continuity between teaching about educational practices and demonstrating directly how educational practices are applied to biomedical and education courses.

The regularity of course offerings was not directly addressed in the proposal. Presumably the courses would be offered each term as outlined in the "4 DAS POS Schedule Outline.xlsx" file, thereby offering each cohort a yearly offering of each course. The curriculum plan does not indicate plans for remediating students or gaps if students have to take a leave of absence or enroll part-time. The three year plan may be too ambitious for a student who still works as an instructor while completing the degree; one of the program's target populations. Consider developing an alternate part-time option.

Similarly, the timing and duration of the dissertation phase may vary if a student requires flexibility.

STRENGTHS: The core biomedical courses are based on tried and true curricula used in the WWAMI medical program and will be valuable courses for future anatomy educators.

IMPROVEMENTS: Regular course offerings could include more variety of assessments and assignments for monitoring student progress and content mastery. More details concerning dissertation guidelines and parameters are needed. A curriculum plan is also underdeveloped without explicitly addressing the regularity of offerings and their delivery approach (online synchronously, online asynchronously, or in-person). Consider offering tracks of study and part-time enrollment to encourage greater program marketability.

Support resources: The proposed program is defined as a self-support program and will charge a program fee, in accordance with the policies set forth in Section V.R.3.b.v of the Idaho State Board of Education Governing Policies and Procedures. The proposed program is housed within the WWAMI Medical Education program which reports to the Provost and Executive Vice President (organizational chart). The College of Graduate Studies will also support graduate training if teaching assistantships are developed. The proposal also mentions sharing resources with the UI's DAT program, including provisions for a shared curriculum and student recruitment efforts. Further details regarding the nature of this sharing agreement are needed. Program support also relies on high enrollment goals. As the program builds, a possible minor in anatomy for UI undergraduate students may help to ensure the program's success and sustainability.

All core courses recommend "classic" textbooks which may be available online through UI's library services, but their availability was not noted. In most courses, textbooks are listed as course recommendations (not requirements), but p. 4 of the proposal noted the desire to "utilize open educational resources or faculty developed resources when possible. For anatomy content we will utilize existing anatomy curriculum and faculty developed material in addition to textbooks." No examples of faculty-developed materials were provided. It is unclear how much curriculum development is needed. The Office of Online Education may provide support in instructional design for these materials, while the Library may be able to identify open educational resources or subscription services like Clinical Key that the students can use remotely.

No external resources are being requested by the program. It will subscribe to a self-support model utilizing WWAMI's existing facilities and UI's existing education infrastructure. The proposal notes that if the self-support model fails, the program will be discontinued with tenured faculty offered reassignment and non-tenured faculty positions terminated.

STRENGTHS: If projected enrollments are met, the program will be self-supported with existing facilities and no external resource requirements. Regular course offerings could

include open educational resources or hyperlinks with support from library and/or Office of Online Education.

IMPROVEMENTS: Resource sharing with other departments is unclear and should be further developed prior to finalizing the program's proposal.

5. **The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.**

The DAS program will be a WWAMI program situated within the University of Idaho and subject to oversight by the College of Graduate Studies. DAS students will have access to the same institutional resources as other UI graduate students. However, it is unclear whether they will have access to the same textbooks, library resources, and programs/platforms (e.g., ExamSoft) as WWAMI medical students. This is an important consideration to ensure DAS students have the appropriate resources to be successful in their coursework and exposure to other biomedical and clinical resources available to medical students, whom DAS graduates may one day educate.

This program was not proposed to have direct relationships and partnerships with other institutions in the state of Idaho, but DAS students may be employed at post-secondary institutions across the country and may possibly complete elective teaching practica within these institutions. The proposal could be improved by further elaborating on how teaching objectives can be met through teaching practica while at UI (e.g., in Gross Anatomy II) or through other mechanisms given the majority of the program will be delivered through distance learning.

The proposal includes several College of Education, Health and Human Sciences (CoEHHS) courses within the required and elective program plan of study, yet the details of the relationship with the CoEHHS have not been fully developed. Interviews with Drs. Feurst and Pfeiffer indicate a model outlining the relationship of cost-sharing for tuition for DAS students enrolled in CoEHHS is yet to be determined. There were discussions of using CoEHHS coursework during the initial launch of the program and then moving toward in-house offerings of education coursework by DAS faculty.

The online biomedical science courses will be developed in partnership with the UI Center for Excellence in Teaching and Learning staff in the Office of Online Education. According to Dr. Ken Udas, UI currently has 35 online graduate programs that are undergoing review for viability and sustainability.

During the summer semesters of year 1 and year 2, the program will require DAS students to attend UI in-person for Gross Anatomy I and II. In-person components will allow for connection of DAS students to students in their cohort and the greater UI community. It was proposed by the review team to consider beginning the program in the

summer to allow DAS students to meet their cohort prior to beginning the online components of the program and to allow the curriculum to lead with Gross Anatomy. This approach may facilitate stronger collaborative relationships among students before they transition to fully remote coursework.

The proposal did not discuss joint research projects, but more details on research were requested prior to the site visit ("3. Research Support") and were further discussed during the interview with Dr. Seegmiller. He discussed several potential collaborative research relationships with local projects and organizations. The Area Health Education Center (AHEC) Scholars program "brings together students from multiple health disciplines, emphasizing a team-based approach to addressing health disparities." DAS students would have to receive Health Resources Services Administration (HRSA) approval to take part in the program. A second program that partners with WWAMI Medical Education is Project Echo (Extension for Community Health Outcomes), which "uses an 'all teach, all learn' model that empowers Idaho healthcare professionals to treat complex diseases with specialist-level expertise no matter where they practice." Finally, the Office of Underserved and Rural Medical Research falls under WWAMI Medical Education and may provide opportunities for DAS students to conduct joint research projects in the areas of health equity and social determinants of health.

STRENGTHS: There are well-established research programs at WWAMI Medical Education in the areas of health education and equity. These existing programs could serve as collaborators for DAS students.

IMPROVEMENTS: It is unclear how proposed research relationships will benefit DAS students as more details about the expectations of the dissertation are needed to fully understand how the joint research projects could meet the needs of the DAS students to fulfill their research requirements in educational research.

6. **The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents a duplication in the state). If there is duplication, provide evidence why duplication is necessary.**

Overall, the justification for initiating this program is sound, reasonable, and supported by published evidence.

According to a 2021 publication (Wilson et al.), only 8 Anatomy Education PhD programs exist in the U.S. and none of these programs are affiliated with the WWAMI system or the state of Idaho. The current demand for skilled anatomy educators in the U.S. is high as demonstrated by a triangulation of data involving the perceptions of chairpersons of anatomy-related departments (Wilson et al, 2020), job posting data from the American Association for Anatomy (AAA; Wilson et al, 2020), Survey of Earned Doctorates data from the National Science Foundation (Wilson et al, 2021), and faculty retirement data from a survey of AAA members (Edwards et al, 2022 - in press). Student enrollment surges and the increased number of health professions programs requiring anatomy instruction are the driving forces yielding an increased demand for anatomy

educators across the U.S. As such, more anatomy PhD programs are needed for the profession to reverse the current anatomy educator shortage, which is projected to worsen as populations of anatomists from the Baby Boomer generation begin to retire.

Access to anatomy education PhD programs is often limited due to their competitiveness. The competitiveness of these programs is predominantly a consequence of limited enrollments due to funding and mentor availability. Many programs provide tuition waivers and stipends to their PhD students through a classic PhD infrastructure model. By making the DAS program a tuition-based self-support model, the program itself is less constrained by funding, though is still constrained by the number of available faculty mentors capable of overseeing students' required research projects.

While the self-support model may be effective for the program, compared to other Anatomy Education track PhD programs, the cost incurred by students for degree completion ($54,000) is substantially higher. However, DAS program tuition costs are comparable to programs offering professional practice degrees (e.g., DPT and OTD).

References

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- Wilson AB, Kaza N, Singpurwalla DJ, Brook WS. Are anatomy PhDs nearing extinction or adapting to change? United States graduate education trends in the anatomical sciences. *Anatomical Sciences Education*. 2021; 14(4):432-439.

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7. **Potential impact of the program on the department or academic unit and college/university, as well as its effect on current programs.**

The DAS program is predominantly online (distance learning) with the exception of the anatomy dissection courses offered during the summer terms. In the summer terms, WWAMI's anatomy laboratory will be fully dedicated to the DAS program and will have no overlap with other competing programs. The program's impact on the college/university is perceived by the Vice Provost for Academic Initiatives and Dean of the College of Graduate Studies to be positive as it may help the university to achieve its goal of reaching R1 research status, depending on whether the program awards a research focused degree.

Starting and sustaining this program is likely to have the greatest impact on UI's local WWAMI academic unit in the form of increased faculty workload (e.g., involvement in admissions, extra teaching, and mentoring research projects). A class size of 20 students per cohort is very large for this type of doctoral program. By comparison, most Anatomy Education track programs admit 5 or fewer students annually. By the third year of implementation, the program plans to enroll a total of 60 students and will have 4 program faculty yielding a student to faculty ratio of 15:1. This suggests that each faculty member would be responsible for at least 5 dissertations on an annual basis, assuming all dissertations can be completed within 1 year. Per the handbook for graduate students within UI's Department of Biological Sciences, "The advisory committee for Ph.D. candidates consists of at least four people: your major professor, two other faculty members from within the department, and a faculty member from outside the department. Half of the members on the advisory committee must be graduate faculty from the department." If these requirements are also applied to the DAS program, then 3 of 4 program faculty at any given time will be on the advisory committee for all dissertation projects. Involvement in as many as 20 different dissertation projects annually, whether as the primary mentor or an advisory committee member, does not seem logistically feasible from a faculty workload perspective.

Faculty labor distributions for the program's core faculty were not provided for review. The program will need to provide this information for the program's next external review to ensure the projected workloads are feasible and equitable across program faculty.

8. **The program's major strengths and potential challenges**

MAJOR STRENGTHS: The program's innovative hybrid approach will allow training of many future health care educators with considerable job prospects due to a shortfall of trained anatomists.

CHALLENGES: The mentorship and oversight of students' education research projects for such a large annual cohort will be a challenge. Faculty will need clear workload responsibilities and dedicated time for research oversight. The program's short 3-year timeline and the absence of a clear process for defining the scope of research projects may also present a challenge for students to graduate on time.

Because this program plans to target individuals who are current educators, it may be challenging for such individuals to take a full-time course load. While the DAS program is planning for its online courses to be delivered in a hybrid (synchronous and asynchronous) fashion, it remains unclear whether courses will be offered in the evenings and/or on the weekends to best accommodate the intended population of learners.

The marketability of a new type of doctorate (i.e., the DAS degre) is currently unknown. The DAS program director is likely to assume responsibility for marketing the degree to anatomy professionals and prospective students.

9. **Whether there are additional program specialized accreditation requirements and whether the program is prepared to seek and receive this specific accreditation.**

The UI DAS program is not eligible for specialized accreditation.

2. Faculty

a. The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.

Three key faculty were identified in the original proposal as part of the program team: Dr. Peter Fuerst (WWAMI Associate Director for Curriculum), Dr. Dave Pfeiffer (Director of Anatomy), and Mr. Joshua Johnson (Anatomy Lab Manager, ABD). The CVs of all three faculty outline their notable training, extensive careers, award-winning teaching, and scholarly and research contributions.

Additional WWAMI faculty were identified in "5AandB. Required & elective course list with instructors.xls", including: Drs. Belinda Sanchez, Jeff Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker. Review of their qualifications also included extensive training, teaching experience, and scholarly contributions.

Training: All identified faculty have achieved terminal degrees (PhDs, DATs, etc.) from credentialed graduate programs in the United States, Germany, and Canada. The anatomy lab manager, Joshua Johnson, has an MS in Integrative Physiology and is currently pursuing a doctoral degree.

Experience: The DAS Director, Dr. Pfeiffer, has taught anatomy for almost twenty-five years, helped develop medical school, undergraduate, and graduate anatomy curricula, and has considerable administrative experience as a Director of Anatomy. The WWAMI faculty are also a mixture of tenured full or associate professors and clinical (non-tenured) professors who have taught in the WWAMI Medical Education program, Doctorate in Athletic Training (DAT) program, or both for many years. Jon Mallatt, an anatomist, has over 40 years of experience training anatomy and medical students. Belinda Sanchez graduated from the DAT program and may have special insight into how the DAS and DAT programs could align. Russel Baker's background in research methods will be particularly important as the design of the dissertation project evolves.

Research/scholarly contributions/ ability to generate external support/stature in the field: The core DAS program faculty are well-published in their respective fields. For instance, Dr. Pfeiffer has published over 40 peer reviewed articles, written book chapters, and received many grants and contracts, including current funding. His work has been cited over 3,500 times and he publishes in a wide variety of topics from human anatomy and physiology to comparative anatomy. Jon Mallatt's co-authored textbook, *Human Anatomy*, is the #1 best-selling anatomy textbook on the market today. Russel Baker and Jeff Seegmiller co-authored a series of papers about creating the DAT program in the *Athletic Training Education Journal*. This seminal report can be used as a model for the DAS program. Baker and Seegmiller are the only faculty members in the DAS program who have published in the education research literature, rather than scholarly work in biomedical sciences. The majority of the DAS faculty are well-respected in the biomedical sciences.

Qualifications: All identified faculty members are qualified and will serve the graduate program well for instruction in the biomedical sciences. Many of the faculty have served as major professors for graduate level training and almost all have served on committees for graduate students. The only faculty who have served on education-focused dissertation committees are Drs. Seegmiller and Baker. The other identified faculty have completed research in the biomedical or athletic training fields.

Non-WWAMI faculty were also identified in "5AandB. Required & elective course list with instructors.xls". The credentials and qualifications of the CoEHHS faculty are typical of education faculty and fully meet the needs of the program for teaching education courses, assuming a formal partnership is developed between DAS and CoEHHS.

STRENGTHS: Several highly-qualified faculty members in the biomedical sciences are part of the core group that will lead the DAS program. The director has experience writing grant proposals for program development and all have award-winning experiences teaching.

IMPROVEMENTS: Future faculty who are hired should have experience and publications in medical education research or a closely related field in education to strengthen the program's expertise in this area. Currently, only two WWAMI faculty

have publications in graduate program development and experience mentoring education-focused graduate students. Given the anticipated large cohort size, two faculty alone cannot manage all dissertation research projects.

b. Alignment of current faculty research agendas and alignment with the proposed program.

Upon CV review of core WWAMI faculty who are specialized in the biomedical sciences, only Drs. Baker and Seegmiller have prior experience in conducting educational research. Whether these individuals will be closely involved in overseeing DAS student research projects remains unclear. As such, the program will need to either: 1) rely heavily on faculty external to the program (e.g., from the DAT program or from the CoEHHS), 2) hire more specialized faculty with experience in educational practices and research, and/or 3) enrich current faculty through a series of education-focused professional development opportunities.

c. Alignment of current sources of external funding to support faculty and subsequently doctoral student research

The DAS program will subscribe to a self-support model and will not rely on any external funding aside from program startup funds allocated by the WWAMI Medical Education Program. Per the proposed budget and as confirmed through interviews, startup funds will be used to reallocate WWAMI faculty time to DAS program development. WWAMI funds totaling $303,600 will be dispersed over 2 years. On an ongoing annual basis, the UI will contribute $20,000 to the program. Tuition revenue is the primary source of program funding. The program's operating expenditures have budgeted for annual conference travel ($2,500-$4,000). Funding to help cover students' research-related expenditures, publication fees, etc. were not explicitly itemized in the proposed budget. However, an annual amount of $55,000 was designated for "materials and supplies," a likely source for covering costs incurred for doctoral student research.

d. The program/department in terms of size (number of faculty), qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.

Size: The original proposal indicates that 4 trained anatomists will be responsible for administering the program (the proposal named 3) and that 4 new non-tenure (clinical) faculty FTEs would be requested. In addition, file "5AandB. Required & elective course list with instructors.xls", listed additional faculty including: Drs. Belinda Sanchez, Jon Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker. The total number of core faculty who will be directly involved in the program is unclear. Clarity on the number of faculty and the courses they may direct or instruct is important so their workloads within the DAS program can be determined and reviewed by the next onsite team.

Qualifications for areas of specialization: Four of the WWAMI faculty are capable of teaching the proposed summer anatomy course based on their qualifications, and the course may be co-taught (P. Fuerst, personal interview). The remaining professors also have experience teaching the additional proposed core biomedical courses, except for pathology. It is unclear how teaching these additional graduate courses will be possible if WWAMI faculty are only available in the summer months.

Research is an important part of the proposed curriculum. Research Methods I and II, taught by Dr. Russel Baker, will include training in quantitative methods, meta analysis, case studies, and diagnostic testing, but the focus of the course may be more on biomedical research than on educational research. Instruction in qualitative and mixed methods research training also needs to be included.

Additional coursework is proposed to educate the DAS participants in adult learning, curriculum, instruction, and assessment design, and developing online course content. These courses are critical for future anatomy educators. Information about how this coursework will inform the program-level learning objectives and dissertation projects should be included in future proposals.

Student body: The planned DAS student population will differ from the medical students currently taught by the proposed DAS faculty in the Idaho WWAMI Medical Education Program. The Idaho WWAMI program is a partnership between the University of Washington School of Medicine and four "sister" states (Wyoming, Alaska, Montana, and Idaho) to help educate future physicians. According to the Idaho WWAMI website, the WWAMI program goals include providing medical education, increasing the number of primary care physicians, providing community-based medical education, expanding graduate medical education (residency training) and continuing medical education, and providing it in a cost-effective manner. The current WWAMI goals do not include expanding education to graduate student populations. Thus one suggestion is to revisit the WWAMI goals if WWAMI will house the DAS degree. WWAMI Idaho may also consider aligning their goals with their sister partners and the University of Washington School of Medicine through a formal partnership agreement if required.

The proposed DAS program will serve a student body of future anatomy educators, which are in short supply across the country. Students will be recruited nationally by targeting multiple disciplines (e.g., biological sciences, kinesiology) and individuals with interest in doctoral training. The future student body could also include Master's trained anatomists with no terminal degree. Considerable documentation from regional unit heads / hiring officials requesting the need for anatomists at Idaho regional campuses was provided in Appendix D of the proposal. Enrollment will begin with 20 students per year, then it increases to 30 students by year 5, which is the maximum reported capacity. These high enrollment numbers would make DAS the largest program of its kind.

Sustainability: The program's sustainability was addressed in the proposal (p.6). The budget additionally includes a 10% attrition rate in the first year and a 25% attrition rate by the third year of the program, but with the goal of filling the program enrollments each

year. If the student body is small, the proposal outlines a reduction to as few as 5 students who would continue the program through online, recorded coursework. If the program were to be reduced or have to close, students may be able to complete their degree with this plan, but the timeline or formal procedures for program closure were not reported in the proposal.

The sustainability of the program also is dependent on the types of students who will be admitted. If the program requires applicants to have teaching experience, the pool of available applicants may be substantially limited. The pool may also decrease if the DAS program is not robustly marketed or advertised.

Regarding faculty retirement, one faculty member indicated there may be upcoming WWAMI retirements but did not elaborate (B. Sanchez, personal interview). The final proposal should create a clear succession plan for any upcoming retirements, unless there is already redundancy built into faculty workloads.

e. Sufficient faculty to support doctoral committee membership initially and into the future.

Details of the doctoral dissertation were not provided in the proposal, but were requested and provided prior to the onsite visit. The document "4. Program Practices" outlines the establishment of the doctoral committee and states committees must "consist of a minimum of four members. All members appointed must be UI faculty, affiliate faculty members, or on the graduate faculty at another institution." It was stated in the proposal that DAS students would complete a dissertation on an educational intervention (or comparable). However, Drs. Baker and Seegmiller are the only two faculty with prior experience in conducting educational research. Joshua Johnson is pursuing a doctoral degree in education and some of the proposed new faculty hires may have a background in educational research. Drs. Krista Soria, Michael Kroth, Rodney McConnell are faculty in the CoEHHS who teach in required courses for the DAS program and have extensive involvement in graduate research committees. Despite this, if the program was to meet the proposal goals of matriculating 20 students per cohort, DAS faculty and affiliates would carry a significant mentorship burden to guide 5 or more students through an educational research project in the proposed 1-year timeline, while presumably completing other teaching and service-related tasks associated with their roles.

Supplementary document "4. Program Practices" highlights the composition of the research committee and indicates that UI allows external or affiliate committee members. "Doctoral committee members outside of the University of Idaho may be an affiliate faculty member or a faculty member at another graduate degree granting institution. They should bring an outside perspective and either represent the student's cognate (support or minor) area or be an active professional in the field." Further, special permission must be granted if the affiliate faculty is not associated with the graduate school at their institution. Finally, half of the committee must be UI Faculty. This indicates there is support for involvement of external faculty on research committees within the DAS program.

f. Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.

Specific labor distributions for the program's prospective faculty were not provided for review. This documentation, in the form of a labor distribution grid, will be needed for the program's next external review. The labor distribution grid is critical for understanding faculty workloads and helps the external reviewers to better understand which faculty are core versus supplemental faculty. Aside from Dr. Pfeiffer's direct involvement in the program as the prospective program director, program involvement has not been finalized with other faculty.

During interviews, there was indication that WWAMI is reasonable and effective in its approach to assigning faculty workloads. However, it is not clear if a standard formula or process is used to determine workload allocations. More information on faculty workloads and the feasibility of utilizing WWAMI faculty, athletic training faculty, and/or CoEHHS faculty is needed.

Currently, the program's greatest limitation is having enough faculty trained in educational practices and methods for research oversight, given the high annual enrollment of 20 students per cohort. At present, the projected student to faculty ratio for research mentorship and oversight does not seem feasible from a quality assurance perspective.

g. The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.

Drs. Krista Soria (Curriculum), Michael Kroth (Adult Learning), Rodney McConnell (Measurement & Evaluation) are faculty in the CoEHHS who have been proposed to teach in required courses for the DAS program. Drs. Kroth and Soria have extensive experience on MS and PhD research committees and actively publish educational research. Dr. McConnell has had experience on MS and doctoral committees but not in the last 6 years. It is unclear as to what extent these faculty may take part in doctoral research committees for DAS students, but all of them have adequate and extensive (Drs. Soria and Kroth) experience mentoring and advising students in educational research.

The DAS program plans to begin collaboration discussions with the CoEHHS related to CoEHHS faculty involvement in DAS's educational efforts and research. The primary collaborative efforts have been with the two self-support programs in the DAT and MSAT programs. This collaboration includes the use of educational spaces, faculty, and research spaces. An established CoEHHS provides evidence that UI values and supports educational research/scholarship and better positions the DAS program to provide its students with educational research experiences and training. Given a formal agreement between the DAS program and CoEHHS has yet to be finalized, it is unclear which CoEHHS faculty would directly support DAS students in their research endeavors.

No other details were provided in the initial proposal or supplementary documents about support faculty from other departments/schools within the institution, or adjunct faculty.

STRENGTHS: The DAS faculty have an existing relationship with the DAT and MSAT programs within WWAMI Medical Education at UI. Faculty who may be associated with DAS educational courses, presumably from the CoEHHS, have extensive experience with educational research mentorship.

IMPROVEMENTS: It is unclear the extent to which faculty from CoEHHS will mentor DAS students in their educational research projects and whether their involvement in doctoral research committees would be at the chair or membership level. These are important considerations since few WWAMI faculty have experience in educational research.

3. Need

a. The evidence that there is significant student and societal demand for this program with respect to other institutions offering the same or similar program.

Despite other institutions offering a similar program, a shortage of qualified anatomy educators remains, as outlined above (Wilson et al, 2020; Wilson et al, 2021; Edwards et al, 2022 - in press). As such, there is significant demand for more doctoral anatomy education programs.

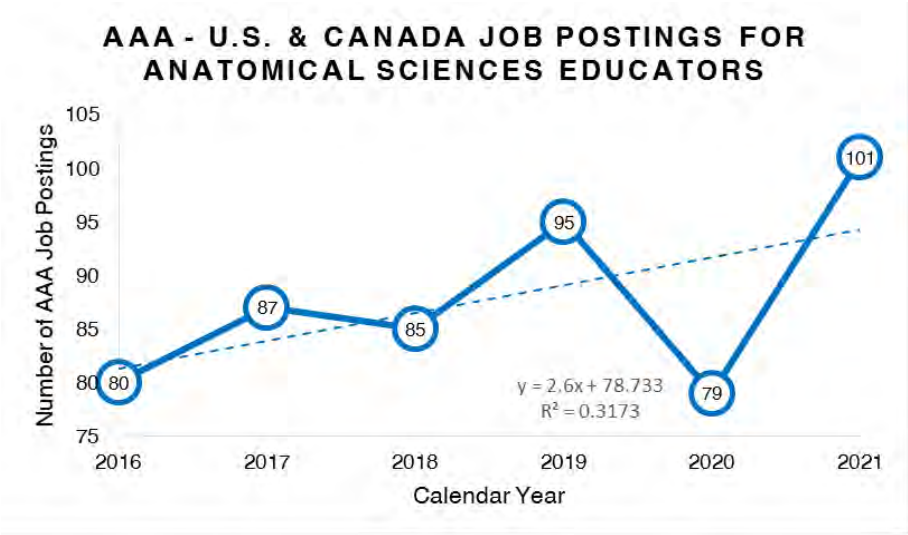
Furthermore, “Each year, anatomy education programs attract a breadth of applicants who are interested in teaching anatomy. However, in the case of IU [Indiana University], an average of 12 applicants are turned away annually (a rejection rate of 71% [2018–2020]) due to a limited availability of slots predetermined by financial and other constraints” (Wilson et al. 2021). The unique flexibility of the DAS hybrid program is likely to attract a number of applicants from across the U.S. including individuals who are working full-time in education and other sectors.

b. The evidence of sufficient and relevant employment opportunities for graduates of this program.

In the literature, there is clear and sufficient evidence of relevant employment opportunities for program graduates. For example, from 2018-2020, there were a total of 259 anatomy educator jobs posted on the AAA job board with an alltime high of 101 anatomy educator postings in 2021 (Figure 1).

According to responding department heads from 42 queried schools with job openings, most anatomy educator positions were opened to fill a vacancy due to either faculty retirements (36%, 15 out of 42) or faculty relocating, taking sabbatical, or assuming different responsibilities (31%, 31 out 42). Twenty-four percent (10 of 42) of positions were brand new positions. An estimated 40% of anatomy educator openings take longer than 6 months to fill or are never filled (Wilson et al., 2022).

Figure 1: United States and Canada job postings to the American Association for Anatomy Job Board were quantified and plotted for years 2016-2021 (solid line). Linear correlation was calculated and plotted (dashed line). FROM: Edwards D, Meyer ER, Brooks WS, Wilson AB. Faculty retirements will likely exacerbate the anatomy educator shortage. *Anatomical Sciences Education*. 2022. In Press.



c. Evidence to student, regional, and statewide needs that are recognized by the profession, business, industry and governmental agencies.

According to the National Science Foundation's Survey of Earned Doctorates (Table 5: State or location of doctorate institution ranked by total number of doctorate recipients, by sex: 2020), Idaho ranks 48th out of 52 states, including Distric of Columbia and Puerto Rico, for the total number of doctorates awarded by its institutions of higher learning. In 2020, Idaho produced only 9 doctorates in education and 11 doctorates in the biomedical sciences across three institutions including Boise State University (n=3), Idaho State University (n=1), and the University of Idaho (n=7; NSF; Table 7: Doctorate recipients, by state or location, institution, and major science and engineering fields of study: 2020; Table 8: Doctorate recipients, by state or location, institution, and major non-science and engineering fields of study: 2020). These data suggest there is room for growth within the state of Idaho to produce more individuals with doctorates in the biomedical sciences, including the anatomical sciences with a focus on education.

According to Idaho's Department of Labor 2020-2030 projections, Idaho anticipates a growth rate of 15.9% and 19.3% for postsecondary teachers in the Biological and Health Sciences, respectively, for individuals with doctoral or professional degrees. The DAS program is one possible mechanism for meeting the state's projected needs for these occupations.

4. Resources

a. The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).

The proposal indicates that the library resources are adequate, especially considering the need for support for the remote curriculum. More detailed information on library resources including example links to online resources such ebooks, may help strengthen the goals of using open educational resources for the program as outlined on page 4.

The online nature of the program will require students to own a computer, although this requirement was not explicitly stated in the proposal. The Office of Online Education should also be consulted regarding best practices in online curriculum design and administration. The anatomy laboratory is equipped with touch-screen computers. This resource will be useful for digital access to learning and teaching resources while in the lab.

The laboratory, research facilities, and equipment are appropriate and commonplace for anatomical education. Seventeen dissection stations, anatomical teaching models, and a classroom offer opportunities for student learning during the summer months when WWAMI medical students are not present. The large lab should be able to support the cohort sizes indicated in the proposal (e.g. first and second year students at the same time). The lab facility does not currently have technologies that are used by some for anatomy teaching (e.g., Anatomage table, HoloLens, etc.). Ideally, DAS students should have some exposure to these types of anatomy teaching resources.

The WWAMI suite includes faculty offices, classrooms, and a lounge available for student study. Additional facilities include locker rooms for changing in and out of appropriate lab attire. These facilities are adequate for the proposed students.

Additional support services and collaborations with Athletic training (shared courses, mentorship, facilities), the College of Graduate Education (Teaching Assistantships, scholarships, dissertation guidelines), and the CoEHHS (shared courses, mentorship) should also be indicated in future proposals. The Research Outreach and Compliance Office should also be consulted as the dissertation projects are finalized.

No outside university resources are required for the DAS degree program. Cooperative agreements between other institutions would only be necessary if students needed to complete dissertation projects within those institutions.

STRENGTHS: The program’s access to a modern anatomy lab facility, learning spaces, and student study areas are strengths.

IMPROVEMENTS: Additional information on computer and library resources for DAS students is needed. Develop program with assistance from Idaho offices for Graduate Education, Online Education, Research, and Athletic Training.

b. The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).

The DAS program will use a self-support model to operate the program. While the program eventually intends to allocate funding for scholarships and teaching assistantships to offset room, board, and travel costs for students, it is unclear to what extent this proposed support would cover the costs for all or a subset of students to attend the onsite components of the program in the summer of years 1 and 2. Further, if this support were to be provided to only a subset of students, there was no mention of which criteria would be used to determine eligibility for the award and the number of students who could be supported.

The budget allocated $2,500-$4,000 for conference travel, but no other line items were provided for student research or teaching support. No criteria were provided for eligibility for conference travel, which conference costs would be covered, nor the amount that would be allocated per student.

Several highly competitive external funding sources exist to fund medical education research and range from small-scale, organizational grants (e.g., AAMC Group on Educational Affairs, IAMSE, AERA) to large-scale governmental grants (e.g., NIH R25, HRSA, NSF). It is unclear as to what extent DAS students would be encouraged or required to apply for grant funding to support their educational research.

c. In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).

Currently, no standards exist for doctoral-level education in the anatomical sciences. If approved, the DAS program would be one of two self-support doctoral programs in anatomy education whereas all other programs provide financial support for their students. The self-support program at Eastern Virginia Medical School (EVMS) demonstrates that the model is a viable option for students seeking a doctoral degree in anatomy education. However, EVMS has yet to graduate a student from the program due to its relative newness, and therefore the long-term viability of the program is yet to be fully realized.

It is unclear what the workload distribution will look like once all core DAS courses are offered. With the addition of non-tenure track clinical professors, it is likely the core

biomedical faculty will have adequate workload distributions across teaching responsibilities in those courses. More clarity of how workloads are assigned is needed.

The DAS program would have significantly more students per cohort than any other PhD program in anatomy education. Small student enrollment numbers in typical anatomy education programs are primarily due to funding (as the majority of programs provide their students with stipends and tuition waivers) and the need to provide appropriate mentorship in research. One area of concern for the DAS program is the ratio of proposed students to faculty members with experience conducting educational research for the purpose of doctoral committee membership. Faculty are likely to have a significant mentorship burden and be members or chairs on numerous committees.

The budget includes support for administrative personnel. Dr. Nasypnay, program director of the DAT program, described his administrative support to involve 0.5 FTE for administrative assistance and 0.25 FTE for financial assistance and this would likely be the comparable model for the DAS program. This would likely be an adequate amount of support for the administration of the program and would reduce the administrative burden on faculty involved in teaching and research mentorship.

d. Institution leaders' commitment to this program in the long term.

The external reviewers were supplied a supplemental letter of support from the Director of the WWAMI Idaho program, and also met with him and other leaders at the University of Idaho (Gwen Gorzelsky, Vice Provost for Academic Initiatives; Ken Udas, Director of Online Education; Jerry McMurty, Dean of the College of Graduate Studies). All leaders were enthusiastic about the DAS program proposal, noting the large need for anatomists, the new anatomy training facility, and the success of the Doctorate in Athletic Training (DAT) program, on which the DAS is modeled.

Gwen Gorzelsky indicated a need to hire more non-tenure track faculty, and thus the DAS proposal to hire clinical non-tenured professors is in alignment with the university's goal. As the institution strives to become an R1 Carnegie classified institution, growth of research programs is anticipated as a key factor to success; however, depending on the nature of the DAS degree and program, it may not be counted towards these metrics.

The university has a strong track record of online graduate programs. With the existing UI resources, the DAS program will be uniquely flexible and accessible further strengthening its long-term potential.

e. The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.

Per the proposal and as confirmed by the WWAMI associate curriculum director, two-years of teaching resources from WWAMI will be allocated to establish the program. Annual expenditures totaling $40,000 will also be directly allocated for widespread program marketing to attract a diverse learner population and to meet the high enrollment

requirements for program sustainability. Program enrollments will be carefully reviewed on a regular basis to ensure the adequacy of the self-support model. No funding assistance from other external sources is planned, aside from WWAMI's startup funds and the institution's annual $20,000 contribution. If the program is unable to sustain the required enrollment numbers, non-tenured faculty may be released from their duties.

STRENGTHS: All interviewed institutional leaders are supportive of the program and its self-support model. A considerable number of online graduate programs already exist at UI allowing the DAS program to capitalize on UI's existing distance learning infrastructure.

IMPROVEMENTS: The DAS program and UI leadership will collaboratively need to determine how best to align/categorize the program to help the University meet its R1 status goal (e.g., counting DAS student publications in the institutional metrics).

5. Comments/Recommendations

a. Summarize the major strengths and potential gaps/challenges in the proposed program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

Strengths

- The DAS program will be led by a core group of classically trained anatomists who are highly motivated and have considerable experience instructing anatomy and related courses to medical students.
- The DAS program will utilize the WWAMI anatomy lab, a new, state-of-the-art anatomy teaching facility that is equipped with common resources for instruction in the anatomical sciences.
- Due to the anatomy educator shortage, more doctoral programs in anatomy education are needed; hence the timeliness of this proposal.
- The proposed hybrid DAS program is innovative in its combination of distance and in-person learning and science and educational coursework to train future health science educators.

Gaps and Challenges

- The implementation of a successful and high quality DAS program requires three primary components: 1) quality coursework and experiences in the anatomical sciences and education (including theory, psychology, pedagogies, and research); 2) ample opportunities to practice and apply what is learned from the coursework (e.g., through teaching practica), and 3) strong mentorship/oversight of students' education-focused research dissertations. Upon reviewing the program, many gaps remain including: formalizing who will lead the education coursework, ensuring student teaching experiences in histology and neuroanatomy, and ensuring the quantity and qualifications of faculty who will lead and oversee students' education-focused dissertations.

- The program has to be careful about balancing the quality of the educational experience with the need for high enrollment numbers to sustain its self-support funding model. Typically, anatomy education PhD programs are four years in duration and equip learners for successful careers in tenure-track medical school level positions. By comparison, the DAS program is 3 years in duration with much ambiguity surrounding the expectations for students' qualifying exams and research dissertations. Until these ambiguities are resolved and clarified, by comparison, the DAS degree appears to be an inferior degree to the existing PhD degrees offered in the field of anatomy education. As such, graduates of the DAS program may have difficulty attaining tenure-track faculty positions at allopathic and osteopathic medical schools. Unless the program is significantly altered, DAS graduates will likely be better equipped to attain faculty positions at liberal arts and community colleges.

- Given that no doctorate of anatomical sciences (DAS) degree currently exists, the program is taking a risk in hoping this degree will be accepted in the field by future employers. Before offering this new DAS degree, a market analysis should be performed to better forecast the degree's employability. Other degree options include an Ed.D. or a Ph.D. in the anatomical sciences. While an Ed.D. in anatomical sciences currently does not exist either, the Ed.D. degree is well established as an accepted and valued degree in higher education, including within medical and health sciences education.

b. Describe ways this program makes a unique contribution to the field.

Currently, there are only 8 anatomy education Ph.D. programs in the United States. Geographically, these programs are located in the Midwest, South, and Northeast. No programs are located in the Western half of the United States. The University of Nebraska Medical Center represents the Westernmost program in the Midwest region. Developing the first doctoral anatomy education program in the Western U.S. is very strategic and will help UI capitalize on the potential of the Western market.

c. Include any further observations important to the evaluation of this doctoral program proposal and provide any recommendations for the proposed program.

Major Recommendations
For program development to move forward, several key decisions must be made. The external review committee recommends the following major steps be taken:

1. Define the scope and nature of the dissertation research project and the qualifying/preliminary exam. Deciding on these key elements should help the program to determine how to classify the degree (e.g., as an Ed.D., Ph.D., Doctor of Anatomical Sciences, Doctor of Applied Science, etc.). Once the degree is classified, it will become clear whether existing policies and procedures (and student handbooks) from the College of Graduate Studies can be used or whether new policies, procedures, and handbooks will need to be written.

2. Determine which education-focused faculty to engage in the program (e.g., athletic training faculty and/or CoEHHS faculty) and work toward developing formal partnership agreements to fill the program's existing faculty gaps related to directing education courses and overseeing education-focused research dissertations.

3. Determine how to transcript and provide well-defined opportunities for teaching practica in gross anatomy, histology, and neuroanatomy. Consider credit waivers for those students who serve as active faculty at other institutions of higher learning for courses in the anatomical sciences they currently teach. One potential solution is providing opportunities for students to guest lecture/guest TA in summer allied health science courses offered at Lewis & Clark State College and/or Washington State University. Other curriculum gaps worth filling include offering an in-person neuroscience lab and offering instruction in qualitative and mixed methods research.

4. Determine the program's total time duration, optimal course sequencing, and matriculation timing. For example, consider matriculating each class in the summer to start the curriculum sequence with gross anatomy.

   If the program's total duration remains at 3 years, consider revamping the application materials to require applicants to have a research project topic and primary mentor in place prior to program acceptance. Also consider developing research methods courses with assignments that require students to incrementally work on their research projects within each class as the curriculum progresses. In theory, this will help to keep dissertations on track for timely graduations.

5. Either hire more faculty or reallocate existing faculty time to fully develop the program's policies, procedures, and curricula prior to submitting the final proposal to the Idaho State Board of Education. There is a need for clear succession planning and to ensure balanced workloads among faculty. Given the potential opportunity for WWAMI to develop a PsychD program simultaneous to the development of the DAS program (interview, Dr. Seemiller), there may be additional program or curriculum design responsibilities assigned to WWAMI faculty that need to be accounted for.

6. The program needs to think more critically about program evaluation and how the success of the program and its many elements will be reported as measurable outcomes.

7. Overall, for this proposal to be successful, there must be stronger continuity between the proposal, all program specific documents, and the areas to be reviewed by the next onsite review team. Be certain to provide the Idaho State Board of Education (ISBoE) with the following information:

a. Fully comprehensive program proposal that has been professionally copy edited.
b. All supplemental program documents (e.g., CVs, syllabi, faculty labor distributions, student and faculty handbooks, committee policies and procedures, etc.)
c. Include all information from ISBoE's external review template, even though several sections of ISBoE's external review template do not appear in ISBoEs program proposal template. We found the discontinuity between ISBoE's program proposal template and the required external review content to be striking and unexpected.

Minor Recommendations
The following additional recommendations are likely to enhance the quality and marketability of the program and its graduates.

- For DAS graduates to meet the needs of modern learners in the health sciences, some exposure to a breadth of technologies used for anatomy instruction (e.g., Anatomage tables, HoloLens, etc.) is required. It is not clear how DAS students will gain exposure to such technologies. Work with the Office of Online Education to identify tools that may already be available.

- Whenever possible (e.g., on transcripts) use the WWAMI Medical Education name and logo to further enhance the program's marketability. Anatomy education programs that are affiliated with reputable medical schools are more desirable and credible from a future employability perspective. Ideally, the DAS program would be housed within a department, as opposed to being housed under the current WWAMI program. The external reviewers support the idea of creating a WWAMI Department of Medical Education under one of UI's existing colleges (e.g., College of Graduate Studies), assuming this type of organizational structure is feasible. The degree awarding unit, college, and university must be made explicitly clear to all program applicants and graduates.

- Even though the degree would be awarded through UI, it is critical for the DAS students to have access to the same medical-level resources afforded to the WWAMI medical students. It would also be ideal for WWAMI faculty to use the same resources between the medical and DAS programs (e.g., ExamSoft) to significantly reduce workload redundancies.

- The program would benefit from applying a standardized grading policy across all courses (whether P/F or graded). Such a grading policy should specify all required minimum achievement levels for content mastery. Given the review team received different versions of various policies from different units (e.g., Department of Biological Sciences, the Colleges of Graduate Studies, etc.), more clarity is needed on exactly which policies and student handbooks the program will use.

- The program may benefit from additional alignment with the mission of the university to achieve R1 status (e.g., developing research goals to align with program objectives).

- Lastly, we recommend that at least 0.50 FTE be hired to support the administration of the DAS program, rather than relying on WWAMI staff who already support the medical education program.

[End of Report]

Response to External Peer Review of DAS Program Proposal

An external programmatic review of the proposed Doctorate of Anatomical Sciences was completed in August 2022. The external review team was asked to assess the program within the present and projected future contexts, addressing program elements, faculty, need, and resources. The resulting Onsite Visit Report identified program strengths along with potential areas for improvement. We have addressed the team's suggestions for improvement and incorporated the changes into our program as appropriate. Below is a list of the review team's "areas for improvement" (in italics) along with our responses and description of changes we have made to our program:

1. *The original proposal did not specify a lab component for the neuroanatomy curriculum.*
   The majority of the neuroscience curriculum will be completed online, including lab exercises. A subset of neuroscience labs is incorporated into the advanced gross anatomy courses, which are taught in-person during summers.

2. *The external review team also recommends starting the program in the summer term, instead of the fall term, to lead with the gross anatomy curriculum.*
   We have adjusted our curriculum sequence to begin in the summer term, as suggested.

3. *Curricula related to qualitative methods and mixed methods research is missing from original proposal. The on-site team recommends adding these missing elements.*
   These topics have been built into the Research Methods course.

4. *For students with prior or current teaching experiences, the program may consider a waiver of teaching practicum credits.*
   We have adjusted our curriculum to allow students who enter with appropriate prior or current teaching experience to receive a waiver of teaching practicum credits.

5. *TAships are available for credit or elective. The program should consider making TAships required.*
   We have altered our curriculum to make teaching a practicum required, unless students have appropriate prior or current teaching experience (see point 4, above).

6. *Not clear how all-course level objectives will be assessed*.
   We have better aligned course level objectives with outcomes of course-work, examinations, and Immersion experiences. Course level assessments will include student projects, examinations, reflection essays, teaching performance, peer and instructor evaluation of teaching performance, and an end of program comprehensive exam. Additionally, indirect measures of program performance such as GPA, grades, graduation/attrition rates, and employment placements of graduates will be closely monitored.

7. *No clear direction of details or timing of the qualifying/preliminary exam were provided.*
   The original DAS proposal included a preliminary exam and dissertation requirement. At the suggestion of the external review team, the dissertation component has been removed. In its place, we have added three terms of Immersion experience. In place of a preliminary exam, a comprehensive exam will be added at the end of fall 3, i.e. prior to the final Immersion term (spring 3 year).

8. *Some ambiguities remain pertaining to the education component of the DAS curriculum and which faculty are most likely to lead teaching and research mentoring roles.*
   The original program proposal reviewed by the External Peer Review team lacked syllabi for some of the courses in the education component of the curriculum. These have now been developed, all of which will be new DAS courses tailored specifically to the needs of students in our program. Instruction of these education-related courses will be led by current WWAMI faculty including Rusty Baker, DoE, (Research Methods), Joshua Johnson (Philosophical Underpinnings of Medical Education; Teaching Paradigms in Medical Education; History of Educational Philosophy; Seminar: Practice in the Allied Health Professions). Dr. Baker is the Associate Director of Medical Research and currently teaches Research Methods to medical students. Joshua Johnson currently teaches anatomy to medical students and is scheduled to be awarded a DoE degree in 2024. An additional faculty member with expertise in medical education will be hired to help teach the remaining DAS education courses.

9. *Syllabi only contained placeholders for assessments and had not been fully fleshed out. More specificity related to course-level assessments, especially formative assessments.*
   Syllabi have been developed more fully, including descriptions of assessment plans.

10. *No mention of specific community engagement project opportunities, details about how to increase diversity, or goal for research dissemination noted within the proposal.*
    While community engagement projects are encouraged, they are not required in our proposed program. This is due in part to the fact that most of our students will be dispersed and completing coursework remotely throughout the academic year, which makes tracking and monitoring projects difficult. During summers when students are on-site, there may be opportunities for DAS students to work with Moscow-area K-12 students on anatomy-related topics or demonstrations; however, this will not be a major focus of our program.
    Student recruitment will take place across the country, including at institutions where 20% or more of the student body are students from underrepresented minority groups. Dr. Pfeiffer served as the PI of five NSF REU Site awards and has considerable experience in recruiting URM students from biology programs and health sciences programs. He maintains connections at several URM-serving institutions across the country and will be able to utilize them during recruiting efforts.
    Our original proposal included a dissertation requirement. Based on concerns raised by the external peer review team and others, this requirement has been dropped. As such, research dissemination is not a major goal for our students, although we do anticipate some will present results and/or publish findings from their Immersion terms.

11. *The proposal did not specify their workload plans or how new faculty may be involved in curriculum development. The proposed summer anatomy courses may be co-taught (according to an interview with P. Fuerst). Workload arrangements will need to be clearly defined prior to starting the program.*
    Workload plans will be developed closer to the start of the program. The proposed DAS program is one of multiple new programs being developed by new College of Health and Medical Professions. Several of these programs will share portions of current faculty FTEs as well as those of new hires. At this point, we will hold off defining exact workload agreements until we have a clear timeline of when and if each proposed program will start. The proposed summer anatomy courses will be co-taught by three current WWAMI anatomy faculty.

12. *There is a need to hire faculty with educational research experience and establish a clear delineation of duties for current and future faculty to ensure workloads are feasible, particularly outside of the summer months. Formal MOUs with colleges/programs outside of WWAMI are crucial and should include agreements regarding coursework, shared costs, and faculty mentorship responsibilities.*
    Joshua Johnson, current anatomy instructor in the WWAMI program, is schedule to be awarded a DoE degree in 2024. He will assume a key role in the DAS program, teaching education-related courses and mentoring those students who choose to pursue education-related research projects during their Immersion terms. The DAS program will also hire an additional faculty with experience in medical education.
    As originally planned, the DAS program would rely on several courses taught by the College of Education, Health, and Human Services. We have revised our program so that all required courses, included education-related courses, will be DAS courses, taught by our faculty. This removes the need for formal MOU's with other colleges/programs and enables us to tailor the courses to our students needs and offer them on a schedule that works best for our students.

13. *Regular course offerings could include more variety of assessments and assignments for monitoring student progress and content mastery. More details concerning dissertation guidelines and parameters are needed. A curriculum plan is also underdeveloped without explicitly addressing the regularity of offerings and their delivery approach (online synchronously, online asynchronously, or in-person). Consider offering tracks of study and part-time enrollment to encourage greater program marketability.*
    A greater variety of assessment and assignments, including written reflections, peer evaluations, term papers, capstone projects, and oral presentations, have been built into courses.

    The dissertation requirement has been removed from the degree. In its place, the program now includes three Immersion terms during which students complete three immersion tracks selected from the following options (Students may choose to repeat and individual track in more than one Immersion term):
    i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.
    ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.
    iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.

    The curricular plan has been fully developed and now details when course offerings will take place and the mode of delivery.

14. *Resource sharing with other departments is unclear and should be further developed prior to finalizing the program's proposal.*
    The DAS program will utilize the WWAMI Medical Education Program's anatomy lab teaching facility during summers. The facilities anatomy lab and classroom are not used by medical students during this time. Other resource sharing is not necessary.

15. *It is unclear how proposed research relationships will benefit DAS students as more details about the expectations of the dissertation are needed to fully understand how the joint research projects could meet the needs of the DAS students to fulfill their research requirements in educational research.*
    As noted above, the dissertation requirement has been removed from the DAS program.

16. *Future faculty who are hired should have experience and publications in medical education research or a closely related field in education to strengthen the program's expertise in this area. Currently, only two WWAMI faculty have publications in graduate program development and experience mentoring education-focused graduate students. Given the anticipated large cohort size, two faculty alone cannot manage all dissertation research projects.*
    As noted above, the dissertation requirement has been removed from the DAS program. Joshua Johnson, current anatomy instructor, is scheduled to be awarded a DoE degree in 2024, which will increase our WWAMI faculty with doctoral level training in education to three. The DAS program plans to hire a fourth faculty member with similar strengths in education training and research.

17. *Currently, the program's greatest limitation is having enough faculty trained in educational practices and methods for research oversight, given the high annual enrollment of 20 students per cohort. At present, the projected student to faculty ratio for research mentorship and oversight does not seem feasible from a quality assurance perspective.*
    See response in 17.

18. *One area of concern for the DAS program is the ratio of proposed students to faculty members with experience conducting educational research for the purpose of doctoral committee membership. Faculty are likely to have a significant mentorship burden and be members or chairs on numerous committees.*
    See response in 17.

RUSH
DEPARTMENT OF ANATOMY & CELL BIOLOGY
RUSH MEDICAL COLLEGE

March 20, 2024

David R. Paul, Ph.D.
Chair, University Curriculum Committee
Professor, Department of Movement Sciences
University of Idaho
P.O. Box 442401 Moscow, ID 83844-2401

Regarding: Proposed Doctor of Anatomy Program at the University of Idaho

Dear Curriculum Committee,

I am writing as the lead external programmatic reviewer for the proposed Doctor of Anatomy program at the University of Idaho. The onsite review for this proposed program was conducted by an external three-member team in August of 2022.

Firstly, I would like to confirm that the comprehensive programmatic review, as previously submitted, remains valid. At this time, the review team has no further updates or revisions to add to the report.

Secondly, I have been informed by the University of Idaho WWAMI Medical Education Program that they have revised their program proposal based on the recommendations outlined in the review committee's report. Their revisions aim to address the raised concerns and strengthen the proposal.

On behalf of the review team, thank you for your consideration of this matter. Please let me know if you require any additional information or clarification.

Sincerely,

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Associate Professor
Director of Anatomy Education
Department of Anatomy and Cell Biology
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IDAHO DEPARTMENT OF EDUCATION
AUGUST 21, 2024

TAB	DESCRIPTION	ACTION
1	**SUPERINTENDENT'S UPDATE**	Information Item
2	**PROPOSED AMENDMENTS TO THE IDAHO SPECIAL EDUCATION MANUAL**	Action Item
3	**PROPOSED AMENDMENTS TO GRADUATION REQUIREMENTS**	Action Item

SUBJECT

K-12 Overview

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Section 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education Bylaws establish the superintendent of public instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education (SBOE) on the Superintendent's priorities moving forward.

- SDE 2024 Summer Initiatives
- FY 2026 Budget Submission
- H 521 Implementation Update
- ARP-ESSER Update
- Assessment and Accountability Update
    - IRI
    - K-12 Report Card

BOARD ACTION

This item is for informational purposes only.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Idaho Special Education Manual

REFERENCE

December 2014	Board approved changes to the Idaho Special Education Manual.
June 2016	Board approved changes to the Idaho Special Education Manual.
June 2018	Board approved changes to the Idaho Special Education Manual.

BACKGROUND/DISCUSSION

In December of 2023, the Idaho Department of Education (IDE) was informed by letter from the U.S. Office of Special Education Programs (OSEP) that the student eligibility requirement section of the Idaho Special Education Manual required revisions.

The IDE conducted a thorough review of the manual over the past few months. IDE leadership and the special education team engaged experts and feedback from field practitioners in the preparation of this amendment.

Attachment 1 presents all proposed changes, showing markup.

IMPACT

If approved, the proposed amendments will ensure that Idaho's Special Education Manual is compliant with federal laws. As this document is incorporated by references into IDAPA 08.02.03, it will be necessary to promulgate a temporary rule to reflect the new adoption date of this document and to ensure that IDAPA is aligned to the revisions. The temporary rule is presented for consideration as a separate agenda item.

The proposed temporary rule, if enacted by the governor, is requested to be effective on August 21, 2024; therefore, it is requested that the Board approve the proposed amendments to the Special Education manual for the same effective date.

ATTACHMENTS

Attachment 1	Proposed amendments to the Idaho Special Education Manual – redline version.
Attachment 2	Proposed amendments to the Idaho Special Education Manual – clean copy.
Attachment 3	Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed amendments to the Idaho Special Education Manual as presented in Attachment 1.

BOARD ACTION

I move to approve the amendments to the Idaho Special Education Manual as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

chapte

DEPARTMENT OF SPECIAL EDUCATION

Special Education Manual ~~2018~~ 2024

Approved by the State Board of Education

August 21, 2024

IDAPA 08.02.03.004

IDAHO ~~STATE~~ DEPARTMENT OF EDUCATION
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EFFECTIVE 7/3/2024 ~~10/18/2018~~

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 (LEA) for adoption. This Manual has been approved by the State Board of Education, meets the IDEA eligibility requirement of 20 U.S.C. Section 1412, and is consistent with state and federal laws, rules, regulations, and legal requirements.

In the case of any conflict between Idaho Administrative Code (IDAPA) and the Individuals with Disabilities Education Act (IDEA), the IDEA shall supersede the IDAPA, and IDAPA shall supersede this Manual.

This document was developed and printed by the Idaho ~~State~~ Department of Education using grant funds from the Individuals with Disabilities Education Act.~~; PR/Award #H027A080088A~~.

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ACKNOWLEDGMENTS

The update and revision of this Manual over the years has involved a number of people. Special thanks are extended to the Special Education Advisory Panel, the Director's Advisory Council, Idaho Parents Unlimited, ~~the now more than 170~~ Special Education Directors, Idaho Special Education Support and Technical Assistance (SESTA), and other stakeholder groups who have contributed to this important work.

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.	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
OI	Orthopedic Impairment
OT	Occupational Therapy
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavioral 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
SCI~~I~~D	Significant Cognitive ~~Impairment~~ Disabilities
SD	Standard Deviation
~~SDE~~	~~State Department of Education~~ Idaho 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

GLOSSARY

Academic achievement. A student's level of performance in basic school subjects, measured either formally or informally.

Accommodation. Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements (or course expectations).

Adaptation. Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with 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.

Adverse Impact (adverse effect). A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that their educational performance is significantly and consistently below the level of similar age peers, preventing the student from benefitting from general education. The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning. See also "educational performance."

Adult student. A student with a disability, age eighteen (18) or older, to whom rights have transferred under the IDEA and Idaho Code, and who has not been deemed legally incompetent by a court or deemed ineligible to give informed consent by the IEP team.

Age-appropriate activities. Activities that typically-developing children of the same age would be performing or would have achieved.

Age of majority. The age at which, by law, a child assumes the responsibilities of an adult. In Idaho, the age of majority is eighteen (18).

Aggregated data. Information that is considered as a whole. In this Manual, the term refers to collective data on all students, including students with disabilities.

Alternate assessment. 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.

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 shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Excludes surgically implanted medical devices.

Assistive technology service. Any service that directly assists a student with a disability with the assessment, selection, acquisition, or use of an assistive technology device. The term includes the evaluation of the need of the student; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services with existing education and rehabilitation plans and programs; training or technical assistance for a student and/or family; and training or technical assistance for professionals, employers,

or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the student.

Attention deficit disorder (ADD). A biologically based mental disorder that has these typical characteristics: short attention span; distractive behavior; difficulty following directions and staying on task; and an inability to focus behavior. The disorder compromises many skills needed for academic success, including starting, following through with, and completing tasks; moving from task to task; and following directions.

Attention deficit hyperactivity disorder (ADHD). A biologically based mental disorder in which a person has inappropriate degrees of inattention, impulsiveness and hyperactivity.

Audiologist. A licensed health care professional who diagnoses and supports management of hearing loss, counseling to auditory needs across environments, and fitting of hearing technology.

Autism. A disability category in which a developmental disability, generally evident before age three (3), significantly affects verbal or nonverbal communication skills and social interactions and adversely affects educational performance. Other characteristics often associated with autism include engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Basic reading skills. For the purpose of specific learning disability eligibility, includes sight word recognition, phonics, and word analysis. Essential skills include identification of individual sounds and the ability to manipulate them, identification of printed letters and sounds associated with letters, and decoding of written language.

Behavioral intervention plan (BIP). A plan comprising practical and specific strategies designed to increase or reduce a definable behavior. These strategies address preventative techniques, teaching replacement behaviors, how to respond or resolve behaviors, and crisis management, if necessary.

Benchmark. A major milestone which describes the progress the student is expected to make toward annual goals within a specified period of time. Similar to an objective.

Braille. A tactile system of reading and writing, used by students who are blind or visually impaired, with an official code composed of Braille characters or cells that consist of various patterns of raised dots 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.

Change of placement. A change in educational placement relates to whether the student is moved from one type of educational program -- i.e., regular class -- to another type -- i.e., home instruction. Or it may also occur when there is a significant change in the student's educational program even if the student remains in the same setting.

Change of placement for disciplinary reasons. A removal from the current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) school days in a school year. Factors such as the length of the removal, the proximity of the removals to one another, the total amount of time the student is removed are indicators of a pattern, and whether the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals.

Charter school within a district. A publicly funded, nonprofit, nonsectarian public school that is created by a formal agreement (charter) between 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 504of the ADA.

Charter school LEA. A publicly funded, nonprofit, nonsectarian public school that operates as its own local education agency (LEA) or district. Charter LEAs may be authorized by the local school district or the Idaho Public Charter School Commission. Charter LEAs are required to provide services in accordance with IDEA and, Section 504 of the ADA.

Child. An individual who has not attained age eighteen (18).

Child count. For purposes of the annual report required under IDEA, the State must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year.

Child find. A process to locate, identify, and evaluate individuals ages three (3) to twenty-one (21) who are suspected of having a disability and in need of special education.

Civil action. A judicial action that any party who is aggrieved by the final decision of a due process hearing officer may bring in either a federal district court or a state court of competent jurisdiction (as designated by Idaho law).

Cognitive academic language proficiency (CALP). CALP refers to language used during formal academic instruction and learning. CALP skills include listening, speaking, reading, and writing about subject area content material, and are essential to school success. It may take five to seven years for an English language learner to develop CALP.

Compensatory education. Educational services or remedies which are above and beyond those normally due a student under 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. Services that would put the student in the same position had they not been denied a FAPE.

Complaint. (State complaint) A formal, written, and signed statement submitted to the Idaho ~~State~~ Department of Education by an individual or organization that contains one or more allegations and the facts on which the statement is based that a district or agency has violated a requirement of IDEA within the last year (365 days).

Coordinated early intervening services (CEIS). Services for students (K-12) who need additional academic and behavioral support to succeed in a general education environment. These students have not been identified 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 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 pursuant to Section 15-5-424, Idaho Code, 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, Idaho 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, Section 15-5-424, Idaho Code.

Controlled substance. Any drug so designated by law whose availability is restricted; i.e., so designated by federal Controlled Substances Acts. Included in such classifications are narcotics, stimulants, depressants, hallucinogens, and marijuana. (See Schedule I, II, III, IV or V in section (c) of the Controlled Substances Act (21 U.S.C. 812(c))

Core academic subjects. These include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography under the ESEA.

Core Content Connectors. Alternate academic achievement standards in English/Language Art and Mathematics aligned with the Idaho Content Standards, which have been reduced in depth and complexity. The Idaho alternate assessment in English/Language Arts and Mathematics are based on these standards.

Corrective action plan (CAP). A plan that orders a district as a result of an IDEA complaint to take corrective actions to resolve legal deficiency as found by the Idaho Department of Education ~~SDE.~~

Critical life skill. Skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance students' integration with individuals without disabilities. Skills may include such things as toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

Dangerous weapon. A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Data-based decision making. The collecting of information that can be charted or graphed to document performance over time followed by an analysis of the information to determine needed changes in instruction, policies, programs, or procedures.

Day. Refers to a calendar day unless otherwise indicated as a business or school day.

Deaf-blindness. An IDEA disability category in which a student demonstrates hearing and visual impairments, and where the combination of these two disabilities causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

Deaf or Hard of Hearing. A child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance.

Detained youth. Anyone aged three (3) through twenty-one (21) who is being held for a crime regardless of whether or not that person has appeared before the court.

Developmental achievement. Gains a student makes which follow the pedagogic theory that all children learn in the same basic way and in the same sequence, although at different rates.

Developmental delay. An IDEA disability category used only for students ages three (3) through nine (9) for whom a significant delay exists in one or more of the following skill areas: receptive/expressive language; cognitive abilities; gross/fine motor functioning; social/emotional development; or self-help/adaptive functioning. The use of this category is optional for districts.

Disaggregated data. Information that is reported and/or considered separately on the basis of a particular characteristic. In this Manual, the term refers to data on special education students as a group that are reported and/or considered separately from the same data on all students in a school, district, or state.

Discipline. Actions taken in response to a student's violation of the student conduct code.

Disclosure. The access to or the release, transfer, or other communication of education records or personally identifiable information contained in these records by oral, written, electronic, or other means.

Disproportionality. A disparity or inequality. In this Manual, the term refers to a statistical range of data where students of a specific race or ethnicity are identified in either greater or fewer numbers than expected when compared to the representation of that race or ethnicity within the general school population. The areas addressed in the IDEA are: (1) identification as a student with a disability; (2) identification of a student with a specific category of disability; and (3) placement in a particular educational setting and (4) the incidence, duration of any type of disciplinary actions, including suspensions and expulsions.

District. A local educational agency (LEA) inclusive of the following terms: a local district, a state authorized charter school, a state operated program, and a traditional school. See also "LEA."

Dropout. A student who has voluntarily left an education system before completion of requirements and is not known to be enrolled in any other educational program.

Dual enrollment. A child of school-age who is enrolled in a nonpublic school (including a homeschool) or a public charter school and enrolled in a public school to participate in public school programs and activities, Section 33-203, Idaho Code. 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.

Educational performance. A student's educational performance in achievement, developmental, and/or functional skills.

Education record. A student's record containing personally identifiable information maintained by an educational agency or institution, or by a party acting for the agency or institution, which may include, but is not limited to print, handwriting, computer media, video or audio tape, film, microfilm, and microfiche, but is not within the exceptions set out in the Family Educational Rights and Privacy Act (FERPA). The documents in the education record used to determine current eligibility and monitor current progress are considered part of the education record and are maintained. Items in the educational record that are no longer used, or have been summarized, may be removed from the educational record after written parental notification.

Educational services agency, other public institution or agencies. (1) An educational service agency, as defined in 34 CFR §300.12; and (2) Any other public institution or agency having administrative control and direction of a public elementary school or secondary school, including a public nonprofit charter school that is established as an LEA under State law.

Elementary school. The term "elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law, 34 CFR §300.13. An elementary school includes a grade configuration of grades one (1) through eight (8) inclusive, or any combination thereof, Section 33-119, 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. 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 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 EL 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.

Essential Components of Reading Instruction. The term means explicit and systematic instruction in (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, including oral reading skills, and (5) reading comprehension strategies.

Evaluation. A term that means using all required procedures to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Expedited due process hearing. An administrative hearing conducted by an ~~SDE~~ Idaho Department of Education-appointed hearing officer to resolve disputes concerning discipline for which shortened timelines are in effect in accordance with the IDEA.

Expulsion. Removal of a student from school for an extended period of time. For general education students, services usually cease during an expulsion.

Extended school year (ESY). A program to provide special education and related services to an eligible student with a disability beyond the conventional number of instructional days in a school year and at no cost to the parents. An ESY program must be based on an IEP team decision and meet Idaho standards.

Extracurricular activities. Programs sponsored by a district that are not part of the required curriculum but are offered to further the interests and abilities of students.

FAPE. (See "Free appropriate public education.")

FERPA. (See "Family Educational Rights and Privacy Act.")

Facilitation. A voluntary process during which a neutral and impartial individual, contracted by the ~~SDE~~ 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.

Fluency disorder. Stoppages in the flow of speech that are abnormally frequent and/or abnormally long. These interludes take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

Free Appropriate Public Education (FAPE). A basic IDEA requirement which states that special education and related services are provided at public expense (free); in conformity with an appropriately developed IEP (appropriate); under public supervision and direction (public); and include preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the 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, employment or vocational skills. Also called independent living skills.

Functional behavioral assessment (FBA). A systematic process for defining problem behavior and gathering medical, environmental, social, and instructional information that can be used to hypothesize about the function of student behavior.

General education curriculum. The curriculum that is designed for all students, usually consisting of a common core of subjects and curriculum areas adopted by a district that are aligned to the Idaho Achievement Standards or district standards. The general education curriculum is defined by either the Idaho Achievement Standards or the district content standards if they are as rigorous.

General education interventions. Educational interventions designed to address the students using the core and supplemental interventions. Such interventions may include whole-school approaches, scientifically based programs, and positive behavior supports, including accommodations and instructional interventions conducted in the general education environment. These interventions may also include professional development for teachers and other staff to enable such personnel to deliver scientifically based literacy instruction and/or instruction on the use of adaptive and instructional software.

Goal. A measurable statement of desired progress. In an IEP, annual goals must include academic and functional goals designed to meet a child's needs that result from his or her disability, enable the child to be involved in and make progress in the general curriculum, and meet the child's other educational needs that result from the child's disability.

Graduation. The point in time when a student meets the district and State requirements for receipt of an Idaho high school diploma.

Guardianship. A judicial determination under which a competent adult has the legal right and duty to deal with problems, make decisions, and give consent for an adult with a disability (at least eighteen (18) years of age) who cannot act on his or her own behalf. The court will specify the nature and scope of the guardian's authority.

Health services. See "School health services."

High school. Section 33-119, Idaho Code, defines secondary school as grades seven (7) through twelve (12) inclusive of any combination thereof. See "secondary school."

Homebound student. A student whose IEP team determines the child's home is the least restrictive environment.

Homeless children and youth. Children and youth who lack a fixed, regular, and adequate nighttime residence as defined in the McKinney-Vento Homeless Assistance Act.

Homeschool. An education program delivered by parents who have decided to provide instruction in the home and not in a public or private school. A homeschool is a nonpublic school~~,~~ but is not considered a private school. A virtual public school is not a homeschool.

Homeschooled students. A homeschooled student is one whose parents have decided to provide an educational program in the home with instruction provided by the parents. A homeschool student is considered a nonpublic school student~~,~~ but is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Honig Injunction. A court order to remove a special education student from school or current educational placement due to factors of dangerousness. Districts are required to continue with the provision of FAPE.

Idaho content standards. Educational standards in math and English language arts detailing what K-12 students should know at the end of each grade and establishing consistent standards across the states, as well as ensuring that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or enter the workforce.

Illegal use of drugs. The unlawful use, possession or distribution of substances identified under the Controlled Substances Act~~,~~ but does not include the use of a drug taken under supervision by a licensed health care professional.

Independent educational evaluation (IEE). One or more assessment(s) conducted by a qualified examiner(s) who is not employed by or contracted by the public agency or district responsible for the education of the student in question.

Individualized education program (IEP). A written document (developed collaboratively by an IEP team made up of parents and school personnel) which outlines the special education program for a student with a disability. This document is developed, reviewed and revised at an IEP team meeting at least annually.

Individualized education program (IEP) team. A team established by the IDEA and comprised 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) to twenty-one (21) receive special education and related services under IDEA Part B.

Initial provision of service. The first time that a child with a disability is provided special education and related services. This is also referred to as the "initial placement" and means the first time a parent is offered special education and related services for their child after an initial evaluation and eligibility determination.

In-lieu of transportation. Alternate method of transporting students to and from school.

Instructional intervention. An action or strategy based on an individual student's problem that is designed to remedy, improve, or eliminate the identified problem.

Intellectual disability. An IDEA disability category in which significant sub-average general intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance. ~~The terms "mental retardation" and "cognitive impairment" were previously used to refer to this condition.~~

Interagency agreement. A written document that defines the coordination between the state and/or public/private agencies and/or districts with respect to the responsibilities of

each party for providing and funding special education programs and special education and related services.

Interim alternative educational setting (IAES). The educational setting in which a district may place a student with a disability, for not more than forty-five (45) school days, if the student while at school, on school premises or at a school function carries a weapon or possesses a weapon; knowingly possesses, uses, sells or solicits the sale of illegal drugs or controlled substances; or has inflicted serious bodily injury upon another person. An IAES may also be ordered by a due process hearing officer based upon evidence that maintaining the current placement is substantially likely to result in injury to the student or others.

I**nterim IEP**. A short-term IEP with all the components of a standard IEP developed by the IEP team. It may be used for students transferring from other districts pending the development of the standard IEP or other purposes as needed.

Interpreting services. The process of providing accessible communication between and among persons who are deaf, hard of hearing, or deaf-blind, and those who are hearing. The process includes, but is not limited to, communication between American Sign Language or other form of manual communication and English. The process may also involve various other modalities that involve visual, gestural and tactile methods including oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell.

Itinerant specialist. A teacher who normally travels and provides services to students in different schools or in the home or consults with teachers and administrators.

Joint custody. A court order awarding custody of a minor child to both parents and providing that physical and/or legal custody shall be shared by the parents.

Joint legal custody. A court order providing that the parents of a child are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of the child.

Joint physical custody. A court order awarding each parent significant periods of time in which a child resides with or is under the care and supervision of each parent. The actual amount of time is determined by the court.

Language impairment. An IDEA disability category in which a delay or disorder exists in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems and which adversely affects the student's educational performance. A language impairment may involve any one or a combination of the following: the form of language (morphological and syntactic systems); the content of

language (semantic systems); and/or the function of language in communication (pragmatic systems).

Learning disability. See "specific learning disability."

Least restrictive environment (LRE). The IDEA requirement that students with disabilities, including those in public or private institutions or other care facilities, be educated with students who are nondisabled to the maximum extent appropriate.

~~**Limited English proficient (LEP)**. An individual aged three (3) to twenty-one (21), who is enrolled or preparing to enroll in elementary or secondary school, he or she was not born in the United States or his or her native language is a language other than English; he or she is a Native American or Alaska Native, or a native resident of the outlying areas; he or she comes from an environment where a language other than English has had a significant impact on the 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."

Manifestation determination. A determination by the parent and relevant members of the IEP team of whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the LEA's failure to implement the IEP.

Mathematics calculation. For the purpose of specific learning disability eligibility, this refers to the knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

Mathematics problem solving. For the purpose of specific learning disability eligibility, refers to the ability to apply mathematical concepts and understandings to real-world situations, often through word problems. It is the functional combination of computation knowledge and application knowledge, and involves the use of mathematical computation skills and fluency, language, reasoning, reading, and visual-spatial skills in solving problems. Essentially, it is applying mathematical knowledge at the conceptual level.

McKinney-Vento Homeless Assistance Act. This law is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this law, state educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Mediation. A voluntary, confidential, and structured process during which an ~~SDE~~ Idaho Department of Education-contracted individual is appointed to serve as an impartial and neutral third party to help~~s~~ parents and district or agency personnel resolve an IDEA-related conflict. Mediation usually results in a written, legally-binding agreement that is mutually acceptable to both parties and enforceable in court.

Medicaid services (school-based). Those services, assessment, and plan development for students receiving Medicaid which school districts may bill for reimbursement with the consent of the parent.

Medical services. Medical services mean services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

Middle school. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12).

Migrant student. A student who has not graduated from high school or completed a high school equivalency certificate and resides within a family that is composed of migrant fisher or agricultural workers. The student has moved within the preceding thirty-six (36) months in order for the family to obtain or seek this type of temporary or seasonal employment that is a principal means of livelihood.

Monitoring. An activity conducted by the Idaho ~~State~~ Department of Education to review a school district's compliance with federal laws, regulations, and state rules.

Multiple disabilities. An IDEA disability category in which two or more impairments co-exist (excluding deaf-blindness), whose combination causes such severe educational needs that the student cannot be accommodated in special education services designed solely for one of the impairments.

Multi-tiered system of support (MTSS). A systemic educational practice of matching educational instruction and interventions to the needs of students. MTSS is a data-driven model involving frequent monitoring of student progress to determining if interventions are needed to improve individual student outcomes using evidenced-based practices.

Native language. The language or mode of communication normally used by an individual or, in the case of a student, the language normally used by the student's parents. In all direct contact with a student, the native language would be the language or mode of communication normally used by the student in the home or learning environment.

New teacher. A teacher who has less than one (1) year of teaching experience.

Nonpublic school. An educational institution or program providing instruction outside a public school, including but not limited to a private school or homeschool.

Nonpublic student. Any student who receives educational instruction outside of a public school, including but not limited to a private school or homeschool student.

Nonprofit. The term 'nonprofit,' as applied to a school, agency, organization, or institution, means a school, agency, organization, or institution owned and operated by one (1) or more nonprofit corporations or associations no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

Nursing services. See "School health services."

Objectives. Measurable, intermediate steps that describe the progress the student is expected to make toward an annual goal in a specified amount of time; similar to a benchmark.

Occupational therapist. A professional licensed by the Occupational Therapy Licensure Board of Idaho who, in a school setting, is responsible for assessing fine motor skills, including student's use of hands and fingers and developing and implementing plans for improving related motor skills. The occupational therapist focuses on daily living skills such as eating, dressing, schoolwork, play, and leisure.

Office of special education programs (OSEP). The branch of the Office of Special Education and Rehabilitative Services (OSERS) within the U.S. Department of Education which is responsible for administering programs relating to the free appropriate public education to all eligible beneficiaries under the IDEA.

Oral expression. For the purpose of specific learning disability eligibility, the ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures. It relates to a student's ability to express ideas, explain thinking, retell stories, categorize, and compare and contrast concepts or ideas, make references, and problem solve verbally.

Orientation and mobility (O&M) services. Services provided by qualified personnel to blind and visually impaired students by qualified personnel to enable these students to attain systematic orientation to and safe movement within the home, school, and community, including teaching (1) spatial and environmental concepts and use of information received by the senses to establish, maintain, or regain orientation and line of travel; (2) use of the long white cane, or a service animal, as appropriate to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; (3) understanding and use of remaining vision and distance low vision aids; and (4) other concepts, techniques, and tools.

Orthopedic impairment. An IDEA disability category that includes severe orthopedic impairments that adversely affects a student's educational performance and are caused by congenital anomaly (e.g., clubfoot, absence of an appendage, etc.); disease (e.g., poliomyelitis, bone tuberculosis, etc.); or from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contracture).

Other health impairment (OHI). An IDEA disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that results in limited alertness with the respect to the educational environment that is due to chronic or acute health problems (such as asthma, ADD or ADHD, cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome and stroke) to such a degree that it adversely affects the student's educational performance.

Paraprofessional. A noncertified, non-licensed individual who is employed by a district and who is appropriately qualified, trained and supervised in accordance with state standards to assist in the provision of special education and related services.

Parent. As defined by IDEA, a parent is: (1) a biological or adoptive parent of a child; (2) a foster parent who has lived with the child for six (6) or more months; (3) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); (4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or (5) A surrogate parent who has been appointed by the school district. If the child is a ward of the state, the judge overseeing the child's case may appoint the surrogate. The surrogate may not be an employee of the state or local

education agency or any other agency that is involved in the education or care of the child, has no personal or professional interest which conflicts with the interest of the child, has knowledge and skills that ensure adequate representation of the child.

Part B. Part of the IDEA that relates to the assistance to states for the education of students with disabilities who are ages three (3) through the semester in which a student turns twenty-one (21). Part B is administered by the Idaho ~~State~~ Department of Education and carried out by school districts and other public agencies.

Part C. Part of the IDEA that relates to the assistance to states for the education of children with disabilities and the early intervention programs for infants and toddlers, ages birth through two (2), with disabilities. In Idaho, Part C is administered by the Department of Health and Welfare.

Peer-reviewed research. A higher level of non-biased research, which has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Personally identifiable information (PII). Includes but not limited to, student's name, name of parent or other family member, address of student or family, social security number, student number, list of personal characteristics, or other information that would make it possible to identify the student with reasonable certainty.

Phonology. The process used in our language that has common elements (sound patterns) which affect different sounds.

Phonology disorders. Phonology disorders are errors involving phonemes, sound patterns and the rules governing their combinations.

Physical therapist. A professional licensed 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.

~~**Plan for improving results (PIR)**. A plan developed collaboratively between the SDE and a district to address needs identified as a result of the district's self-evaluation and/or an SDE monitoring visit.~~

Positive behavioral intervention and supports (PBIS). Positive reinforcement, rewards or consequences provided to a child for specific instances of behavior that impedes learning or the learning of others (or refraining from behavior) as appropriate for the purpose of allowing the student to meet his or her behavioral goals/benchmarks.

Power of attorney. The designation, in writing, by a competent person of another to act in place of or on behalf of another person.

~~**Present level of performance (PLOP) or**~~ **Present levels of academic achievement and functional performance (PLAAFP)**.~~ Used interchangeably, these area~~ This is a statement of the student's current level of achievement or development in an area of need and how the student's disability affects his or her involvement and progress in the general education curriculum offered to students without disabilities. For preschool students, as appropriate, how the disability affects the child's participation in appropriate activities.

Private school. A nonpublic school that is not funded by or under federal or state control or supervision. A homeschool is not a private school.

Private school student. Any student who receives educational instruction in a school not funded by or under federal or state control or supervision is considered a nonpublic private school student. A homeschool student is not a private school student.

Problem-solving team. A general education team established at the local level, whose name may vary, with the purpose to problem-solve regarding the educational needs of any student. Procedures, meeting schedules, and team membership are established locally. The team is likely to include general educators and administrators and could include counselors, specialists, and special education personnel. Parent participation is valuable, but not required.

Procedural safeguards. The requirements of Part B of the IDEA that are designed to allow a parent/adult student to participate meaningfully in decisions concerning an appropriate educational program for a student with a disability and, if necessary, dispute such decisions. Also referred to as special education rights.

Professional development. High-quality comprehensive programs that are essential to ensure that persons responsible for the education or transition of students with disabilities possess the skills necessary to address the educational and related needs of these students. These should be scientifically-based and reflect successful practices including strategies for recruiting, hiring, preparing and retaining personnel.

Public expense. When a district or public agency either pays for the full cost of an evaluation or special education services or ensures that it is otherwise provided at no cost to the parent; for example, through joint agreements with other state agencies.

Reading components. The term "reading" means a complex system of deriving meaning from print that requires all of the following skills, which are the essential components of reading instruction: (1) Phonemic awareness: The skills and knowledge to understand how phonemes, or speech sounds, are connected to print; (2) Phonics: The ability to decode unfamiliar words; (3) Reading fluency: The ability to read fluently; (4) Vocabulary development: Sufficient background information and vocabulary to foster

reading comprehension; and (5) Reading comprehension: The development of appropriate active strategies to construct meaning from print.

Reading comprehension. For the purpose of specific learning disability eligibility, refers to the ability to understand and make meaning of written text and includes a multifaceted set of skills. Reading comprehension is influenced by oral language development including new vocabulary acquisition, listening comprehension, working memory, application of comprehension-monitoring strategies, and understanding of text structure including titles, paragraphing, illustrations, and other details. Reading comprehension is significantly affected by basic reading skills.

Reading fluency. For the purpose of specific learning disability eligibility, refer to the ability to read words and text accurately, using age-appropriate chunking strategies and a repertoire of sight words, and with appropriate rate, phrasing, and expression (prosody). Reading fluency facilitates reading comprehension.

Reasonable measures. A combination of recorded written and/or oral documentation to meet notification requirements of the district to parents/adult students.

Reasonable time. A period of ten (10) calendar days unless there are exceptional circumstances that warrant a shortened period of time such as an emergency or disciplinary meeting.

Reevaluation. A periodic evaluation conducted at least every three years, or more frequently if conditions warrant, or if the student's parent or teacher requests an evaluation of a student already identified as eligible for services under the IDEA. Reevaluations may occur not more than once a year, unless the parent and the district agree otherwise or may be waived by the parent and LEA.

Related services. Refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education and includes the following: speech therapy, language therapy, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, interpreting services, medical services for diagnostic or evaluation purposes, school health/nursing services (excluding surgically implanted medical devices), social work services in schools, and parent counseling and training.

Response to intervention (RTI). A formal process for evaluating student response to scientifically research-based interventions, consisting of the core components of: (1) problem identification, (2) problem analysis, (3) applying research-based interventions, and (4) progress monitoring/decisions rules. As used in the IDEA, RTI is only mentioned as an alternative to the severe discrepancy criteria in determining whether a student has a Specific Learning Disability.

Resolution session. A meeting involving the parents, relevant members of the IEP team, and a representative of the district who has decision-making authority, required prior to a due process hearing if the parent has requested the due process hearing.

School-age. Includes all persons between the ages of five (5) (i.e., turns five (5) on or before September 1) and twenty-one (21) years who reside in Idaho. For students with disabilities who qualify for special education and related services under the IDEA, school-age begins at age three (3) and continues through the semester of school in which the student attains the age of twenty-one (21).

School day. Any day, including a partial day, when all students are in attendance at school for instructional purposes.

School health services. School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

School psychologist. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Psychology and is charged with the responsibility to conduct assessments and determine a student's cognitive, academic, social, emotional, and/or behavioral functioning. This professional also provides direct services to students, consults with district staff, and may be a member of the evaluation and/or IEP team.

Scientifically-based research (SBR). Scientifically based research (as defined in the ESEA) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Screening. An informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards.

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. An elementary school includes a grade configuration of grades one (1) through eight (8) inclusive, or any combination thereof, Section 33-119, Idaho Code. See also "high school."

Section 504 of the Rehabilitation Act of 1973. A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

Secular. An adjective used to describe a private, non-religious educational entity.

Serious bodily injury (SBI). Bodily injury which involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of bodily member, organ, or mental faculty.

Services plan (SP). Services plan means a written statement that describes the special education and related services the LEA will provide to a parentally-placed child with a disability enrolled in a private school who has been designated to receive services, including the location of the services and any transportation necessary.

Setting. The location where special education services occur.

Significant cognitive ~~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 worker. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Social Work and helps students and teachers address social and emotional issues. This professional may be a member of the evaluation and/or IEP team.

Socially maladjusted. A child who has a persistent pattern of violating societal norms with truancy, substance abuse, a perpetual struggle with authority, is easily frustrated, impulsive, and manipulative.

Special education. Specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student with a disability including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

Special educational placement. Refers to the provision of special education services along the continuum of placements under the least restrictive environment requirements, rather than a specific place or location, such as a specific classroom or school. The balance of setting and services to meet an individual student's needs.

Specially designed instruction. Adapting the content, methodology, or delivery of instruction to address the unique needs of an eligible student that result from the student's disability and to ensure access to the general education curriculum so that the student can meet the ~~education standards of that district~~ Idaho Content Standards 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 speech fluency, impaired articulation/phonology, a language impairment, or a voice impairment that adversely affects a student's educational performance.

Speech-language pathologist. A professional holding an Idaho Pupil Personnel Services Certificate who can assess and treat persons with speech, language, voice, and fluency disorders. This professional coordinates with and may be a member of the evaluation and IEP teams.

Student (school-age). For resident children with disabilities who qualify for special education and related services under the IDEA and subsequent amendments thereto, and applicable state and federal regulations, "school-age" shall begin at the attainment of age three (3) and shall continue through the semester of school in which the student attains the age of twenty-one (21) years.

Stay put. A requirement that a district or agency maintain a student with a disability in his or her present educational placement while a due process hearing or subsequent judicial proceeding is pending unless the parties agree otherwise.

Substantial evidence. A legal term that means "beyond a preponderance of the evidence" or "beyond more likely than not."

Summary of performance (SOP). A document given to secondary students when a student exits special education as a result of earning a diploma or aging out. This document describes the academic achievement and functional performance along with recommendations to assist the student in meeting post-secondary goals.

Supplementary aids and services. Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Surrogate parent. An individual assigned and trained by a district or an agency to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified or located for a particular student or when the child is a ward of the state.

Suspension. A temporary stop, delay, interruption, or cessation of educational service due to a violation of the student conduct code. This may include in-school suspension.

Traditional public school. "Traditional public school" means any school that is operated and controlled by a school district in this state as per Section 33-5202A(10), Idaho Code.

Transition age student. A student whose upcoming IEP will be in effect when the student is sixteen (16) to twenty-one (21) years of age.

Transition services. A coordinated set of activities for a student with a disability designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. Services are based on individual student needs addressing instruction, related services, community experiences, employment, post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Traumatic brain injury (TBI). An IDEA disability category that refers to an injury to the brain caused by an external physical force and resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory perception and motor abilities,

psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

Travel training. Instruction to students with significant cognitive ~~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, ED, Autism, Orthopedic Impairment~~s~~, etc.) that qualifies the student for an IEP.

Unilateral placement. A decision by a parent, at his or her own discretion, to remove his or her child with a disability from a public school and enroll the student in a private facility because the parent believes that the district did not provide FAPE in a timely manner.

Universal design. A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and service that are made usable with assistive technologies.

Visual impairment including blindness. An IDEA disability category characterized by an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes partial sight, which refers to the ability to use vision as one channel of learning if educational materials are adapted, and blindness.

Voice disorder. (See "speech impairment") Refers to the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.

Voluntary enrollment in a private placement. Enrollment by a parent of a student with a disability in a private facility or homeschool for religious, philosophical, curricular, or other personal reasons.

Ward of the state. A child who, as determined by the State where the child resides, is a foster child (unless the foster parent meets the definition of a "parent" in Section 34 CFR §300.30), a ward of the State, or in the custody of a public child welfare agency.

Weapon. (See "dangerous weapon")

Written expression. For the purpose of specific learning disability eligibility, the processes related to the transcription of ideas and thoughts into a written product, such as handwriting and spelling. It also involves generative processes such as the communication of ideas, thoughts, and feelings. Required skills include using oral language, thought, grammar, text fluency, sentence construction, and planning to produce a written product.

Written notice. A written statement provided by the district to a parent/adult student within a reasonable amount of time before proposing or refusing to initiate or change to the identification, evaluation, educational placement, or the provision of FAPE.

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LEGAL CITATIONS

Introduction

The legal citations and topical reference for this Manual follow the chapter outlines and present references to federal and state statutes, regulations and rules for the enforcement of IDEA. The citations listed are the primary references for each chapter and section, not an all-inclusive reference list.

The entire IDEA and regulations are posted on the U.S. Department of Education website.

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.	Child Find	300.111	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.d
2.	Procedural Safeguards	300.121 300.504	IDAPA 08.02.03.109.05
3.	Student Eligibility under the IDEA	300.8 300.122	Idaho Code § 33-2001(3) Idaho Code § 33-2001(5) IDAPA 08.02.03.109.03
4.	Free Appropriate Public Education (FAPE)	300.17 300.101-300.102 300.148	Idaho Code § 33-201 Idaho Code § 33-2002 Idaho Code § 33-2010 Idaho Code § 20-504A(3) IDAPA 08.02.03.109.02.a
5.	District Programs and Services	300.107-300.110 300.117	Idaho Code § 33-2002
6.	Individualized Education Program (IEP)	300.22 300.320-300.328	IDAPA 08.02.03.109.04
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) 300.112 300.116 300.300-300.307 300.309-300.311 300.320-300.324 300.503-300.504 300.622	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	300.101-300.111	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 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)	IDAPA 08.02.03.109.03
2.	Purpose of an Evaluation	300.15	IDAPA 08.02.03.109.03
3.	Written Notice and Consent for Assessment	300.9 300.300 300.503	IDAPA 08.02.03.109.02.a
4.	Information from Other Agencies or Districts	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	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)	IDAPA 08.02.03.109.04
2.	IEP Development	300.320-300.325 300.34 300.154(d)(e) 300.42 300.5-300.6 300.105(b) 300.44 300.113 300.106 300.114-300.116 300.327 300.536 300.43 300.300(b) 300.300(e)(2) 300.305(e) 300.323(d)	IDAPA 08.02.03.109.04 Idaho Code § 33-1304 IDAPA 08.02.03.109.05 Idaho Code § 33-2002(4)
3.	IEP Reviews	300.324	
4.	IEPs for Transfer Students	300.323(e)-(g)	IDAPA 08.02.03.109.04 (e) IDAPA 08.02.03.109.04 (f)
5.	IEPs for Children from the Infant/Toddler Program	300.323(b)	
6.	Students with Disabilities in Adult Prisons	300.102(a)(2)(i)(A)(B) 300.324(d)	20 U.S. Code § 1412

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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 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	300.305 300.306 300.102 (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 § 33-5202A Idaho Code § 33-5203 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 § 33-5207 Idaho Code § 33-1002B Idaho Code § 33-2004 Idaho Code § 33-2005 Idaho Code § 33-5207(10)

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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	IDAPA 08.02.03.109.02.d
2.	Students Voluntarily Enrolled by Parents	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	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 Improving Results

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

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Chapter 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	300.30 300.519 300.320 300.520 300.030	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	300.611 300.622 300.614 300.613 300.616 300.623-300.625 300.618-300.621	IDAPA 08.02.03.109.05k Idaho Code § 32-717A
6.	Independent Educational Evaluations	300.502	IDAPA 08.02.03.109.05j

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Chapter 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	300.530-531 300.101	Idaho Code § 33-205
4.	Procedures for a Manifestation Determination	~~300.503(c-f)~~300.530(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

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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.	Mediation	300.506 300.151-300.152	IDAPA 08.02.03.109.05.b
4.	State Complaints	300.151-300.153 300.507-300.508 300.510-515 300.518	IDAPA 08.02.03.109.05
5.	Due Process Hearings	300.507-300.518	IDAPA 08.02.03.109.01.d IDAPA 08.02.03.109.05.c,e,f
6.	Expedited Due Process Hearings	300.516 300.532	IDAPA 08.02.03.109.05.g
7.	Appeals and Civil Action	300.517	
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CHAPTER 1: OVERVIEW

Three (3) federal laws have been passed to ensure educational opportunities for individuals with disabilities:

- the Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973 (Section 504)
- the Americans with Disabilities Act of 1990 (ADA)

The last reauthorization of the IDEA was in 2004 and aligned the law with the Elementary and Secondary Education Act of 2001. In 2015, the Every Student Succeeds Act (ESSA) was passed. Revisions to the IDEA regulations were issued in 2007, 2008, 2013, ~~and~~ 2014, 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 provides information regarding district responsibilities under the IDEA and relevant Idaho legal requirements.

Section 1. Child Find

The district is responsible for establishing and implementing an ongoing Child Find system. Child Find activities are conducted to create public awareness of special education programs; to advise the public of the rights of students; and~~,~~ to alert community residents of the need for identifying and serving students with disabilities from the age of three (3) through the semester in which they turn twenty-one (21).

The district is also responsible for coordinating with the Department of Health and Welfare regarding the Child Find system for children ages birth through two (2) years. The Child Find system includes children with disabilities who are homeless, as defined by the McKinney-Vento Homeless 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 provides a document titled *Procedural Safeguards Notice* to parents/adult students

that contain a full explanation of special education rights.

See Chapter 11 for more information on procedural safeguards.

Section 3. Student Eligibility under the IDEA

To be eligible for services under the IDEA, a student must have a disability that:

1. meets the ~~Idaho s~~State ~~disability~~ 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 determination is called "eligibility evaluation." During 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 curriculum in making the eligibility determination.

See Chapter 4 for more information on eligibility and evaluation.

Section 4. Free Appropriate Public Education (FAPE)

The district (LEA) is required to ensure that a free appropriate public education (FAPE) is available to students who reside in the district and are eligible for special education. FAPE is individually determined for each student that qualifies for special education. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

See Chapter 2 for more information on FAPE.

Section 5. District Programs and Services

The district shall ensure that the same array of academic, nonacademic, and extracurricular activities and services is available to students with disabilities as is available to students without disabilities.

A. Educational Programs and Services

The district shall take steps to ensure that students with disabilities have the variety of

educational programs and services that are available to all other students served by the district. These may include art, music, industrial arts, consumer and homemaking education, vocational education, and other programs in which students without disabilities participate.

B. Physical Education

Physical education services, specially designed if necessary, shall be made available to every student with a disability receiving FAPE, unless the district enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

C. Nonacademic and Extracurricular Services and Activities

The district shall take steps, including the provision of supplementary aids and services determined appropriate and necessary by the student's Individualized Education Program (IEP) team, to provide nonacademic and extracurricular services and activities in a manner that affords students with disabilities equal opportunity to participate in those services and activities. This includes counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to persons with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.

Section 6. Individualized Education Program (IEP)

The IEP is a document that outlines how a particular student with a disability will receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). It is a working document that can be amended as the student's needs change. The IEP is created collaboratively by IEP team members, including parents, the student, if appropriate, the student's teachers, and other district personnel.

See Chapter 5 for more information on IEP development.

Section 7. Least Restrictive Environment (LRE)

The IDEA states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. The IEP team determines what constitutes LRE for the individual student. This includes considering that a continuum of alternative placements is available to meet the needs of children with disabilities and for special education and related services.

See Chapter 6 for more information on LRE.

Section 8. Summary of Activities That May Lead to Special Education Services

This section describes the steps that may lead to special education services. The activities that are within each step are often sequential, but could occur simultaneously. The process might occur in a different sequence for emergency or interim placements. A flowchart of these steps is provided at the end of this chapter.

A. General Education Interventions (carried out by the problem-solving team)

A general education problem-solving team addresses student learning needs and ensures that referrals to consider special education are appropriate. The general education problem-solving process may include comprehensive early intervening services based on whole-school approaches such as: a three-tiered model using scientifically based reading (and other content area) programs, positive behavior supports, and a response-to-intervention system.

Accommodations and instructional and/or behavioral interventions shall be attempted during the problem-solving process. These accommodations and interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and shall be clearly documented.

If the student shows adequate progress with general education interventions and accommodations, a referral to consider a special education evaluation may be unnecessary. However, if general education interventions and accommodations need to be provided on an ongoing basis or if the student shows limited or no progress *and* the student's performance is significantly discrepant from peers, a referral to consider a special education evaluation may be warranted. Also, a parent of a student may initiate a referral for special education at any time and a district may not deny that referral simply because the student had not gone through the general education intervention process.

See Chapter 4 for more information on problem-solving activities and the three-tiered model.

B. Referral to Consider a Special Education Evaluation

Following the problem-solving team's review of the student's response to general education interventions, if the team suspects that the student has a disability and may be in need of special education, the problem-solving team shall initiate a referral to consider a special education evaluation. The purpose of this referral is to bring a student to the attention of an evaluation team so that it can determine whether to conduct a special education evaluation.

A referral for a special education evaluation marks the point at which procedural safeguards are provided to the parent. The parent/adult student shall be involved in decisions once a written referral has been made to the evaluation team to consider a special education evaluation.

The evaluation team shall review existing data, which may include progress monitoring data ~~from the student's IEP,~~ and/or clinical assessments and information provided by the

parent/adult student, 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 consent~~s~~ prior to conducting ~~for additional~~ any assessments.

See Chapter 3 for more information on the referral process to consider a special education evaluation and who can make a referral.

C. Written Notice and Written Consent (completed by an evaluation team)

Before administering assessments as part of the special education evaluation, written notice shall be provided to the parent/adult student along with the procedural safeguards and written consent shall be requested from the parent/adult student. The district may use a single form that meets the requirements of written notice and consent for assessment. In addition, if the evaluation team needs information for an evaluation from a non-educational agency or an individual, such as a doctor, written consent for the release of information shall be obtained from the parent/adult student.

See Chapter 4 and Chapter 11 for more information.

D. Evaluation and Eligibility Determination (completed by evaluation team)

After receiving consent, the evaluation team shall schedule assessments and ensure they are conducted. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs. Next, the evaluation team reviews the assessment data, the response to general education targeted interventions, and parent/adult student input and recommendations to determine whether the student is eligible for special education services. Then the evaluation team compiles an *Eligibility Report* using data collected from individual assessments and provides the parent/adult student with a copy of the report. The eligibility report shall address, to the extent required, the general education classroom, targeted interventions previously employed, and the student's response to those interventions.

For children transferring from the Infant Toddler Program (ITP), eligibility shall be determined, and an IEP developed or IFSP adopted by the child's third (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, special education and related services may begin in the new school year.

For children ages three (3) through twenty-one (21), the time between receiving consent for initial assessment and determining eligibility cannot exceed sixty (60) calendar days, ~~excluding periods when regular school is not in session for five (5) or more consecutive school days (IDAPA 08.02.03.109.03),~~ with the exception of ITP referrals which must be completed by the child's third (3rd) birthday. The parent and district may agree, in writing, to extend the sixty (60) day period. See Chapter 4 for guidance on timeline exceptions.

If the student is not eligible, the district shall provide written notice to the parent/adult student

that the evaluation data does not indicate eligibility under the IDEA even though the parent is a member of the team that determines eligibility. The district shall maintain documentation in permanent records.

If the parent/adult student disagrees with the district's evaluation and/or the eligibility determination, he or she has the right to request ~~SDE~~ Idaho Department of Education mediation, file a due process hearing challenging the decision, or seek an independent educational evaluation (IEE). See Chapter 11 for more information.

E. IEP Development and Implementation (completed by IEP team)

The following activities are included in the development and implementation of the IEP:

1. Conduct an IEP team meeting to develop and implement an IEP within thirty (30) calendar days of a determination that the student is eligible for special education and related services. For eligible students, the IEP can be developed at the same meeting at which eligibility is determined if all required IEP team members are present and agree to proceed.

2. After determining goals and services, determine the 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 ~~initial~~ provision of special education services.

5. Provide copies of the IEP to the parent/adult student and other participants, as appropriate.

6. Provide written notice to the parent/adult student before implementing the IEP if the provision of FAPE or the educational placement is proposed to change or if the team refused to make a change based on the parent's request.

7. Make arrangements for IEP services by informing staff of their specific responsibilities under the IEP.

8. Implement the IEP as soon as possible, but no later than within thirty (30) days of eligibility 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, provided, 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 and parent agree; and

   b. at least annually to develop a new IEP

3. Provide a copy of the revised IEP to the parent and the adult student when an IEP is amended or rewritten. In addition, written notice is required if the district is proposing to change or refusing to change the educational placement or the provision of FAPE.

4. Under Idaho regulations, the parent/adult student has the right to file a written objection to an IEP program change or placement change. If, within ten (10) calendar days of receiving written notice from the district, the parent/adult student files a written objection, the district shall not implement the change(s) to which the parent/adult student objects. See Chapter 11 for more information.

See Chapter 5 for more information on IEP reviews.

G. Reevaluation (completed by evaluation team)

Reevaluations are conducted by the evaluation team. A reevaluation shall be completed as follows: (a) at least every three years, (b) when requested by the student's teacher or the parent/adult student, and (c) whenever conditions warrant. ~~Approximately one month b~~ Before conducting the reevaluation, the district shall inform the parent/adult student that a reevaluation is due. The parent/adult student and district may agree in writing that a three-year reevaluation is not necessary. In addition, a reevaluation need not be conducted more than once per year unless the district and the parents agree.

The evaluation team shall include the following activities in the reevaluation process:

1. Invite the parent/adult student to participate in the review of existing data and to determine what additional data, if any, is needed as part of the reevaluation. Unless the parent/adult student requests that the evaluation team members meet as a group in a formal meeting, data can be gathered from individual team members at various times using a variety of methods.

2. Obtain written consent from the parent/adult student if additional assessments shall be conducted. After gaining consent, ensure the completion of assessments and eligibility reports. The IDEA does not require consent for a reevaluation if the district has made documented attempts to get consent and the parent has not responded.

3. If the evaluation team determines that additional assessments are not needed, provide written notice to the parent/adult student of this decision and of the parent's/adult student's right to request assessments.

4. Prepare an *Eligibility Report* that details the eligibility requirements for the student, even when no new assessments are conducted. The report shall address each required eligibility component.

5. Provide the parent/adult student with a copy of the *Eligibility Report*.

Determine whether revisions to the IEP are necessary and implement an IEP, if the student continues to be eligible. If the student is not eligible, follow procedures to discontinue services.

See Chapter 4 for more information on reevaluation.

H. Discontinuation of Services

Provide prior written notice to the parent/adult student informing them of the discontinuation of services when:

1. The evaluation team determines the student no longer meets eligibility requirements for special education services; or

2. The student meets the district and State requirements that apply to all students for receipt of a regular high school diploma; or

3. The student completes the semester in which he or she reaches the age of twenty-one (21) years~~.~~; 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 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.

CHAPTER 2: FREE APPROPRIATE PUBLIC EDUCATION – TABLE OF CONTENTS

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CHAPTER 2: FREE APPROPRIATE PUBLIC EDUCATION

The district (local education agency) is required to ensure that a free appropriate public education (FAPE) is available to residents, homeless individuals and individuals from migrant families ages three (3) to twenty-one (21) in the district and who are eligible for special education. FAPE is individually determined for each student with a disability. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

Section 1. Definition of a Free Appropriate Public Education (FAPE)

The definition of FAPE under the IDEA means special education and related services that:

1. are provided at public expense (free);
2. are provided in conformity with an appropriately developed individualized education program, or IEP (appropriate);
3. are provided under public supervision and direction (public); and
4. include an appropriate preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the ~~State~~ Idaho Department of Education (education).

Section 2. Provision of FAPE

A. District Obligation

The district is required to ensure that FAPE is available to students in the district who are eligible for special education. This includes students who reside in group, personal care, or foster homes, as well as institutions, if their legal guardian is a resident of Idaho, even though the guardian may reside in another Idaho school district. It also includes students who are migratory or homeless as defined by the McKinney-Vento Homeless Act (see Glossary). If a student from another state is placed in Idaho by an out-of-state agency, parent, or district, the placing district, parent, or agency is responsible for the educational costs. If a student is placed in a district by an Idaho agency, the student is entitled to FAPE and the responsible agency is determined by Idaho Code regarding the specific situation.

The district is obligated to make FAPE available to each eligible student in the district as follows:

1. The district shall provide FAPE to an individual who is at least three (3) years old and

who qualifies for special education services unless the parent/adult student has refused special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs.

2. The district shall offer FAPE to parentally placed private school students in accordance ~~to~~ 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 with a disability who needs special education and related services, even though the child has not failed or been retained in a course and is advancing from grade to grade.

Note: Participation in Comprehensive Early Intervening Services neither limits nor creates a right to FAPE.

B. Limit to District Obligation

1. A student with a disability who has been placed in a private school or facility by the parent does not have an individual right to receive all or part of the special education and related services that the child would receive if enrolled in a public school. However, the district would have Child Find responsibilities. See Chapter 9 for more information.

2. Students who are homeschooled are considered nonpublic school 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.

Homeschool students who are dually enrolled are considered to be nonpublic school students. The district shall allow homeschool students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed.

Homeschool students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a

disability. This means that there is no individual right to receive some or all of the special education services that the student would receive if enrolled in public school.

C. When District Obligation to Provide FAPE Ends

The District's obligation to provide FAPE to a student ends:

1. at the completion of the semester in which the student turns twenty-one (21) years old;
2. when the student meets the district requirements and the Idaho Content Standards that apply to all students for receipt of a 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 general educational development credential (GED);
3. when the student no longer meets the eligibility criteria for special education services, as determined by the team after a reevaluation; or
4. when a parent/adult student has revoked consent for the continued provision of special education services.

D. Temporary Suspension of FAPE

The district is not required to provide FAPE to an eligible student during the suspension of ten (10) cumulative school days or less during a school year (unless the district provides services to students who are not disabled who are also suspended); however, FAPE must be provided following this ten (10) day exception.

Section 3. FAPE Considerations

A. Case Law Interpretations of FAPE

The 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~~ applied 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~~ expressed 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. Applicability to Charter and Alternative Schools

Federal law requires the district to provide students with disabilities educational choices comparable to those choices offered to students without disabilities. These choices include the opportunity to attend a public charter school or alternative public school. Students enrolled in public charter and alternative schools are entitled to FAPE and retain all the rights and protections that are available under the IDEA.

C. Applicability to Detained Youth

Students with disabilities or suspected disabilities who are detained in city or county jails, juvenile detention centers, juvenile correctional facilities, or in Idaho prisons are entitled to FAPE.

1. Services to Youth Detained in City or County Jails

The district in which the facility is located has the responsibility for Child Find and the provision of FAPE to eligible youth.

2. Services to Youth Detained in Juvenile Detention Centers (JDC)

The district in which the facility is located has the responsibility for the provision of FAPE to eligible youth. Typically, detention in a JDC is short term, and the student most likely returns to his or her home district. If a district has a student who is detained in a JDC not located within the district boundaries, the district may find it beneficial to coordinate school assignments through the JDC's education staff while the student is in the facility.

3. Services to Youth Placed in the Custody of the Department of Juvenile Corrections (DJC)

When a student is placed in the custody of the Department of Juvenile Corrections, the responsibility for the provision of FAPE resides with the Department of Juvenile Corrections.

4. Services to Youth in the Custody of the Department of Correction (DOC)

When a student is placed in the custody of the Department of Correction, the responsibility for

the provision of FAPE resides with the Department of Correction through an agreement between the ~~SDE~~ Idaho Department of Education and the Department of Correction.

D. Using Public and Private Insurance Funds to Provide FAPE

If a student is covered by a parent's private or public insurance or benefits, the district may access this insurance only if the parent provides informed consent. The consent requirements are different for accessing a parent's private insurance as opposed to public insurance (such as Medicaid).

If a district proposes to access a parent's public insurance to cover any of the costs associated with the provision of special education and/or related services, the district must do the following:

1. Provide written notification regarding use of public benefits or insurance to the child's parents before accessing the child's or the parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter. The written notification must explain all of the protections available to parents to ensure that parents are fully informed of their rights before a public agency can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice must include a statement that the refusal to provide consent or the withdrawal of consent will not relieve the district's responsibility to ensure that all the required IEP services are provided at no cost to the parent. The notice must be written in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.

2. Obtain a one-time written consent from the parent after providing the written notification regarding use of public benefits or insurance before accessing the child's or the parent's public benefits or insurance for the first time. This consent must specify (a) the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular child); (b) the purpose of the disclosure (e.g., billing for services); and (c) the agency to which the disclosure may be made (e.g., Medicaid). The consent also must specify that the parent understands and agrees that the public agency may access the child's or parent's public benefits or insurance to pay for services. Such consent may be withdrawn at any time by the parent.

3. If the child on an IEP moves into a new district, the new district responsible for providing a FAPE must provide the parents with written notification regarding use of public benefits or insurance and must obtain consent before accessing the child's or parent's public insurance.

If a district is proposing to access a parent's private insurance to cover any of the costs associated with the provision of special education and/or related services, the district must ~~get~~ obtain parental consent each time the district proposes to access private insurance.

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CHAPTER 3: CHILD FIND

The Child Find system involves three basic components leading to the determination of whether ~~or not~~ a student has a disability and requires special education. The components are location, identification, and evaluation. This chapter describes location and identification activities. The evaluation process is covered in Chapter 4.

Section 1. District Responsibility

The district is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having disabilities, ages three (3) through the semester during which they turn twenty-one (21), who may need special education, regardless of the severity of the disabilities. The district is also responsible for coordinating with the Department of Health and Welfare (DHW) regarding the Child Find system for children ages birth through two (2) years. The district may appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.

The Child Find system shall include all students within the district's geographic boundaries including students who are:

1. enrolled in the district, however this would not include a student who is placed in that public school by another district;
2. enrolled in charter and alternative schools;
3. enrolled in homeschool;
4. enrolled in parentally placed private elementary and secondary schools (including religious schools) located in the district; including out-of-state ~~parentally-placed~~ parentally placed private school ~~children~~ students with disabilities;
5. not enrolled in elementary or secondary school, including resident ~~children~~ students ages three (3) through five (5);
6. advancing from grade to grade;
7. highly mobile students (such as migrant and homeless as defined by the McKinney Vento Homeless Act [see Glossary]); and
8. wards of the state.

Section 2. Locating Students

Locating students who may have disabilities involves coordinating with other agencies and promoting public awareness.

A. Coordination

For infants and toddlers, birth through two (2) years of age, Child Find is provided by the Idaho ~~Infant/ Toddler~~ Infant/Toddler Program (ITP). Although lead responsibility for the ITP has been designated to the DHW, interagency agreements provide for collaboration and coordination. The district shall use local interagency agreements for efficient use of resources and ease of service accessibility for students and families.

B. Public Awareness

The district shall take and document the necessary steps to ensure that district staff and the general public are informed of the following:

1. the availability of special education services;
2. a student's right to a free appropriate public education (FAPE);
3. confidentiality protections; and
4. the referral process.

This information may be provided through a variety of methods such as distributing brochures or flyers, including information in school or district publications, disseminating articles and announcements to newspapers, arranging for radio and television messages and appearances, speaking at faculty meetings or district in-services, and making presentations.

Section 3. Identification

The identification component of Child Find includes screening, early intervening through a problem-solving process, and referral to consider a special education evaluation. The procedural rights under the IDEA are afforded when the student is referred for a special education evaluation by the parent/adult student or the district.

A. Screening

Screening is an informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards or Idaho Early Learning Guidelines (eGuidelines). A variety of methods may be used to screen students, including performance on statewide assessments, curriculum-based measures, daily work in the

classroom, teacher observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures.

Screening for instructional purposes is not an evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Although screening is an important part of the Child Find system, screening cannot be used to delay processing a referral to consider a special education evaluation where immediate action is warranted.

B. General Education Intervention (Comprehensive Early Intervening Services)

Under the Local Education Agency (LEA) funding option, early intervening services are services for K-12 students who need additional academic and behavioral support to succeed in the *general education environment*. When a school's screening process reveals that a student or groups of students are at risk of not meeting the Idaho Content Standards, the general education problem-solving team shall consider the students' need for "supported" instructional and/or behavioral interventions in order to help the students succeed. These interventions are referred to as early intervening services or general education interventions, accommodations, and strategies. It is important to remember that students who receive early intervening services are not currently identified as needing special education or related services and do not have a right to a free appropriate public education. Therefore, the IDEA procedural safeguards are not applicable at this time.

Districts shall implement comprehensive coordinated services and activities that involve providing educational and behavioral evaluations, services, and supports. These services may also include professional development for teachers and other staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and where appropriate, instruction on the use of adaptive and instructional software. Comprehensive Early Intervening Services (CEIS) should be based on whole-school approaches such as; the three-tiered model, scientifically based curriculum and instruction, positive behavior supports, and a response-to-intervention system.

If a district chooses to use up to 15% of IDEA Part B funds for CEIS for students in K-12 who are not currently identified as needing special education, but who need additional support in the general education environment, additional requirements may apply that will affect maintenance of effort. In addition, if IDEA Part B funds are used, the district must annually report to the ~~SDE~~ Idaho Department of Education:

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~~ Problem-Solving

1. Establishing a Problem-Solving Team

The district shall establish a problem-solving team and a process to plan accommodations and interventions in general education and to ensure that referrals to consider a special education evaluation are appropriate. Team membership is established by the school or the district and would likely involve general educators and administrators, and could include counselors, specialists, and special education personnel. While parent/adult student involvement is valuable and encouraged, the district is not required to include the parent/adult student on the team.

When ~~problem-solving~~ problem-solving involves a child three to five (3-5) years of age, the team should 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

Referrals to the problem-solving team may come from a variety of sources including parents, students, other family members, public or private school personnel, agencies, screening programs, or as a result of annual public notice.

Referrals may be made for a variety of reasons dealing with academic and behavioral concerns and may involve, but are not limited to, teaching strategies, material accommodations, social skills training, cooperative learning concepts, classroom organization, and scheduling.

3. Interventions

   a. Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, unless the student's performance indicates an evaluation is warranted or a parent makes a request for a referral for a special education evaluation.

   b. Interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and should be clearly documented.

   c. Documentation of the success or failure of accommodations and interventions shall be reviewed and discussed by the problem-solving team.

4. Problem-Solving Team Decisions Following General Education Intervention

Based on a review of data and information presented by the referring party and others, the team has several decision options. In the case of a preschool student, data and information shall be gathered and reviewed from such settings as ~~child care~~ childcare programs, private preschools, Head Start Programs, or the home. Following an intervention, the problem-solving team shall review progress monitoring data from the intervention and other relevant information to determine what action is warranted. The team considers a variety of options, including whether to:

a. continue the general education intervention because the student is making adequate progress but needs more time to reach goals;

b. continue the intervention in a modified form;

c. explore services or programs outside of special education (such as Title I of the Elementary and Secondary Education Act, including English language programs; Section 504 accommodations; counseling); or

d. make a referral to consider a special education evaluation.

Although problem-solving activities are an important part of the system, they cannot be used to delay processing a referral for consideration of a special education evaluation where immediate action is warranted. Either a parent or a public agency may initiate a request for an initial evaluation. If a parent initiates a referral for a special education evaluation, the evaluation cannot be delayed or denied due to the child not completing the general education intervention process.

Section 4. Referral to Consider a Special Education Evaluation

A. Evaluation Team

The evaluation team is the group of people established by the IDEA that has the responsibility for making decisions regarding evaluation, assessments, and eligibility. The composition of the evaluation team will vary depending on the nature of the student's suspected disability and other relevant factors. The evaluation team shall include the same membership (although not necessarily the same individuals) as the IEP team and other professionals as needed to ensure that appropriate, informed decisions are made.

Unlike an IEP team, an evaluation team has the flexibility of conducting business with or without a meeting. The case manager can gather input from evaluation team members in a variety of ways. The parent/adult student shall be included in the evaluation team and shall be given the opportunity to indicate whether he or she wishes the team to hold a meeting with all members attending.

B. Referral~~s~~ to Consider Special Education

The procedure for ~~handling~~ processing a ~~referrals~~ 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.

2. A Referral to Consider a Special Education Evaluation/Reevaluation form shall be completed.

3. Procedural safeguards are activated when a referral is made to consider a special education evaluation. If the referral came from someone other than the parent/adult student (see Glossary) the parent/adult student shall be notified. In either case, the parent/adult student shall be provided ~~with~~ a copy of the *Procedural Safeguards Notice*. At the same time, the parent/adult student shall be afforded an opportunity to provide input regarding the need for and scope of the initial evaluation, including the opportunity to hold a meeting if desired.

4. The evaluation team (including the parent/adult student) reviews all available records, including family and health history, past school experiences, the results of general education interventions, and previous assessments and evaluations. The evaluation team shall decide what additional assessments, if any, are needed. This review and determination process can take place at a face-to-face meeting of the evaluation team or through an alternate format, unless the parent/adult student desires that a meeting be held.

    a. If the evaluation team determines that an evaluation is warranted, written notice shall be provided to the parent/adult student describing the proposed evaluation and written consent shall be obtained from the parent/adult student.

    b. If the evaluation team determines that an evaluation is not warranted at this time, the team should seek other avenues for services to meet the student's needs. The person initiating the referral, if other than the parent/adult student, may be informed as to why the evaluation is not being conducted. Written notice of the district's refusal to evaluate a student for special education services shall be provided to the parent/adult student when he or she makes a referral

for a special education evaluation and the district determines that the evaluation is not warranted.

Note: Districts are prohibited from requiring that a student obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation, or receiving services under the IDEA.

See Chapter 4 for more information on evaluation and eligibility.

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CHAPTER 4: EVALUATION AND ELIGIBILITY

Chapter 3 discusses Child Find procedures used to locate and identify students with suspected disabilities. This chapter contains the requirements for the special education evaluation and eligibility process, from referral to consider a special education evaluation through to the determination of eligibility. The Idaho ~~State~~ Department of Education has provided State Eligibility Criteria for special education services for eligibility consistent with the IDEA for districts to use while determining eligibility.

Section 1. Evaluation Team

The evaluation team is a group of people outlined by IDEA ~~with the responsibility to make~~ 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 ~~as~~ needed to ensure that appropriate and informed decisions are made. The specific composition of the evaluation team reviewing existing data will vary depending upon the nature of the student's suspected disability and other relevant factors. The parent/adult student is a member of the evaluation team and shall be provided an opportunity to provide input and participate in making team decisions. The evaluation team may conduct its review without a meeting unless the parent/adult student requests that a meeting be held.

Additional Membership Requirements**:**

The determination of whether a student suspected of having a *specific learning disability* shall be made by the student's parents and a team of qualified professionals, which shall include:

~~1.~~ 1. The student's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; ~~and~~

2. A school psychologist; and

3. ~~is a required member of the team.~~ When considering oral expression and listening comprehension, a speech language pathologist is a required member who may collaborate with or replace the school psychologist as the professional required to conduct and interpret evaluative examinations.

Section 2. Purpose of an Evaluation

The purpose of the evaluation process is to determine the eligibility of a student for special education services. This pertains to both initial determination and three-year review of eligibility, or re-evaluation. It is also a process for gathering important information about a

student's strengths and service needs. An evaluation process shall include a variety of assessment tools and strategies to gather relevant functional, developmental, 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 terms are defined as follows:

1. Evaluation refers to procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

2. Assessment is integral to the evaluation process and includes the formal and informal processes of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. A test is one method of obtaining credible information. ~~within the assessment process.~~ Tests may be standardized or non-standardized, criterion-referenced (e.g. curriculum-based measures), or norm-referenced, and usually elicit responses from students to situations, questions, or problems to be solved. Assessment data may also include observations, interviews, medical reports, data regarding the effects of general education accommodations and interventions, and other formal or informal data.

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

The district shall conduct a full, comprehensive, and individual initial evaluation before ~~the provision of~~ special education and related services are provided to a student suspected of having a disability. A parent or a public agency may initiate a request for an initial evaluation to determine eligibility.

To be eligible for services under the IDEA, a student must have a disability that:

1. meets the ~~Idaho s~~ State ~~disability~~ eligibility criteria;

2. adversely affects educational performance; and

3. results in the need for specially designed instruction and related services.

In addition, the information from the evaluation can be used to consider the following:

1. the nature and extent of special education and related services needed by the student in order to participate and progress in the general education curriculum or

curriculum aligned to the Idaho Content Standards, or the Idaho Early Learning Guidelines (eGuidelines); and

2. the least restrictive environment (LRE) for the student.

The above information also pertains to evaluations for determining Part B eligibility for children transitioning from the Infant/Toddler Program (ITP).

Section 3. Written Notice and Consent for Assessment

Written notice shall be provided and informed consent shall be obtained before assessments are administered to a student as part of an evaluation.

A. Written Notice Requirements

Written notice shall be provided to the parent/adult student within a reasonable time before the district proposes to initiate the evaluation or ~~re-evaluation~~ 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 shall take steps to ensure the following:

1. the notice is translated orally or by other means in the native language or other mode of communication;
2. the parent/adult student understands the content of the notice; and
3. there is written evidence that the above two requirements have been met.

The written notice shall include the following:

1. a description of the evaluation or reevaluation proposed or refused by the district;
2. an explanation of why the district proposes to evaluate or reevaluate the student;
3. a description of any other options the district considered and the reasons why those options were rejected;
4. a description of each assessment procedure, test, record, or report that the district used as a basis for the proposed or refused evaluation or reevaluation;
5. a description of any other factors relevant to the evaluation or reevaluation;

6. a statement that the parent/adult student has special education rights and how to obtain a copy of the *Procedural Safeguards Notice* (Note: If this is the initial evaluation, the parents should get a copy of the procedural safeguards with the initial notice of the referral to consider a special education evaluation process ~~special education evaluation~~); and

7. sources for parents to contact in obtaining assistance in understanding the *Procedural Safeguards Notice.*

Written notice shall be provided to the parent/adult student within a reasonable time in the following instances:

1. to conduct any additional assessments and review initial information as part of the initial evaluation or reevaluation;

2. to explain refusal to initiate assessment; and

3. when the evaluation team determines that additional assessments are not required

See Chapter 11 for more information on written notice.

B. Consent Requirements

1. Definition of Consent. Consent means that the parent/adult student:

    a. has been fully informed in his or her native language or other mode of communication of all information relevant to the assessment for which consent is sought;

    b. understands and agrees in writing (as indicated by signature) to the activities described; and

    c. understands that granting of consent is voluntary and may be revoked in writing at any time *before* the assessment is completed. However, once the assessment has been completed, revocation of consent cannot be used to ~~have the assessment disregarded~~ 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 conducts ~~assessments as a part of~~ an initial evaluation of the student to determine if he or she qualifies as a child with a disability, whether or not the team determines that new assessment is necessary;

    b. Parental consent for initial evaluation should not be construed as consent for

initial provision of special education and related services;

c. The school district shall make reasonable documented efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child has a disability and to identify the educational needs of the child. If a parent refuses consent, the district does not violate its obligation to provide FAPE if it declines to pursue the evaluation. If the parent does not provide consent, the district may offer an ~~SDE~~ Idaho Department of Education facilitated meeting, mediation, or request a due process hearing to challenge the decision.

d. If the child is a ward of the State and is not residing with the child's parent, the district is not required to obtain informed consent from the parent for an initial evaluation to determine eligibility if:

1) despite reasonable efforts to do so, the district cannot locate the parent;

2) the rights of the parents of the child have been terminated in accordance with Idaho law; or

3) the rights of the parent to make educational decisions have been subrogated by a judge in accordance with Idaho law and consent for initial evaluation has been given by an individual appointed by the judge to represent the child.

e. If a district is using any data gathered during general education interventions for a student suspected of being a student with a disability, and that data may be used for a later eligibility determination, the district shall promptly request consent to evaluate the student.

C. Consent for Reevaluation

1. Written consent shall be sought for reevaluation that requires new assessments. Reevaluation consisting solely of review of existing data does not require written consent. This includes a review of the student's educational files/records.

2. Informed parental consent for a reevaluation need not be obtained if the public agency can demonstrate through documentation that it made reasonable efforts to obtain consent and the child's parent has failed to respond.

D. When Consent Is Not Required

Parental consent is *not* required for:

1. the review of existing data as part of an evaluation or reevaluation;

2. the administration of a test or other assessment that is administered to all students,

unless consent is required of parents of all students;

3. teacher or related service provider observations, ongoing classroom evaluations, or criterion-referenced tests that are used to determine the student's progress toward achieving goals on the IEP; and

4. screening by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation, which may include group or individual curriculum-based or norm-referenced measures.

E. Refusing Consent or Failure to Respond to a Request for Consent

1. The parent/adult student can refuse consent for assessment(s).

2. For an initial evaluation, if consent is refused or the parent/adult student fails to respond, the student cannot be assessed. However, the district may request ~~SDE~~ 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 is appropriate and there is no appeal, then the student may be assessed. However, the district does not violate its obligations to provide FAPE if it declines to pursue the evaluation. Consent for the initial evaluation shall not be construed as consent for the initial provision of special education services should the student be deemed eligible.

3. If a parent of a child who is homeschooled or placed in a private school by the parents at their own expense does not provide consent for initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, the district may not use ~~SDE~~ Idaho Department of Education mediation or due process procedures in order to gain consent and the district is not required to consider the child eligible for services.

Note: A district shall not use a parent's refusal for consent to one service or activity to deny the parent or student any other service, benefit, or activity.

See Chapter 11 for more information on consent and reasonable efforts.

F. Timeline

The time between receiving written consent for initial assessment and eligibility determination cannot exceed sixty (60) calendar days, except in unusual circumstances, listed below. ~~excluding periods when regular school is not in session for five (5) or more consecutive school days~~. The time between eligibility determination and the development and implementation of the IEP cannot exceed thirty (30) calendar days. ~~The implementation of the IEP shall not exceed thirty (30) calendar days from the eligibility determination, unless all parties agree to an extension.~~ For children transferring from ITP, eligibility shall be determined and an IEP developed by the child's third birthday. If a child turns three during the summer, is eligible for special education,

and the child 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, all parties may agree in writing to an extension of the sixty (60) day period for the purpose of initial assessment. These circumstances may include the following:

1. The child enrolls in a school in another school district after the sixty (60) day timeline ~~began~~ begins and prior to the determination by the child's eligibility in the previous school district. If the new school district is making sufficient progress in determining eligibility, the parent and district may agree to a different timeline.

2. The parent repeatedly fails or refuses to produce the student for an evaluation after the district has made reasonable efforts to schedule an evaluation.

Section 4. Information from Other Agencies or Districts

Consent for release of information shall be received before the district seeks to obtain information about the student from other agencies, unless otherwise authorized by law. Upon receipt of consent, the case manager will send an authorization to exchange confidential information 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 to:

1. request information from other districts that the student has attended; or

2. send information to other districts in which the student intends to enroll.

~~For children transferring from the ITP, eligibility shall be determined and the IEP developed by the date that the child turns three (3) years of age. See Chapter 5 for additional information on collaboration with the ITP throughout the transition process.~~

Section 5. Evaluation and Eligibility Determination Procedures

A. Areas to Assess

The student shall be assessed in all areas related to the suspected disability, which includes areas such as functional, 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.

B. Determination of Needed Initial or Reevaluation Data

As part of an initial evaluation or reevaluation, the evaluation team shall review existing evaluation data regarding the student including:

1. assessments and information provided by the parent/adult student concerning the student;
2. current classroom-based assessments and observations, and/or data regarding the student's response to scientific research-based interventions;
3. observations by teachers and related service providers; and
4. results from statewide and district wide testing.

Based on that review, and input from the parent/adult student, the evaluation team will decide on a case-by-case basis what additional data, if any, are needed to determine:

1. whether the student meets eligibility criteria for special education;
2. the student's present levels of academic and functional performance, including academic achievement and related developmental needs of the student;
3. whether the student needs specially designed instruction; or
4. whether any additions to the special education and related services are needed to enable the student to:
    a. meet the measurable annual goals set out in the student's IEP; and

b. be involved in and progress in the general education curriculum (for preschool students, to participate in age-appropriate activities).

If the evaluation team determines additional assessments are not required for the purpose of determining whether the student meets eligibility criteria during an initial evaluation or a reevaluation, the district shall provide written notice to the parent/adult student of the decision and the reasons for that decision. In the case of an initial evaluation, written consent to conduct an initial evaluation for special education must be obtained. The parent/adult student shall also be informed of his or her right to request assessments to determine eligibility and to determine the child's educational needs. The district will provide written notice if a parental request for additional assessment is denied.

C. Assessment Procedures and Instruments

The district shall ensure the evaluation or reevaluation meets the following requirements:

1. The child shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, motor abilities, and transition needs.

2. Assessments and other materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis.

3. Assessments and other materials shall be provided and administered in the student's native language, and in the form most likely to yield accurate information on what the student knows and can do academically, 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 language, 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.

D. Eligibility Determination

1. Upon completion of the student's initial evaluation or reevaluation, the evaluation team will consider the findings and determine whether the student meets or continues to meet eligibility criteria found in Section 7 of this chapter. The evaluation team will draw

upon information from a variety of sources, such as norm-referenced, standardized tests, parent/adult student input, teacher input, physical condition, social or cultural background, adaptive behavior, behavioral performance, and functional assessments to interpret evaluation data and determine eligibility.

2. Special Rule for Eligibility Determination

A student cannot be identified as a student with a disability if the primary reason for such a decision is:

a. lack of appropriate instruction in reading, including the essential components of reading instruction as defined by the Elementary and Secondary Education Act—phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies;

b. lack of appropriate instruction in math; or

c. Limited English Proficiency.

3. Related Services

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, 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.

E. The Eligibility Report

The evaluation team shall prepare an Eligibility Report and provide a copy of the report to the parent/adult student.

The Eligibility Report shall include:

1. names and positions of all evaluation team members;

2. information regarding the student's need for specially designed instruction (special education and related services);

3. confirmation and supporting data that the disability is not primarily due to lack of appropriate instruction in reading, including the essential components of reading —

phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies, or math;

4. information about how the student's disability adversely affects his or her educational performance;

5. all data on the student as required in the ~~State Eligibility Criteria~~ State eligibility criteria for the area of suspected disability;

6. confirmation and supporting data that the student's learning difficulties are not primarily due to Limited English Proficiency;

7. the date of the eligibility determination;

8. the name and position of all those administering assessments; and

9. in the case of Specific Learning Disability eligibility determination, certification in writing that the report reflects each member's conclusions (agreement), and in the case of team member disagreement with the conclusions, a written statement shall be attached to the eligibility report presenting the dissenting team member's conclusions.

Section 6. Reevaluation and Continuing Eligibility

A. Reevaluation Requirements

The district shall ensure that an individual reevaluation of each student with a disability is conducted in accordance with all the required evaluation procedures outlined in this chapter.

A reevaluation:

1. shall occur at least once every three (3) years. ~~unless the parent/adult student and the district agree in writing that a three (3) year reevaluation is not necessary.~~ The evaluation team shall complete the reevaluation consideration process and form to determine whether new assessment(s) are needed for the reevaluation; and

    a. The evaluation team may agree that new assessment is 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. ~~However, an~~ An updated Eligibility Report, documenting all eligibility criteria, shall be completed by the reevaluation due date to establish and document continuing eligibility,

2. a reevaluation is not required more than once per year unless the parent/adult student

and the district agree otherwise. If the parent makes a request within the year and the district does not agree, the district shall send written notice of refusal.

The district shall ensure a reevaluation is conducted more frequently than every three (3) years if:

1. it is determined that the education or related service needs, including academic achievement and functional performance, of the student warrants a reevaluation; or

2. if the parent/adult student or the student's teacher requests a reevaluation.

B. Reevaluation Prior to Discontinuation

1. The district shall conduct a reevaluation of a ~~evaluate a~~ student with a disability before the team determines that the student is no longer eligible for special education.

2. Reevaluation is not required in the following two circumstances:

    a. before the termination of a child's eligibility due to graduation, if the student meets comparable academic requirements that are equally as rigorous as those required of nondisabled students and the student meets state standards for graduation ~~receives a regular diploma~~;

    b. the student has reached the end of the semester in which he or she turns twenty-one (21) years of age.

Note: Although a reevaluation is not required in these two cases, the district shall provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her post ~~school~~ secondary goals.

C. Informing the Parent/Adult Student

~~Approximately one month b.~~ Before the reevaluation is due, contact shall be made with the parent/adult student informing him or her that:

~~1.~~ the reevaluation will be ~~scheduled~~ conducted ~~within the month;, unless the district and parent/adult student agree it is unnecessary;~~

2. whether new assessments are required for the reevaluation with appropriate written notice and/or written consent based on this decision; and

3. 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 form. See Section 5 of this chapter for more information regarding the determination of needed data.

1. No New Assessment 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 shall provide written notice to the parent/adult student of his or her right to request further assessment.

    b. If the parent/adult student requests ~~an~~ new or additional assessment to determine whether the student continues meet criteria for special education services under the IDEA, then the district shall conduct the assessment.

    c. If the parent/adult student requests an additional assessment for reasons other than eligibility, such as admission to college, then the district shall consider the request and provide written notice of its decision.

2. ~~Additional~~ New Assessments Needed

Based on recommendations from the evaluation team, the district will seek consent to administer the needed assessments and provide the parent/adult student with written notice regarding proposed assessments. If the parent/adult student fails to respond after the district has taken reasonable measures to obtain consent for assessments as part of a reevaluation, the district may proceed with the assessments. The district shall maintain documentation of its measures to seek consent. See section 3B of this chapter for a definition of reasonable measures.

If the parent/adult student denies consent to reassess, new assessment cannot be conducted ~~the student cannot be assessed~~. However, the district 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.

E. Eligibility Report for Reevaluations

The evaluation team will consider evaluation findings and determine whether the student continues to meet criteria for special education services.

The evaluation team i~~s required to~~ shall prepare an Eligibility Report detailing how review of

existing data demonstrates that the student continues to meet eligibility requirements even if no new assessments were conducted. The report shall address each required eligibility component and include results of previous assessments if they are being used to determine eligibility. Refer to Section 5 of this chapter for eligibility requirements.

Section 7. State Eligibility Criteria

The district ~~will~~ shall use the eligibility criteria and assessment procedures set forth by the ~~SDE~~ Idaho Department of Education for ~~placement in~~ determining eligibility for special education. This section contains a definition and the eligibility criteria for each specific disability that shall be used to determine whether an individual qualifies as a student with a disability in need of special education.

All disabilities except ~~Specific Learning Disability (SLD) and~~ Developmental Delay (DD) are applicable for students three (3) through twenty-one (21) years of age. ~~For Specific Learning Disability, students must be legal kindergarten age through twenty-one (21) years.~~ Only students ages three (3) through nine (9) can be identified in the Developmental Delay (DD) category. Use of the DD category is optional for the district. If the district elects to use the DD category, it applies only to students from age three (3) up until their tenth (10th) birthday, in addition to the criteria outlined in this chapter.

A. Three-Prong Test of EligibilitS

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.

Meets State Eligibility Requirements: The state eligibility requirements for specific disabilities are listed in this chapter.

Adverse Impact: A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that the student's educational performance measures significantly and consistently below the level of similar age peers preventing the student from benefiting from general education. Educational performance refers to the student's performance in academic achievement, developmental, behavioral, communication, and or functional skills. The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning.

Needs Specially Designed Instruction: Special education is specially designed instruction, provided at no cost to the parents, to meet the unique needs of a student with a disability. Specially designed instruction means adapted, as appropriate to meet the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the child to the general curriculum so that he or she can meet Idaho Content Standards that apply to all students.

B. Disability Categories

1. Autism Spectrum Disorder

Definition: An Autism Spectrum Disorder is a developmental disability, generally evident in the early developmental period, significantly affecting verbal or nonverbal communication and social interaction, and adversely affecting educational performance.

a. Persistent deficits in social communication and social interaction across multiple contexts, currently or by history:

b. Symptoms must be present in the early developmental period but may not become fully manifest until social demands exceed limited capacities~~,~~ or may be masked by learned strategies in later life.

c. Other characteristics often associated with autism include, but are not limited to, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and hyper- or hypo-reactivity to sensory input.

d. Characteristics vary from mild to severe as well as in the number of symptoms present and are not primarily the result of intellectual disability, developmental delay, or an emotional behavioral disorder.

State Eligibility Criteria for Autism: An evaluation team will determine that a student is eligible for special education services as a student with autism when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;

b. The student has a developmental disability, generally evident in the early developmental period that significantly affects social communication and social interaction;

c. The student must meet the disability definition (above) of an autism spectrum disorder as determined by an evaluation team to include a school psychologist and a speech-language pathologist. A team must consider a private evaluation or diagnosis

provided by a parent from a psychiatrist, a physician or a licensed psychologist as meeting the definition of autism spectrum disorder;

d. The student's ~~condition~~ disability adversely affects educational performance;

e. The student needs specially designed instruction

2. Intellectual Disability

Definition: Intellectual Disability is defined as significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period, and adversely affect the student's educational performance.

State Eligibility Criteria for Intellectual Disability: An evaluation team will determine that a student is eligible for special education services as a student with an intellectual disability when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has a full-scale intelligence standard score (IQ) at or below 70, plus or minus the standard error of measurement ~~(~~at the 95 percent confidence level~~)~~ of the test being used, based on an assessment by a licensed psychologist or certified school psychologist using an individually administered intelligence test.

c. The student exhibits concurrent deficits in adaptive functioning unexpected for his or her age in at least two of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, or safety. Concurrent deficits means 2 SD below the mean plus or minus the standard error of measurement at the 95 percent confidence level.

   i. 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 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 2 standard deviations below the mean as measured by a norm-referenced assessment of adaptive skills.

d. The student's ~~condition~~ disability adversely affects educational performance.

e. The student needs specially designed instruction.

Caution is advised when assessing students with cultural and 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.

3. Deaf-Blindness

Definition: A student with deaf-blindness demonstrates both hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be appropriately educated with special education services designed solely for students with deafness or blindness.

State Eligibility Criteria for Deaf-Blindness: An evaluation team will determine that a student is eligible for special education services as a student with deaf-blindness when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

c. The student is diagnosed by an optometrist or ophthalmologist for vision loss and by an otologist, audiologist, or physician for hearing loss to make a final diagnosis as deaf-blindness.

d. The student's ~~condition~~ disability adversely affects educational performance.

e. The student needs specially designed instruction.

4. Deaf or Hard of Hearing

Definition: Deaf or Hard of Hearing means a child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance.

State Eligibility Criteria for Deaf or Hard of Hearing: An evaluation team will determine that a student is eligible for special education services as a student who is deaf or hard of hearing

when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits a hearing loss that hinders his or her ability to access, comprehend, and/or use linguistic information through hearing, with or without amplification.

c. The student has been diagnosed by an audiologist as having a hearing loss..

d. The student's ~~condition~~ disability adversely affects educational performance.

e. The student needs specially designed instruction.

5. Developmental Delay

Definition: The term developmental delay may be used only for students ages three (3) until their tenth (10th) birthday who 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 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 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 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 has developmental and/or learning problems that are not primarily the result of limited English proficiency, cultural difference, environmental disadvantage, or economic disadvantage.

d. The student meets either of the following two criteria, in one or more of the broad developmental areas listed below.

1) Criteria:

i. The student functions at least 2.0 standard deviations below the mean in one broad developmental area (30 percent delay in age equivalency, or functions at or below the ~~3rd~~ 2nd percentile).

ii. The student functions at least 1.5 standard deviations below the mean in two or more broad developmental areas (25 percent delay in age equivalency, or functions at or below the 7th percentile).

2) Broad Developmental Areas:

~~i.~~ Cognitive 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.~~

e. The student's ~~condition~~ disability adversely affects educational performance.

f. 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; hearing, vision, or motor impairment, or other health impairment~~;

b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

c. inappropriate types of behavior or feelings under normal circumstances;

d. a general pervasive mood of unhappiness or depression;

e. a tendency to develop physical symptoms or fears associated with personal or school problems; or

f. Schizophrenia.

The term *does not* include students who are socially maladjusted unless it is determined they have an emotional 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 exhibiting characteristics consistent with the criteria (a-f in this section) by one or more of the following: school psychologist, licensed psychologist, psychiatrist, physician, or certified social worker.

~~c.~~ The student has been observed exhibiting one or more of the six (6) behavioral or emotional characteristics listed in the definition of emotional behavioral disorder. ~~emotional - behavioral disability.~~

d. The characteristic(s) has been observed:

1) for a long period of time (at least 6 months); and

2) by more than one knowledgeable observer; and

3) in more than one setting; and

4) at a level of frequency, duration, and/or intensity that is significantly different from other students' behavior in the same or similar circumstances.

e. The student's ~~condition~~ disability adversely affects educational performance in the area(s) of academics, peer and teacher interaction, participation in class activities, and/or classroom conduct.

f. The student needs specially designed instruction.

7. Other Health Impairment (OHI)

Definition: A student classified as having Other Health Impairment exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. These health problems may include, but are not limited to, asthma, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, and stroke to such a degree that it adversely affects the student's educational performance.

A student with ADD/ADHD may also be eligible under another category (generally specific learning disability or emotional behavioral disorder) if he or she meets the criteria for that other category and needs special education and related services. All students with a diagnosis of ADD/ADHD are not necessarily eligible to receive special education under the IDEA, just as all students who have one of the other conditions listed under other health impairment are not necessarily eligible, unless it is determined to adversely affect educational performance and require specially designed instruction.

State Eligibility Criteria for Other Health Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an Other Health Impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems.

c. The student has been diagnosed by a physician with a condition consistent with an Other Health Impairment described above. In the case of ADD/ADHD, an educational

determination may be provided by a school psychologist. Diagnosis from a licensed psychologist or other diagnostician must be considered by the evaluation team.

d. The student's ~~condition~~ disability adversely affects educational performance.

e. The student needs specially designed instruction.

8. Specific Learning Disability

Definition: Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

IDEA recognizes dyslexia as a type of SLD 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.

~~Only a school age child may be identified as a student with a specific learning disability.~~

State Eligibility Criteria for Specific Learning Disability: In determining whether a child has ~~an SLD~~ a Specific Learning Disability, 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.

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 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:

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.

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 specially designed instruction.

a. The student does not make sufficient progress in response to effective, evidence-based instruction and intervention for the child's age or to meet state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or State-approved grade level standards in one or more of the following areas:

1) Oral expression;

2) Listening comprehension;

3) Written expression;

4) Basic reading skills;

5) Reading comprehension;

6) Reading fluency

7) Mathematics calculation; or

8) Mathematics problem solving.

AND

b. The student demonstrates low achievement in the area(s) of suspected disability listed above as evidenced by a norm-referenced, standardized achievement assessment. For culturally and linguistically diverse students, the preponderance of evidence must indicate low achievement.

AND

c. The student demonstrates a pattern of strengths and weaknesses in psychological processing skills that impact learning.

AND

d. The student's lack of achievement is ***not*** primarily the result of:

1) A visual, hearing, or motor impairment;

2) Intellectual disability

3) Emotional behavioral disorder

4) Environmental, cultural or economic disadvantage

5) Limited English Proficiency

6) A lack of appropriate instruction in reading, including the essential components of reading;

7) A lack of appropriate instruction in math.

AND

e. The disability adversely impacts the student's educational performance and the student requires specially designed instruction.

Evaluation Procedures:

In order to demonstrate the initial eligibility criteria under this category, the following procedures must be followed.

1) The evaluation for determining SLD eligibility and requirements for parent notification and involvement shall be conducted in accordance with the procedures detailed in Chapter 4, Section 3, of this Manual.

2) The evaluation must address the eligibility criteria as listed in the *SLD Eligibility Criteria* (see above). To meet these criteria, the following information is required:

i. Evidence of insufficient progress in response to effective, evidence-based instruction and intervention indicates the student's performance level and rate of improvement are significantly below that of grade-level peers. This is documented/demonstrated with the following data:

a) Data that helps establish that the core curriculum is effective for most students. The most recent whole grade performance data to verify appropriate instruction in the area(s) of concern may include results from the standards-based assessment system. If the referred student belongs to a population of students whose performance is regularly disaggregated, whole grade data for the disaggregated group should also be reviewed and considered.

b) Information documenting that prior to, or as part of, the referral process, the student was provided appropriate instruction in general education settings. Appropriate instruction includes consideration of both child specific information and whole grade performance data. Child specific data regarding appropriate instruction may include: (1) verification that core (universal) instruction was provided regularly; (2) data indicating that the student attended school regularly to receive instruction; (3) verification that core instruction was delivered according to its

design and methodology by qualified personnel; and (4) verification that differentiated instruction in the core curriculum was provided.

c) Data-based documentation of student progress during instruction and intervention using standardized, norm-referenced progress monitoring measures in the area of disability.

d) A record of an observation of the student's academic performance and behavior in the child's learning environment (including the general classroom setting) has been conducted by an evaluation team member other than the student's general education teacher. The purpose of the observation is to document how the areas of concern impact the student's performance in the classroom. The observation should also document the name and title of the observer and the site, date, and duration of the observation. The team must decide to:

1. Use information from an observation in routine classroom instruction and monitoring of the child's performance that was conducted before the child was referred for an evaluation; or

2. Have at least one member of the team conduct an observation of the child's academic performance in the educational environment after the child has been referred for an evaluation, and parental consent has been obtained.

AND

ii. Evidence of low achievement in one or more of the suspected area(s). These include:

a) Oral expression;

b) Listening comprehension;

c) Written expression;

d) Basic reading skills;

e) Reading comprehension;

f) Reading fluency

g) Mathematics calculation; or

~~h) Mathematics problem solving~~

~~This evidence must indicate performance that is significantly below the mean on a cluster, composite, or two (2) or more subtest scores of a norm-referenced, standardized, achievement assessment in the specific academic area(s) of suspected disability. There are cases when the use of norm-referenced assessment is not appropriate, for example, students who are culturally and linguistically diverse. Refer to guidance documents regarding procedures on evaluating students who are culturally and linguistically diverse and the use of preponderance of evidence.~~

~~AND~~

~~iii. Evidence of a pattern of strengths and weaknesses in psychological processing skills that impact learning.~~

~~An assessment of psychological processing skills is linked to the failure to achieve adequately in the academic area(s) of suspected disability and must rely on standardized assessments. These assessments must be conducted by a professional who is qualified to administer and interpret the assessment results. The student's performance on a psychological processing assessment demonstrates a pattern of strengths and weaknesses that help explain why and how the student's learning difficulties occur. Such tests may include measures of memory, phonological skills, processing speed as well as other measures which explicitly test psychological processing.~~

~~AND~~

~~iv. The following criteria must be considered when evaluating the student's low achievement. The team must determine that the student's learning difficulty is ***not*** primarily the result of:~~

~~a) a visual, hearing, or motor impairment~~

~~b) an intellectual disability~~

~~c) an emotional behavioral disorder~~

~~d) environmental or economic disadvantage~~

~~e) cultural factors~~

~~f) Limited English Proficiency (LEP)~~

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, 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 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 learning.

*Provide evidence for items 1 and 2. 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.
      i. 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:
         1. Aimline;
         2. Trendline;
         3. Decision points;
         4. The student's rate of improvement; and

5. National or local norms describing expected performance for grade level peers.

ii. 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 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 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 specially designed instruction.

9. Multiple Disabilities

Definition: Multiple disabilities are two or more co-existing, severe impairments, one of which is ~~usually includes~~ an intellectual disability, such as intellectual disability/blindness, intellectual disability/orthopedic, etc. Students with multiple disabilities exhibit impairments that are ~~likely to be~~ life long, significantly interfere with independent functioning, and ~~may~~ necessitate environmental accommodations or adaptations to enable the student to participate in school and society. The term does not include deaf-blindness.

State Eligibility Criteria for Multiple Disabilities: An evaluation team will determine that a

student is eligible for special education services as a student with multiple disabilities when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student meets eligibility criteria for severe concomitant impairments, one of which is an intellectual disability, and 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 ~~E~~eligibility ~~C~~criteria as outlined for each disability category.

d. The student's ~~condition~~ disability adversely affects educational performance.

e. The student needs specially designed instruction.

10. Orthopedic Impairment

Definition: Orthopedic impairment means a severe physical limitation that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (clubfoot, or absence of an appendage), an impairment caused by disease (poliomyelitis, bone tuberculosis, etc.), or an impairment from other causes (cerebral palsy, amputations, and fractures or burns that cause contracture).

State Eligibility Criteria for Orthopedic Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an orthopedic impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits a severe orthopedic impairment. The term includes congenital anomalies, impairments caused by disease, and impairments from other causes that are so severe as to require special education services.

c. The student has documentation of the condition by a physician or other qualified professional.

d. The student's ~~condition~~ disability adversely affects educational performance.

e. The student needs specially designed instruction.

11. Speech or Language Impairment: Language

Definition: A language impairment exists when there is a disorder or delay in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems. The impairment may involve any one or a combination of the following:

a. the form of language (morphological and syntactic systems);

b. the content of language (semantic systems); and/or

c. the function of language in communication (pragmatic systems).

A language disorder does not exist when language differences are due to non-standard English or regional dialect or when the evaluator cannot rule out environmental, cultural, or economic disadvantage as primary factors causing the impairment. The evaluation team is encouraged to ask if a hearing screening has been completed. Also note, a student can be considered as having a Language Impairment if the criteria for Deaf or Hard of Hearing have not been met.

State Eligibility Criteria for Language Impairment: An evaluation team will determine that a student is eligible for special education and related services as a student who has a language impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. At least two procedures, at least one of which yields a standard score, are used to assess receptive language and/or expressive language.

c. The student has attained scores on a standardized measure that are 1.5 standard deviations or more below the mean, or at or below the 7th percentile, in either receptive or expressive language.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

Caution is advised when evaluating a student whose native language is other than English. The acquisition of the English language is not to be mistaken as a language impairment.

12. Speech or Language Impairment: Speech

The term speech impairment includes articulation/phonology disorders, voice disorders, or fluency disorders that adversely impact a child's educational performance. The following eligibility criteria and minimum assessment procedures have been established for all three types of speech impairments.

a. Articulation/Phonology Disorder

Definition: Articulation is the ability to speak distinctly and connectedly. Articulation disorders are incorrect productions of speech sounds including omissions, distortions, substitutions, and/or additions that may interfere with intelligibility. Phonology is the process used in our language that has common elements (sound patterns) that affect different sounds. Phonology disorders are errors involving phonemes, sound patterns, and the rules governing their combinations.

1) An articulation/phonology disorder exists when:

   i. the disorder is exhibited by omissions, distortions, substitutions, or additions;

   ii. the articulation interferes with communication and calls attention to itself; and

   iii. the disorder adversely affects educational or developmental performance.

2) An articulation/phonology disorder does not exist when:

   i. errors are temporary in nature or are due to temporary conditions such as dental changes;

   ii. differences are due to culture, bilingualism or dialect, or from being non-English speaking; or

   iii. there are delays in developing the ability to articulate only the most difficult blends of sound or consonants within the broad range for the student's age.

State Eligibility Criteria for Articulation/Phonology Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has an articulation/phonology disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) At least two procedures are used to assess the student, one of which yields a standard score.

3) The student must have a score that is at least 1.5 standard deviations below the mean, or at or below the 7th percentile, on a standardized articulation/phonological assessment, or the speech impairment is judged as

moderate on the standardized measure for students ages three (3) through twenty-one (21) years.

4) The student's disability adversely affects educational performance.

5) The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

b. Fluency Disorder

Definition: A fluency disorder consists of stoppages in the flow of speech that ~~is~~ 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.

1) A fluency disorder exists when an abnormal rate of speaking, speech, interruptions, repetitions, prolongations, blockages of airflow and/or voicing interferes with effective communication.

2) A fluency disorder does not exist when developmental dysfluencies are part of normal speech development and do not interfere with educational or developmental performance.

State Eligibility Criteria for Fluency Disorder: An evaluation team will determine that an individual is eligible for special education and related services as a student who has a fluency disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) The student has a fluency rating of moderate or severe on the Fluency Communication Rating Scale for student's age three (3) through twenty-one (21) years. See the documents and resources provided on the ~~SDE~~ Idaho Department of Education website under ~~section of this~~ chapter four for the Fluency Communication Rating Scale.

6) The student's disability adversely affects educational performance.

7) The student needs specially designed instruction. (Speech/language therapy can be a ~~primary~~ special education service 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.

8) A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:

   i. interfere with communication;

   ii. draw unfavorable attention to the speaker;

   iii. adversely affect the speaker or listener; or

   iv. are inappropriate to the age and gender of the speaker.

9) A voice disorder does not exist ~~exists~~ when the vocal characteristics of quality, pitch, intensity, or resonance:

   i. are the result of temporary physical factors such as allergies, colds, or abnormal tonsils or adenoids;

   ii. are the result of regional dialectic or cultural differences or economic disadvantage; or

   iii. do not interfere with educational or developmental performance.

State Eligibility Criteria for Voice Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has a voice disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) The student has a voice production rating of moderate or severe on the Voice Rating Scale for students aged three (3) through twenty-one (21) years. See the documents and resources provided on the ~~SDE~~ Idaho Department of Education website under ~~section of this~~ chapter four for the Voice Rating Scale.

3) An ear, nose, and throat (ENT) physician's (otorhinolaryngologist) statement documents that voice therapy is not contraindicated.

4) The student's disability adversely affects educational performance.

5) The student needs specially designed instruction. (Speech/language therapy can be a ~~primary~~ special education or a related service.)

See the documents and resources provided on the ~~SDE~~ Idaho Department of Education website under chapter 4 ~~section of this chapter~~ for information on documenting adverse effects on educational performance for students with speech/language disorders.

NOTE: A student may receive speech or language services if he or she is eligible for special education under another disability category and needs speech or language services as a related service in order to benefit from special education without meeting the eligibility criteria for speech and language impairment.

13. Traumatic Brain Injury (TBI)

Definition: Traumatic brain injury refers to an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

State Eligibility Criteria for Traumatic Brain Injury: An evaluation team will determine that a student is eligible for special education services as a student who has a traumatic brain injury when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both.

c. The student has documentation of a traumatic brain injury.

d. The student's ~~condition~~ disability adversely affects educational performance.

e. The student needs specially designed instruction.

14. Visual Impairment Including Blindness

Definition: Visual impairment refers to an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. Partial sight refers to the ability to use vision as one channel of learning if educational materials are adapted. Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.

State Eligibility Criteria for Visual Impairment: An evaluation team will determine that a

student is eligible for special education services as a student with blindness or a visual impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has documentation of blindness or a visual impairment, 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 – visual acuity better than 20/200 but worse than 20/70 in the better eye with the best possible correction at distance and/or near, or visual field restriction of 70 degree or less but better than 20 degrees in the better eye;
    iii. Eye condition – including oculomotor apraxia, cortical visual impairment, convergence insufficiency, or other condition;
    iv. Progressive loss of vision which may affect a student's educational performance in the future;
    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.

d. 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 criteria; 2) the disability adversely affects the student's educational performance; and 3) the student requires specially designed instruction.

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability including instruction conducted in the classroom, the home, hospitals, institutions, and other settings. The definition of special education also includes the following: instruction in physical education, speech/language pathology, travel training, and vocational education.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from his or her disability and to ensure access to the general 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 documents the specially designed instruction and related services. The IEP is the product of team collaboration among a parent/adult student, district personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services to meet those needs.

In developing each student's IEP, the IEP team shall consider:

1) the strengths of the student;
2) the concerns of the parents for enhancing the education of their child;
3) 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.

Section 1. IEP Initiation

A. Purpose of 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 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 IEP team members should come prepared to discuss specific information about the student's unique circumstances and the type of services to be provided to address the student's unique circumstances.

The meeting format should 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 have access to, participate in, and make progress in the general education curriculum. Placement decisions shall be considered *after* the special education services are determined and shall not be the determining factor in developing the IEP content.

Informal or unscheduled conversations involving district personnel on various issues (e.g., teaching methodology, lesson plans, or coordination of service provisions) are not considered a meeting as long as no decisions are made regarding issues addressed on the student's IEP. A meeting does not include preparatory activities in which district personnel engage to develop a proposal or a response to a parent/adult student proposal that will be discussed at a later meeting.

B. Team Decision Making

The IEP team meeting serves as a communication ~~vehicle~~ 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 consent 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.

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. If there is lack of consensus among school personnel, then the district representative on the IEP team shall make the decision and provide written notice to the parent/adult student. The parent/adult student should be made aware of the procedures in Section 2J of this chapter, "Parent/Adult Student Objection to the IEP" and their procedural safeguards, including due process rights.

C. When IEP Team Meetings Are Held

An IEP team meeting shall be held for one or more of the following reasons:

1. to develop an IEP within thirty (30) calendar days of determination that the student is eligible for special education and related services;

2. to complete 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;

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) 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 district refuses to hold one);

6. to review behavioral intervention strategies and/or develop a behavioral plan as part of the IEP;

7. to address the IDEA discipline requirements (see Chapter 12); and/or

8. to review the results of any reevaluation or independent educational evaluation (IEE).

NOTE: Under the IDEA, an IEP team meeting may not be required to amend the IEP (see IEP Amendments).

D. IEP Team Members and Roles

The IEP team is a group of individuals responsible for developing, reviewing, or revising an IEP for a student with a disability.

Role	Description
Parent of the student or Adult Student if rights have transferred	The term "parent" refers to a biological or adoptive parent, foster parent, a judicially decreed guardian (does not include State agency personnel if the student is a ward of the state), a person acting in place of a parent, or a surrogate parent who has been appointed by the district. The term "acting in place of a biological or adoptive parent" includes persons such as a grandparent, stepparent, or other relative with whom the student lives, as well as persons who are legally responsible for a student's welfare. A foster parent may act as a parent if the natural parent's authority to make educational decisions on behalf of his or her child has been terminated by law. A foster parent shall be an individual who is willing to make educational decisions required of a parent~~,~~ and has no interest that would conflict with the interests of the student. If more than the biological or adoptive parents meet the definition of parent, the biological or adoptive parents serve as the parents in

Role	Description
	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~~ 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 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, or community preschool teacher, if that person meets State and/or national licensing standards.

Role	Description
Individual who can interpret implications of 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 written 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 written 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 attend 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.

NOTE: The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation results may be excused from an IEP team meeting, in whole or in part, if the parent/adult student and district agree in writing. If the meeting deals with the excused member's areas of the curriculum and/or services, he or she shall provide written input to the IEP team prior to the meeting. Written input shall include substantive data (e.g., interpreting assessment findings, providing meaningful guidance to the team~~,~~ regarding the purpose of the meeting, reflecting on general education curriculum). If a district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.

E. The General Educator's Role in IEP Development

If a student is or may be participating in the general education curriculum or environment, not less than one of the student's general education teachers shall participate in developing the IEP, to the extent appropriate. 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~~ and supports for school personnel in the general education classroom.

F. Invitation to IEP Team Meetings

To the extent possible, the district should encourage the consolidation of all team meetings, including meetings that may involve eligibility, reevaluation, and IEP development.

The district shall meet the requirements outlined below.

1. Schedule the meeting at a place and time mutually agreed upon by the parent/adult student and the district.

2. Invite the parent/adult student and the secondary transition age student, if applicable, to the meeting early enough to ensure that he or she can attend. The district shall keep a record of this invitation. The invitation shall include the following:

    a. the purpose(s), time, and location of the meeting;

    b. who will attend the meeting, by role;

c. information regarding the parent's/adult student's right to bring other people to the meeting and invite a Part C representative, if appropriate; and

d. notification that post-secondary goals and transition services will be discussed, as applicable.

The invitation should clarify the parent's/adult student's (or secondary transition age student's) role on the team and request that he or she come prepared to discuss the unique needs and characteristics of the student, the types of services needed, and the goals that would ~~indicate~~ support the success of ~~the~~ those services.

3. Invite the student, if appropriate or required, to attend and participate in his or her IEP team meeting. If the student is a minor, the parent shall make the decision regarding the student's attendance. If ~~a~~ one purpose of the meeting is to consider transition but the student does not attend, the district shall take other steps to ensure that the student's preferences and interests are considered.

4. The invitation may be written or oral. In either case, the district shall document that all the required components noted in item 2 above were included in the invitation. In addition, the parent/adult student shall be given a physical copy of the *Procedural Safeguards Notice* at least annually, preferably at the annual review, unless the parent requests additional copies.

5. 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.

6. The district shall take appropriate action to ensure that a parent/adult student understands the proceedings at an IEP team meeting, including arranging for an interpreter for a parent/adult student who has hearing loss or whose native language is other than English.

7. The IEP team may meet without the parent/adult student if he or she cannot attend the meeting or cannot be convinced to attend the meeting. However, the district shall document its attempts to arrange a mutually agreed upon time and place for the meeting. Documentation could include records of telephone calls or conversations, copies of correspondence sent to the parent/adult student and any responses received, and/or detailed records of any visits made to the parent's/adult student's residence. If a meeting is held without the parent/adult student, the district shall offer and document

alternative methods, such as conference calls, to gain his or her participation in the development of the IEP.

Alternatives to physical meetings, such as video and telephone conferencing, may take the place of physical IEP team meetings if the parent/adult student and district agree.

Section 2. IEP Development

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 include:

    a. How a school-age student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

    b. For preschool students, PLAAFP should describe how the disability affects the student's participation 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 levels of academic achievement 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 achievement and functional performance;

    c. The statement shall provide baseline data for goal development;

    d. The statement shall reference Idaho Content Standards, Idaho Workplace Skills for 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 statement, developed from the baseline data, describing what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.

b. Goals are written to enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

c. A goal shall be appropriately challenging given the circumstances of the student and include the behavior, the performance criteria, and the evaluation procedure.

4. Objectives and benchmarks are required for students taking 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, 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 check devices to make sure the devices are functioning properly. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school.

THIRD PARTY PAYERS: Consent from the parents/adult student is required when the district bills Medicaid or the parent's insurance for services provided. See Chapter 11 for details.

F. Supplementary Aids, Services, and Other IEP Considerations

Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support for school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, and travel training services deemed appropriate by the IEP team and shall be provided whether or not the district currently has these services in place.

The description of services in the IEP shall:

1. Identify the program accommodations and supplementary aids to be provided to the student in the areas of need.

2. List the specific services that will meet the unique needs of the student, allowing him or her to advance appropriately toward attaining the annual goals, and:

    a. be involved in and make progress in the general education curriculum;

    b. participate in extracurricular and other nonacademic activities; and

    c. be educated and participate with other students with disabilities and with students without disabilities to the maximum extent appropriate.

NOTE: The public agency shall ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

3. State the projected starting date and expected duration of the services, 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 requirements or course expectations.

Adaptations are changes in educational expectations for the student with a disability compared to peers without disabilities. These adaptations include actual changes in the general education curriculum and instruction or the use of an alternative or supplemental curriculum. Adaptations include strategies such as reading aloud the reading portion of a test, using spell/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and may invalidate assessment results or provide non-

comparable results. Examples include fewer concepts to be mastered, different test questions, and material at a different reading level.

Whenever the IEP team determines that accommodations and/or adaptations are needed to ensure academic progress, these shall be indicated in the IEP. Any accommodations and/or adaptations required in physical education, vocational education, and 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 accessible (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 or are otherwise substantially involved in the major life functions of a student with a disability.

c. The district shall ensure that the hearing technology worn by students who are deaf or hard-of-hearing in school are functioning properly.

d. The district is responsible for 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 child, including breathing, nutrition, or operation of other bodily functions, while the child is at school or being transported to and from school.

4. Extended School Year Services

The district shall provide extended school year (ESY) services for students with disabilities who qualify for such services. The ESY programs for eligible students shall meet the requirements of FAPE. The student's educational program is based on individual needs and is not determined by what programs are readily available within the district. The student cannot be required to fail or to go for an entire school year without ESY services, simply to prove a need. The IEP team shall consider the following in the development and provision of an ESY program:

a. The term "extended school year services" means special education and/or related services that are provided beyond the regular school year:

1) to a student with a disability;

2) in accordance with the student's IEP; and

3) at no cost to the parent/adult student.

The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and

academics. The ESY services for special education students provide a different focus from general summer school programs.

b. The ESY services shall be considered in light of the totality of the circumstances, including the following:

1) Emerging skill: Few, if any, gains are made during the regular school year. A skill is in the process of emerging, and the IEP team believes that with ESY services the student would make reasonable gains; or

2) Regression-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 ~~of the student~~ as well as the prognosis or ~~judgments~~ 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 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~~ the 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 for him or her to benefit from special education. The student's individual needs concerning his or her education are the main considerations in determining services—this includes transportation services.

The IEP team shall consider how the student's disability affects his or her need for transportation, including determining whether the student's disability prevents the student from using the same transportation provided to students without disabilities, or from getting to school in the same manner as students without disabilities. This includes transporting a preschool-age student to the site at which the district provides special education and related services to the student, if that site is different from the site at which the student receives other preschool or day-care services.

When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation.

Transportation needs may include, but are not limited to, the following:

a. travel to and from school and between schools to access special education;

b. travel in and around school buildings;

c. specialized equipment including lifts and ramps, if required to provide special transportation; or

d. other services that support the student's use of transportation, such as:

1) special assistance (e.g., an aide on the bus and/or assistance getting on and off the bus);

2) safety restraints, wheelchair restraints, and/or child safety seats;

3) accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and/or altering the bus route);

4) training for the bus driver regarding the student's disability or special health-related needs; or

5) attending non-academic and extracurricular activities, if required by the IEP.

6. Special Considerations

As appropriate, ~~the IEP team shall also consider and include the issues listed below in the IEP.~~ the IEP team shall consider the following in the development of 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 IEP team shall consider the communication needs of the student. In the case of the student who is deaf or hard of hearing, the IEP team shall consider the language needs of the student, opportunities for direct communication with

peers and professional personnel in the student's language and communication mode, the student's academic level, and his or her full range of needs including opportunities for direct instruction in the student's language and communication mode.

G. Statewide and Districtwide Achievement Testing

Section 1111(b)(2) of the Every Student Succeeds Act (ESSA) ~~requires~~ includes requirements that all students participate in statewide assessments.

Students with disabilities 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~~ disabilities, 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~~ disabilities and requires that a student meet all participation eligibility criteria. Students with the most significant cognitive ~~impairments~~ disabilities 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 ~~impairments~~ disability.

a) 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 adaptive skills significantly below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55).

i. This reference to an IQ typically below 55 is not intended to be a hard cut score, but to provide IEP teams with guidance.

ii. In circumstances when an IQ cannot be obtained, the IEP team may use a preponderance of evidence to determine if a student has a significant cognitive disability.(See eligibility criteria for Intellectual Disability in Chapter 4 of this manual).

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 focused on 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 (EL~~L~~) 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~~ Idaho Department of Education 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 representative~~s~~ of any participating agency was invited to the IEP team meeting with ~~a~~ prior written consent of the parent or student who has reached the 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 3. IEP Reviews

A. Annual Reviews

Each student's IEP shall be reviewed at least annually by the IEP team, once every year (365 days). Meetings may be held any time throughout the school year, as long as the IEP is reviewed annually and is in effect at the beginning of each school year. Either at or after the annual review, written notice that the new IEP changes will be implemented shall be provided to the parent/adult student.

The IEP review includes the following purposes:

1. to determine whether the student's annual goals have been achieved;
2. to revise the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;
3. to determine whether any additional assessments are necessary and to address the results of those conducted;
4. to address information about the student provided to, or by, the parent/adult student;
5. to address the student's anticipated needs;
6. to monitor the continuing eligibility of the student based on an evaluation or review of a variety of data, which may include formal or informal assessment, progress toward IEP goals and, when applicable, objectives and benchmarks;
7. to write a new IEP; and
8. to consider a reevaluation to determine if a student is no longer eligible and special education services should be discontinued.

B. IEP Amendments

In making changes to a student's IEP after the annual IEP team meeting for a school year, the parent/adult student and the district may agree in writing not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend the student's current IEP. The parent/adult student will be provided with a revised copy of the IEP with the amendments incorporated. The annual review date remains the date of the original IEP.

If the parent/adult student believes that the student is not progressing satisfactorily or that there is a problem with the current IEP, he or she may request an IEP team meeting. The district shall grant any reasonable request for such a meeting. If the district refuses to convene an IEP team meeting requested by the parent/adult student, the district shall provide written notice to the parent/adult student, including an explanation of why the district has determined the meeting is unnecessary.

If any other member of the IEP team feels that the student's placement or IEP services are not appropriate, that team member may request an IEP team meeting.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the amended IEP shall have access to the amendment and be informed of his or her specific responsibilities.

Section 4. IEPs for Transfer Students

Idaho Administrative Procedures Act [IDAPA 08.02.03.109.04(f)] requires the new (receiving) district to request a copy of the eligibility documentation and most current IEP within two (2) school days. Within five (5) school days of receiving this information, the new district shall determine~~s~~ if ~~a new assessment is required~~. it will adopt the existing eligibility documentation and IEP. ~~If the district disagrees with the existing eligibility documentation or if the documentation is not available within a reasonable time period~~, If eligibility documentation is not received within a reasonable time period, is expired, or is insufficient to demonstrate eligibility for special education in Idaho, written consent for a reevaluation shall be sought. During the reevaluation process, the district shall implement an interim IEP to provide services comparable to those provided in the student's most recent IEP. ~~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 Idaho with a current eligibility and IEP ~~in Idaho~~, the district shall presume eligibility and provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent/adult student, until ~~such time as~~ the district adopts the previously held IEP or develops, adopts, and implements a new IEP or interim IEP. If eligibility documentation is expired, written consent for reevaluation shall be sought. During the reevaluation process, the district shall implement an interim IEP to provide services comparable to those provided in the student's most recent IEP. The receiving district shall request, as soon as possible, but no more than two (2) school days, the eligibility documents and the most current IEP from the sending district. Once the district has formally received a request for a student's record from another Idaho district, the district shall forward copies ~~or~~ of the original documents as soon as possible, but within 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 or an interim 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 eligibility and IEP ~~in that other state~~, the district shall provide the student with FAPE. This includes services comparable to those described in the ~~previously held~~ current 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 interim IEP. If eligibility documentation is expired, written consent for reevaluation shall be sought. During the reevaluation process, the district shall implement an interim IEP to provide services comparable to those provided in the student's most recent IEP.

C. Transfer to an Out-of-State District

Within ten (10) school days of receiving a request from an out-of-state school district for copies of eligibility documentation and a transferring student's IEP, a district shall send the requested information to the receiving district.

Section 5. IEPs for Children from the Infant/Toddler Program

A. Interagency Agreement and Protocols

The school district, as the local lead agency for Part B, shall initiate the development of a signed interagency protocol with the regional Infant/Toddler Program (ITP) of the Department of Health and Welfare (DHW), the lead agency under Part C of the IDEA. The protocol shall be in accordance with the current state Interagency Agreement for Early Childhood Special Education Services and Early Intervention for Children Ages Two through Five.

The protocol will outline the obligations of each agency to ensure:

1. a smooth and effective transition of children served under Part C to early childhood special education services (ECSE) under Part B;

2. by the child's third birthday, eligibility for Part B services has been determined and an IEP or Individual Family Service Plan (IFSP) has been developed and implemented; and

3. each district and agency shall participate in transition planning conferences.

NOTE: A child, who turns three (3) after May 1, has been determined eligible for Part B services, and 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. establish a plan for facilitating the transition of the toddler with a disability to early childhood special education services;

4. provide the district with current IFSP, all addendums/outcomes to the most recent IFSP, other progress reports, evaluations and assessments ~~if~~ completed within the last six months; and

5. upon invitation, attend the initial IEP team meeting.

The school district has the responsibility to:

1. ~~make contact with~~ 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, 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 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. developed according to the IEP procedures outlined in Section 2 of this chapter. If the district elects to use an IFSP, the district is required to implement only the educational components of the IFSP.

D. Consent and Notice Requirements

1. Notice Announcing Initial IEP Team Meeting: The district shall inform the parents of their rights to request the participation of ITP representatives at the initial IEP team meeting for children previously served by Part C.

2. Release of Information: The district shall obtain written parental consent for the release of information to obtain pertinent student records from non-educational agencies such as ITP, developmental disabilities agencies, medical providers, day-care centers, and Head Start.

3. Assessments: At the transition planning conference, if further assessments are necessary to determine eligibility, the student's present levels of academic achievement and functional performance, and goals or services on the IEP, informed consent to evaluate is required. (Parental consent for assessment under Part B is required even though the parent may have given consent earlier under Part ~~C).~~ 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 6. Students with Disabilities in Adult Prisons

The following requirements apply for students with disabilities ages eighteen (18) to the semester when they turn twenty-one (21) who are convicted as adults under Idaho law and incarcerated in adult prisons:

1. A student identified as a student with a disability, who is eligible for special education, and who is convicted as an adult and incarcerated in an adult prison, is not subject to

child find, but if already identified is entitled to FAPE until age twenty-one (21).

2. The student will not participate in statewide assessments.

3. Transition planning and services do not apply if the student will remain in prison beyond the semester of his or her twenty-first (21st) birthday.

The IEP team may revise the student's IEP and placement, regardless of the LRE requirements, if the state has demonstrated a bona fide security or other compelling penological interest that cannot be otherwise accommodated.

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CHAPTER 6: LEAST RESTRICTIVE ENVIRONMENT

The IDEA states that, to the maximum extent appropriate, all students with disabilities, three (3) to twenty-one (21) years of age, are to be educated with ~~age-appropriate~~ age-appropriate peers who are nondisabled. This is known as the least restrictive environment (LRE). The LRE is the appropriate balance of settings and services to meet the student's individual needs. The district shall have an array of services and a continuum of educational setting options available to meet the individual LRE needs of each student.

An appropriate LRE is one that enables the student to make reasonable gains toward goals identified in an individualized education program (IEP) while being educated with peers who are nondisabled to the maximum extent appropriate as determined by the IEP team on a ~~case-by-case~~ 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, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Section 1. Least Restrictive Environment Considerations

A. When to Make and Review Placement Decisions

1. Placement decisions for a student with a disability are made following the determination of the individual needs, goals, and required services.

2. Placement decisions are revisited at least annually by the IEP team, which includes the parent/adult student and other persons who are knowledgeable about the student, the meaning of the evaluation data, and the placement options available.

3. Placement decisions are reconsidered, as appropriate, when an IEP team is convened to review a student's academic, functional, or developmental progress.

B. Considerations in Placement Decisions

LRE decisions are made, at least annually, individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

1. IEP Goals and Services: The student's goals and services are developed prior to the

determination of the services and settings. The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

2. ~~Age-Appropriate~~ Age-Appropriate Peers: Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education environment/curriculum.

3. School of Attendance: A student with a disability shall be educated in the school he or she ~~should~~ would attend if not disabled, unless the IEP requires some other arrangement. In such case, the child's placement shall be based on the child's IEP and as close ~~to~~ as possible to the child's home.

4. Harmful Effects: Consideration shall be given to any potential harmful effect on the student or on the quality of services the student needs.

5. Accommodations and/or Adaptations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education environment/curriculum.

6. Participation in Nonacademic and Extracurricular Services and Activities:

    a. A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.

    b. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

C. Documentation of Placement Decisions

If the student will not participate *entirely* in the general education classroom, curriculum, and/or nonacademic and extracurricular activities, the IEP shall include a written explanation justifying the IEP team's decisions including the consideration of supplementary aids and services. The district shall provide the parent/adult student with prior written notice whenever the IEP team proposes to change or refuses to change the educational placement of the student.

Section 2. District Responsibility for Continuum of Settings and Services

The continuum of settings includes instruction in general classes, special classes, special schools, home instruction and instruction in hospitals and institutions. In addition, the continuum makes provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs. Regardless of placement, the student shall be given appropriate access to the general education curriculum, as determined by the IEP team. The district shall be able to justify the available continuum of services and placement decisions for individual students.

All LRE considerations also apply to preschool students ages three (3) to five (5) years with disabilities who are entitled to receive a free appropriate public education (FAPE). Settings for implementing IEPs for students of legal ~~kindergarten age~~ kindergarten age are the same as for all other school-age students. Settings for implementing IEPs for preschool-age students may include public or private early childhood programs. Public schools that do not operate early childhood programs for preschool students without disabilities are not required to initiate such programs solely to satisfy LRE requirements. IEP teams in public schools that do not have an inclusive public preschool that can provide all the appropriate services and supports to meet the individual needs of preschool students with disabilities, shall explore alternative methods to ensure LRE requirements are met for preschool students ages three (3) to five (5) years, which may include:

1. providing opportunities for participation (even part-time) of preschool students with disabilities in public or private regular early childhood programs operated for preschool students without disabilities by other agencies, such as Head Start;

2. placing preschool students with disabilities in the following:

    a. private early childhood programs for preschool students *without* disabilities; or,

    b. private early childhood programs or other community-based early childhood settings that integrate students *with and without* disabilities; and,

3. locating classes for preschool students with disabilities in elementary schools.

See Chapter 11 for information regarding prior written notice requirements that apply to proposed or refused changes in educational placement.

Section 3. Federal Reporting of LRE

The IEP includes a section for reporting the educational environments required for the Federal

Child Count (annual report of children served, collected on any date between October 1 and December 1 of each year). This section is for reporting the amount of time the student spends in the general education environment, with or without special education and related services. After determining the LRE and the educational environments in which the student will receive their general education instruction and special education services, the IEP team will document the educational environment for federal reporting.

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CHAPTER 7: DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

Section 1. Discontinuation of Services

A. Students Who Are No Longer Entitled to Services

The district will follow appropriate procedures to discontinue special education services to students who are no longer entitled to those services.

1. Student No Longer Meets Eligibility Criteria

If it is suspected that a student no longer meets the eligibility criteria for special education ~~the IDEA~~, the evaluation team ~~will~~ shall conduct a reevaluation and arrange to have ~~additional~~ new assessments conducted, if necessary. If the student is no longer eligible under the Idaho eligibility standards, the district will provide the parent/adult student with written notice of this decision prior to discontinuing special education services.

2. Student Completes Requirements for a High School Diploma

The district's obligation to provide special education services ends when the student meets the district and State requirements that apply to all students for receipt of a high school diploma without adaptations. Although this is considered a change of placement, a reevaluation is not required. Prior to graduation and the discontinuation of special education services the district shall:

a. provide the parent/adult student with written notice of the district's obligation to provide special education services ends when the student has met the Idaho High School Graduation and such applicable district requirements; and

b. provide the parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

3. Student Reaches Maximum Age

For students who have not yet met the Idaho High School graduation and such district's graduation requirements, the district's obligation to provide special education services ends at the completion of the semester in which the student turns twenty-one (21) years of age. This is considered a change of placement that does not require a reevaluation. If a student is turning twenty-one (21), the district shall:

a. provide the parent/adult student with written notice the district's obligation to

provide special education services ends at the completion of the semester in which the student turns twenty-one (21) years of age; and,

b. provide the parent/adult student written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

B. Change in District Obligation to Provide Services

Under certain circumstances, a student may continue to be eligible for special education services, but the district's obligation to provide services changes.

1. Transfer to Another District

When a student is no longer a legal resident of the district, the district will forward the student's special education records electronically or by mail within five (5) calendar days of the request from the new district. The records shall include, at least, the student's most recent individualized education program (IEP) and eligibility documentation. The sending district will retain copies or originals of the most recent five (5) years of programmatic and fiscal records, including IEPs and eligibility documentation. During an audit or monitoring this documentation may be needed to demonstrate that the student was eligible for special education and received special education services from the district. Note: Districts are required to maintain Medicaid-related records for six (6) years. See Chapter 11 for more information.

2. Enrollment in Private School or Receives Homeschooling

When a parent/adult student withdraws a student from public school and enrolls him or her in a private school or provides homeschooling, the district's responsibilities vary depending on the circumstances. See Chapters 2 and 9 for more information.

3. Dropouts

When a student drops out of school, written notice will be sent to the parent/adult student and a copy of the notice will be placed in the student's special education confidential file. If the student reenrolls and is still eligible for special education, the previous IEP can be implemented if it is current and appropriate. A reevaluation shall be conducted, and a new IEP shall be developed if needed.

C. Parent/Adult Student Revokes Consent for Special Education Services

When a parent/adult student revokes consent for special education services in writing, prior written notice shall be provided specifying when the special education and related services will cease. Note: A parent/adult student has the right to revoke consent for IEP services in their entirety, not service by service. The written notice shall include a statement indicating the

district stands ready, willing, and able to provide FAPE should the student remain eligible for special education services.

Section 2. Graduation

Graduation means meeting district and State requirements for receipt of a high school diploma. If a student is not granted a high school diploma or if the high school diploma is granted based on completion of adapted graduation requirements, the student is entitled to receive a free appropriate public education (FAPE) through the semester in which he or she turns twenty-one (21) years of age or determined no longer eligible as a result of a reevaluation. A General Education Development (GED) certificate does not meet the Idaho Content Standards and district requirements that are comparable to a 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.

A. Individualized Education Program (IEP) Team Requirements Regarding Graduation

1. Determine whether the student will meet all state and local requirements to be eligible to graduate from high school and anticipated graduation date.

~~2.~~ Develop the course of study. The course of study should be developed in collaboration with any state-required student learning plan, when applicable. ~~in collaboration with the Parent Approved Student Learning Plan required for every student prior to the end of eighth (8th) grade. The Student Learning Plan will be reviewed annually and may be revised at any time.~~

3. Beginning no later than the end of the student's ninth (9th) grade, review annually the student's course of study, identify and make changes to the course of study needed for the student to meet graduation requirements.

4. Document any accommodations and adaptations made to the district's and State's regular graduation requirements on the student's behalf.

    a. Graduation Requirements with Accommodations

Accommodations to graduation requirements are determined by the IEP team and are deemed necessary for the student to complete graduation requirements. Further:

1) Accommodations to graduation requirements must specifically address completion of the student's secondary program.

2) Accommodations will maintain the same level of rigor to the

district and State graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student's 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 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 his or her secondary program through meeting graduation requirements or criteria established on his or her IEP will be afforded the same opportunity to participate in graduation ceremonies, senior class trips, etc., as students without disabilities. Participation in a graduation ceremony does not mean that the student will receive a high school diploma or indicate the completion of a secondary program.

Section 3. Transcripts and Diplomas

A. Transcript

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.

2. Adapted course work may be noted on the transcript if the parent/adult student is informed in advance and the designation is not discriminatory or identify the student as having a disability or receiving special education.

3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

B. Diploma

1. ~~For students who are eligible for special education services, 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.

2. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities in the same graduating class.

Section 4. Grades, Class Ranking, and Honor Roll

Grades earned by students with disabilities will not be categorically disregarded or excluded from district wide grade point average (GPA) standing. The district may establish objective criteria for class rankings, honors, etc., that weight courses according to degree of difficulty or exclude non-core courses so long as such practices are nondiscriminatory.

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CHAPTER 8: CHARTER SCHOOLS

Federal law requires that students with disabilities be offered educational choices comparable to those offered to students without disabilities. One of these choices is the opportunity to attend a public charter school. Each public charter school, whether a charter school within a district or a charter school LEA (Local Education Agency), shares in the obligation to accept and appropriately serve students with disabilities under the IDEA in the same manner as any other public school.

The LEA charter school board of directors/trustees is required to adopt and ensure that the LEA implements this Manual.

Section 1. Definition and Parent/Student Rights

A. Definition of Charter Schools

In Idaho, a charter school is a public school authorized by Section 33-5203, Idaho Code. A charter school operates as a nonprofit, publicly funded, nonsectarian school in one of three ways:

1. as a school within a district, if authorized by the local board of trustees of a school district (LEA);
2. as a school authorized by the district, but operating as a separate LEA; or
3. as its own LEA, if authorized by the Idaho Public Charter School Commission or a college or university.

A charter school is bound by the conditions of its charter~~,~~ and all applicable state and federal law.

B. The Rights of Charter School Students and Their Parents

A charter school student is a public school student. Students with disabilities who attend charter schools, and their parents, have all of the same rights granted to students who attend other public schools. These rights are provided under the IDEA~~:~~; the Elementary and Secondary Education Act (ESEA); the Every Student Succeeds Act (ESSA); Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA); and the Family Education Rights and Privacy Act (FERPA). Idaho law specifically states that charter schools cannot discriminate against any student on any basis prohibited by federal or state constitutions or any federal, state or local law.

1. Charter schools must have open enrollment that includes:

a. giving all students an equal opportunity to attend;

b. being open and accessible to all students, including students with disabilities; and

c. admitting students on the basis of a lottery if more students apply for admission than can be accommodated.

2. A charter school shall not adopt an admission standard, policy or procedure that would have the effect of prohibiting or discouraging a student with a disability from enrolling or attending, or have the effect of prohibiting or discouraging a parent of a student with a disability from enrolling his or her child in the charter school by:

   a. establishing an examination or other academic criteria for admission;

   b. requiring any activity in which the school is unwilling to accommodate or adapt their curriculum or academic standards to meet the needs of the student with a disability; and/or

   c. requiring any activity in which the school suggests implicitly or explicitly that another school district would be a better placement or more capable of providing special education services or delivering education instruction (commonly referred to as "counseling out").

3. A charter school must provide every student with a disability a Free and Appropriate Public Education (FAPE), which shall include appropriate special education services starting the first day of school or upon the first day the student enrolls and begins attending school.

Under Idaho state law, the charter of an authorized charter school outlines specific mission statements, policies and procedures, and the manner by which special education services will be provided.

Section 2. Responsibility for Services

A. **Charter School Authorized by the District and Not an LEA** (See definition in Section 1.A.1)

The district is ultimately responsible to ensure that the requirements of the IDEA are met with respect to students attending charter schools authorized by the district. A charter school's compliance with the IDEA, Part B, is required regardless of whether the charter school receives any Part B funds.

1. To ensure that a charter school authorized by the district meets the IDEA requirements,

the district shall ensure services to students with disabilities attending the charter schools are provided in the same manner as the district serves students with disabilities in its~~'~~ other schools, including providing supplementary and related services ~~onsite~~ ~~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~~ to 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 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 within the district on the same basis as it provides such funds to other public schools within the district.

B. Charter School Operating as an LEA (See definition in Section 1.A.2)

Charter schools authorized by the Idaho Public Charter School Commission are automatically LEAs. A charter school LEA, whether virtual or brick-and-mortar or a combination thereof, has an obligation to accept and appropriately serve students with disabilities and is solely responsible to ensure that the requirements of the IDEA are met with respect to students enrolled. Compliance with the IDEA, Part B, is required regardless of whether the public charter school receives any Part B funds. A charter school LEA shall~~:~~ 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 33-203, 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 district shall allow public charter school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students

without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a 504 plan, if needed.

Public charter school students may not dually enroll solely for special education services. The Board of Directors/Trustees of the public charter school and the traditional school district shall adopt procedures governing dual enrollment.

For detailed requirements and responsibilities governing dual enrollment of charter school students, see Section 33-203, Idaho Code.

~~Section 4. Funding~~ Section 4- New Charter Verification

In the first year of operation, all newly established charter schools shall undergo an on-site special education verification process to ensure the establishment of essential components within their special education program. Designated personnel from the Idaho Department of Education will extend support to the charter in fulfilling the requirements of the new charter verification process which shall encompass the following:

1. timely completion of the new charter verification form; and,
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; and,
3. a site visit from the Idaho Department of Education.

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 using the funding formula described in state law. A charter school may also be eligible for the following funds:

1. state funds for special education students who live in licensed group, foster, or personal care services homes under the provision of Section 33-1002B, Idaho Code;

2. district-to-agency contract funds under a provision of Section 33-2004, Idaho Code;

3. funds to serve high numbers of students with emotional behavioral disorder 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 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 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.

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, 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 but before the first Friday in February, 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, the charter school will be allocated funds in the following school year based on the following school year's Child Count.

c. For school districts that have authorized a virtual charter school and the charter school's students are enrolled in the district but live outside district boundaries and receive education outside the district, the ~~SDE~~ 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 the statewide average per-student allocation.

3) The ~~SDE~~ Idaho Department of Education will add to the district's base allocation an amount equal to the statewide average per-student allocation times the number of students with disabilities enrolled in and determined to be eligible for and receiving special education services.

2. Charter School Operating as an LEA

Public charter schools that are LEA's are responsible for adopting and implementing approved policies and procedures for special education and providing an assurance that funds will be

used in accordance with Part B allowable uses.

a. Under 34 CFR § 76.792, the Idaho Department of Education will allocate funds to eligible charter school LEAs. In order to obtain funding the first year of operations, the LEA will submit an estimated opening enrollment and low-income population to the Idaho Department of Education to be used towards an initial allocation. To qualify under Section 33-5207(7), Idaho Code, and § 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 district 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 LEAs will be allocated Part B funds in the same manner as all school districts – in accordance with the federally prescribed funding formula for the distribution of flow through funds. The funding formula that the state is required to use in calculating these subawards is outlined in 34 CFR §300.705.

c. 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.~~ The LEA submits its estimated enrollment and low-income data according to section 2a.

~~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) 3) The charter LEA then shall complete the Part B application documents. These include:

i. Assurances, checklist, and Policies and Procedures Adoption

ii. Maintenance of Effort Assurance

iii. IDEA Part B Budget Form

6) 4) 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~~is submitted and approved~~, at which time the charter LEA may begin drawing down the IDEA Part B ~~these~~ funds for ~~the approved~~ special education purposes.

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CHAPTER 9: PRIVATE SCHOOL STUDENTS

Note: For the purposes of this Manual, the term "private school student" is the same as a "nonpublic school student." A homeschool student is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

The IDEA and IDAPA include the following:

- statutory and regulatory language, which states that students who are voluntarily enrolled in private schools are not entitled to all of the same services, including the right to a free appropriate public education (FAPE), as public school students;
- district responsibilities for special education students under Idaho's dual enrollment law; and
- the legal requirements that come into play when a parent unilaterally enrolls his or her child in a private school and asks the district for reimbursement of these costs.

Section 1. Definitions of Private School Placements

In order to describe the district's responsibilities for serving private school students, it is helpful to distinguish three separate ways that students are placed in private schools. These are defined by who enrolls or places the student in a private school and why.

A. Definition of Voluntary Enrollment by a Parent

A parent may choose to enroll his or her child in a private school for a variety of personal reasons, such as to obtain a religious education, to attend a school with a particular philosophy or curriculum, or because the parent is dissatisfied with the services offered or provided by the district. This is considered a voluntary enrollment. See Section 2 and Section 4 of this chapter for district responsibilities. Note: The IDEA distinguishes between for profit and nonprofit private schools. If a student is placed in a for profit private school by their parents the service plan provisions do not apply.

B. Definition of District Placement

At times, the district may place a student in a private school or facility to fulfill its obligation to provide FAPE. These placements are always made by an individualized education program (IEP) team in accordance with the requirements of Section 3 of this chapter.

C. Definition of Unilateral Placement by Parents when FAPE is an Issue

A parent may enroll a student in a private school or provide services from a private provider at parental expense. The parent may initiate a due process hearing to seek reimbursement for the costs associated with the placement from the district. All students who are placed by a parent when FAPE is an issue are also voluntarily enrolled in a private school. Specific information regarding a parent's request for reimbursement of costs of student enrollment in a private school in this situation is included in Section 5 of this chapter.

Section 2. Students Voluntarily Enrolled by Parents

A. District Consultation with Private School Representatives (may be done in coordination with Title 1 requirements for consultation)

To ensure timely and meaningful consultation a district will consult with private nonprofit elementary and secondary school representatives and representatives of parents of parentally placed private school students with disabilities during the design and development of special education and related services for the students. The consultation process shall include:

1. Child Find: The Child Find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process.

2. Proportionate Share of Funds: The determination of the proportionate amount of federal special education funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated. Refer to Section 2G of this chapter for information regarding the calculation of the proportionate share of funds.

3. Determination of Special Education and Related Services: Given the amount of funds to be dedicated by the district, the discussion will include the consideration of how, where, and by whom special education and related services will be provided for parentally placed private school students with disabilities, including:

    a. types of services, including direct services and alternate service delivery mechanisms;

    b. how such services will be apportioned if funds are insufficient to serve all students;

    c. how and when these decisions will be made; and

    d. how the provided services will be evaluated.

4. Ongoing Communication: Clarify how the private school and district will operate throughout the school year to ensure that parentally placed private school students with disabilities identified through the Child Find process can meaningfully participate in special education and related services. Annual consultation is not required to make these decisions. The district determines the period between consultations based on changing circumstances within the district, such as significant changes in the total amount of funds to be expended and/or the number and location of private school students with disabilities.

5. Written Affirmation: When timely and meaningful consultation has occurred:

    a. the district will obtain a written affirmation signed by the representatives of participating private schools;

    b. if the representatives do not provide the affirmation within a reasonable period of time the district will forward the documentation of the consultation process to the ~~State~~ Idaho Department of Education ~~(SDE).~~

6. District Decisions: Following consultation with the private school representatives, the district will make final decisions concerning items a-d addressed above in number 3.

7. Written Explanation by the District Regarding Services: If the district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

B. Compliance with Consultation Process

1. General Compliance: A private school official has the right to submit a complaint to the Idaho Department of Education ~~SDE~~ that the district:

    a. did not engage in consultation that was meaningful and timely; or

    b. did not give due consideration to the views of the private school official.

2. Procedure for Complaint

    a. If the private school official wishes to submit a complaint, the official will provide the basis of the complaint to the Idaho Department of Education ~~SDE~~ consistent with the procedures provided in Chapter 13.

    b. In response the district will 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 complied with the consultation process requirements and provide the decision to the district and private school official.

d. If the private school official is dissatisfied with the decision of the Idaho Department of Education ~~SDE~~, the official may submit a complaint to the Secretary of the US Department of Education by providing the basis of the complaint against the district to the Secretary, and the Idaho Department of Education ~~SDE~~ will forward the appropriate documentation to the Secretary.

C. Child Find Requirements

The district shall have an ongoing Child Find system to locate, identify, and evaluate all students with disabilities ages three (3) through twenty-one (21) who are educated within the district's geographic boundaries. This includes students who have been placed by a parent in a private nonprofit elementary or secondary school (including a religious school) located in the district regardless of the student's state or local residency. Note: Parents can also ask the district of residence (assuming it is different than the district where the private school is located) to evaluate their student. Both districts would have Child Find responsibilities and cannot share information between the districts without written parental consent. The district of residence would have Child Find responsibilities for students placed in for-profit schools and for children aged three (3) to five (5).

The Child Find process will be designed to encompass the following:

1. The Child Find process will ensure the equitable participation of parentally-placed private and homeschool students with disabilities.

2. Child Find activities for private school students will be similar to Child Find activities for public school students, which include the evaluation process within the same ~~comparable~~ timelines.

3. The district will consult with private school representatives and representatives of parents who place their children in private schools regarding the Child Find procedures.

Note: The cost of Child Find is not counted toward the pro-rated proportionate share that the district must spend on services.

D. Annual Count of Eligible Students

The district shall conduct an annual count of eligible students and report to the Idaho ~~State~~ Department of Education the number of private school children evaluated, the number found eligible and the number who are provided with special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP or a Services Plan. This count will be used to determine the amount of funds the district shall expend providing

special education and related services to private school students in the next school year (see Section 2E). The district will consult with representatives of private school students to determine how to conduct the count.

E. Provision of Services

Provision of services applies to all eligible students who attend non-profit private elementary and secondary schools within the district's geographical boundaries regardless of where they reside. Parentally placed private school students with disabilities do not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. Services offered to parentally placed private school students are determined through the district and private school consultation process.

1. District Responsibilities

    a. Private school students with disabilities may receive a different amount of services than public students with disabilities; they are not entitled to every service or the amount of service that they would receive if enrolled in public school. This means that it is possible for a private school student to receive only a related service or piece of equipment.

    b. Special education and related services provided to parentally-placed private school students with disabilities, including materials and equipment, will be secular, neutral and non-ideological.

    c. The district is required to offer FAPE to private school students who reside in their district, including when the student attends a private school outside of the district boundaries. Unless the parent makes clear their intention to keep their child in the private school, the district of residence must develop an IEP.

    d. Services may be provided at a public school building or another agreed upon site (including parochial schools to the extent consistent with the law) determined by the district in consultation with appropriate representatives of private school students.

    e. Services provided to private school students with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools.

2. Eligibility for Services

If an evaluation team determines that a student needs special education and related services:

    a. ~~The district of residence shall offer to make FAPE available upon enrollment in a district public school.~~ The district of residence must develop an IEP and make an

offer of FAPE for the student who is parentally placed in private school unless the parent makes clear an intent not to consider public school enrollment. The district has no obligation to implement that IEP unless the student enrolls in the public school.

b. If the parent chooses not to enroll the student in the district of residence and designated funds are available in the district in which the private school is located, a meeting will be held to develop a Services Plan (SP). The meeting will include a representative of the private school to develop a SP. The SP is developed by the same members that would constitute the IEP team.

c. Any services the district provides to a private school student shall be in accordance with a~~n~~ SP.

3. Services Plan (SP) Development

The SP shall describe the specific special education and related services that will be provided to the student in light of the determinations that have been made by the district. To the extent appropriate, the district shall initiate and conduct meetings to develop, review, and revise SPs in accordance with the following requirements:

a. Given the services that the district has elected to provide to private school students, the SP must meet the requirements of the IEP to the extent appropriate (see Chapter 5). The SP excludes sections pertaining to:

1) extended school year (ESY) services;

2) participation in statewide and district wide assessments;

3) placement determination (least restrictive environment);

4) Child Count federal report settings; and

5) elements that, although typical for an IEP, would be inappropriate given the services the district has elected to provide.

b. An SP shall be in effect at the beginning of each school year and accessible to each person responsible for its implementation.

c. Meetings shall be held to review and revise SPs at least annually to address any lack of student progress toward goals and in the general education curriculum.

d. The SP team members include the same members as an IEP team. The district will ensure that a representative of the private school attends these meetings or participates by some other means.

e. A parent shall be invited to SP meetings at a mutually agreed upon date and time. The invitation must indicate the purpose, time, and location of the meeting. The parent shall be informed that he or she may bring other persons knowledgeable about the student to the meeting. A copy of the SP will be given to the parent.

f. The team developing the SP will consider the student's strengths and results of the most recent evaluations. The private school general education teacher should participate in the development, review, and revision of the SP.

g. If necessary for a private school student to benefit from or participate in the services the district has elected to provide, the district shall provide transportation from the student's school or home to the site where services will be provided. The district shall take the student back to either the private school or the home, depending on the timing of the services. In this sense, transportation is not a related service but a means of making the services offered accessible. Transportation costs may be included in the district's expenditure requirement. The district is not required to transport the student from home to the private school.

F. Dispute Resolution

Due process hearings are available to parents of private school students only on the issue of Child Find and evaluation. Parents may challenge decisions regarding the provision of services by filing a state complaint with the ~~SDE~~ 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 to dedicate at least a proportionate share of funds received under Part B to provide services for parentally-placed students with disabilities who attend private schools within the boundaries of the district, regardless of their place of residence. To determine this proportionate amount, the district shall first determine the number of these private school students through the Child Find activities developed in the consultation process with private school representatives.

The number of parentally-placed private school students is divided by the total (public and private) number of students with disabilities in the district to arrive at the percentage of private school students with disabilities. This percentage is then applied to the total funding received by the district under Part B grants Section 611 (ages three (3) to twenty-one (21) and Section 619 (ages three (3) to five (5) to determine the district's obligation.

Example for the XYZ School District:

a. The number of parentally placed private school children within the district on

December 1, 2017: **10**

b. The number of public school children with disabilities on December 1, 2017: **90**

c. Percentage of private school children with disabilities: A divided by A+B = **10%**

d. Total Part B funds allocated for school year 2017-2018: **$150,000**

e. Amount the district shall spend on providing special education and related services to parentally placed private school students in 2017-2018: C x D = **$15,000**

1. State and local funds may supplement but may not supplant the proportionate amount of federal funds required to be expended for parentally placed private school children with disabilities.

2. The costs of private school consultations and of carrying out Child Find activities may not be paid from the proportionate share of funds.

3. The cost of any special education or related service, such as direct service, consultation, equipment, materials, or transportation may be used to determine that the district has satisfied its expenditure requirement for private school students with disabilities.

4. If all proportionate funds set aside for private school students in a given fiscal year are not expended in that year they shall be carried forward into the next year for the purpose of providing equitable services.

H. Expenditure Guidelines

1. The district may place equipment and supplies that are purchased with Part B funds in a private school for a period of time needed for a program for eligible students with disabilities; however, the district shall:

    a. retain title and exercise continuing administrative control over all equipment and supplies;

    b. ensure that all equipment and supplies are used only for Part B purposes;

    c. ensure that all equipment and supplies can be removed without remodeling the private school; and

    d. remove equipment and supplies if necessary to prevent unauthorized use.

2. The district may use Part B funds to pay an employee of a private school to provide services to students with disabilities when the employee performs the services:

    a. outside of his or her regular hours of duty; and

b. under public supervision and control.

3. Part B funds shall not be used to:

   a. finance the existing level of instruction in the private school or otherwise benefit the private school;

   b. meet the needs of the private school; or

   c. meet the general needs of students enrolled in the private school.

4. Part B funds shall not be used for repairs, remodeling, or construction of private school facilities.

5. If it is possible for classes to include students enrolled in both public and private schools, then the classes must not be organized separately on the basis of school enrollment or religion.

6. The district shall not appropriate any funds to private schools controlled by any church, sectarian, or religious denomination.

Section 3. Students Placed by the District

When the district places a student with a disability in a private school or facility, as a means of providing special education services through the IEP team process, the district shall ensure the following:

1. All special education procedures and timelines are followed.

2. Special education and related services are provided in accordance with an IEP.

3. A representative of the private school or facility attends or participates in the meeting to develop the IEP. If the representative cannot attend other measures such as conference telephone calls will be used to ensure participation.

4. The responsibility for reviewing and revising IEPs remain with the district.

5. Services are provided at no cost to the parent, including reimbursement to the parent for transportation and other costs associated with participation at an IEP team meeting conducted in a geographical area outside the jurisdiction of the district.

6. The placement in the private school or facility is the least restrictive environment for that student.

7. The student is provided an education that meets state and district standards.

8. The student is afforded the same rights as students with disabilities who attend public schools.

9. The parent is afforded the same rights as parents of students attending public schools.

In accordance with federal and state law, the ~~SDE~~ Idaho Department of Education shall approve special education programs in private schools and facilities. The district shall ensure a program is approved prior to placing a student in that school or facility.

At the discretion of the district, once a student with a disability enters a private school or facility, meetings to review and revise the IEP may be initiated and conducted by the private school or facility. If the private school conducts a meeting, the district shall ensure that the parent and a district representative are involved in and agree to any proposed changes in the IEP before the changes are implemented.

Section 4. Dual Enrollment of Private School Students by Parents

According to Section 33-203, Idaho Code, parents of private school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Private school students who are dually enrolled are considered to be nonpublic school students. The district shall allow private school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 Plan, if needed.

Private school students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.

The reporting of attendance for private school students in the district is allowed under dual enrollment. 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 and private school consultation process. These services would

be delivered through a SP.

Section 5. Unilateral Placement of Student by Parents when FAPE is an Issue

A. General Provisions for Reimbursement to the Parent

1. The district is required to make FAPE available to all eligible students with disabilities. If parents do not access FAPE, then the district is required to make provisions for private school students to receive Part B services consistent with Section 2E of this chapter.

2. The district is not required to pay for costs of tuition, special education, or related services and associated costs at a private school or facility for a student who was unilaterally placed there by a parent if the district made FAPE available to the student in a timely manner. If a parent disagrees with the availability of FAPE and there is a question about financial responsibility, the parent may request a due process hearing.

3. If the parent of a student with a disability enrolls the student in a private elementary or secondary school, without the consent of the district, a court or hearing officer may order the district to reimburse the parent for the costs of unilaterally placing the student in a private school if the court or a hearing officer determines that:

    a. the district had not made FAPE available to the eligible student in a timely manner prior to the time the parent enrolled the student in the private school; and

    b. the parent's placement is appropriate.

4. A hearing officer may find a student's placement in a private school or facility by a parent appropriate even if the private school or facility does not meet state standards. A private school will be deemed appropriate if the parent demonstrates that the private placement provides educational instruction specially designed to meet the unique needs of the child with a disability, supported by such services as are necessary to permit the child to benefit from that instruction.

B. Denial or Reduction of Reimbursement to the Parent

A court or hearing officer may reduce or deny reimbursement to a parent for the cost of a unilateral placement in a private school or facility under the following circumstances:

1. The parent did not inform the district that he or she rejected the placement proposed by the district to provide FAPE and did not state his or her concerns and intent to enroll the student in a private school. This notification by the parent shall be provided to:

    a. the IEP team at the most recent IEP team meeting prior to removing the student

from the public school; or

b. the district, in writing, at least ten (10) business days (including any holidays that occur on a business day) prior to removing the student from public school.

2. Prior to removal of the student from the public school, the district informed the parent of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent did not make the student available for the evaluation.

3. A judicial decision finds unreasonableness with respect to the actions taken by the parent.

Reimbursement shall not be reduced or denied under any of the following circumstances:

1. The district did not notify the parent of his or her obligation to provide the notice set forth in number 3 above or the district prevented the parent from providing that notice.

2. The parent had not received written notice.

3. The district's proposed placement would likely result in physical harm to the student.

Reimbursement may not be reduced or denied at the discretion of a court or hearing officer for failure to provide this notice if:

1. The parents are not literate or cannot write in English, or

2. The district's proposed placement would likely result in serious emotional harm to the student.

Section 6. Out-of-State Students Residing in Residential Facilities

For school-age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities within the state of Idaho, the school district in which the residential facility is located will provide education services to such students if requested by the licensed public or private residential facility and an agreement is entered into with the residential facility. The district will be given the opportunity to provide input on any federally required education programs or plans for such students.

A. Contract for Education Services

The contract with a residential facility will include the following provisions:

1. The education services to be provided by the district.

2. The amount to be paid by the licensed public or private residential facility.

The amount paid will be equal to the district's full cost of providing the education services delineated by the contract as determined by the district. Such students will be excluded from all average daily attendance and other reports provided to the state that would result in the distribution of state funding to the district.

In the event a residential facility fails to sign a contract with the district agreeing to pay the full cost for providing education services, the school district in which the residential facility is located will not be responsible for providing education services to the out-of-state students residing in the residential facility.

B. Determining Residency

In determining whether a student is from outside the state of Idaho, the school district in which the residential facility is located will determine the primary residency of the student's parent or guardian. Proof of Idaho residency will be established by showing an Idaho motor vehicle driver's license, payment of Idaho state income taxes, or other documentation evidencing residency within the state of Idaho.

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CHAPTER 10: IMPROVING RESULTS

This chapter reflects the changes in the IDEA that focus on improving educational outcomes, analyzing and reporting data to the public, and ensuring that personnel who work with students with disabilities are prepared to meet their unique needs.

Section 1. Monitoring Priorities and Indicators

The Idaho ~~State~~ Department of Education ~~(SDE)~~ is responsible for the design and implementation of a system of general supervision that monitors the fulfillment of the Individuals with Disabilities Education Act (IDEA) of 2007. The activities under the Idaho Special Education Results Driven Accountability (RDA) Monitoring System monitor local education agencies (LEAs) for results and compliance. Based on stakeholder input, the monitoring system includes a focus on providing supports to LEAs to meet the requirements of IDEA.

The Guiding Principles of the Results Driven Accountability Monitoring System are:

A. Improving educational results and functional outcomes for all students with disabilities, and ensuring that Idaho meets the program required by IDEA, with a particular emphasis on those requirements that are most closely related to improving education results for students with disabilities.

B. The RDA Monitoring System provides the framework for the ~~SDE~~ Idaho Department of Education to partner with ~~(~~LEAs to be mutually responsible for student outcomes and is designed to guide and support districts in their pursuit of preparing students with disabilities to persevere in life and be ready for college and careers. To meet the general supervision requirements, the ~~SDE~~ Idaho Department of Education will conduct an annual review of each LEA's performance on a pre-identified set of results and compliance indicators and special conditions areas. Data from the annual review will be compiled into the RDA Determination Report.

The district is required to submit timely and accurate data from which the district's performance will be calculated based on the indicators in ~~the~~ ~~Idaho's~~ ~~State~~ Idaho Department of Education's Performance Plan, posted online annually on the ~~SDE~~ Idaho Department of Education website.

A. ~~SDE~~ Idaho Department of Education Responsibility

As part of the ~~SDE~~ Idaho Department of Education general supervision responsibilities, the ~~SDE~~ Idaho Department of Education 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:

1. measuring performance on goals both for the state and the districts;
2. monitoring based on district result and compliance data with the IDEA, and progress made toward meeting state goals;
3. identifying districts in one of the following RDA Determination categories: Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention;
4. identifying districts in of the following Differentiated Levels of Support categories: Support and Guiding, Assisting and Mentoring, Directing;
5. providing professional development and technical assistance statewide and targeted technical assistance to districts demonstrating the highest needs;
6. reporting to the public on the state and districts' performance on state goals; and
7. developing and submitting an Annual Performance Report/State Performance Plan, as needed, to address state performance on required goals.

B. District Responsibility

Progress on the state's performance goals is directly linked to the districts' efforts and progress in these same areas. On an annual basis and as part of the ~~SDE's~~ Idaho Department of Education's general supervision and accountability, the district shall:

1. ensure the data it collects and reports to the ~~SDE~~ Idaho Department of Education regarding special education students and personnel is accurate;
2. use data-based decision-making procedures to review and analyze data to determine if the district is making adequate progress toward performance goals; and
3. adjust strategies, as needed, to meet goals and improve student outcomes.

Section 2. Comprehensive Early Intervening Services (CEIS)

Under the IDEA, the district may use up to 15% of its IDEA Part B allocation in any fiscal year to provide comprehensive early intervening services (CEIS) for students in kindergarten through grade twelve (12), (with a particular emphasis on students in kindergarten through grade three (3)) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

These funds may be used for activities that include:

1. Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software

2. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

Should a district be found in having significant disproportionality as provided under Part B, the district shall use 15% of its IDEA Part B allocations to provide comprehensive coordinated early intervening services.

A Budget Requirements

If the district chooses to use IDEA Part B funds in any fiscal year to provide CEIS, the district will budget the amount used to provide these services, up to a maximum of 15% of the total allocation, in the Part B budget that is submitted annually to the ~~SDE~~ Idaho Department of Education as part of the Part B and Preschool Application.

B Reporting Requirements

When the district uses IDEA Part B funds to provide CEIS, an annual report shall be submitted to the ~~SDE~~ Idaho Department of Education on:

1. The number of children who received CEIS; and

2. The number of children who received CEIS and subsequently receive special education and related services during the preceding two (2) year period.

C Relationship between FAPE and CEIS

CEIS provided by the district shall not be construed to either limit or create a right to FAPE under the IDEA or to delay appropriate evaluation of a student suspected of having a disability.

Section 3. Personnel

The district shall ensure that personnel working with students with disabilities meet the qualifications established by the ~~SDE~~ 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.

The lists that follow are examples only. They do not include every possible position or licensing situation. For more information, call the ~~SDE~~ Idaho Department of Education 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 Idaho Department of Education ~~SDE~~.
    a. School nurses are certificated by the Idaho Department of Education ~~SDE~~ and licensed by the Idaho Board of Nursing.
    b. School social workers are certificated by the Idaho Department of Education ~~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 Idaho Department of Education ~~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 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 district shall use the alternative authorization options to request alternative endorsement/certification when a professional position cannot be filled with someone who holds the appropriate endorsement/certification.

B. Shortage of Personnel

If there is a shortage of qualified personnel, the district shall take measurable steps to recruit and hire qualified personnel to provide special education and related services to students with disabilities. However, when a professional position cannot be filled with an individual who has the appropriate certification, vacant positions may be filled with personnel ~~on the following approved alternate pathways to teaching:~~ 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 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.

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-approved ~~or local~~ academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness). ~~(in Idaho this~~

~~is the ETS Parapro Praxis with a minimum score of 460).~~

The district may encourage qualified paraprofessionals employed in their classrooms to become certified teachers.

D. Educational Interpreters

The district may only employ an individual as an educational interpreter if they have met the state qualifications identified in Section 33-1304, Idaho Code. Educational interpreters employed by the district shall complete a minimum of eighty (80) hours of training in the areas of interpreting or translating every five (5) years.

E. Supervision of Staff

A teacher and/or a related service provider with appropriate certification or licensure who has been informed of his or her specific responsibilities related to a student's IEP has the primary responsibility to ensure the appropriate implementation of the IEP. The district has policies and procedures for the supervision and evaluation of all certificated/licensed or contracted employees.

The certificated/licensed teacher and/or related service provider will generally be responsible for the supervision of all paraprofessionals, assistants, and aides who provide direct services to students with disabilities. All paraprofessionals, assistants, and aides must have a supervision plan developed by a certificated or licensed professional.

F. Professional Development Plan

The district will take measures to ensure that all personnel necessary to provide special education and related services according to the IDEA are appropriately and adequately prepared. Personnel may use a variety of opportunities for technical assistance and training activities to further develop professional knowledge and skills in order to meet the needs of students with disabilities.

To the extent the district determines it is appropriate, paraprofessional personnel may use the technical assistance and training activities offered by the district or Idaho Department of Education ~~SDE~~ to improve practice for paraprofessional supports for special needs.

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CHAPTER 11: PROCEDURAL SAFEGUARDS

~~This chapter reflects changes in procedural safeguards as a result of the IDEA.~~

Section 1. Procedural Safeguards Notice

A parent/adult student has specific procedural safeguards given to him or her by the IDEA and state law. Each district has a document titled *Procedural Safeguards Notice* that is provided to parents/adult students which contains a full explanation of the special education rights. The *Procedural Safeguards Notice* shall include a full explanation of the procedural safeguards, written in the native language of the parents (unless it clearly is not feasible to do so) and written in an easily understandable manner.

A Procedural Safeguards Notice Contents

The following table lists various topics contained in the *Procedural Safeguards Notice* and identifies what chapter in this Manual provides more information about each topic.

Topic	Chapter
1. parental consent	11
2. written notice	11
3. access to educational records	11
4. independent educational evaluation (IEE)	11
5. the opportunity to present and resolve complaints, including: a. the time period in which to make a complaint ~~b. the opportunity for the district to resolve the complaint~~ c. b. the availability of ~~SDE~~ Idaho Department of Education mediation d. c. the differences between a due process hearing complaint and state complaint	13
6. the student's placement during pendency of due process proceedings	13
7. procedures for students who are subject to placement in an interim alternative educational setting (IAES)	12

8. requirements for unilateral placement by parents of students in private schools at public expense	9
9. due process hearings, including requirements for disclosure of evaluation results and recommendations	13
10. civil actions, including the time period in which to file such actions	13
11. attorney fees	13

B When the Procedural Safeguards Notice Is Provided

The district will provide a *Procedural Safeguards Notice* that includes a full explanation of the special education rights afforded the parent/adult student only ~~once per~~ one time a school year, except that a copy will be given to the parent/adult student:

1. upon an initial referral or parent/adult student request for evaluation;
2. upon the first occurrence of a filing of a due process hearing or a state complaint;
3. when a decision is made to take a disciplinary action that constitutes a change of placement; and
4. upon request by the parent.

A *Procedural Safeguards Notice* suitable for copying can be found in the document section of this chapter~~.~~ , and on the Idaho Department of Education's Dispute Resolution webpage under Chapter 11 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;~~ or

f. a surrogate parent who has been appointed by the district.

2. Determining Who Has Parental Rights

In determining who has parental rights, individuals should be considered in the following order of priority:

a. a biological 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;

b. a person who has legal documentation (guardianship, power of attorney, custody agreement) of being responsible for the student's welfare;

c. a grandparent, stepparent, other relative, or foster parent with whom the student lives and who is acting as a parent; or

d. a surrogate parent appointed by the district to represent the student's interests in educational decisions.

B. Surrogate Parent

1. Definition

A "surrogate parent" is an individual assigned by the district to assume the rights and responsibilities of a parent under the IDEA in any of the following circumstances:

a. No parent can be identified or located for a particular student.

b. The student is a ward of the state.

c. The student is an unaccompanied homeless youth.

The surrogate parent has the same rights as a biological parent throughout the special educational decision-making process.

2. Referral for a Surrogate Parent

Any person who is aware that a student may need a surrogate parent may make a referral for a determination to the district's special education director or an appropriate district administrator. The district will appoint a surrogate in any of the following circumstances:

a. A parent cannot be identified.

b. A parent cannot be found after reasonable efforts to locate the parent.

c. The student is a ward of the state. If a state judge has appointed a surrogate to oversee the care of a student who is a ward of the state, the judge-appointed surrogate may make decisions regarding the student's education, including special education, provided he or she meets the criteria for a district-appointed surrogate

d. The student is a homeless youth who is unaccompanied.

The district will make a good faith effort and maintain records of attempts to locate a parent. The district cannot appoint a surrogate parent when the biological parent is available but chooses not to participate. When a surrogate parent is needed for a student, the district will appoint a surrogate who meets the conditions set forth in item 3, below. The district will make reasonable efforts to assign a surrogate within thirty (30) calendar days after it determines that the student needs a surrogate.

3. Criteria for Serving as a Surrogate Parent

A surrogate parent may represent the student in all matters relating to identification, evaluation, placement, and the provision of FAPE. The surrogate parent shall:

a. Have knowledge and skills that ensure ~~effective~~ 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 district, or any other agency that is involved in the education or care of the student; and

2) is not an employee of a nonpublic agency that provides educational care for the student.

Note: A person who otherwise qualifies to be a surrogate parent is not an employee of the district or agency solely because he or she is paid to serve as a surrogate parent.

In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate can be appointed that meets all the requirements.

C. Adult Students and the Transfer of Rights

An "adult student" is a student who is at least eighteen (18) years of age to whom special education rights have transferred under the IDEA and Idaho Code.

1. Discussion of the Transfer of Rights: Not later than the student's seventeenth (17th) birthday, the IEP team shall discuss the transfer of special education rights to the student. Special education rights will transfer from the parent to the adult student when the student turns eighteen (18) years of age unless:

    a. the IEP team determines that the student does not have the ability to make informed decisions with respect to his or her educational program; or

    b. a parent has obtained legal guardianship from a Court including the scope of educational matters.

2. Basis for Denial of Transfer: During the IEP team meeting to discuss the transfer of rights, the IEP team will use the following as the basis for any denial of the transfer:

    a. Evaluation data, test results, written reports, teacher observation, education records, and parent input, including whether the parent intends to seek guardianship.

    b. Answers to the following questions:

        1) Is the student capable of understanding his or her rights?

        2) Is the student capable of exercising his or her rights?

        3) Is the student capable of understanding the consequences and impact of his or her decisions?

3. Following a Determination Concerning the Transfer of Rights: When the student's special education rights transfer at age eighteen (18), the parent and student will be informed that rights have transferred. The IEP shall contain a statement referring to the transfer (or not) of rights:

    a. If the team determines that there is no relevant information about the student to prohibit the transfer of rights at age eighteen (18), the student's IEP shall contain a statement that the student has been informed that special education rights will transfer to him or her. The parent retains the right to receive notices required by the IDEA.

    b. If the IEP team determines that the student lacks the ability to provide informed consent with respect to his or her educational program, a statement will be included in the IEP indicating that the parent, or other individual if the parent is not available, will retain all special education rights after the student reaches age eighteen (18).

    c. If rights have transferred, the district shall continue to provide notices to the parent, but nothing under the IDEA requires parent participation in the process.

4. Revoking a Transfer of Rights: There is nothing in federal or state law that prohibits the IEP team from changing its decision later, based on new information and input. Under state law, a parent can provide legal documentation of a student's incompetence *after* the student reaches age eighteen (18).

D. Emancipated or Married Minors

Idaho law does not provide for the emancipation of minors. However, minors who have been emancipated by a court of law in another state are considered an adult in Idaho. Emancipated minors should be able to provide the legal court document awarding them the power and capacity of an adult. A student under age eighteen (18) who claims to be an emancipated minor, but is unable to provide documentation should be assigned a surrogate parent by the district if a parent cannot be located.

Students under the age of eighteen (18) who are married ~~to an adult, eighteen (18) years or older,~~ are ~~not~~ emancipated minors in Idaho and ~~do not~~ have the power and capacity of an adult student. ~~Instead, the spouse acts as the guardian of the student regarding legal rights and responsibilities.~~

E. Ward of the State

The term "ward of the state" means a child who, as determined by the state where the child resides, is a foster child, or a ward of the state *or* is in the custody of a public child welfare agency. The term does not include a foster child who has a foster parent who meets the definition of a parent in Section 2A.

F. Child Custody

1. Definitions of Custody

The following definitions of custody are used by Idaho courts in divorce proceedings:

a. **Joint custody** means a~~n~~ court 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 a~~n~~ court order awarding each of the parents significant periods of time in which a child resides with or is under the care and supervision of each of the parents. The actual amount of time with each parent is determined by the court. ~~Generally, one of the parents is awarded primary physical custody.~~

~~c.~~ **Joint legal custody** ~~means~~ is a judicial determination that the parents or parties are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of a child. ~~In Idaho, parents have joint legal custody unless the rights of one or both parents have been terminated.~~

2. Conflicts Between Parents Who Have Joint Custody

   a. **Custody questions**: When it is known that a custody question exists that involves the relevant legal status of one or both parents of a student, the district will ask the parent(s) to furnish a copy of the pertinent court order or decree, if one exists, to clarify the question at issue. School personnel will abide by the most recent court order or decree.

   b. Conflicting Information: When district personnel receive conflicting information about custody, they will (a) initially follow the instructions of the parent with whom the child currently resides and (b) request a certified court document to clarify the custody issue.

   c. **Conflicting instructions**: When parents who have joint legal custody give conflicting instructions, the district's obligation is to inform the parents that any action proposed or refused will be based on the needs of the student and in accordance with the IDEA requirements. Both the district and either parent have options under the IDEA to resolve disagreements, including ~~SDE~~ 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~~ ~~t~~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 for his or her child's receipt of special education and related services at any time. The district must accept either parent's revocation of consent, and provide written notice to the parents. After revoking consent, a parent maintains the right to

subsequently request an ~~initial~~ evaluation which ~~must~~ shall be treated as an initial evaluation and not a re-evaluation for special education. A parent who disagrees with another parent regarding revocation of special education services is not entitled to resolve the dispute through an IDEA due process hearing.

Section 3. Informed Consent

A. Definition

Consent is written approval given by a parent/adult student who has been fully informed of and understands all information relevant to the activity for which consent is sought. The request for consent describes the activity for which consent is sought and lists the records, if any, that will be released and to whom. All information shall be provided in the native language or mode of communication of the parent/adult student, unless not feasible. The parent/adult student shall be informed that the approval is voluntary and may be revoked at any time prior to the action. Consent is indicated by the parent's/adult student's signature.

B. Actions Requiring Consent

The following actions require the district to obtain written consent. Some of the actions that require written consent from the parent/adult student also require prior written notice from the district.

1. Informed written consent *and* written notice are required when:

    a. Conducting assessments as part of an initial evaluation to determine whether a student is eligible for special education.

    b. Conducting any assessment for reevaluation that involves more than a review of existing information. This includes any assessments that are conducted after a student has been determined eligible for special education. If a specific assessment was not listed on the *Consent for Assessment* form, then the district shall secure written consent again in order to conduct that particular assessment.

    c. Initially providing special education and related services to a student with a disability.

2. Informed written consent is required when:

    a. Using an individual family service plan (IFSP) instead of an IEP for students ages three (3) through five (5).

    b. Disclosing personally identifiable information to unauthorized persons, unless

provided as an exception under the Family Educational Rights and Privacy Act (FERPA) regulations. The written consent shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure will be made.

c. Accessing private insurance to pay for services listed in the IEP.

d. The district requests to bill Medicaid (with some exceptions). The parent/adult student shall be informed of the frequency, amount, and type of services that the district will be submitting to Medicaid for reimbursement as identified on the student's IEP.

e. Inviting outside agency representatives providing transition services to an IEP team meeting.

f. Sharing of information between the district of location and the district of residence with a parentally placed elementary or secondary student.

~~g.~~ The excusal of an IEP team member from an IEP team meeting. ~~when the meeting involves a modification or discussion of the member's area of the curriculum or related services.~~

C. When Consent Is Not Required

The district is not required to obtain informed consent when:

1. a review of existing data is part of an evaluation or a reevaluation;

2. tests are administered to both general and special education students in a grade or class and consent is not required for all students;

3. teacher or related-service-provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals, objectives and benchmarks on the IEP;

4. screening to determine appropriate instruction strategies for curriculum implementation;

5. a disclosure of personally identifiable information to persons authorized to have access under FERPA or the Idaho Student Data Privacy Act, Section 33-133, Idaho Code; **or**

6. an IEP team reviews and revises a student's IEP. ~~However, the parent/adult student may file a written objection if he or she disagrees with all or part of the changes to the IEP.~~

D. Refusal to Give Consent

A parent/adult student may refuse to give written consent for an assessment, initial special education services or the release of information that the 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 district may choose not to pursue the reevaluation. ~~requesting SDE mediation and/or a due process hearing .~~If the district determines, through a review of existing data, that the information does not continue to support the determination of eligibility for special education services, ~~. In this case~~ the district shall provide the parent with written notice of the proposed action to discontinue the provision of FAPE to the student. ~~based on a review of existing data.~~

The district may also choose to pursue the reevaluation through ~~SDE~~ 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 district may proceed with the proposed action. The district shall provide the parent with written notice of the proposed actions.

The district shall secure written consent for the initial provision of special education and related services. There is no mechanism available to overturn a parent's/adult student's decision *not* to provide written consent for ~~initial evaluation or~~ 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 district cannot be charged with failing to provide FAPE to the student and is not required to convene an IEP team meeting or develop an IEP for special education or related services.

E. Failure to Respond to a Request for Consent Regarding Reevaluation Assessment

When a parent/adult student fails to respond to reasonable measures taken by the district to obtain written consent to determine continued eligibility, the district may proceed with the evaluation. The district shall have a record of its attempts to gain consent by documenting telephone calls made or attempted, correspondence sent, or visits made to the home or place of employment. Failure to respond is not the same as refusing consent for reevaluation.

F. Revoking Consent for Evaluation

Consent previously given for an evaluation or an individual assessment, the initial provision of special education and related services, and the disclosure of information may be revoked only before the action occurs. If consent is revoked for evaluation, the district may continue to pursue the action by requesting a due process hearing. If the hearing officer determines that the action for which consent is sought is necessary, and the decision is not appealed, the district may proceed with the action without the written consent of the parent/adult student. Consent must be revoked in writing.

Section 4. Written Notice

A. Definition

Written notice is the act of informing a parent/adult student in writing within a reasonable amount of time, before the district proposes to initiate or change, or refuses to initiate or change, the student's special education identification, the evaluation, educational placement, or provision of FAPE.

B. Criteria for Written Notice

1. Written notice must be provided in a reasonable amount of time before implementing the proposed action.

2. Written notice shall be in language understandable to the general public. It must be provided in the native language or other mode of communication normally used by the parent/adult student unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:

    a. The notice is translated orally or by other means in the native language or other mode of communication.

    b. The parent/adult student understands the content of the notice.

    c. There is written evidence that the notice requirements of this section have been met, such as a written record in the student's special education file documenting what was discussed.

When a parent/adult student disagrees with the district's written notice of a proposed or refused action, he or she can attempt to remedy the dispute using ~~SDE~~ 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 district shall provide written notice before proposing to initiate or change the following:

    a. identification of the student;

    b. any assessments for initial evaluation or reevaluation;

c. educational placement; or

d. the provision of FAPE.

2. After the district's decision to refuse a parent's/adult student's request to initiate or change the identification, assessment, placement, or provision of FAPE.

3. If the district refuses to convene an IEP team meeting at the request of a parent/adult student.

4. If the district makes a change in the IEP after an IEP team meeting to correct a typographical error which results in a change in the services provided a student.

5. When the evaluation team determines that additional assessments are not required during a reevaluation to determine whether the student continues to meet eligibility criteria, the district shall provide written notice to the parent/adult student of the decision and the reasons for that decision. The parent/adult student must also be informed of his or her right to request assessments when necessary to determine continued eligibility.

6. If a parent files a due process hearing request, the district is required to give written notice specific to the issues raised in the due process hearing request within ten (10) days.

7. If the district has determined that the student is being removed for disciplinary purposes which constitutes a change of placement.

8. If the parent/adult student revokes consent for the continued provision of special education.

D. Written Notice is Not Required

The district is not required to provide written notice in the following situations:

1. when reviewing existing data as part of an evaluation or a reevaluation (however, the parent/adult student shall be afforded the opportunity to participate in the review of existing data);

2. when tests are administered to both general and special education students in a grade or class;

3. when teacher or related service provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals, objectives and benchmarks on the IEP; or

~~4. if outside observation is in relation to teacher's general practices.~~ the screening of a

student 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 is able to fully understand the district's proposed action or refused action and to make informed decisions, if necessary.

The written notice shall include the following:

1. a description of the action proposed or refused by the district;
2. an explanation of why the district proposes or refuses to take the action;
3. a description of any other options the IEP team considered and the reasons why those options were rejected;
4. a description of each procedure, assessment, record, or report that the district used as a basis for the proposed or refused action;
5. a description of any other factors relevant to the proposed or refused action;
6. a statement that the parent/adult student has special education rights and a description of how to obtain a copy of the *Procedural Safeguards Notice*; and
7. sources to contact in obtaining assistance in understanding the *Procedural Safeguards Notice*.

F. Objection to District Proposal

If a parent/adult student disagrees with an IEP program change or placement change that is proposed by the IEP team, he or she may file a written objection to all or part of the proposed change. The district will respond as follows:

1. If the objection is postmarked or hand delivered within ten (10) calendar days of the date the parent/adult student received the written notice, the changes to which the parent/adult student objects cannot be implemented for fifteen (15) calendar days or as extended through mutual agreement by the district and parent/adult student while the parties work to resolve the dispute.
2. If a proposed change is being implemented during the ten (10) day period and an objection is received, the implementation of that change shall cease and not be implemented for fifteen (15) calendar days, as discussed above.
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, and the parent/adult student objected within ten (10) calendar days, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing request is filed to obtain a hearing officer's decision regarding the proposed IEP. ~~, unless it is an initial IEP~~ A parent's/adult student's written objection to an IEP or placement change cannot be used to prevent the district from unilaterally placing the student in an IAES in accordance with the IDEA procedures for discipline of a student or to challenge an eligibility/identification determination.

Section 5. Confidentiality and Access to Records

The district shall collect, use, and maintain information about a student to make appropriate decisions concerning special education and the provision of FAPE. A student's special education case manager, usually the special education teacher, should organize all relevant records specific to district guidelines and the IDEA requirements.

The IDEA and FERPA contain provisions to protect the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

A. Definition

A "record" is defined as personally identifiable information directly related to the student and maintained by the district or a party acting for the district. A student record can be written or electronic.

1. The term "record" may include, but is not limited to, the following:

    a. identifying data (name, address, parents, siblings, Social Security number, list of personal characteristics making identification reasonably certain by a person in the school community);

    b. academic work completed (courses taken, transcript);

    c. level of achievement (grades, portfolios, performance assessments, scores on standardized achievement tests, etc.);

    d. attendance data;

    e. scores and protocols of standardized intelligence, aptitude, and psychological

tests;

f. records of teachers, counselors, medical personnel, and psychologists working directly with a student if disclosed to others;

g. interest inventory results;

h. observations and verified reports of serious or recurring behavior patterns;

i. videotapes or audiotapes;

j. health data including medical assessments;

k. family background information;

l. transportation records;

m. student records maintained by agencies and individuals contracting with the district; and

n. email, text messages, or other written notes sent regarding the student or the student's family to the extent these communications are maintained by the district.

2. The term "record" does not include:

a. records of instructional, supervisory, ancillary, and administrative personnel that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

b. records created by law enforcement units of schools and maintained separately for non-educational purposes; and

c. employment records about a student who is employed by a school or district. (Note: Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted);

d. records on a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, that are:

1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;

2) made, maintained, or used only in connection with treatment of the student;

3) disclosed only to individuals providing the treatment (Note: "~~T~~treatment" does not include remediation educational activities or activities that a part of the program of instruction); and

e. grades on peer-graded papers before they are collected and recorded by a teacher.

B. Protection of Records

The district shall prevent unauthorized disclosure of personally identifiable information pertaining to students with disabilities. "Disclosure" is the release, transfer, or other communication of education records or of personally identifiable information contained in those records to any party, by any means, including oral, written, or electronic. Districts must have a policy to protect personally identifiable information from security risk resulting from unsecured data transmittal or storage.

To ensure protection of records, the district shall do the following:

1. Obtain written and dated consent from the parent/adult student before disclosing personally identifiable information:

    a. to unauthorized individuals; or

    b. for any purpose except as authorized by law.

2. Designate and train a records manager to ~~assure~~ 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 records and partially fulfilled requests should also be maintained.

4. Maintain, for public inspection, a current listing of names and positions of employees

who have access to personally identifiable information.

5. Establish procedures to ensure the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

6. Ensure that, if any education record includes information on more than one student, a parent/adult student will only be allowed to inspect, review, or be informed about the record of the student at issue.

7. Ensure that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality. All staff members, even those who do not have access to special education records, should be informed about what is considered appropriate and inappropriate access to and use of information within the records. The district may maintain a record of the training provided—including the name of the person or persons providing the training, dates of the training, those attending, and the subjects covered—for the purpose of documenting that new staff members have been trained as soon as possible after they have been hired.

C. Access to Records

The district shall:

1. Annually notify the parents of all students, including students with disabilities currently in attendance, of their rights under FERPA. The notice shall include all of the following:

    a. procedures for exercising the right to inspect and review education records;

    b. procedures for requesting amendment of records; and

    c. a specification of criteria for determining who constitutes a school official or employee in the district and what constitutes a legitimate educational interest.

2. Permit a parent/adult student, or his or her representative, to inspect and review any record relating to educational matters that is collected, maintained, or used by the district. The district will presume that a custodial or non-custodial parent has the authority to inspect and review a record relating to his or her child unless there are legal documents limiting access to those records under state law that have been provided to the district. A minor student's address will be deleted from any record if requested in writing by a custodial parent to prohibit a non-custodial parent from learning the address simply by having access to the school records.

The district will make records available to a parent/adult student for review:

    a. without delay but no later than forty-five (45) days after the request;

b. before any meeting regarding an IEP;

c. before a resolution session; and

d. before any due process hearing.

~~e. not less than five (5) business days before any due process hearing.~~

~~The district should note that t~~Test protocols that include personally identifiable information may be part of a student's educational record. Test publishers require districts to maintain the integrity and validity of tests. Parents or others authorized by the parent/adult student interested in a student's test results are allowed to view the student's responses to test items, but only if the information is shared in the presence of a person qualified to explain the results and meaning of the various items and data contained in the protocol.

3. Upon request, provide a parent/adult student with a list of the types of education records the school collects, maintains, or uses and where they are kept.

4. Respond to any reasonable request made by a parent/adult student for an explanation and interpretation of a record.

5. Provide a copy of education records if a parent/adult student would otherwise be unable to effectively exercise his or her right to inspect and review those records. An education record may include copyrighted test protocols which include personally identifiable information. A fee may be charged for the copies, unless the imposition of a fee effectively prevents a parent/adult student from exercising the right to inspect and review the student's records. ~~but~~ A fee may not be charged ~~not~~ to search for or retrieve information. The district shall publish a schedule of fees it intends to charge.

6. Always provide a parent/adult student a copy of the IEP and any documentation of identification and eligibility.

D. Disclosures Not Requiring Consent

Consent is generally required to disclose personally identifiable information to others. However, consent is not required when:

1. A school official or employee has a legitimate educational interest to access the records.

2. A representative of the Federal Comptroller General, the United States Department of Education, or the ~~State~~ 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.~~ 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 enrollment or transfer. ~~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,~~ 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 district, in its annual notification, includes a notice that records will be forwarded. ~~the parent/adult student should be notified of the request for records at the last known address of the parent/adult student unless he or she initiated the request.~~

4. The health and safety of the student or other individuals is in jeopardy because of an emergency.

5. The disclosure concerns the juvenile justice system's ability to effectively serve the student or the ability to respond to court orders or subpoenas, as specified in state law. The district will make a reasonable effort to notify the parent of the court order in advance of compliance, unless the subpoena specifically states that it is not to be disclosed.

6. An organization conducts studies on behalf of education agencies or institutions under specified FERPA criteria.

7. The disclosure is in connection with an application for financial aid and is necessary to determine eligibility for the aid, the amount of the aid, conditions for the aid, or to enforce the terms and conditions of the aid ("financial aid" means a payment of funds to an individual that is conditioned on the individual's attendance at an education agency or institution).

8. The disclosure is to accrediting organizations to carry out their accrediting functions.

9. The disclosure is to comply with a judicial order or lawfully issued subpoena.

8. 10. The district has designated information as "directory information" under the conditions in FERPA.

E. Destruction of Records

The district will maintain education records, including eligibility documentation and IEPs, for at least five (5) years after disenrollment from the district to demonstrate fiscal accountability and program compliance with the IDEA requirements. The district shall inform a parent/adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student.

Electronic copies will be treated as the original so long as those copies adequately capture any

handwritten notes and signatures. Test Protocols and other assessment information containing personally identifiable information shall be maintained during the period in which the report, which utilizes such information, is in effect.

~~Note:~~ Medicaid-related records, specifically expenditure documentation, cost allocation process, all student records related to the Medicaid billing and service delivery (e.g., data sheets, IEPs, health care plans, physician recommendations for assessments and IEP services, evaluation recommendations, documented supervision of paraprofessionals), and revenue documentation, must be kept for a period of six (6) years.

The parent/adult student must be informed of the personally identifiable information that the district intends to destroy and that the information will be destroyed no earlier than forty-five (45) calendar days from the date of the notice. The parent/adult student must also be informed of the procedure to follow if he or she wishes to formally object to the destruction of the information and wants the records sent to him or her.

Written and electronic records of individual students are confidential. The district will ensure the complete destruction of the records, which may include but is not limited to shredding, permanently deleting, or burning, under supervision of the staff member responsible for the records if not released to the parent/adult student. The records manager should maintain a log that documents the date of destruction or release of records.

A permanent record of the student's name, address, phone number, grades, classes attended, immunization records, test scores, attendance record, grade level, and year completed may be maintained by the district without a time limitation. Any other personally identifiable information shall be destroyed at the request of the parent/adult former student. When informing the parent/adult student of his or her rights, the district should remind the parent/adult student that the records might be needed for Social Security benefits or other purposes in the future.

F. Request for Amendment of Records

A parent/adult student may request that the district amend the student's records if he or she believes that information collected, maintained, or used in the education record is inaccurate, misleading, or in violation of the privacy or other rights of the student. The district will use the following procedure:

1. The district, within a reasonable period of time—not to exceed forty-five (45) days of receipt of the request—must decide whether to amend the record. If the district refuses to amend the record, the parent/adult student must be informed of the refusal and be advised of the right to and procedure for requesting a district hearing under the district's FERPA policy. A district hearing is an informal hearing that does not have all the requirements of a due process hearing.

2. If a district hearing is requested and the district decides that the information is

inaccurate, misleading, or in violation of the student's rights, the district shall amend the record and inform the parent/adult student in writing.

3. If a district hearing is requested and the district decides the information is accurate and does not violate the student's rights, the district shall inform the parent/adult student that he or she may place a statement in the record. This statement may comment on the information in the record or set forth the parent's/adult student's reasons for disagreeing with the district. Any statement placed with a record must accompany the record for as long as the district maintains the record. If the district discloses the record to any person, the district shall also disclose the statement.

G. District Hearings on Procedures for Records

Each district is required to have a FERPA policy which includes the rights to request a hearing challenging the accuracy of records.

H. Students' Rights

When special education rights transfer to a student under the IDEA and Idaho Code, the FERPA rights regarding education records also transfer to the student. The district shall inform the parent/adult student that both the IDEA and FERPA rights regarding education records transfer although FERPA gives the parent of a student who is claimed to be a dependent for IRS purposes the right to request access without the consent of the student.

Section 6. Independent Educational Evaluations

A. Definition

An independent educational evaluation (IEE) means one or more individual assessments, each completed by a qualified examiner who is not employed by the district responsible for the education of the student in question.

B. Right to an IEE

1. A parent/adult student has the right to obtain an IEE at public expense if he or she disagrees with an evaluation obtained or conducted by the district. The parent/adult student is entitled to only one IEE at public expense for each district evaluation.

2. The parent/adult student has the right to an IEE at his or her own expense at any time, and the IEP team shall consider the results.

3. The parent/adult student may request an IEE at public expense if he or she disagree with the evaluation 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.~~

4. A district may initiate a due process hearing, without undue delay, to determine if the evaluation it conducted is appropriate. If the final decision of a hearing officer, or a court of law's decision on an appeal, is that the evaluation conducted by the district was appropriate, the parent and/or adult student still has the right to an IEE but at his or her own expense.

5. A hearing officer may order an IEE at public expense if he or she determines that the evaluation conducted by the district was not appropriate.

C. Procedures for Requesting an IEE

If a parent/adult student requests an IEE at public expense, the district may ask why he or she disagrees with the evaluation obtained by the district, but the district cannot require an explanation. The district shall give the parent/adult student the criteria under which an IEE can be obtained. The district's IEE criteria shall be the same criteria used by the district 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 may not impose other conditions or timelines if doing so would be inconsistent with the parent's/adult student's right to an IEE. Upon request, a list of qualified examiners who can conduct an IEE will be provided.

A parent/adult student may request an opportunity to demonstrate that unique circumstances justify an IEE that does not fall within the district's cost criteria. If an IEE that falls outside the district's cost criteria is justified, that IEE will be publicly funded.

D. District Responsibilities Following IEE Requests

1. If a parent/adult student requests an IEE at public expense, the district shall do one of the following without unnecessary delay:

    a. Provide the district's IEE criteria and information about where an IEE may be obtained.

b. Request a due process hearing to show that the district's evaluation is appropriate. If the final hearing decision is that the district's evaluation is appropriate, the parent/adult student may pursue an IEE, but at his or her own expense.

2. If a parent/adult student asks the district to pay for an IEE that has already been obtained, the district shall pay for the IEE if it meets the criteria for publicly funded IEEs. If the district believes that its evaluation was appropriate, but agrees to pay for the IEE, the district should state this in writing within the same document in which it agrees to pay. The district can also request ~~SDE~~ 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, the results must be considered by the district in any decision made with respect to the provision of FAPE. The results may also be presented as evidence at a hearing regarding the student. This is true regardless of whether the IEE is at the expense of the parent/adult student or district.

The results of an IEE cannot be the sole determining factor for eligibility. The evaluation team has the responsibility to use existing evaluation data in addition to the IEE to determine whether a student has or continues to have a disability under the IDEA.

Part B Procedural Safeguards Notice

Revised: ~~June 2016~~ TBD

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
9542 Bethel Ct
~~4477 Emerald Street,~~
Suite B-100
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
Fax: ~~(208) 232-0938~~
(208) 336-5396
Web: disabilityrightsidaho.org

Idaho Parents Unlimited, Inc. (IPUL)
4619 Emerald, 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~~
Parents@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.~~

If you disagree with an IEP program change or placement change that is proposed by the IEP team, you 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 10 calendar days of the date you received the written notice, the changes to which you object cannot be implemented for fifteen 15 calendar days or as extended through mutual agreement by the district and you while the parties work to resolve the dispute.

2. If a proposed change is being implemented during the 10-day period and an objection is received from you, the implementation of that change shall cease and will not be implemented for fifteen (15) calendar days, as discussed above.

3. If an objection is made after 10 calendar days, the district may continue to implement the change, but you retain the right to exercise other procedures under the IDEA.

The parties may resolve a disagreement using methods such as holding additional IEP team meetings or utilizing SDE Dispute Resolution processes, such as facilitation or mediation. If these attempts fail or are refused, and you objected within 10 calendar days, the proposed IEP shall be implemented after 15 calendar days unless you file a due process hearing request to obtain a hearing officer's decision regarding the proposed IEP. Your written objection to an IEP or placement change cannot be used to prevent the district from unilaterally placing your child in an IAES in accordance with the IDEA procedures for discipline of a student or to challenge an eligibility/identification determination regarding your child.

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;

   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~~ The State Educational Agency keeps 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, unless the relief you are seeking is not something the IDEA can provide. ~~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 7 ~~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 12: DISCIPLINE

Schools are encouraged to address student misconduct through appropriate schoolwide discipline policies, instructional services, and/or related services. If a student with a disability has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports (PBS) and interventions, to address the behavior. If the IEP team determines that such services or supports are needed, they must be included in the IEP and must be implemented.

Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Section 33-205, Idaho Code and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. These procedures come into play when the district is unable to work out an appropriate placement for the student with the parent/adult student. Further, these procedures do not prevent district personnel from maintaining a safe environment conducive to learning that is critical for all students.

Even though Idaho Code allows district personnel to "temporarily suspend" students for up to twenty (20) school days, all students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education. (FAPE).

Section 1. General Discipline Provisions

The general requirements pertaining to the discipline procedures of special education students are as follows:

1. District personnel may remove a student from his or her current placement to an appropriate Interim Alternative Education Setting (IAES) or another setting for not more than ten (10) consecutive days to the extent those alternatives are applied to students without disabilities.

2. District personnel may suspend any student, including a special education student, for up to ten (10) cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code (unless services are provided to students who are nondisabled who are also suspended):

    a. A school principal has the authority to order a temporary disciplinary suspension for up to five (5) school days.

b. The superintendent can extend the disciplinary suspension for an additional ten (10) school days.

c. Provided, that on a finding by the Board of Trustees that the student's immediate return to school would be detrimental to other students' health, welfare or safety, the Board of Trustees may extend the temporary suspension for an additional five (5) school days.

d. Prior to suspending any student, the superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the superintendent or principal who suspended him or her upon such reasonable conditions as said superintendent or principal may prescribe.

3. A series of suspensions exceeding ten (10) days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in this chapter.

4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA rights—including the right to FAPE during periods of disciplinary suspension that extend beyond ten (10) cumulative school days in a school year if:

   a. The district had basis of knowledge that the student met the IDEA eligibility prior to the behavior that precipitated the disciplinary suspension; and

   b. The parent/adult student asserts the right to FAPE.

Section 2. Actions Involving a Change of Placement for Disciplinary Reasons

A change of placement is a removal from the student's current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) cumulative school days in a school year. Factors such as the student's behavior is substantially similar to behavior in previous incidents that resulted in series of removals, the length of the removal, the proximity of the removals to one another, and the total amount of time the student is removed are indicators of a pattern. Whether a pattern of removals constitutes a change of placement will be determined on a case-by-case basis by the district; the district's determination is subject to review through an expedited due process hearing and judicial proceedings. The district may consider any unique circumstances in determining whether to pursue a disciplinary change of placement.

The parent shall be provided with written notice on the date on which the decision is made to

remove the student if it constitutes a change of placement. A copy of the IDEA's procedural safeguards shall be provided with the notice.

Even if the disciplinary action is to suspend or expel a student, FAPE [educational services] cannot cease for more than ten (10) cumulative school days in a school year.

A manifestation determination is required if the district is considering removing a student with a disability from his or her educational placement for disciplinary reasons which constitute a change of placement or placing a student in an IAES. A manifestation determination is defined as a review of the relationship between the student's disability and the behavior subject to disciplinary action. See Section 4 of this chapter for more information.

A. District Actions Resulting in a Change of Placement

District administrators change a student's placement by

1. Unilaterally removing a special education student from his or her current placement for:
    a. more than ten (10) consecutive school days in a school year; or
    b. subjecting a special education student to a series of removals that constitute a pattern:
        1) because the series of removals total more than ten (10) school days in a school year;
        2) because the student's behavior is substantially similar to behavior in previous incidents that resulted in the series of removals; and
        3) because of such additional factors as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
2. District personnel may remove a student to an IAES for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:
    a. carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State Education Agency (SEA) or a Local Education Agency (LEA); or
    b. knowingly possesses or uses illegal drugs *or* sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or

c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

B. Hearing Officer Actions Resulting in a Change of Placement

Through an expedited due process hearing, district administrators may ask a hearing officer to place a student with a disability in an appropriate IAES.

1. In requesting a hearing officer to place a student in an IAES, the district must:

   a. demonstrate by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others; and

   b. indicate whether the request is for an *initial* period of not more than forty-five (45) school days or an *additional* period of not more than forty-five (45) school days.

2. In determining whether to grant a district's request to place a student in an IAES, the hearing officer must determine that the IAES proposed by the IEP team is appropriate.

C. Court Actions Resulting in a Change of Placement

District administrators may seek a court order (called a "Honig Injunction") to remove a special education student from school or the current placement at any time. Educational services [FAPE] shall not cease during an injunction.

Section 3. FAPE Considerations

Services shall not cease and the district shall always provide FAPE to the student with a disability:

1. after a student with a disability is removed for ten (10) school days in the same school year and subsequent days of removal; and

2. there is a disciplinary change of placement.

A. District Actions When There is Not a Change in Placement

1. Notify the parent/adult student of the disciplinary action to be taken on the date of the decision.

2. School personnel, in consultation with at least one of the child's teachers, determine

the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals.

3. Conduct as appropriate a functional behavioral assessment (FBA) and provide behavioral intervention services and accommodations or adaptations designed to address the behavior violation so that it does not recur.

B. District Actions When There is a Change of Placement

Whenever disciplinary action results in a change in placement, the district must:

1. notify the parent/adult student of the disciplinary action to be taken on the date of the decision and provide a copy of the *Procedural Safeguards Notice*;

2. hold an IEP team meeting to determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals; and

3. conduct a manifestation determination immediately, if possible, but not later than ten (10) school days after the date on which the decision to take the disciplinary action is made.

C. FAPE Requirements in an IAES

If the student's placement will change to an IAES, the IEP team shall select an IAES that enables the student to:

1. continue to participate in the general education curriculum;

2. progress toward meeting the goals set out in his or her IEP; and

3. receive, as appropriate, an FBA and behavioral intervention services to address the behavior violation so that it does not recur.

D. Transportation

If the IEP team determines that special transportation is required as a related service it must be included in the IEP, all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation. Whether a suspension from the bus counts as a suspension from school depends on whether bus transportation is identified on the IEP:

1. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school (unless the district provides transportation services in some other way, such as "transportation in lieu of") because transportation is necessary for

the student to obtain access to the location where all other services will be delivered.

2. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In these cases, the student and the parent would have the same obligation to get to and from school as a student without a disability who had been suspended from the bus.

If the student's behavior on the bus results in a suspension from the bus, the IEP team shall consider whether the behavior should be addressed in a Behavioral Intervention Plan (BIP).

Section 4. Procedures for a Manifestation Determination

A manifestation determination by the parent/adult student and relevant IEP team members (as determined by the district and parents/adult students) involves a review of the relationship between the student's disability and the behavior subject to disciplinary action.

A. Actions Involving a Manifestation Determination

When a disciplinary action results in a change of placement or placement in an IAES, the district will take the following actions:

1. The parent/adult student will be notified of the disciplinary action and provided with a copy of the *Procedural Safeguards Notice* not later than the date on which the decision to take disciplinary action is made.

2. A meeting will be held no later than ten (10) school days after the date on which the decision to take disciplinary action is made. This meeting will include the district, the parent/adult student, and other relevant members of the IEP team (as determined by the parent and the district). The purpose of the meeting is to review all relevant information in the student's file including:

    a. the student's IEP;

    b. any teacher observations; and

    c. any relevant information provided by the parent/adult student.

3. Based on a review of the information, the district, parent, and relevant members IEP team as determined by the parent and the district, will determine if the conduct in question was:

    a. caused by or had a direct and substantial relationship to the student's disability; or

b. the direct result of the district's failure to implement the IEP (if so, the deficiencies must be immediately remedied).

If the district, parent, and relevant members IEP team find that either a or b above is true, the student's behavior ~~will~~ shall be determined to be a manifestation of his or her disability.

B. When Behavior Is a Manifestation of the Disability

If a student's behavior is determined to be a manifestation of his or her disability, 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 district had not conducted such an assessment prior to the behavior that resulted in a change in placement;

2. review the BIP if one had previously been developed and modify it as necessary to address the behavior;

3. return the student to the placement from which he or she was removed, unless the parent and district agree in writing to a change of placement as part of the modification of the BIP.

If there were grounds to place a student in an IAES, the student may remain in the IAES even if the behavior is found to be a manifestation of the disability. ~~there was a manifestation.~~

C. When Behavior Is Not a Manifestation of the Disability

If the IEP team, (relevant members determined by the parent and the district), determines that the student's behavior was not a manifestation of his or her disability, the same disciplinary procedures applicable to students without disabilities, including long-term suspension or expulsion, may be applied to the student with a disability. The district will forward special education and disciplinary records for consideration to the board of trustees, which makes the final decision regarding the disciplinary action.

Even if the disciplinary action is to suspend or expel, the following provisions shall be met:

1. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability to continue to participate in the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

2. An IEP team shall convene to develop an IEP that specifies what special education and related services will be provided during the period of suspension or expulsion.

Section 5. Other Considerations

A. Request for an Expedited Hearing

An expedited hearing is a hearing that occurs within twenty (20) school days of the request with a decision rendered within ten (10) school days of the hearing.

1. The parent/adult student may request an expedited due process hearing if he or she:
    a. disagrees with the determination that the behavior was not a manifestation of the student's disability;
    b. disagrees with any decision of the IEP team regarding a change of placement during a disciplinary proceeding; or
    c. disagrees with the decision regarding the student's placement in an IAES.
2. The district may request an expedited hearing if it believes that maintaining the current placement is substantially likely to result in injury to the student or to others.
3. When an appeal of a disciplinary action is requested (by the parent/adult student to challenge the action or by the district to seek removal to an interim setting), the student remains in the IAES pending the decision of the hearing officer or the expiration of the disciplinary placement term, whichever occurs first unless the parent/adult student and district agree otherwise.
4. Resolution meeting requirements apply but are shortened to fifteen (15) and seven (7) days. No challenge for sufficiency of request is available.
5. A decision of a hearing officer in an expedited hearing may be appealed to federal or state district court.

See Chapter 13, Sections 5 and 6 ~~4 and 5~~, for an explanation of regular and expedited due process hearing rights and procedures.

B. Protections for Students Not Yet Eligible for Special Education

A student who has not been determined eligible for special education and who has violated any rule or code of conduct of the district may assert the protections of the IDEA *if* the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action.

1. Basis of knowledge

With limited exceptions, which are described in item 2 below, the district will be deemed to have knowledge that an individual is a student with a disability if before the behavior that precipitated the disciplinary action occurred one or more of the following is true:

a. The parent/adult student has expressed concern to supervisory or administrative district personnel or a teacher of the child that the student is in need of special education and related services.

b. The parent/adult student has requested that the student be evaluated for special education.

c. The student's teacher or other district personnel have expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other district supervisory personnel in accordance with the district's established Child Find system or special education referral system.

2. No basis of knowledge

The district will be deemed not to have knowledge that an individual is a student with a disability if one or more of the following is true:

a. An evaluation was conducted and a determination was made that the student did not have a disability.

b. The parent/adult student did not give written consent for an evaluation.

c. The parent/adult student refused special education services.

If the district did not have a basis of knowledge that a student was a student with a disability prior to taking disciplinary measures, the student is subjected to the same disciplinary measures applied to all other students who engage in comparable behaviors.

C. Parent/Adult Student Request for Evaluation of a Disciplined Student

If a request for an evaluation of a student who is not currently eligible for special education is made during the period in which the student is subject to disciplinary measures, the evaluation will be conducted in an expedited manner. Pending the results of the evaluation, the student will remain in the educational placement determined by district officials, which can include suspension or expulsion without educational services.

1. If the student is subsequently determined eligible for special education, the district will:

a. Convene an IEP team meeting to develop an IEP.

b. Conduct a manifestation determination.

1) If the behavior is caused by or had a substantial relationship to the student's disability, the disciplinary action must be set aside, and the student must be provided appropriate educational services in the least restrictive environment (LRE).

2) If the behavior is not caused by nor had a substantial relationship to the student's disability, the student is subject to the disciplinary placement that had been determined, but he or she is still entitled to receive FAPE, which is determined by the IEP team. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability access to the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

2. If the evaluation team determines that the student is not eligible for special education, he or she will be subject to the same disciplinary actions as all other students.

D. Referrals to and Action by Law Enforcement and Judicial Authorities

1. The district may report a crime committed by a student with a disability to appropriate authorities. The IDEA does not prevent state law enforcement or judicial authorities from exercising their responsibilities, with regard to the application of federal and state law, for crimes committed by a student with a disability.

2. If a student brings a firearm to school, law enforcement shall be contacted pursuant to the Gun-Free Schools Act.

3. If the district reports a crime, it will ensure that copies of the special education and disciplinary records of the student are given to the appropriate law enforcement authorities for their consideration, to the extent the release of records is permitted by the Family Educational Rights and Privacy Act (FERPA). Generally, the release of records requires consent, but exceptions are listed in Chapter 11, Section 5.

E. Transfer of Discipline Records

Section 33-209, Idaho Code, requires that whenever a student transfers to a new school and a school record contains information concerning violent or disruptive behavior or disciplinary action involving the student, this information will be included in the transfer of records to the new school. The transmission of the student's record shall include both the student's current IEP, including the FBA, BIP, and any current or previous disciplinary action taken. This information will be contained in a sealed envelope marked to indicate the confidential nature

of the contents and addressed to the principal or other administrative officer of the school.

When the district initiates disciplinary proceedings applicable to all students, the special education and disciplinary records of students with disabilities shall be given to authorized district personnel for their consideration in making the final determination regarding the disciplinary action.

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CHAPTER 13 DISPUTE RESOLUTION

On occasion, conflicts arise between school districts and families. Several mechanisms are available through the ~~State~~ 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 a signature of the filing party.

Requests for dispute resolution should be directed to the Dispute Resolution (DR) Coordinator ~~(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

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)

DisAbility Rights Idaho

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 typically a voluntary process during which a dispute resolution contracted individual or individuals facilitate 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 facilitator is not a member of the ~~IEP~~ team~~, he or she~~ they can act as a neutral and impartial third-party providing balance, offer an outsider's perspective on the process, and help parties to be heard and understood by the rest of the IEP team. Note: A facilitator will not be responsible for creating or documenting decisions made by the IEP team or in any other IDEA related meeting.

Facilitation is offered at no charge to the district or the parent/adult student.

B. Facilitation Requests

A request for facilitation may be made by either a parent/adult student or a designated district representative, such as the director of special education. Facilitation may be requested for any IDEA-related meeting including: eligibility meetings; annual or amended IEP team meetings; due process hearing meetings such as resolution sessions or settlement meetings; as well as manifestation determination meetings.

Requests for facilitation should be made at least two weeks in advance to the meeting. Upon the request for facilitation, the Dispute Resolution (DR) Coordinator ~~(DRC)~~ will immediately contact the other party for approval. As facilitation is voluntary, both parties must agree to facilitation for the process to go forward. The DR~~C~~ Coordinator will contact both the parent/adult student and the district representative, notifying each who the facilitator will be. The facilitator will contact the parties to conduct pre-facilitation interviews to help build an agenda for the facilitation. Generally meetings are scheduled by the district who is responsible for sending out the *Invitation to Meeting*.

C. Facilitator Role

The role of the facilitator is to lead the IEP team meeting and guide parties through the process. The facilitator may work with parties to establish the agenda and identify issues important for parties to cover in the meeting. Facilitators may ask pertinent questions of parties providing occasional clarification or perspective, and work to ensure that participants are able to participate in a productive and balanced meeting. Facilitators ~~are not to~~ will not make decisions for teams~~,~~ but serve as individuals knowledgeable about the ~~definitive experts on~~ IDEA processes or matters of law, record minutes for meetings, or finalize documents, although they

may facilitate the crafting of language parties will include in a student's IEP.

Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted, 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, 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.

1. In all cases a facilitator shall not:
    a. be an employee of the district involved in the dispute;
    b. have children enrolled in the district involved in the dispute;
    c. have a personal or professional interest that may affect the ability to remain impartial or neutral; or
    d. be used if either party rejects the facilitator(s) based on a perceived inability to be neutral or impartial.

E. Facilitation Timelines

The DR~~C~~ Coordinator 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 trained neutral and impartial third-party provides a structure for parents/adult students and district personnel to identify areas of agreement and work to resolve points of disagreement concerning the identification, evaluation, educational placement, or provision of FAPE. Mediation aims to build positive working relationships, encourage mutual understanding, and help the parties focus on their common interest—the student.

Discussions in mediation are not discoverable in pending or subsequent due process hearing or civil proceeding. 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 circumstances of the education of a student by the district. The DR~~C~~ Coordinator will screen all mediation requests to determine the appropriateness of the mediation process for each individual case.

~~2.~~ Mediation is automatically offered when a state complaint involving an individual student or a request for a due process hearing has been filed. Mediation cannot be used to delay the state complaint process or a due process hearing timelines unless the parent/adult child and the district agree in writing to extend the 60 day timeline. ~~The complaint timeline cannot be extended beyond 90 days.~~

3. Upon request for mediation, the Dispute Resolution office will contact all parties to schedule the mediation. Because mediation is voluntary, both parties must verbally agree to mediate for the process to go forward. Mediators are selected by the DR~~C~~ Coordinator from a list of trained professionals.

4. Mediation is provided at no charge to the district or to the parent/adult student.

C. Mediation Procedures

1. The mediation will be conducted in compliance with the IDEA.

2. No video or audio recording of the mediation proceedings will be made.

3. Each party is limited to no more than three participants who have the authority to make final resolution decisions. The mediator may increase this number at his or her discretion and with agreement of all parties.

4. The district shall have at least one representative present who has the authority to commit resources.

5. Because mediation is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during a mediation session is discouraged. A district may not have legal representation present if a parent/adult student does not.

6. The Dispute Resolution office will retain copies of the signed agreement, if an agreement is reached. No other records of the mediation will be kept by the Idaho Department of Education ~~SDE~~.

7. The mediator will provide signed copies of the agreement, if an agreement is reached, to each party and the Dispute Resolution office.

8. ~~The mediator, afforded mediator privilege under Idaho law, will be excluded from participation in subsequent actions specific to the case mediated including complaint investigations, due process hearings, and legal proceedings.~~ The mediator may mediate again for the parties if assigned and parties approve or if the mediated agreement calls for the mediator's potential future participation with the parties.

9. 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 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 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.

~~1. In all cases a mediator shall not:~~

~~a. be an employee of the SDE or district involved in the dispute;~~

~~b. have children enrolled in the district involved in the dispute;~~

~~c. have a personal or professional interest that may affect the ability to remain impartial or neutral; or~~

~~d. be used if either party rejects the mediator based on a perceived inability to be neutral or impartial.~~

~~2. Additionally, if the parties have agreed to mediation following a due process hearing request, co-mediators may not be used.~~

E. Mediator Role

The mediator has the responsibility to contact the parties to explain the mediation process, identify issues, and help the parties establish a date, time, and place to hold the mediation. The mediator also: establishes the ground rules for all parties to follow; collaboratively establishes an agenda with the parties; guides the process; encourages open and honest communication; ensures that each party is heard; phrases information and summarizes issues; and facilitates the writing of the agreement.

F. Mediation Timelines

The DR~~C~~ Coordinator will appoint a mediator within three (3) business days of all parties agreeing to mediate. The mediation will be held in a location convenient to the parties

involved, and every effort will be made to complete the process within twenty-one (21) calendar days.

G. Confidentiality

Discussions that occur during the mediation process cannot be used as evidence in any subsequent due process hearing or civil proceeding. Parties in the mediation process will be provided a copy of the *Notification ~~and Acknowledgment~~ of 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:

- What action(s) will be taken and when the action(s) will begin.
- When the action(s) will be completed.
- Who is responsible for taking the action(s)
- Who is responsible for making sure the action(s) is taken.
- The time period of the agreement.
- A process for review when the actions are completed.
- A plan for making changes to the agreement, if needed.
- What to do if a participant thinks the terms of the agreement are not being completed.
- Statement of confidentiality.
- The date of the agreement and the signatures of the participants.

Section ~~4~~ 3. State Complaints

A. Definition of State Complaint

A ~~S~~ state complaint~~s~~ is a non-adversarial process which provides that ~~can be filed by~~ any individual or organization can file a complaint alleging any violation of the IDEA, including an alleged failure to comply with a previous due process hearing decision. ~~State complaint procedures are outlined in IDEA regulations requiring, in part, a complaint must allege a violation that occurred no more than one year (365 days) prior to the date the complaint has been received. (See IDEA regulations 34 CFR§300.150 through 300.153)~~.

~~The filing party must provide a written complaint that includes the name and contact information of the complainant, the name, address, and attending school of child (if applicable), description and facts of the alleged problem to the extent known and available to the complainant at the time, and a proposed resolution.~~

~~The party filing the complaint must forward a copy of the complaint to the district at the same time the party files the complaint with the Dispute Resolution office.~~

~~IDEA allows sixty (60) days to resolve the complaint with mediation, investigation and final report, unless an exception applies or a pre-investigation corrective action plan (CAP).~~

B. Filing a State Complaint

~~The state complaint will be accepted if received by mail, fax, hand delivery, or scanned and attached to an email with the complainant's signature included. Reasonable accommodations will be provided to individuals who need assistance in filing complaints~~. A state complaint can be filed by any individual or organization and f~~iled by a parent/adult student or public agency~~ must be signed. And electronic signature will be accepted. A state complaint must allege an IDEA violation that occurred no more than one year (365 days) prior to the date the complaint has been received and must include the following information: ~~and must include all of the information indicated on the *Form for Filing a State Complaint*. The DRC Coordinator will develop allegations of violation of IDEA for investigation from the submitted complaint.~~

- A statement that the education agency has violated a requirement of the IDEA;
- The facts on which the statement is based;
- The signature and contact information for the complainant; and
- If alleging violations with respect to a specific student;
    - The name and address of the residence of the school;
    - The name of the school the student is attending;
    - In the case of a homeless student, available contact information for the student and the name of the school the student is attending;
- A description of the nature of the problem of the student, including facts relating to the problem; and
- A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

The party filing the complaint must forward a copy of the complaint to the district at the same time the party files the complaint with the Dispute Resolution Office.

IDEA allows sixty (60) days to resolve the complaint with mediation, or an investigation and a final report, unless an exception applies.

A state complaint form is available on the Idaho Department of Education's website or can be

requested by contacting the Dispute Resolution Office. The form is not required to be used to file a complaint, but all of the information set forth above is required to be provided for the complaint to be accepted.

The state complaint will be accepted if it meets the requirements set forth above and is 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.

C. Methods of Resolving State Complaints

1. Mediation will be offered by the DR~~C~~ Coordinator 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~~ Dispute Resolution Office ~~in writing~~ of the parties' agreement. When the DR~~C~~ Coordinator receives this notification, any resolved allegations will be dismissed from the state complaint. If all of the state complaint allegations are not resolved, the Idaho Department of Education ~~SDE~~ will investigate the remaining allegations.

3. If mediation is not accepted by the parties or fails to resolve some or all of the allegation(s) that gave rise to the complaint, then the following shall occur: ~~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. a. Additional information: The complainant will have the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint.

   c. **b. District Response:** The district will have an opportunity to respond to the complaint.

   ~~d. **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.~~

e. **c. Complaint Investigatorion:** The Idaho Department of Education ~~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.~~ 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.

f. **d. Investigation:** The complaint investigator will conduct a fact-finding investigation of all relevant information, 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~~ Idaho Department of Education, identify appropriate corrective actions, if required.

g. **e. Independent Determination:** The Idaho Department of Education shall make an independent determination, based on the review of all relevant information, as to whether the district violated a requirement of the IDEA and issue a written decision that addresses the allegations in the complaint.

h. f. **Corrective action plan (CAP)**: The district may propose a CAP to address the allegations in the complaint. In resolving a complaint in which the DR Coordinator found a failure to provide appropriate services, the DR Coordinator, pursuant to its general supervisory authority, 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.

D. State Complaint Procedures

Upon receipt of a written state administration complaint, the ~~DRC~~ Dispute Resolution 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 DRC from the submitted complaint) and facts within five (5) business days.~~

2. 1. The complainant will be notified if the information provided ~~a submission~~ is insufficient to process as a complaint. ~~The complainant will be given the opportunity to submit additional information about the allegations, whereas u~~ Upon receipt of ~~the~~ additional information that meets the compliant filing criteria, the sixty (60) day timeline for completion will start. Once proper filing procedures are verified by the Dispute Resolution Office, the district (specifically the superintendent, the special education director, and the school board chair) will be notified by the DR Coordinator that the complaint has been received and what, if any, allegations have been accepted

for investigation within ten (10) business days of receiving a sufficient complaint, unless exceptional circumstances exist. The school district is given an opportunity to respond to the complaint and may initiate a proposal ~~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 DRCapproval. 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.~~

3. ~~2. 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. The 60-day timeline may be extended in the event exceptional circumstances exist or the parties agree to extend the timeline in order to engage in mediation.

4. 3. 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~~ engage in ~~for~~ mediation, it will not delay the timelines required for resolving a complaint unless all parties agree.

5. 4. Provide the parent/adult student a copy of the *Procedural Safeguards Notice*.

6. 5. Complainants will be given an opportunity to provide additional information about the allegations, either orally or in writing.

7. 6. 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.~~ 7. A final report of the investigation will be issued to the complainant and district superintendent, board chairperson, special education director~~, and complainant, that~~ 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. ~~(see D.1).~~ This time period may be extended, but only under exceptional circumstances, which shall be documented by the DR~~C~~ Coordinator, or if the complainant and district ~~public agency~~ agree to extend the time to engage in mediation. ~~or other alternative dispute resolution procedures.~~

10. 8. In resolving a complaint in which the DR Coordinator has found a failure to provide appropriate services, ~~If a violation of the IDEA is verified by the complaint investigator,~~ the investigative report shall include corrective actions addressing, as appropriate to address the needs of the student(s), which may include:

    a. ~~how to~~ A remedy to address any denial of FAPE, which may include ~~the award of~~ 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; ~~the future provision of services to be considered by an IEP team for the student with a disability, when appropriate;~~ and

    c. T~~t~~he provisions of technical assistance, including training, documentation of compliance, or written assurances, if needed.

11. 9. The ~~SDE~~ Idaho Department of Education will ensure the district takes the 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. 10. The Dispute Resolution office ensures noncompliance ~~has been~~ is 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~~ Idaho Department of Education ~~must~~ 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.

Section ~~5~~ 4. Due Process Hearings

A. Definition

A due process hearing request involves an allegation or a series of allegations by either a parent/adult student or the district on issues relating to the identification, evaluation,

educational placement, ~~and~~ or the provision of FAPE to a student.

The due process hearing is presided over by a hearing officer appointed by the DR~~C~~ Coordinator. At the due process hearing, the parent/adult student and the district may present evidence, cross examines witnesses, and present the case to the hearing officer. The hearing officer renders a written decision on the merits of the issues relating to the due process hearing.

The due process hearing request must allege a violation that occurred not more than two (2) years before the date the parent/adult student or public agency knew or should have known about the alleged action that forms the basis of the due process hearing request, subject to the exceptions described later in this section.

Mediation is ~~available~~ offered in an effort to resolve issues and parties may request mediation at any time. ~~If mediation is rejected by either party, the due process hearing timelines will remain in effect.~~

B. Due Process Hearings and Expedited Due Process Hearings

Idaho's due process system has two settings for due process hearings: a regular due process hearing and an expedited due process hearing.

1. A regular due process hearing is an administrative hearing to resolve disputes on any matter related to the identification, evaluation, educational placement, and the provision of FAPE.

2. An expedited due process hearing is only available to resolve disputes concerning discipline and/or placement related to discipline.

C. Filing a Due Process Hearing

Due process hearing requests must include a complete and signed copy of the *Due Process Hearing Request Form* 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~~ request 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 Idaho Department of Education ~~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 about the alleged action that forms the basis of the due process complaint. ~~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~~ district 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 challenge an eligibility/identification determination. ~~or the implementation of an initial IEP.~~

Due Process Hearing Request by a District: If the district initiates a hearing request, the district must inform the parent/adult student and the Idaho Department of Education ~~SDE~~. A district may initiate a due process hearing within two years of the ~~dispute~~ alleged action. ~~in an attempt to accomplish one or more of the following:~~ All applicable timelines will start when the request has been received by parent/adult student and the Idaho Department of Education.

~~d. override a parent's/adult student's refusal of consent for an initial evaluation or re-evaluation, or release of information;~~

~~e. 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;~~

~~f. 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;~~

~~g. 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);~~

~~h. a determination if a proposed IEP is appropriate even if the parent/adult student has not filed a formal objection, for example following a state complaint investigation.~~

D. Hearing Officer Appointment

1. The hearing officer shall be appointed within ten (10) calendar days of the Idaho Department of Education ~~SDE~~ receiving the due process hearing request or within five (5) business days of an expedited hearing request. 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 DR~~C~~ Coordinator.

~~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 Idaho Department of Education 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. 2. 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 Idaho Department of Education ~~SDE~~.

6. 3. 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.

E. Due Process Hearing ~~Policies~~ Procedures

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~~ Participation in mediation shall not alter or delay the timeline of the due process hearing unless the parties mutually agree to extend the hearing timeline in writing.

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~~ a written notice to the parent/adult student ~~a letter~~ explaining the reasons why the district proposed or refused to take the action raised in the complaint, ~~behind their actions,~~ a description of other options the IEP team considered, and reasons why those options were rejected, a description of each evaluation~~s~~ procedure, assessment, record, or report the district used as the basis for the proposed or refused action ~~conducted,~~ and a description of the other factors relevant to the district's proposed or refused action. ~~response, in accordance with IDEA prior written notice requirements.~~ The district shall provide a copy of the written notice to the hearing officer within ten (10) calendar days of receiving the request.

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 shall convene~~s~~ 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 DR~~C~~ Coordinator will provide a ~~contractor specially trained in facilitating a resolution session or a contracted~~ meeting facilitator or 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 that is the basis of the complaint.

1) If a resolution is reached regarding some or all of 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 some or all of the issues set forth in 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 on all of the hearing issues 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 DR~~C~~ Coordinator 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 Idaho Department of Education ~~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 DR~~C~~ Coordinator and the assigned hearing officer immediately.

F. The Due Process Hearing

1. Hearing Preparation

a. A parent/adult student will be allowed to inspect and review reports, files, and records pertaining to the student prior to a resolution session or due process hearing. A district may charge a fee for copies of records if the fee does not effectively prevent a parent/adult student from exercising his or her right to inspect and review those records. The district may not charge a fee to search for or retrieve records.

b. Not less than five (5) business days prior to a due process hearing, each party will disclose to all other parties: evaluations completed by that date; recommendations based on those evaluations intended to be used at the hearings; copies of exhibits to be introduced; and a list of witnesses each party intends to call at the hearing.

c. The hearing officer will provide notification as to the time and place of the due process hearing to the parent/adult student, district officials, and the Idaho Department of Education ~~SDE~~. The hearing shall be conducted at a time and place reasonably convenient to the parent/adult student.

d. Parties shall cooperate with the hearing officer in any business or communication and the planning for a location, date and time for the hearing.

e. The hearing officer may grant specific extensions of time for the hearing at the request of either party.

2. The Due Process Hearing

a. The hearing officer will preside over and conduct the proceedings in a fair and impartial manner, permitting all parties an opportunity to present their information and opinions. Due process hearings shall be conducted pursuant to

the *Idaho Rules of Administrative Procedure of the Attorney General* (IDAPA), IDEA requirements, and this Manual. In case of any conflict between IDAPA and the IDEA, the IDEA shall supersede. IDAPA rules shall supersede this Manual.

b. A parent/adult student and district personnel may be accompanied and advised by legal counsel properly licensed in Idaho.

c. A parent/adult student has the right to open the hearing to the public and to have the student who is the subject of the hearing present.

d. Each party has the right to present evidence, and confront, cross-examine and, ~~to~~ compel the attendance of witnesses. ~~and the production of documents, and to confront and cross-examine witnesses.~~

e. New issues (issues not in the original due process request) may not be raised at the hearing unless agreed to by the other party.

f. Any party may prohibit the introduction of any evidence at the hearing that was disclosed less than five (5) business days before the hearing.

~~g.~~ During the hearing the district will provide reasonable accommodations as required by federal regulations. ~~Disputes will be referred to the DRC for resolution.~~

h. ~~An audio recording of the hearing will be made.~~ The parent/adult student has the right to obtain a written, or at their option, electronic, verbatim record of the hearing. ~~may formally request a written verbatim transcript. The parent/adult student may choose an electronic verbatim record instead.~~ If transcribed, ~~t~~The district shall be responsible for the cost of the verbatim transcript ~~will pay the transcription costs,~~ and a copy of the transcript will remain with the ~~SDE~~ Idaho Department of Education.

3. Decision of the Hearing Officer

~~a. The decision of the hearing officer will be based solely on presentations made at the due process hearing.~~

~~b.~~ a. The decision made by the hearing officer will be made on substantive grounds based on the record established at hearing. ~~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~~ the hearing officer may order the district to comply with the procedural requirements.

c. b. 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. c. The hearing officer's written decision shall be mailed within forty-five (45) calendar 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 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.~~ d.The findings of fact and decision shall be in writing and mailed ~~sent~~ to both parties and the DR Coordinator, ~~the parent/adult student in writing,~~ or at the option of the parent/adult student provided electronically at no cost. ~~Copies will also be mailed to the district superintendent, the DRC and representatives of the district.~~

f. e. 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~~ the parent/adult student appeals the decision by initiating civil action in state or federal district court within applicable appeal periods.

g. f. Nothing in this section ~~can be interpreted to~~ prevents a parent/adult student from filing a separate due process hearing request on an issue separate from the request already filed~~.~~, which ~~SDE~~ may consolidate multiple hearing requests involving the same ~~IEP~~ student.

h. g. 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 because the child has turned three (3). ~~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~~ 5. 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. These hearing procedures may be repeated, if the school district believes that returning the student to the original 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.

3. The procedures set forth above in Section 6 shall be followed when filing an expedited due process hearing request. All applicable timelines for expedited due process hearings will start when the request has been received by the non-requesting party.

~~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~~ The proceedings will be the same as those in a regular due process hearing, except for the following changes:

1. The DR~~C~~ 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 ~~go to~~ participate in 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 following the same procedures ~~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 must ~~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~~ 6. 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~~ Any appeal of the hearing officer's decision must 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~~ 7. Attorney Fees

An IDEA hearing officer appointed by the DR~~C~~ Coordinator 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 an~~d~~ IDEA matter.

DEPARTMENT OF SPECIAL EDUCATION

Special Education Manual 2024

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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 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 Idaho Department of Education and offered to local education agencies (LEA) for adoption. This Manual has been approved by the State Board of Education, meets the IDEA eligibility requirement of 20 U.S.C. Section 1412, and is consistent with state and federal laws, rules, regulations, and legal requirements.

In the case of any conflict between Idaho Administrative Code (IDAPA) and the Individuals with Disabilities Education Act (IDEA), the IDEA shall supersede the IDAPA, and IDAPA shall supersede this Manual.

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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.	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
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
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
OI	Orthopedic Impairment

OT	Occupational Therapy
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavioral Supports
PII	Personally Identifiable Information
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PT	Physical Therapy
PTI	Parent Training and Information Center
RTI	Response to Intervention
SCD	Significant Cognitive Disabilities
SD	Standard Deviation
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

GLOSSARY

Academic achievement. A student's level of performance in basic school subjects, measured either formally or informally.

Accommodation. Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements (or course expectations).

Adaptation. Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with 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.

Adverse Impact (adverse effect). A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that their educational performance is significantly and consistently below the level of similar age peers, preventing the student from benefitting from general education. The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning. See also "educational performance."

Adult student. A student with a disability, age eighteen (18) or older, to whom rights have transferred under the IDEA and Idaho Code, and who has not been deemed legally incompetent by a court or deemed ineligible to give informed consent by the IEP team.

Age-appropriate activities. Activities that typically-developing children of the same age would be performing or would have achieved.

Age of majority. The age at which, by law, a child assumes the responsibilities of an adult. In Idaho, the age of majority is eighteen (18).

Aggregated data. Information that is considered as a whole. In this Manual, the term refers to collective data on all students, including students with disabilities.

Alternate assessment. An academic assessment based on alternate academic achievement standards that have been reduced in depth, breadth, and complexity from the general education assessment. The alternate assessment (AA) is intended only for those students with the most significant cognitive 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.

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 shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Excludes surgically implanted medical devices.

Assistive technology service. Any service that directly assists a student with a disability with the assessment, selection, acquisition, or use of an assistive technology device. The term includes the evaluation of the need of the student; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services with existing education and rehabilitation plans and programs; training or technical assistance for a student and/or family; and training or technical assistance for professionals, employers,

or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the student.

Attention deficit disorder (ADD). A biologically based mental disorder that has these typical characteristics: short attention span; distractive behavior; difficulty following directions and staying on task; and an inability to focus behavior. The disorder compromises many skills needed for academic success, including starting, following through with, and completing tasks; moving from task to task; and following directions.

Attention deficit hyperactivity disorder (ADHD). A biologically based mental disorder in which a person has inappropriate degrees of inattention, impulsiveness and hyperactivity.

Audiologist. A licensed health care professional who diagnoses and supports management of hearing loss, counseling to auditory needs across environments, and fitting of hearing technology.

Autism. A disability category in which a developmental disability, generally evident before age three (3), significantly affects verbal or nonverbal communication skills and social interactions and adversely affects educational performance. Other characteristics often associated with autism include engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Basic reading skills. For the purpose of specific learning disability eligibility, includes sight word recognition, phonics, and word analysis. Essential skills include identification of individual sounds and the ability to manipulate them, identification of printed letters and sounds associated with letters, and decoding of written language.

Behavioral intervention plan (BIP). A plan comprising practical and specific strategies designed to increase or reduce a definable behavior. These strategies address preventative techniques, teaching replacement behaviors, how to respond or resolve behaviors, and crisis management, if necessary.

Benchmark. A major milestone which describes the progress the student is expected to make toward annual goals within a specified period of time. Similar to an objective.

Braille. A tactile system of reading and writing, used by students who are blind or visually impaired, with an official code composed of Braille characters or cells that consist of various patterns of raised dots 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.

Change of placement. A change in educational placement relates to whether the student is moved from one type of educational program -- i.e., regular class -- to another type -- i.e., home instruction. Or it may also occur when there is a significant change in the student's educational program even if the student remains in the same setting.

Change of placement for disciplinary reasons. A removal from the current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) school days in a school year. Factors such as the length of the removal, the proximity of the removals to one another, the total amount of time the student is removed are indicators of a pattern, and whether the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals.

Charter school within a district. A publicly funded, nonprofit, nonsectarian public school that is created by a formal agreement (charter) between 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 504of the ADA.

Charter school LEA. A publicly funded, nonprofit, nonsectarian public school that operates as its own local education agency (LEA) or district. Charter LEAs may be authorized by the local school district or the Idaho Public Charter School Commission. Charter LEAs are required to provide services in accordance with IDEA and, Section 504 of the ADA.

Child. An individual who has not attained age eighteen (18).

Child count. For purposes of the annual report required under IDEA, the State must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year.

Child find. A process to locate, identify, and evaluate individuals ages three (3) to twenty-one (21) who are suspected of having a disability and in need of special education.

Civil action. A judicial action that any party who is aggrieved by the final decision of a due process hearing officer may bring in either a federal district court or a state court of competent jurisdiction (as designated by Idaho law).

Cognitive academic language proficiency (CALP). CALP refers to language used during formal academic instruction and learning. CALP skills include listening, speaking, reading, and writing about subject area content material, and are essential to school success. It may take five to seven years for an English language learner to develop CALP.

Compensatory education. Educational services or remedies which are above and beyond those normally due a student under 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. 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 Department of Education by an individual or organization that contains one or more allegations and the facts on which the statement is based that a district or agency has violated a requirement of IDEA within the last year (365 days).

Coordinated early intervening services (CEIS). Services for students (K-12) who need additional academic and behavioral support to succeed in a general education environment. These students have not been identified 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 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 Section 15-5-424, Idaho Code, 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, Idaho 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.

Controlled substance. Any drug so designated by law whose availability is restricted; i.e., so designated by federal Controlled Substances Acts. Included in such classifications are

narcotics, stimulants, depressants, hallucinogens, and marijuana. (See Schedule I, II, III, IV or V in section (c) of the Controlled Substances Act (21 U.S.C. 812(c))

Core academic subjects. These include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography under the ESEA.

Core Content Connectors. Alternate academic achievement standards in English/Language Art and Mathematics aligned with the Idaho Content Standards, which have been reduced in depth and complexity. The Idaho alternate assessment in English/Language Arts and Mathematics are based on these standards.

Corrective action plan (CAP). A plan that orders a district as a result of an IDEA complaint to take corrective actions to resolve legal deficiency as found by the Idaho Department of Education.

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 visual impairments, and where the combination of these two disabilities causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

Deaf or Hard of Hearing. A child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance.

Detained youth. Anyone aged three (3) through twenty-one (21) who is being held for a crime regardless of whether or not that person has appeared before the court.

Developmental achievement. Gains a student makes which follow the pedagogic theory that all children learn in the same basic way and in the same sequence, although at different rates.

Developmental delay. An IDEA disability category used only for students ages three (3) through nine (9) for whom a significant delay exists in one or more of the following skill areas: receptive/expressive language; cognitive abilities; gross/fine motor functioning; social/emotional development; or self-help/adaptive functioning. The use of this category is optional for districts.

Disaggregated data. Information that is reported and/or considered separately on the basis of a particular characteristic. In this Manual, the term refers to data on special education students as a group that are reported and/or considered separately from the same data on all students in a school, district, or state.

Discipline. Actions taken in response to a student's violation of the student conduct code.

Disclosure. The access to or the release, transfer, or other communication of education records or personally identifiable information contained in these records by oral, written, electronic, or other means.

Disproportionality. A disparity or inequality. In this Manual, the term refers to a statistical range of data where students of a specific race or ethnicity are identified in either greater or fewer numbers than expected when compared to the representation of that race or ethnicity within the general school population. The areas addressed in the IDEA are: (1) identification as a student with a disability; (2) identification of a student with a specific category of disability; and (3) placement in a particular educational setting and (4) the incidence, duration of any type of disciplinary actions, including suspensions and expulsions.

District. A local educational agency (LEA) inclusive of the following terms: a local district, a state authorized charter school, a state operated program, and a traditional school. See also "LEA."

Dropout. A student who has voluntarily left an education system before completion of requirements and is not known to be enrolled in any other educational program.

Dual enrollment. A child of school-age who is enrolled in a nonpublic school (including a homeschool) or a public charter school and enrolled in a public school to participate in public school programs and activities, Section 33-203, Idaho Code. See also "nonpublic school" and "nonpublic student."

Due process hearing. An administrative hearing conducted by an 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.

Educational performance. A student's educational performance in achievement, developmental, and/or functional skills.

Education record. A student's record containing personally identifiable information maintained by an educational agency or institution, or by a party acting for the agency or institution, which may include, but is not limited to print, handwriting, computer media, video or audio tape, film, microfilm, and microfiche, but is not within the exceptions set out in the Family Educational Rights and Privacy Act (FERPA). The documents in the education record used to determine current eligibility and monitor current progress are considered part of the education record and are maintained. Items in the educational record that are no longer used, or have been summarized, may be removed from the educational record after written parental notification.

Educational services agency, other public institution or agencies. (1) An educational service agency, as defined in 34 CFR §300.12; and (2) Any other public institution or agency having administrative control and direction of a public elementary school or secondary school, including a public nonprofit charter school that is established as an LEA under State law.

Elementary school. The term "elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law, 34 CFR §300.13. An elementary school includes a grade configuration of grades one (1) through eight (8) inclusive, or any combination thereof, Section 33-119, 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. 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 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 EL 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.

Essential Components of Reading Instruction. The term means explicit and systematic instruction in (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, including oral reading skills, and (5) reading comprehension strategies.

Evaluation. A term that means using all required procedures to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Expedited due process hearing. An administrative hearing conducted by an Idaho Department of Education-appointed hearing officer to resolve disputes concerning discipline for which shortened timelines are in effect in accordance with the IDEA.

Expulsion. Removal of a student from school for an extended period of time. For general education students, services usually cease during an expulsion.

Extended school year (ESY). A program to provide special education and related services to an eligible student with a disability beyond the conventional number of instructional days in a school year and at no cost to the parents. An ESY program must be based on an IEP team decision and meet Idaho standards.

Extracurricular activities. Programs sponsored by a district that are not part of the required curriculum but are offered to further the interests and abilities of students.

FAPE. (See "Free appropriate public education.")

FERPA. (See "Family Educational Rights and Privacy Act.")

Facilitation. A voluntary process during which a neutral and impartial individual, contracted by the 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.

Fluency disorder. Stoppages in the flow of speech that are abnormally frequent and/or abnormally long. These interludes take the form of repetitions of sounds, syllables, or single syllable words; prolongations of sounds; or blockages of airflow and/or voicing in speech.

Free Appropriate Public Education (FAPE). A basic IDEA requirement which states that special education and related services are provided at public expense (free); in conformity with an appropriately developed IEP (appropriate); under public supervision and direction (public); and include preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the Idaho Department of Education (education).

Functional achievement and performance. Gains made by a student which include programming in community living, reading, communication, self-care, social skills, domestic maintenance, recreation, employment or vocational skills. Also called independent living skills.

Functional behavioral assessment (FBA). A systematic process for defining problem behavior and gathering medical, environmental, social, and instructional information that can be used to hypothesize about the function of student behavior.

General education curriculum. The curriculum that is designed for all students, usually consisting of a common core of subjects and curriculum areas adopted by a district that are aligned to the Idaho Achievement Standards or district standards. The general education curriculum is defined by either the Idaho Achievement Standards or the district content standards if they are as rigorous.

General education interventions. Educational interventions designed to address the students using the core and supplemental interventions. Such interventions may include whole-school approaches, scientifically based programs, and positive behavior supports, including accommodations and instructional interventions conducted in the general education environment. These interventions may also include professional development for teachers and other staff to enable such personnel to deliver scientifically based literacy instruction and/or instruction on the use of adaptive and instructional software.

Goal. A measurable statement of desired progress. In an IEP, annual goals must include academic and functional goals designed to meet a child's needs that result from his or her disability, enable the child to be involved in and make progress in the general curriculum, and meet the child's other educational needs that result from the child's disability.

Graduation. The point in time when a student meets the district and State requirements for receipt of an Idaho high school diploma.

Guardianship. A judicial determination under which a competent adult has the legal right and duty to deal with problems, make decisions, and give consent for an adult with a disability (at least eighteen (18) years of age) who cannot act on his or her own behalf. The court will specify the nature and scope of the guardian's authority.

Health services. See "School health services."

High school. Section 33-119, Idaho Code, defines secondary school as grades seven (7) through twelve (12) inclusive of any combination thereof. See "secondary school."

Homebound student. A student whose IEP team determines the child's home is the least restrictive environment.

Homeless children and youth. Children and youth who lack a fixed, regular, and adequate nighttime residence as defined in the McKinney-Vento Homeless Assistance Act.

Homeschool. An education program delivered by parents who have decided to provide instruction in the home and not in a public or private school. A homeschool is a nonpublic school~~,~~ but is not considered a private school. A virtual public school is not a homeschool.

Homeschooled students. A homeschooled student is one whose parents have decided to provide an educational program in the home with instruction provided by the parents. A homeschool student is considered a nonpublic school student~~,~~ but is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

Honig Injunction. A court order to remove a special education student from school or current educational placement due to factors of dangerousness. Districts are required to continue with the provision of FAPE.

Idaho content standards. Educational standards in math and English language arts detailing what K-12 students should know at the end of each grade and establishing consistent standards across the states, as well as ensuring that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or enter the workforce.

Illegal use of drugs. The unlawful use, possession or distribution of substances identified under the Controlled Substances Act~~,~~ but does not include the use of a drug taken under supervision by a licensed health care professional.

Independent educational evaluation (IEE). One or more assessment(s) conducted by a qualified examiner(s) who is not employed by or contracted by the public agency or district responsible for the education of the student in question.

Individualized education program (IEP). A written document (developed collaboratively by an IEP team made up of parents and school personnel) which outlines the special education program for a student with a disability. This document is developed, reviewed and revised at an IEP team meeting at least annually.

Individualized education program (IEP) team. A team established by the IDEA and comprised 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) to twenty-one (21) receive special education and related services under IDEA Part B.

Initial provision of service. The first time that a child with a disability is provided special education and related services. This is also referred to as the "initial placement" and means the first time a parent is offered special education and related services for their child after an initial evaluation and eligibility determination.

In-lieu of transportation. Alternate method of transporting students to and from school.

Instructional intervention. An action or strategy based on an individual student's problem that is designed to remedy, improve, or eliminate the identified problem.

Intellectual disability. An IDEA disability category in which significant sub-average general intellectual functioning exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period and adversely affect the student's educational performance.

Interagency agreement. A written document that defines the coordination between the state and/or public/private agencies and/or districts with respect to the responsibilities of each party for providing and funding special education programs and special education and related services.

Interim alternative educational setting (IAES). The educational setting in which a district may place a student with a disability, for not more than forty-five (45) school days, if the

student while at school, on school premises or at a school function carries a weapon or possesses a weapon; knowingly possesses, uses, sells or solicits the sale of illegal drugs or controlled substances; or has inflicted serious bodily injury upon another person. An IAES may also be ordered by a due process hearing officer based upon evidence that maintaining the current placement is substantially likely to result in injury to the student or others.

I**nterim IEP**. A short-term IEP with all the components of a standard IEP developed by the IEP team. It may be used for students transferring from other districts pending the development of the standard IEP or other purposes as needed.

Interpreting services. The process of providing accessible communication between and among persons who are deaf, hard of hearing, or deaf-blind, and those who are hearing. The process includes, but is not limited to, communication between American Sign Language or other form of manual communication and English. The process may also involve various other modalities that involve visual, gestural and tactile methods including oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell.

Itinerant specialist. A teacher who normally travels and provides services to students in different schools or in the home or consults with teachers and administrators.

Joint custody. A court order awarding custody of a minor child to both parents and providing that physical and/or legal custody shall be shared by the parents.

Joint legal custody. A court order providing that the parents of a child are required to share the decision-making rights, responsibilities, and authority relating to the health, education, and general welfare of the child.

Joint physical custody. A court order awarding each parent significant periods of time in which a child resides with or is under the care and supervision of each parent. The actual amount of time is determined by the court.

Language impairment. An IDEA disability category in which a delay or disorder exists in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems and which adversely affects the student's educational performance. A language impairment may involve any one or a combination of the following: the form of language (morphological and syntactic systems); the content of language (semantic systems); and/or the function of language in communication (pragmatic systems).

Learning disability. See "specific learning disability."

Least restrictive environment (LRE). The IDEA requirement that students with disabilities, including those in public or private institutions or other care facilities, be educated with students who are nondisabled to the maximum extent appropriate.

Listening comprehension. For the purpose of specific learning disability eligibility, refers to the understanding of the implications and explicit meanings of words and sentences of spoken language. This includes following directions, comprehending questions, and listening and comprehending in order to learn (e.g., auditory attention, auditory memory, and auditory perception). Listening comprehension also includes the ability to make connections to previous learning.

Local district. See "district" and "local educational agency (LEA)."

Local educational agency (LEA). A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools. See "district."

Manifestation determination. A determination by the parent and relevant members of the IEP team of whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the LEA's failure to implement the IEP.

Mathematics calculation. For the purpose of specific learning disability eligibility, this refers to the knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

Mathematics problem solving. For the purpose of specific learning disability eligibility, refers to the ability to apply mathematical concepts and understandings to real-world situations, often through word problems. It is the functional combination of computation knowledge and application knowledge, and involves the use of mathematical computation skills and fluency, language, reasoning, reading, and visual-spatial skills in solving problems. Essentially, it is applying mathematical knowledge at the conceptual level.

McKinney-Vento Homeless Assistance Act. This law is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this law, state educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Mediation. A voluntary, confidential, and structured process during which an Idaho Department of Education-contracted individual is appointed to serve as an impartial and

neutral third party to helps parents and district or agency personnel resolve an IDEA-related conflict. Mediation usually results in a written, legally-binding agreement that is mutually acceptable to both parties and enforceable in court.

Medicaid services (school-based). Those services, assessment, and plan development for students receiving Medicaid which school districts may bill for reimbursement with the consent of the parent.

Medical services. Medical services mean services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

Middle school. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12).

Migrant student. A student who has not graduated from high school or completed a high school equivalency certificate and resides within a family that is composed of migrant fisher or agricultural workers. The student has moved within the preceding thirty-six (36) months in order for the family to obtain or seek this type of temporary or seasonal employment that is a principal means of livelihood.

Monitoring. An activity conducted by the Idaho Department of Education to review a school district's compliance with federal laws, regulations, and state rules.

Multiple disabilities. An IDEA disability category in which two or more impairments co-exist (excluding deaf-blindness), whose combination causes such severe educational needs that the student cannot be accommodated in special education services designed solely for one of the impairments.

Multi-tiered system of support (MTSS). A systemic educational practice of matching educational instruction and interventions to the needs of students. MTSS is a data-driven model involving frequent monitoring of student progress to determining if interventions are needed to improve individual student outcomes using evidenced-based practices.

Native language. The language or mode of communication normally used by an individual or, in the case of a student, the language normally used by the student's parents. In all direct contact with a student, the native language would be the language or mode of communication normally used by the student in the home or learning environment.

New teacher. A teacher who has less than one (1) year of teaching experience.

Nonpublic school. An educational institution or program providing instruction outside a public school, including but not limited to a private school or homeschool.

Nonpublic student. Any student who receives educational instruction outside of a public school, including but not limited to a private school or homeschool student.

Nonprofit. The term 'nonprofit,' as applied to a school, agency, organization, or institution, means a school, agency, organization, or institution owned and operated by one (1) or more nonprofit corporations or associations no part of the net earnings of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

Nursing services. See "School health services."

Objectives. Measurable, intermediate steps that describe the progress the student is expected to make toward an annual goal in a specified amount of time; similar to a benchmark.

Occupational therapist. A professional licensed by the Occupational Therapy Licensure Board of Idaho who, in a school setting, is responsible for assessing fine motor skills, including student's use of hands and fingers and developing and implementing plans for improving related motor skills. The occupational therapist focuses on daily living skills such as eating, dressing, schoolwork, play, and leisure.

Office of special education programs (OSEP). The branch of the Office of Special Education and Rehabilitative Services (OSERS) within the U.S. Department of Education which is responsible for administering programs relating to the free appropriate public education to all eligible beneficiaries under the IDEA.

Oral expression. For the purpose of specific learning disability eligibility, the ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures. It relates to a student's ability to express ideas, explain thinking, retell stories, categorize, and compare and contrast concepts or ideas, make references, and problem solve verbally.

Orientation and mobility (O&M) services. Services provided by qualified personnel to blind and visually impaired students by qualified personnel to enable these students to attain systematic orientation to and safe movement within the home, school, and community, including teaching (1) spatial and environmental concepts and use of information received by the senses to establish, maintain, or regain orientation and line of travel; (2) use of the long white cane, or a service animal, as appropriate to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; (3) understanding and use of remaining vision and distance low vision aids; and (4) other concepts, techniques, and tools.

Orthopedic impairment. An IDEA disability category that includes severe orthopedic impairments that adversely affects a student's educational performance and are caused by congenital anomaly (e.g., clubfoot, absence of an appendage, etc.); disease (e.g., poliomyelitis, bone tuberculosis, etc.); or from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contracture).

Other health impairment (OHI). An IDEA disability category in which a student exhibits limited strength, vitality or alertness, including heightened alertness to environmental stimuli that results in limited alertness with the respect to the educational environment that is due to chronic or acute health problems (such as asthma, ADD or ADHD, cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome and stroke) to such a degree that it adversely affects the student's educational performance.

Paraprofessional. A noncertified, non-licensed individual who is employed by a district and who is appropriately qualified, trained and supervised in accordance with state standards to assist in the provision of special education and related services.

Parent. As defined by IDEA, a parent is: (1) a biological or adoptive parent of a child; (2) a foster parent who has lived with the child for six (6) or more months; (3) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); (4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or (5) A surrogate parent who has been appointed by the school district. If the child is a ward of the state, the judge overseeing the child's case may appoint the surrogate. The surrogate may not be an employee of the state or local education agency or any other agency that is involved in the education or care of the child, has no personal or professional interest which conflicts with the interest of the child, has knowledge and skills that ensure adequate representation of the child.

Part B. Part of the IDEA that relates to the assistance to states for the education of students with disabilities who are ages three (3) through the semester in which a student turns twenty-one (21). Part B is administered by the Idaho Department of Education and carried out by school districts and other public agencies.

Part C. Part of the IDEA that relates to the assistance to states for the education of children with disabilities and the early intervention programs for infants and toddlers, ages birth through two (2), with disabilities. In Idaho, Part C is administered by the Department of Health and Welfare.

Peer-reviewed research. A higher level of non-biased research, which has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Personally identifiable information (PII). Includes but not limited to, student's name, name of parent or other family member, address of student or family, social security number, student number, list of personal characteristics, or other information that would make it possible to identify the student with reasonable certainty.

Phonology. The process used in our language that has common elements (sound patterns) which affect different sounds.

Phonology disorders. Phonology disorders are errors involving phonemes, sound patterns and the rules governing their combinations.

Physical therapist. A professional licensed 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.

Positive behavioral intervention and supports (PBIS). Positive reinforcement, rewards or consequences provided to a child for specific instances of behavior that impedes learning or the learning of others (or refraining from behavior) as appropriate for the purpose of allowing the student to meet his or her behavioral goals/benchmarks.

Power of attorney. The designation, in writing, by a competent person of another to act in place of or on behalf of another person.

Present levels of academic achievement and functional performance (PLAAFP). This is a statement of the student's current level of achievement or development in an area of need and how the student's disability affects his or her involvement and progress in the general education curriculum offered to students without disabilities. For preschool students, as appropriate, how the disability affects the child's participation in appropriate activities.

Private school. A nonpublic school that is not funded by or under federal or state control or supervision. A homeschool is not a private school.

Private school student. Any student who receives educational instruction in a school not funded by or under federal or state control or supervision is considered a nonpublic private school student. A homeschool student is not a private school student.

Problem-solving team. A general education team established at the local level, whose name may vary, with the purpose to problem-solve regarding the educational needs of any student. Procedures, meeting schedules, and team membership are established locally. The team is likely to include general educators and administrators and could include counselors, specialists, and special education personnel. Parent participation is valuable, but not required.

Procedural safeguards. The requirements of Part B of the IDEA that are designed to allow a parent/adult student to participate meaningfully in decisions concerning an appropriate

educational program for a student with a disability and, if necessary, dispute such decisions. Also referred to as special education rights.

Professional development. High-quality comprehensive programs that are essential to ensure that persons responsible for the education or transition of students with disabilities possess the skills necessary to address the educational and related needs of these students. These should be scientifically-based and reflect successful practices including strategies for recruiting, hiring, preparing and retaining personnel.

Public expense. When a district or public agency either pays for the full cost of an evaluation or special education services or ensures that it is otherwise provided at no cost to the parent; for example, through joint agreements with other state agencies.

Reading components. The term "reading" means a complex system of deriving meaning from print that requires all of the following skills, which are the essential components of reading instruction: (1) Phonemic awareness: The skills and knowledge to understand how phonemes, or speech sounds, are connected to print; (2) Phonics: The ability to decode unfamiliar words; (3) Reading fluency: The ability to read fluently; (4) Vocabulary development: Sufficient background information and vocabulary to foster reading comprehension; and (5) Reading comprehension: The development of appropriate active strategies to construct meaning from print.

Reading comprehension. For the purpose of specific learning disability eligibility, refers to the ability to understand and make meaning of written text and includes a multifaceted set of skills. Reading comprehension is influenced by oral language development including new vocabulary acquisition, listening comprehension, working memory, application of comprehension-monitoring strategies, and understanding of text structure including titles, paragraphing, illustrations, and other details. Reading comprehension is significantly affected by basic reading skills.

Reading fluency. For the purpose of specific learning disability eligibility, refer to the ability to read words and text accurately, using age-appropriate chunking strategies and a repertoire of sight words, and with appropriate rate, phrasing, and expression (prosody). Reading fluency facilitates reading comprehension.

Reasonable measures. A combination of recorded written and/or oral documentation to meet notification requirements of the district to parents/adult students.

Reasonable time. A period of ten (10) calendar days unless there are exceptional circumstances that warrant a shortened period of time such as an emergency or disciplinary meeting.

Reevaluation. A periodic evaluation conducted at least every three years, or more frequently if conditions warrant, or if the student's parent or teacher requests an evaluation of a student already identified as eligible for services under the IDEA. Reevaluations may

occur not more than once a year, unless the parent and the district agree otherwise or may be waived by the parent and LEA.

Related services. Refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education and includes the following: speech therapy, language therapy, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, interpreting services, medical services for diagnostic or evaluation purposes, school health/nursing services (excluding surgically implanted medical devices), social work services in schools, and parent counseling and training.

Response to intervention (RTI). A formal process for evaluating student response to scientifically research-based interventions, consisting of the core components of: (1) problem identification, (2) problem analysis, (3) applying research-based interventions, and (4) progress monitoring/decisions rules. As used in the IDEA, RTI is only mentioned as an alternative to the severe discrepancy criteria in determining whether a student has a Specific Learning Disability.

Resolution session. A meeting involving the parents, relevant members of the IEP team, and a representative of the district who has decision-making authority, required prior to a due process hearing if the parent has requested the due process hearing.

School-age. Includes all persons between the ages of five (5) (i.e., turns five (5) on or before September 1) and twenty-one (21) years who reside in Idaho. For students with disabilities who qualify for special education and related services under the IDEA, school-age begins at age three (3) and continues through the semester of school in which the student attains the age of twenty-one (21).

School day. Any day, including a partial day, when all students are in attendance at school for instructional purposes.

School health services. School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

School psychologist. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Psychology and is charged with the responsibility to conduct assessments and determine a student's cognitive, academic, social, emotional, and/or behavioral functioning. This professional also provides direct services to students, consults with district staff, and may be a member of the evaluation and/or IEP team.

Scientifically-based research (SBR). Scientifically based research (as defined in the ESEA) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; (4) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; (5) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and (6) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Screening. An informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards.

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). Section 33-119, Idaho Code, defines secondary school as grades seven (7) through twelve (12) inclusive of any combination thereof. See also “high school.”

Section 504 of the Rehabilitation Act of 1973. A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

Secular. An adjective used to describe a private, non-religious educational entity.

Serious bodily injury (SBI). Bodily injury which involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of bodily member, organ, or mental faculty.

Services plan (SP). Services plan means a written statement that describes the special education and related services the LEA will provide to a parentally-placed child with a

disability enrolled in a private school who has been designated to receive services, including the location of the services and any transportation necessary.

Setting. The location where special education services occur.

Significant cognitive disabilities. A designation given to a small number of students with disabilities for the purposes of their participation in alternate assessments. Having significant cognitive 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 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 worker. A professional who holds an Idaho Pupil Personnel Services Certificate with an endorsement in Social Work and helps students and teachers address social and emotional issues. This professional may be a member of the evaluation and/or IEP team.

Socially maladjusted. A child who has a persistent pattern of violating societal norms with truancy, substance abuse, a perpetual struggle with authority, is easily frustrated, impulsive, and manipulative.

Special education. Specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student with a disability including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

Special educational placement. Refers to the provision of special education services along the continuum of placements under the least restrictive environment requirements, rather than a specific place or location, such as a specific classroom or school. The balance of setting and services to meet an individual student's needs.

Specially designed instruction. Adapting the content, methodology, or delivery of instruction to address the unique needs of an eligible student that result from the student's disability and to ensure access to the general education curriculum so that the student can meet the Idaho Content Standards 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, intellectual disability, emotional behavioral disorder, or environmental, cultural, or economic disadvantage.

Speech impairment. A speech-language disorder, such as speech fluency, impaired articulation/phonology, a language impairment, or a voice impairment that adversely affects a student's educational performance.

Speech-language pathologist. A professional holding an Idaho Pupil Personnel Services Certificate who can assess and treat persons with speech, language, voice, and fluency disorders. This professional coordinates with and may be a member of the evaluation and IEP teams.

Student (school-age). For resident children with disabilities who qualify for special education and related services under the IDEA and subsequent amendments thereto, and applicable state and federal regulations, "school-age" shall begin at the attainment of age three (3) and shall continue through the semester of school in which the student attains the age of twenty-one (21) years.

Stay put. A requirement that a district or agency maintain a student with a disability in his or her present educational placement while a due process hearing or subsequent judicial proceeding is pending unless the parties agree otherwise.

Substantial evidence. A legal term that means "beyond a preponderance of the evidence" or "beyond more likely than not."

Summary of performance (SOP). A document given to secondary students when a student exits special education as a result of earning a diploma or aging out. This document describes the academic achievement and functional performance along with recommendations to assist the student in meeting post-secondary goals.

Supplementary aids and services. Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Surrogate parent. An individual assigned and trained by a district or an agency to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified or located for a particular student or when the child is a ward of the state.

Suspension. A temporary stop, delay, interruption, or cessation of educational service due to a violation of the student conduct code. This may include in-school suspension.

Traditional public school. "Traditional public school" means any school that is operated and controlled by a school district in this state as per Section 33-5202A(10), Idaho Code.

Transition age student. A student whose upcoming IEP will be in effect when the student is sixteen (16) to twenty-one (21) years of age.

Transition services. A coordinated set of activities for a student with a disability designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. Services are based on individual student needs addressing instruction, related services, community experiences, employment, post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Traumatic brain injury (TBI). An IDEA disability category that refers to an injury to the brain caused by an external physical force and resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory perception and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

Travel training. Instruction to students with significant cognitive disabilities 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, ED, Autism, Orthopedic Impairment, etc.) that qualifies the student for an IEP.

Unilateral placement. A decision by a parent, at his or her own discretion, to remove his or her child with a disability from a public school and enroll the student in a private facility because the parent believes that the district did not provide FAPE in a timely manner.

Universal design. A concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and service that are made usable with assistive technologies.

Visual impairment including blindness. An IDEA disability category characterized by an impairment in vision that, even with correction, adversely affects a student's

educational performance. The term includes partial sight, which refers to the ability to use vision as one channel of learning if educational materials are adapted, and blindness.

Voice disorder. (See "speech impairment") Refers to the absence or abnormal production of voice quality, pitch, intensity, or resonance. Voice disorders may be the result of a functional or an organic condition.

Voluntary enrollment in a private placement. Enrollment by a parent of a student with a disability in a private facility or homeschool for religious, philosophical, curricular, or other personal reasons.

Ward of the state. A child who, as determined by the State where the child resides, is a foster child (unless the foster parent meets the definition of a "parent" in Section 34 CFR §300.30), a ward of the State, or in the custody of a public child welfare agency.

Weapon. (See "dangerous weapon")

Written expression. For the purpose of specific learning disability eligibility, the processes related to the transcription of ideas and thoughts into a written product, such as handwriting and spelling. It also involves generative processes such as the communication of ideas, thoughts, and feelings. Required skills include using oral language, thought, grammar, text fluency, sentence construction, and planning to produce a written product.

Written notice. A written statement provided by the district to a parent/adult student within a reasonable amount of time before proposing or refusing to initiate or change to the identification, evaluation, educational placement, or the provision of FAPE.

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LEGAL CITATIONS

Introduction

The legal citations and topical reference for this Manual follow the chapter outlines and present references to federal and state statutes, regulations and rules for the enforcement of IDEA. The citations listed are the primary references for each chapter and section, not an all-inclusive reference list.

The entire IDEA and regulations are posted on the U.S. Department of Education website.

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.	Child Find	300.111	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.d
2.	Procedural Safeguards	300.121 300.504	IDAPA 08.02.03.109.05
3.	Student Eligibility under the IDEA	300.8 300.122	Idaho Code § 33-2001(3) Idaho Code § 33-2001(5) IDAPA 08.02.03.109.03
4.	Free Appropriate Public Education (FAPE)	300.17 300.101-300.102 300.148	Idaho Code § 33-201 Idaho Code § 33-2002 Idaho Code § 33-2010 Idaho Code § 20-504A(3) IDAPA 08.02.03.109.02.a
5.	District Programs and Services	300.107-300.110 300.117	Idaho Code § 33-2002
6.	Individualized Education Program (IEP)	300.22 300.320-300.328	IDAPA 08.02.03.109.04
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) 300.112 300.116 300.300-300.307 300.309-300.311 300.320-300.324 300.503-300.504 300.622	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	300.101-300.111	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 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)	IDAPA 08.02.03.109.03
2.	Purpose of an Evaluation	300.15	IDAPA 08.02.03.109.03
3.	Written Notice and Consent for Assessment	300.9 300.300 300.503	IDAPA 08.02.03.109.02.a
4.	Information from Other Agencies or Districts	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	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)	IDAPA 08.02.03.109.04
2.	IEP Development	300.320-300.325 300.34 300.154(d)(e) 300.42 300.5-300.6 300.105(b) 300.44 300.113 300.106 300.114-300.116 300.327 300.536 300.43 300.300(b) 300.300(e)(2) 300.305(e) 300.323(d)	IDAPA 08.02.03.109.04 Idaho Code § 33-1304 IDAPA 08.02.03.109.05 Idaho Code § 33-2002(4)
3.	IEP Reviews	300.324	
4.	IEPs for Transfer Students	300.323(e)-(g)	IDAPA 08.02.03.109.04 (e) IDAPA 08.02.03.109.04 (f)
5.	IEPs for Children from the Infant/Toddler Program	300.323(b)	
6.	Students with Disabilities in Adult Prisons	300.102(a)(2)(i)(A)(B) 300.324(d)	20 U.S. Code § 1412

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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 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	300.305 300.306 300.102 (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 § 33-5202A Idaho Code § 33-5203 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 § 33-5207 Idaho Code § 33-1002B Idaho Code § 33-2004 Idaho Code § 33-2005 Idaho Code § 33-5207(10)

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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	IDAPA 08.02.03.109.02.d
2.	Students Voluntarily Enrolled by Parents	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	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 Improving Results

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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

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Chapter 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	300.30 300.519 300.320 300.520 300.030	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	300.611 300.622 300.614 300.613 300.616 300.623-300.625 300.618-300.621	IDAPA 08.02.03.109.05k Idaho Code § 32-717A
6.	Independent Educational Evaluations	300.502	IDAPA 08.02.03.109.05j

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Chapter 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	300.530-531 300.101	Idaho Code § 33-205
4.	Procedures for a Manifestation Determination	300.530(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

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1.	Facilitation		
2.	Informal Conflict Resolution	300.506	IDAPA 08.02.03.109.05.b
3.	Mediation	300.506 300.151-300.152	IDAPA 08.02.03.109.05.b
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5.	Due Process Hearings	300.507-300.518	IDAPA 08.02.03.109.01.d IDAPA 08.02.03.109.05.c,e,f
6.	Expedited Due Process Hearings	300.516 300.532	IDAPA 08.02.03.109.05.g
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CHAPTER 1: OVERVIEW

Three (3) federal laws have been passed to ensure educational opportunities for individuals with disabilities:

- the Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973 (Section 504)
- the Americans with Disabilities Act of 1990 (ADA)

The last reauthorization of the IDEA was in 2004 and aligned the law with the Elementary and Secondary Education Act of 2001. In 2015, the Every Student Succeeds Act (ESSA) was passed. Revisions to the IDEA regulations were issued in 2007, 2008, 2013, 2014, 2015, 2016, and 2017. The IDEA preserves the basic structure and civil rights of previous reauthorizations and emphasizes both *access* to education and *improved results* for students with disabilities based on data and public accountability.

This Manual provides information regarding district responsibilities under the IDEA and relevant Idaho legal requirements.

Section 1. Child Find

The district is responsible for establishing and implementing an ongoing Child Find system. Child Find activities are conducted to create public awareness of special education programs; to advise the public of the rights of students; and to alert community residents of the need for identifying and serving students with disabilities from the age of three (3) through the semester in which they turn twenty-one (21).

The district is also responsible for coordinating with the Department of Health and Welfare regarding the Child Find system for children ages birth through two (2) years. The Child Find system includes children with disabilities who are homeless, as defined by the McKinney-Vento Homeless 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 provides a document titled *Procedural Safeguards Notice* to parents/adult students that contain a full explanation of special education rights.

See Chapter 11 for more information on procedural safeguards.

Section 3. Student Eligibility under the IDEA

To be eligible for services under the IDEA, a student must have a disability that:

1. meets the 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 determination is called "eligibility evaluation." During 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 curriculum in making the eligibility determination.

See Chapter 4 for more information on eligibility and evaluation.

Section 4. Free Appropriate Public Education (FAPE)

The district (LEA) is required to ensure that a free appropriate public education (FAPE) is available to students who reside in the district and are eligible for special education. FAPE is individually determined for each student that qualifies for special education. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

See Chapter 2 for more information on FAPE.

Section 5. District Programs and Services

The district shall ensure that the same array of academic, nonacademic, and extracurricular activities and services is available to students with disabilities as is available to students without disabilities.

A. Educational Programs and Services

The district shall take steps to ensure that students with disabilities have the variety of educational programs and services that are available to all other students served by the district. These may include art, music, industrial arts, consumer and homemaking education, vocational

education, and other programs in which students without disabilities participate.

B. Physical Education

Physical education services, specially designed if necessary, shall be made available to every student with a disability receiving FAPE, unless the district enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

C. Nonacademic and Extracurricular Services and Activities

The district shall take steps, including the provision of supplementary aids and services determined appropriate and necessary by the student's Individualized Education Program (IEP) team, to provide nonacademic and extracurricular services and activities in a manner that affords students with disabilities equal opportunity to participate in those services and activities. This includes counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to persons with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.

Section 6. Individualized Education Program (IEP)

The IEP is a document that outlines how a particular student with a disability will receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). It is a working document that can be amended as the student's needs change. The IEP is created collaboratively by IEP team members, including parents, the student, if appropriate, the student's teachers, and other district personnel.

See Chapter 5 for more information on IEP development.

Section 7. Least Restrictive Environment (LRE)

The IDEA states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. The IEP team determines what constitutes LRE for the individual student. This includes considering that a continuum of alternative placements is available to meet the needs of children with disabilities and for special education and related services.

See Chapter 6 for more information on LRE.

Section 8. Summary of Activities That May Lead to Special Education Services

This section describes the steps that may lead to special education services. The activities that are within each step are often sequential, but could occur simultaneously. The process might occur in a different sequence for emergency or interim placements. A flowchart of these steps is provided at the end of this chapter.

A. General Education Interventions (carried out by the problem-solving team)

A general education problem-solving team addresses student learning needs and ensures that referrals to consider special education are appropriate. The general education problem-solving process may include comprehensive early intervening services based on whole-school approaches such as: a three-tiered model using scientifically based reading (and other content area) programs, positive behavior supports, and a response-to-intervention system.

Accommodations and instructional and/or behavioral interventions shall be attempted during the problem-solving process. These accommodations and interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and shall be clearly documented.

If the student shows adequate progress with general education interventions and accommodations, a referral to consider a special education evaluation may be unnecessary. However, if general education interventions and accommodations need to be provided on an ongoing basis or if the student shows limited or no progress *and* the student's performance is significantly discrepant from peers, a referral to consider a special education evaluation may be warranted. Also, a parent of a student may initiate a referral for special education at any time and a district may not deny that referral simply because the student had not gone through the general education intervention process.

See Chapter 4 for more information on problem-solving activities and the three-tiered model.

B. Referral to Consider a Special Education Evaluation

Following the problem-solving team's review of the student's response to general education interventions, if the team suspects that the student has a disability and may be in need of special education, the problem-solving team shall initiate a referral to consider a special education evaluation. The purpose of this referral is to bring a student to the attention of an evaluation team so that it can determine whether to conduct a special education evaluation.

A referral for a special education evaluation marks the point at which procedural safeguards are provided to the parent. The parent/adult student shall be involved in decisions once a written referral has been made to the evaluation team to consider a special education evaluation.

The evaluation team shall review existing data, which may include progress monitoring data and/or clinical assessments and information provided by the parent/adult student, and shall

document the review process and consider the need for further assessment. The evaluation team shall obtain written consent prior to conducting any assessments.

See Chapter 3 for more information on the referral process to consider a special education evaluation and who can make a referral.

C. Written Notice and Written Consent (completed by an evaluation team)

Before administering assessments as part of the special education evaluation, written notice shall be provided to the parent/adult student along with the procedural safeguards and written consent shall be requested from the parent/adult student. The district may use a single form that meets the requirements of written notice and consent for assessment. In addition, if the evaluation team needs information for an evaluation from a non-educational agency or an individual, such as a doctor, written consent for the release of information shall be obtained from the parent/adult student.

See Chapter 4 and Chapter 11 for more information.

D. Evaluation and Eligibility Determination (completed by evaluation team)

After receiving consent, the evaluation team shall schedule assessments and ensure they are conducted. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs. Next, the evaluation team reviews the assessment data, the response to general education targeted interventions, and parent/adult student input and recommendations to determine whether the student is eligible for special education services. Then the evaluation team compiles an *Eligibility Report* using data collected from individual assessments and provides the parent/adult student with a copy of the report. The eligibility report shall address, to the extent required, the general education classroom, targeted interventions previously employed, and the student's response to those interventions.

For children transferring from the Infant Toddler Program (ITP), eligibility shall be determined, and an IEP developed or IFSP adopted by the child's third (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, special education and related services may begin in the new school year.

For children ages three (3) through twenty-one (21), the time between receiving consent for initial assessment and determining eligibility cannot exceed sixty (60) calendar days 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. See Chapter 4 for guidance on timeline exceptions.

If the student is not eligible, the district shall provide written notice to the parent/adult student that the evaluation data does not indicate eligibility under the IDEA even though the parent is a member of the team that determines eligibility. The district shall maintain documentation in

permanent records.

If the parent/adult student disagrees with the district's evaluation and/or the eligibility determination, he or she has the right to request Idaho Department of Education mediation, file a due process hearing challenging the decision, or seek an independent educational evaluation (IEE). See Chapter 11 for more information.

E. IEP Development and Implementation (completed by IEP team)

The following activities are included in the development and implementation of the IEP:

1. Conduct an IEP team meeting to develop and implement an IEP within thirty (30) calendar days of a determination that the student is eligible for special education and related services. For eligible students, the IEP can be developed at the same meeting at which eligibility is determined if all required IEP team members are present and agree to proceed.

2. After determining goals and services, determine the student's placement in the LRE in which the IEP can be implemented.

3. Obtain documentation indicating participation in the IEP team meeting.

4. Obtain initial consent in writing from the parent/adult student for provision of special education services.

5. Provide copies of the IEP to the parent/adult student and other participants, as appropriate.

6. Provide written notice to the parent/adult student before implementing the IEP if the provision of FAPE or the educational placement is proposed to change or if the team refused to make a change based on the parent's request.

7. Make arrangements for IEP services by informing staff of their specific responsibilities under the IEP.

8. Implement the IEP as soon as possible, but no later than within thirty (30) days of eligibility 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, provided, 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 and parent agree; and

   b. at least annually to develop a new IEP

3. Provide a copy of the revised IEP to the parent and the adult student when an IEP is amended or rewritten. In addition, written notice is required if the district is proposing to change or refusing to change the educational placement or the provision of FAPE.

4. Under Idaho regulations, the parent/adult student has the right to file a written objection to an IEP program change or placement change. If, within ten (10) calendar days of receiving written notice from the district, the parent/adult student files a written objection, the district shall not implement the change(s) to which the parent/adult student objects. See Chapter 11 for more information.

See Chapter 5 for more information on IEP reviews.

G. Reevaluation (completed by evaluation team)

Reevaluations are conducted by the evaluation team. A reevaluation shall be completed as follows: (a) at least every three years, (b) when requested by the student's teacher or the parent/adult student, and (c) whenever conditions warrant. Before conducting the reevaluation, the district shall inform the parent/adult student that a reevaluation is due. The parent/adult student and district may agree in writing that a three-year reevaluation is not necessary. In addition, a reevaluation need not be conducted more than once per year unless the district and the parents agree.

The evaluation team shall include the following activities in the reevaluation process:

1. Invite the parent/adult student to participate in the review of existing data and to determine what additional data, if any, is needed as part of the reevaluation. Unless the parent/adult student requests that the evaluation team members meet as a group in a formal meeting, data can be gathered from individual team members at various times using a variety of methods.

2. Obtain written consent from the parent/adult student if additional assessments shall

be conducted. After gaining consent, ensure the completion of assessments and eligibility reports. The IDEA does not require consent for a reevaluation if the district has made documented attempts to get consent and the parent has not responded.

3. If the evaluation team determines that additional assessments are not needed, provide written notice to the parent/adult student of this decision and of the parent's/adult student's right to request assessments.

4. Prepare an *Eligibility Report* that details the eligibility requirements for the student, even when no new assessments are conducted. The report shall address each required eligibility component.

5. Provide the parent/adult student with a copy of the *Eligibility Report*.

Determine whether revisions to the IEP are necessary and implement an IEP, if the student continues to be eligible. If the student is not eligible, follow procedures to discontinue services.

See Chapter 4 for more information on reevaluation.

H. Discontinuation of Services

Provide prior written notice to the parent/adult student informing them of the discontinuation of services when:

1. The evaluation team determines the student no longer meets eligibility requirements for special education services; or

2. The student meets the district and State requirements that apply to all students for receipt of a regular high school diploma; or

3. The student completes the semester in which he or she reaches the age of twenty-one (21) years; 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 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) is required to ensure that a free appropriate public education (FAPE) is available to residents, homeless individuals and individuals from migrant families ages three (3) to twenty-one (21) in the district and who are eligible for special education. FAPE is individually determined for each student with a disability. FAPE *must* include special education in the least restrictive environment (LRE) and *may* include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. A definition of each of these terms can be found in the glossary.

Section 1. Definition of a Free Appropriate Public Education (FAPE)

The definition of FAPE under the IDEA means special education and related services that:

1. are provided at public expense (free);
2. are provided in conformity with an appropriately developed individualized education program, or IEP (appropriate);
3. are provided under public supervision and direction (public); and
4. include an appropriate preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the Idaho Department of Education (education).

Section 2. Provision of FAPE

A. District Obligation

The district is required to ensure that FAPE is available to students in the district who are eligible for special education. This includes students who reside in group, personal care, or foster homes, as well as institutions, if their legal guardian is a resident of Idaho, even though the guardian may reside in another Idaho school district. It also includes students who are migratory or homeless as defined by the McKinney-Vento Homeless Act (see Glossary). If a student from another state is placed in Idaho by an out-of-state agency, parent, or district, the placing district, parent, or agency is responsible for the educational costs. If a student is placed in a district by an Idaho agency, the student is entitled to FAPE and the responsible agency is determined by Idaho Code regarding the specific situation.

The district is obligated to make FAPE available to each eligible student in the district as follows:

1. The district shall provide FAPE to an individual who is at least three (3) years old and

who qualifies for special education services unless the parent/adult student has refused special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs.

2. The district shall offer FAPE to parentally placed private school students in accordance 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 with a disability who needs special education and related services, even though the child has not failed or been retained in a course and is advancing from grade to grade.

Note: Participation in Comprehensive Early Intervening Services neither limits nor creates a right to FAPE.

B. Limit to District Obligation

1. A student with a disability who has been placed in a private school or facility by the parent does not have an individual right to receive all or part of the special education and related services that the child would receive if enrolled in a public school. However, the district would have Child Find responsibilities. See Chapter 9 for more information.

2. Students who are homeschooled are considered nonpublic school 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.

Homeschool students who are dually enrolled are considered to be nonpublic school students. The district shall allow homeschool students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed.

Homeschool students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a

disability. This means that there is no individual right to receive some or all of the special education services that the student would receive if enrolled in public school.

C. When District Obligation to Provide FAPE Ends

The District's obligation to provide FAPE to a student ends:

1. at the completion of the semester in which the student turns twenty-one (21) years old;
2. when the student meets the district requirements and the Idaho Content Standards that apply to all students for receipt of a 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 general educational development credential (GED);
3. when the student no longer meets the eligibility criteria for special education services, as determined by the team after a reevaluation; or
4. when a parent/adult student has revoked consent for the continued provision of special education services.

D. Temporary Suspension of FAPE

The district is not required to provide FAPE to an eligible student during the suspension of ten (10) cumulative school days or less during a school year (unless the district provides services to students who are not disabled who are also suspended); however, FAPE must be provided following this ten (10) day exception.

Section 3. FAPE Considerations

A. Case Law Interpretations of FAPE

The 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 applied 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 expressed 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. Applicability to Charter and Alternative Schools

Federal law requires the district to provide students with disabilities educational choices comparable to those choices offered to students without disabilities. These choices include the opportunity to attend a public charter school or alternative public school. Students enrolled in public charter and alternative schools are entitled to FAPE and retain all the rights and protections that are available under the IDEA.

C. Applicability to Detained Youth

Students with disabilities or suspected disabilities who are detained in city or county jails, juvenile detention centers, juvenile correctional facilities, or in Idaho prisons are entitled to FAPE.

1. Services to Youth Detained in City or County Jails

The district in which the facility is located has the responsibility for Child Find and the provision of FAPE to eligible youth.

2. Services to Youth Detained in Juvenile Detention Centers (JDC)

The district in which the facility is located has the responsibility for the provision of FAPE to eligible youth. Typically, detention in a JDC is short term, and the student most likely returns to his or her home district. If a district has a student who is detained in a JDC not located within the district boundaries, the district may find it beneficial to coordinate school assignments through the JDC's education staff while the student is in the facility.

3. Services to Youth Placed in the Custody of the Department of Juvenile Corrections (DJC)

When a student is placed in the custody of the Department of Juvenile Corrections, the responsibility for the provision of FAPE resides with the Department of Juvenile Corrections.

4. Services to Youth in the Custody of the Department of Correction (DOC)

When a student is placed in the custody of the Department of Correction, the responsibility for the provision of FAPE resides with the Department of Correction through an agreement

between the Idaho Department of Education and the Department of Correction.

D. Using Public and Private Insurance Funds to Provide FAPE

If a student is covered by a parent's private or public insurance or benefits, the district may access this insurance only if the parent provides informed consent. The consent requirements are different for accessing a parent's private insurance as opposed to public insurance (such as Medicaid).

If a district proposes to access a parent's public insurance to cover any of the costs associated with the provision of special education and/or related services, the district must do the following:

1. Provide written notification regarding use of public benefits or insurance to the child's parents before accessing the child's or the parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter. The written notification must explain all of the protections available to parents to ensure that parents are fully informed of their rights before a public agency can access their or their child's public benefits or insurance to pay for services under the IDEA. The notice must include a statement that the refusal to provide consent or the withdrawal of consent will not relieve the district's responsibility to ensure that all the required IEP services are provided at no cost to the parent. The notice must be written in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.

2. Obtain a one-time written consent from the parent after providing the written notification regarding use of public benefits or insurance before accessing the child's or the parent's public benefits or insurance for the first time. This consent must specify (a) the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to a particular child); (b) the purpose of the disclosure (e.g., billing for services); and (c) the agency to which the disclosure may be made (e.g., Medicaid). The consent also must specify that the parent understands and agrees that the public agency may access the child's or parent's public benefits or insurance to pay for services. Such consent may be withdrawn at any time by the parent.

3. If the child on an IEP moves into a new district, the new district responsible for providing a FAPE must provide the parents with written notification regarding use of public benefits or insurance and must obtain consent before accessing the child's or parent's public insurance.

If a district is proposing to access a parent's private insurance to cover any of the costs associated with the provision of special education and/or related services, the district must obtain parental consent each time the district proposes to access private insurance.

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CHAPTER 3: CHILD FIND

The Child Find system involves three basic components leading to the determination of whether a student has a disability and requires special education. The components are location, identification, and evaluation. This chapter describes location and identification activities. The evaluation process is covered in Chapter 4.

Section 1. District Responsibility

The district is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having disabilities, ages three (3) through the semester during which they turn twenty-one (21), who may need special education, regardless of the severity of the disabilities. The district is also responsible for coordinating with the Department of Health and Welfare (DHW) regarding the Child Find system for children ages birth through two (2) years. The district may appoint an individual to coordinate the development, revision, implementation, and documentation of the Child Find system.

The Child Find system shall include all students within the district's geographic boundaries including students who are:

1. enrolled in the district, however this would not include a student who is placed in that public school by another district;
2. enrolled in charter and alternative schools;
3. enrolled in homeschool;
4. enrolled in parentally placed private elementary and secondary schools (including religious schools) located in the district; including out-of-state parentally placed private school students with disabilities;
5. not enrolled in elementary or secondary school, including resident students ages three (3) through five (5);
6. advancing from grade to grade;
7. highly mobile students (such as migrant and homeless as defined by the McKinney Vento Homeless Act [see Glossary]); and
8. wards of the state.

Section 2. Locating Students

Locating students who may have disabilities involves coordinating with other agencies and promoting public awareness.

A. Coordination

For infants and toddlers, birth through two (2) years of age, Child Find is provided by the Idaho Infant/Toddler Program (ITP). Although lead responsibility for the ITP has been designated to the DHW, interagency agreements provide for collaboration and coordination. The district shall use local interagency agreements for efficient use of resources and ease of service accessibility for students and families.

B. Public Awareness

The district shall take and document the necessary steps to ensure that district staff and the general public are informed of the following:

1. the availability of special education services;
2. a student's right to a free appropriate public education (FAPE);
3. confidentiality protections; and
4. the referral process.

This information may be provided through a variety of methods such as distributing brochures or flyers, including information in school or district publications, disseminating articles and announcements to newspapers, arranging for radio and television messages and appearances, speaking at faculty meetings or district in-services, and making presentations.

Section 3. Identification

The identification component of Child Find includes screening, early intervening through a problem-solving process, and referral to consider a special education evaluation. The procedural rights under the IDEA are afforded when the student is referred for a special education evaluation by the parent/adult student or the district.

A. Screening

Screening is an informal, although organized process, of identifying students who are not meeting or who may not be meeting Idaho Content Standards or Idaho Early Learning Guidelines (eGuidelines). A variety of methods may be used to screen students, including performance on statewide assessments, curriculum-based measures, daily work in the

classroom, teacher observations, hearing and vision screeners, developmental milestones, and/or kindergarten readiness measures.

Screening for instructional purposes is not an evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Although screening is an important part of the Child Find system, screening cannot be used to delay processing a referral to consider a special education evaluation where immediate action is warranted.

B. General Education Intervention (Comprehensive Early Intervening Services)

Under the Local Education Agency (LEA) funding option, early intervening services are services for K-12 students who need additional academic and behavioral support to succeed in the *general education environment*. When a school's screening process reveals that a student or groups of students are at risk of not meeting the Idaho Content Standards, the general education problem-solving team shall consider the students' need for "supported" instructional and/or behavioral interventions in order to help the students succeed. These interventions are referred to as early intervening services or general education interventions, accommodations, and strategies. It is important to remember that students who receive early intervening services are not currently identified as needing special education or related services and do not have a right to a free appropriate public education. Therefore, the IDEA procedural safeguards are not applicable at this time.

Districts shall implement comprehensive coordinated services and activities that involve providing educational and behavioral evaluations, services, and supports. These services may also include professional development for teachers and other staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and where appropriate, instruction on the use of adaptive and instructional software. Comprehensive Early Intervening Services (CEIS) should be based on whole-school approaches such as; the three-tiered model, scientifically based curriculum and instruction, positive behavior supports, and a response-to-intervention system.

If a district chooses to use up to 15% of IDEA Part B funds for CEIS for students in K-12 who are not currently identified as needing special education, but who need additional support in the general education environment, additional requirements may apply that will affect maintenance of effort. In addition, if IDEA Part B funds are used, the district must annually report to the Idaho Department of Education:

1. The number of children receiving CEIS; and

2. The number of children who received CEIS and subsequently received special education services during the preceding two year period.

If a district is found to have a significant disproportionate representation in special education, there are additional requirements for use of funds in CEIS. Please see Chapter 10 for more information on CEIS.

C. General Education Problem-Solving

1. Establishing a Problem-Solving Team

The district shall establish a problem-solving team and a process to plan accommodations and interventions in general education and to ensure that referrals to consider a special education evaluation are appropriate. Team membership is established by the school or the district and would likely involve general educators and administrators, and could include counselors, specialists, and special education personnel. While parent/adult student involvement is valuable and encouraged, the district is not required to include the parent/adult student on the team.

When problem-solving involves a child three to five (3-5) years of age, the team should seek input from family members, 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

Referrals to the problem-solving team may come from a variety of sources including parents, students, other family members, public or private school personnel, agencies, screening programs, or as a result of annual public notice.

Referrals may be made for a variety of reasons dealing with academic and behavioral concerns and may involve, but are not limited to, teaching strategies, material accommodations, social skills training, cooperative learning concepts, classroom organization, and scheduling.

3. Interventions

   a. Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team, unless the student's performance indicates an evaluation is warranted or a parent makes a request for a referral for a special education evaluation.

   b. Interventions shall be of sufficient scope and duration to determine the effects on the student's educational performance and should be clearly documented.

   c. Documentation of the success or failure of accommodations and interventions shall be reviewed and discussed by the problem-solving team.

4. Problem-Solving Team Decisions Following General Education Intervention

Based on a review of data and information presented by the referring party and others, the team has several decision options. In the case of a preschool student, data and information shall be gathered and reviewed from such settings as childcare programs, private preschools, Head Start Programs, or the home. Following an intervention, the problem-solving team shall review progress monitoring data from the intervention and other relevant information to determine what action is warranted. The team considers a variety of options, including whether to:

a. continue the general education intervention because the student is making adequate progress but needs more time to reach goals;

b. continue the intervention in a modified form;

c. explore services or programs outside of special education (such as Title I of the Elementary and Secondary Education Act, including English language programs; Section 504 accommodations; counseling); or

d. make a referral to consider a special education evaluation.

Although problem-solving activities are an important part of the system, they cannot be used to delay processing a referral for consideration of a special education evaluation where immediate action is warranted. Either a parent or a public agency may initiate a request for an initial evaluation. If a parent initiates a referral for a special education evaluation, the evaluation cannot be delayed or denied due to the child not completing the general education intervention process.

Section 4. Referral to Consider a Special Education Evaluation

A. Evaluation Team

The evaluation team is the group of people established by the IDEA that has the responsibility for making decisions regarding evaluation, assessments, and eligibility. The composition of the evaluation team will vary depending on the nature of the student's suspected disability and other relevant factors. The evaluation team shall include the same membership (although not necessarily the same individuals) as the IEP team and other professionals as needed to ensure that appropriate, informed decisions are made.

Unlike an IEP team, an evaluation team has the flexibility of conducting business with or without a meeting. The case manager can gather input from evaluation team members in a variety of ways. The parent/adult student shall be included in the evaluation team and shall be given the opportunity to indicate whether he or she wishes the team to hold a meeting with all members attending.

B. Referral to Consider Special Education

The procedure for processing 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 primary factors 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 a copy of the *Procedural Safeguards Notice*. At the same time, the parent/adult student shall be afforded an opportunity to provide input regarding the need for and scope of the initial evaluation, including the opportunity to hold a meeting if desired.

4. The evaluation team (including the parent/adult student) reviews all available records, including family and health history, past school experiences, the results of general education interventions, and previous assessments and evaluations. The evaluation team shall decide what additional assessments, if any, are needed. This review and determination process can take place at a face-to-face meeting of the evaluation team or through an alternate format, unless the parent/adult student desires that a meeting be held.

    a. If the evaluation team determines that an evaluation is warranted, written notice shall be provided to the parent/adult student describing the proposed evaluation and written consent shall be obtained from the parent/adult student.

    b. If the evaluation team determines that an evaluation is not warranted at this time, the team should seek other avenues for services to meet the student's needs. The person initiating the referral, if other than the parent/adult student, may be informed as to why the evaluation is not being conducted. Written notice of the district's refusal to evaluate a student for special education services shall be provided to the parent/adult student when he or she makes a referral

for a special education evaluation and the district determines that the evaluation is not warranted.

Note: Districts are prohibited from requiring that a student obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation, or receiving services under the IDEA.

See Chapter 4 for more information on evaluation and eligibility.

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CHAPTER 4: EVALUATION AND ELIGIBILITY

Chapter 3 discusses Child Find procedures used to locate and identify students with suspected disabilities. This chapter contains the requirements for the special education evaluation and eligibility process, from referral to consider a special education evaluation through to the determination of eligibility. The Idaho Department of Education has provided State Eligibility Criteria for special education services for eligibility consistent with the IDEA for districts to use while determining eligibility.

Section 1. Evaluation Team

The evaluation team is a group of people outlined by IDEA 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 needed to ensure that appropriate and informed decisions are made. The specific composition of the evaluation team reviewing existing data will vary depending upon the nature of the student's suspected disability and other relevant factors. The parent/adult student is a member of the evaluation team and shall be provided an opportunity to provide input and participate in making team decisions. The evaluation team may conduct its review without a meeting unless the parent/adult student requests that a meeting be held.

Additional Membership Requirements**:**

The determination of whether a student suspected of having a *specific learning disability* shall be made by the student's parents and a team of qualified professionals, which shall include:

1. The student's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age;

2. A school psychologist; and

3. When considering oral expression and listening comprehension, a speech language pathologist is a required member who may collaborate with or replace the school psychologist as the professional required to conduct and interpret evaluative examinations.

Section 2. Purpose of an Evaluation

The purpose of the evaluation process is to determine the eligibility of a student for special education services. This pertains to both initial determination and three-year review of eligibility, or re-evaluation. It is also a process for gathering important information about a student's strengths and service needs. An evaluation process shall include a variety of

assessment tools and strategies to gather relevant functional, developmental, 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. The terms are defined as follows:

1. Evaluation refers to procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

2. Assessment is integral to the evaluation process and includes the formal and informal processes of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. A test is one method of obtaining credible information. 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

The district shall conduct a full, comprehensive, and individual initial evaluation before special education and related services are provided to a student suspected of having a disability. A parent or a public agency may initiate a request for an initial evaluation to determine eligibility.

To be eligible for services under the IDEA, a student must have a disability that:

1. meets the State eligibility criteria;

2. adversely affects educational performance; and

3. results in the need for specially designed instruction and related services.

In addition, the information from the evaluation can be used to consider the following:

1. the nature and extent of special education and related services needed by the student in order to participate and progress in the general education curriculum or curriculum aligned to the Idaho Content Standards, or the Idaho Early Learning Guidelines (eGuidelines); and

2. the least restrictive environment (LRE) for the student.

The above information also pertains to evaluations for determining Part B eligibility for children transitioning from the Infant/Toddler Program (ITP).

Section 3. Written Notice and Consent for Assessment

Written notice shall be provided and informed consent shall be obtained before assessments are administered to a student as part of an evaluation.

A. Written Notice Requirements

Written notice shall be provided to the parent/adult student within a reasonable time before the district proposes to initiate the evaluation or 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 shall take steps to ensure the following:

1. the notice is translated orally or by other means in the native language or other mode of communication;

2. the parent/adult student understands the content of the notice; and

3. there is written evidence that the above two requirements have been met.

The written notice shall include the following:

1. a description of the evaluation or reevaluation proposed or refused by the district;

2. an explanation of why the district proposes to evaluate or reevaluate the student;

3. a description of any other options the district considered and the reasons why those options were rejected;

4. a description of each assessment procedure, test, record, or report that the district used as a basis for the proposed or refused evaluation or reevaluation;

5. a description of any other factors relevant to the evaluation or reevaluation;

6. a statement that the parent/adult student has special education rights and how to obtain a copy of the *Procedural Safeguards Notice* (Note: If this is the initial evaluation, the parents should get a copy of the procedural safeguards with the initial notice of the

referral to consider a special education evaluation process); and

7. sources for parents to contact in obtaining assistance in understanding the *Procedural Safeguards Notice.*

Written notice shall be provided to the parent/adult student within a reasonable time in the following instances:

1. to conduct any additional assessments and review initial information as part of the initial evaluation or reevaluation;

2. to explain refusal to initiate assessment; and

3. when the evaluation team determines that additional assessments are not required

See Chapter 11 for more information on written notice.

B. Consent Requirements

1. Definition of Consent. Consent means that the parent/adult student:

    a. has been fully informed in his or her native language or other mode of communication of all information relevant to the assessment for which consent is sought;

    b. understands and agrees in writing (as indicated by signature) to the activities described; and

    c. understands that granting of consent is voluntary and may be revoked in writing at any time *before* the assessment is completed. However, once the assessment has been completed, revocation of consent cannot be used to 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 conducts an initial of the student to determine if he or she qualifies as a child with a disability, whether or not the team determines that new assessment is necessary;

    b. Parental consent for initial evaluation should not be construed as consent for initial provision of special education and related services;

    c. The school district shall make reasonable documented efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child has a disability and to identify the educational needs of the child. If a

parent refuses consent, the district does not violate its obligation to provide FAPE if it declines to pursue the evaluation. If the parent does not provide consent, the district may offer an Idaho Department of Education facilitated meeting, mediation, or request a due process hearing to challenge the decision.

d. If the child is a ward of the State and is not residing with the child's parent, the district is not required to obtain informed consent from the parent for an initial evaluation to determine eligibility if:

   1) despite reasonable efforts to do so, the district cannot locate the parent;

   2) the rights of the parents of the child have been terminated in accordance with Idaho law; or

   3) the rights of the parent to make educational decisions have been subrogated by a judge in accordance with Idaho law and consent for initial evaluation has been given by an individual appointed by the judge to represent the child.

e. If a district is using any data gathered during general education interventions for a student suspected of being a student with a disability, and that data may be used for a later eligibility determination, the district shall promptly request consent to evaluate the student.

C. Consent for Reevaluation

1. Written consent shall be sought for reevaluation that requires new assessments. Reevaluation consisting solely of review of existing data does not require written consent. This includes a review of the student's educational files/records.

2. Informed parental consent for a reevaluation need not be obtained if the public agency can demonstrate through documentation that it made reasonable efforts to obtain consent and the child's parent has failed to respond.

D. When Consent Is Not Required

Parental consent is *not* required for:

1. the review of existing data as part of an evaluation or reevaluation;

2. the administration of a test or other assessment that is administered to all students, unless consent is required of parents of all students;

3. teacher or related service provider observations, ongoing classroom evaluations, or criterion-referenced tests that are used to determine the student's progress toward achieving goals on the IEP; and

4. screening by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation, which may include group or individual curriculum-based or norm-referenced measures.

E. Refusing Consent or Failure to Respond to a Request for Consent

1. The parent/adult student can refuse consent for assessment(s).

2. For an initial evaluation, if consent is refused or the parent/adult student fails to respond, the student cannot be assessed. However, the district may request 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 is appropriate and there is no appeal, then the student may be assessed. However, the district does not violate its obligations to provide FAPE if it declines to pursue the evaluation. Consent for the initial evaluation shall not be construed as consent for the initial provision of special education services should the student be deemed eligible.

3. If a parent of a child who is homeschooled or placed in a private school by the parents at their own expense does not provide consent for initial evaluation or reevaluation, or the parent fails to respond to a request to provide consent, the district may not use Idaho Department of Education mediation or due process procedures in order to gain consent and the district is not required to consider the child eligible for services.

Note: A district shall not use a parent's refusal for consent to one service or activity to deny the parent or student any other service, benefit, or activity.

See Chapter 11 for more information on consent and reasonable efforts.

F. Timeline

The time between receiving written consent for initial assessment and eligibility determination cannot exceed sixty (60) calendar days, except in unusual circumstances, listed below. The time between eligibility determination and the development and implementation of the IEP cannot exceed thirty (30) calendar days. For children transferring from ITP, eligibility shall be determined and an IEP developed by the child's third birthday. If a child turns three during the summer, is eligible for special education, and the child 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, all parties may agree in writing to an extension of the sixty (60) day period for the purpose of initial assessment. These circumstances may include the following:

1. The child enrolls in a school in another school district after the sixty (60) day timeline

begins and prior to the determination by the child's eligibility in the previous school district. If the new school district is making sufficient progress in determining eligibility, the parent and district may agree to a different timeline.

2. The parent repeatedly fails or refuses to produce the student for an evaluation after the district has made reasonable efforts to schedule an evaluation.

Section 4. Information from Other Agencies or Districts

Consent for release of information shall be received before the district seeks to obtain information about the student from other agencies, unless otherwise authorized by law. Upon receipt of consent, the case manager will send an authorization to exchange confidential information 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 shall be retained in the student's confidential file. Sources of this additional information may include records from health and social service agencies, private preschool programs, legal service agencies, and non-school professionals such as physicians, social workers, and psychologists.

Federal laws and regulations do not require consent for the district to:

1. request information from other districts that the student has attended; or

2. send information to other districts in which the student intends to enroll.

Section 5. Evaluation and Eligibility Determination Procedures

A. Areas to Assess

The student shall be assessed in all areas related to the suspected disability, which includes areas such as functional, behavioral, developmental, and academic skills needed to participate and progress in the general education curriculum. If needed, qualified personnel shall conduct 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. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), appropriate transition assessments shall be conducted.

Evaluation teams shall be especially mindful of cultural and linguistic differences during the evaluation and eligibility process. Caution is advised in the selection of informal or formal

assessments that are nonbiased, administration of assessments, interpretation, and application of outcomes in order to appropriately identify culturally or linguistically diverse students for special education services.

B. Determination of Needed Initial or Reevaluation Data

As part of an initial evaluation or reevaluation, the evaluation team shall review existing evaluation data regarding the student including:

1. assessments and information provided by the parent/adult student concerning the student;
2. current classroom-based assessments and observations, and/or data regarding the student's response to scientific research-based interventions;
3. observations by teachers and related service providers; and
4. results from statewide and district wide testing.

Based on that review, and input from the parent/adult student, the evaluation team will decide on a case-by-case basis what additional data, if any, are needed to determine:

1. whether the student meets eligibility criteria for special education;
2. the student's present levels of academic and functional performance, including academic achievement and related developmental needs of the student;
3. whether the student needs specially designed instruction; or
4. whether any additions to the special education and related services are needed to enable the student to:
    a. meet the measurable annual goals set out in the student's IEP; and
    b. be involved in and progress in the general education curriculum (for preschool students, to participate in age-appropriate activities).

If the evaluation team determines additional assessments are not required for the purpose of determining whether the student meets eligibility criteria during an initial evaluation or a reevaluation, the district shall provide written notice to the parent/adult student of the decision and the reasons for that decision. In the case of an initial evaluation, written consent to conduct an initial evaluation for special education must be obtained. The parent/adult student shall also be informed of his or her right to request assessments to determine eligibility and to determine the child's educational needs. The district will provide written notice if a parental request for additional assessment is denied.

C. Assessment Procedures and Instruments

The district shall ensure the evaluation or reevaluation meets the following requirements:

1. The child shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, motor abilities, and transition needs.

2. Assessments and other materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis.

3. Assessments and other materials shall be provided and administered in the student's native language, and in the form most likely to yield accurate information on what the student knows and can do academically, 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 language, 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.

D. Eligibility Determination

1. Upon completion of the student's initial evaluation or reevaluation, the evaluation team will consider the findings and determine whether the student meets or continues to meet eligibility criteria found in Section 7 of this chapter. The evaluation team will draw upon information from a variety of sources, such as norm-referenced, standardized tests, parent/adult student input, teacher input, physical condition, social or cultural background, adaptive behavior, behavioral performance, and functional assessments to interpret evaluation data and determine eligibility.

2. Special Rule for Eligibility Determination

A student cannot be identified as a student with a disability if the primary reason for such a decision is:

a. lack of appropriate instruction in reading, including the essential components of

reading instruction as defined by the Elementary and Secondary Education Act—phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies;

b. lack of appropriate instruction in math; or

c. Limited English Proficiency.

3. Related Services

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, 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.

E. The Eligibility Report

The evaluation team shall prepare an Eligibility Report and provide a copy of the report to the parent/adult student.

The Eligibility Report shall include:

1. names and positions of all evaluation team members;

2. information regarding the student's need for specially designed instruction (special education and related services);

3. confirmation and supporting data that the disability is not primarily due to lack of appropriate instruction in reading, including the essential components of reading — phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies, or math;

4. information about how the student's disability adversely affects his or her educational performance;

5. all data on the student as required in the State eligibility criteria for the area of suspected disability;

6. confirmation and supporting data that the student's learning difficulties are not primarily due to Limited English Proficiency;

7. the date of the eligibility determination;

8. the name and position of all those administering assessments; and

9. in the case of Specific Learning Disability eligibility determination, certification in writing that the report reflects each member's conclusions (agreement), and in the case of team member disagreement with the conclusions, a written statement shall be attached to the eligibility report presenting the dissenting team member's conclusions.

Section 6. Reevaluation and Continuing Eligibility

A. Reevaluation Requirements

The district shall ensure that an individual reevaluation of each student with a disability is conducted in accordance with all the required evaluation procedures outlined in this chapter.

A reevaluation:

1. shall occur at least once every three (3) years. The evaluation team shall complete the reevaluation consideration process and form to determine whether new assessment(s) are needed for the reevaluation; and

    a. The evaluation team may agree that new assessment is 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,

2. a reevaluation is not required more than once per year unless the parent/adult student and the district agree otherwise. If the parent makes a request within the year and the district does not agree, the district shall send written notice of refusal.

The district shall ensure a reevaluation is conducted more frequently than every three (3) years if:

1. it is determined that the education or related service needs, including academic achievement and functional performance, of the student warrants a reevaluation; or

2. if the parent/adult student or the student's teacher requests a reevaluation.

B. Reevaluation Prior to Discontinuation

1. The district shall conduct a reevaluation of a student with a disability before the team determines that the student is no longer eligible for special education.

2. Reevaluation is not required in the following two circumstances:

    a. before the termination of a child's eligibility due to graduation, if the student meets comparable academic requirements that are equally as rigorous as those required of nondisabled students and the student meets state standard for graduation;

    b. the student has reached the end of the semester in which he or she turns twenty-one (21) years of age.

Note: Although a reevaluation is not required in these two cases, the district shall provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her post secondary goals.

C. Informing the Parent/Adult Student

Before the reevaluation is due, contact shall be made with the parent/adult student informing him or her that:

~~1.~~ the reevaluation will be conducted

2. whether new assessments are required for the reevaluation with appropriate written notice and/or written consent based on this decision; and

3. 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 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 form. See Section 5 of this chapter for more information regarding the determination of needed data.

1. No New Assessment 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 shall provide written notice to the parent/adult student of his or her right to request further assessment.

b. If the parent/adult student requests new or additional assessment to determine whether the student continues meet criteria for special education services under the IDEA, then the district shall conduct the assessment.

c. If the parent/adult student requests an additional assessment for reasons other than eligibility, such as admission to college, then the district shall consider the request and provide written notice of its decision.

2. New Assessments Needed

Based on recommendations from the evaluation team, the district will seek consent to administer the needed assessments and provide the parent/adult student with written notice regarding proposed assessments. If the parent/adult student fails to respond after the district has taken reasonable measures to obtain consent for assessments as part of a reevaluation, the district may proceed with the assessments. The district shall maintain documentation of its measures to seek consent. See section 3B of this chapter for a definition of reasonable measures.

If the parent/adult student denies consent to reassess, new assessment cannot be conducted. However, the district may request 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.

E. Eligibility Report for Reevaluations

The evaluation team will consider evaluation findings and determine whether the student continues to meet criteria for special education services.

The evaluation team shall prepare an Eligibility Report detailing how review of existing data demonstrates that the student continues to meet eligibility requirements even if no new assessments were conducted. The report shall address each required eligibility component and include results of previous assessments if they are being used to determine eligibility. Refer to Section 5 of this chapter for eligibility requirements.

Section 7. State Eligibility Criteria

The district shall use the eligibility criteria and assessment procedures set forth by the Idaho Department of Education for determining eligibility for special education. This section contains a definition and the eligibility criteria for each specific disability that shall be used to determine whether an individual qualifies as a student with a disability in need of special education.

All disabilities except Developmental Delay (DD) are applicable for students three (3) through twenty-one (21) years of age. Only students ages three (3) through nine (9) can be identified in the Developmental Delay (DD) category. Use of the DD category is optional for the district. If the district elects to use the DD category, it applies only to students from age three (3) up until their tenth (10th) birthday, in addition to the criteria outlined in this chapter.

A. Three-Prong Test of Eligibility

To demonstrate eligibility for special education services all three of the following criteria shall be met and documented. This is often called the three-prong test for eligibility.

The Eligibility Report shall document each of the following three criteria:

1. the student has a disability according to the established State eligibility criteria;
2. the student's disability adversely affects educational performance; and
3. the student needs specially designed instruction.

Meets State Eligibility Requirements: The state eligibility requirements for specific disabilities are listed in this chapter.

Adverse Impact: A determination made by the evaluation team that the student's progress is impeded by the disability to the extent that the student's educational performance measures significantly and consistently below the level of similar age peers preventing the student from benefiting from general education. Educational performance refers to the student's performance in academic achievement, developmental, behavioral, communication, and or functional skills. The phrases "adverse impact" and "adverse effect" are used interchangeably in this Manual and have the same meaning.

Needs Specially Designed Instruction: Special education is specially designed instruction, provided at no cost to the parents, to meet the unique needs of a student with a disability. Specially designed instruction means adapted, as appropriate to meet the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the child to the general curriculum so that he or she can meet Idaho Content Standards that apply to all students.

B. Disability Categories

1. Autism Spectrum Disorder

Definition: An Autism Spectrum Disorder is a developmental disability, generally evident in the early developmental period, significantly affecting verbal or nonverbal communication and social interaction, and adversely affecting educational performance.

a. Persistent deficits in social communication and social interaction across multiple contexts, currently or by history:

b. Symptoms must be present in the early developmental period but may not become fully manifest until social demands exceed limited capacities~~,~~ or may be masked by learned strategies in later life.

c. Other characteristics often associated with autism include, but are not limited to, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and hyper- or hypo-reactivity to sensory input.

d. Characteristics vary from mild to severe as well as in the number of symptoms present and are not primarily the result of intellectual disability, developmental delay, or an emotional behavioral disorder.

State Eligibility Criteria for Autism: An evaluation team will determine that a student is eligible for special education services as a student with autism when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;

b. The student has a developmental disability, generally evident in the early developmental period that significantly affects social communication and social interaction;

c. The student must meet the disability definition (above) of an autism spectrum disorder as determined by an evaluation team to include a school psychologist and a speech-language pathologist. A team must consider a private evaluation or diagnosis provided by a parent from a psychiatrist, a physician or a licensed psychologist as meeting the definition of autism spectrum disorder;

d. The student's disability adversely affects educational performance;

e. The student needs specially designed instruction

2. Intellectual Disability

Definition: Intellectual Disability is defined as significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period, and adversely affect the student's educational performance.

State Eligibility Criteria for Intellectual Disability: An evaluation team will determine that a student is eligible for special education services as a student with an intellectual disability when

all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has a full-scale intelligence standard score (IQ) at or below 70, plus or minus the standard error of measurement at the 95 percent confidence level of the test being used, based on an assessment by a licensed psychologist or certified school psychologist using an individually administered intelligence test.

c. The student exhibits concurrent deficits in adaptive functioning unexpected for his or her age in at least two of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, or safety. Concurrent deficits means 2 SD below the mean plus or minus the standard error of measurement at the 95 percent confidence level.

    i. 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 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 2 standard deviations below the mean as measured by a norm-referenced assessment of adaptive skills.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction.

Caution is advised when assessing students with cultural and language 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.

3. Deaf-Blindness

Definition: A student with deaf-blindness demonstrates both hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be appropriately educated with special education services designed solely for students with deafness or blindness.

State Eligibility Criteria for Deaf-Blindness: An evaluation team will determine that a student is eligible for special education services as a student with deaf-blindness when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated with special education services designed solely for students with deafness or blindness.

c. The student is diagnosed by an optometrist or ophthalmologist for vision loss and by an otologist, audiologist, or physician for hearing loss to make a final diagnosis as deaf-blindness.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction.

4. Deaf or Hard of Hearing

Definition: Deaf or Hard of Hearing means a child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance.

State Eligibility Criteria for Deaf or Hard of Hearing: An evaluation team will determine that a student is eligible for special education services as a student who is deaf or hard of hearing when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits a hearing loss that hinders his or her ability to access, comprehend, and/or use linguistic information through hearing, with or without amplification.

c. The student has been diagnosed by an audiologist as having a hearing loss.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction.

5. Developmental Delay

Definition: The term developmental delay may be used only for students ages three (3) until their tenth (10th) birthday who 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 perceptual discrimination, memory, reasoning, pre-academic/academic skills, and conceptual development;

b. physical development – includes coordination of the large and/or small muscles of the body (e.g., gross, fine, and perceptual motor skills);

c. communication development – includes expressive and/or receptive communication abilities, verbal and/or nonverbal;

d. social or emotional development – includes meaningful social interactions with adults and/or other children as well as those involved in emotional/behavioral regulation; and/or

e. adaptive development – includes 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 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 has developmental and/or learning problems that are not primarily the result of limited English proficiency, cultural difference, environmental disadvantage, or economic disadvantage.

d. The student meets either of the following two criteria, in one or more of the broad developmental areas listed below.

1) Criteria:

i. The student functions at least 2.0 standard deviations below the mean in one broad developmental area (30 percent delay in age equivalency, or functions at or below the 2nd percentile).

ii. The student functions at least 1.5 standard deviations below the mean in two or more broad developmental areas (25 percent delay in age equivalency, or functions at or below the 7th percentile).

2) Broad Developmental Areas:

~~i.~~ Cognitive development;

ii. Physical development;

iii. Communication development

iv. Social or emotional development; and/or

v. Adaptive development.

e. The student's disability adversely affects educational performance.

f. 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.

b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

c. inappropriate types of behavior or feelings under normal circumstances;

d. a general pervasive mood of unhappiness or depression;

e. a tendency to develop physical symptoms or fears associated with personal or school problems; or

f. Schizophrenia.

The term *does not* include students who are socially maladjusted unless it is determined they have an emotional 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 exhibiting characteristics consistent with the criteria (a-f in this section) by one or more of the following: school psychologist, licensed psychologist, psychiatrist, physician, or certified social worker.

c. The student has been observed exhibiting one or more of the six (6) behavioral or emotional characteristics listed in the definition of emotional behavioral disorder.

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 disability adversely affects educational performance in the area(s) of academics, peer and teacher interaction, participation in class activities, and/or classroom conduct.

f. The student needs specially designed instruction.

7. Other Health Impairment (OHI)

Definition: A student classified as having Other Health Impairment exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. These health problems may include, but are not limited to, asthma, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia,

nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, and stroke to such a degree that it adversely affects the student's educational performance.

A student with ADD/ADHD may also be eligible under another category (generally specific learning disability or emotional behavioral disorder) if he or she meets the criteria for that other category and needs special education and related services. All students with a diagnosis of ADD/ADHD are not necessarily eligible to receive special education under the IDEA, just as all students who have one of the other conditions listed under other health impairment are not necessarily eligible, unless it is determined to adversely affect educational performance and require specially designed instruction.

State Eligibility Criteria for Other Health Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an Other Health Impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits limited strength, vitality, or alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems.

c. The student has been diagnosed by a physician with a condition consistent with an Other Health Impairment described above. In the case of ADD/ADHD, an educational determination may be provided by a school psychologist. Diagnosis from a licensed psychologist or other diagnostician must be considered by the evaluation team.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction.

8. Specific Learning Disability

Definition: Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

IDEA recognizes dyslexia as a type of SLD 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 child has a Specific Learning Disability, the 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.

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 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:

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.

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 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, 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 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 learning.

*Provide evidence for items 1 and 2. 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.
    i. 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:
        1. Aimline;
        2. Trendline;
        3. Decision points;
        4. The student's rate of improvement; and
        5. National or local norms describing expected performance for grade level peers.
    ii. 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 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 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 specially designed instruction.

9. Multiple Disabilities

Definition: Multiple disabilities are two or more co-existing, severe impairments, one of which is an intellectual disability, such as intellectual disability/blindness, intellectual disability/orthopedic, etc. Students with multiple disabilities exhibit impairments that are life long, significantly interfere with independent functioning, and necessitate environmental accommodations or adaptations to enable the student to participate in school and society. The term does not include deaf-blindness.

State Eligibility Criteria for Multiple Disabilities: An evaluation team will determine that a student is eligible for special education services as a student with multiple disabilities when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student meets eligibility criteria for severe concomitant impairments, one of which is an intellectual disability, and the combination of which causes such significant educational problems that the student cannot be accommodated by special education services designed solely for one of the disabilities.

c. The student meets State eligibility criteria as outlined for each disability category.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction.

10. Orthopedic Impairment

Definition: Orthopedic impairment means a severe physical limitation that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (clubfoot, or absence of an appendage), an impairment caused by disease (poliomyelitis, bone tuberculosis, etc.), or an impairment from other causes (cerebral palsy, amputations, and fractures or burns that cause contracture).

State Eligibility Criteria for Orthopedic Impairment: An evaluation team will determine that a student is eligible for special education services as a student with an orthopedic impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student exhibits a severe orthopedic impairment. The term includes congenital anomalies, impairments caused by disease, and impairments from other causes that are so severe as to require special education services.

c. The student has documentation of the condition by a physician or other qualified professional.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction.

11. Speech or Language Impairment: Language

Definition: A language impairment exists when there is a disorder or delay in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems. The impairment may involve any one or a combination of the following:

a. the form of language (morphological and syntactic systems);

b. the content of language (semantic systems); and/or

c. the function of language in communication (pragmatic systems).

A language disorder does not exist when language differences are due to non-standard English or regional dialect or when the evaluator cannot rule out environmental, cultural, or economic disadvantage as primary factors causing the impairment. The evaluation team is encouraged to ask if a hearing screening has been completed. Also note, a student can be considered as having a Language Impairment if the criteria for Deaf or Hard of Hearing have not been met.

State Eligibility Criteria for Language Impairment: An evaluation team will determine that a

student is eligible for special education and related services as a student who has a language impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. At least two procedures, at least one of which yields a standard score, are used to assess receptive language and/or expressive language.

c. The student has attained scores on a standardized measure that are 1.5 standard deviations or more below the mean, or at or below the 7th percentile, in either receptive or expressive language.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

Caution is advised when evaluating a student whose native language is other than English. The acquisition of the English language is not to be mistaken as a language impairment.

12. Speech or Language Impairment: Speech

The term speech impairment includes articulation/phonology disorders, voice disorders, or fluency disorders that adversely impact a child's educational performance. The following eligibility criteria and minimum assessment procedures have been established for all three types of speech impairments.

a. Articulation/Phonology Disorder

Definition: Articulation is the ability to speak distinctly and connectedly. Articulation disorders are incorrect productions of speech sounds including omissions, distortions, substitutions, and/or additions that may interfere with intelligibility. Phonology is the process used in our language that has common elements (sound patterns) that affect different sounds. Phonology disorders are errors involving phonemes, sound patterns, and the rules governing their combinations.

1) An articulation/phonology disorder exists when:

   i. the disorder is exhibited by omissions, distortions, substitutions, or additions;

   ii. the articulation interferes with communication and calls attention to itself; and

   iii. the disorder adversely affects educational or developmental

performance.

2) An articulation/phonology disorder does not exist when:

   i. errors are temporary in nature or are due to temporary conditions such as dental changes;

   ii. differences are due to culture, bilingualism or dialect, or from being non-English speaking; or

   iii. there are delays in developing the ability to articulate only the most difficult blends of sound or consonants within the broad range for the student's age.

State Eligibility Criteria for Articulation/Phonology Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has an articulation/phonology disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) At least two procedures are used to assess the student, one of which yields a standard score.

3) The student must have a score that is at least 1.5 standard deviations below the mean, or at or below the 7th percentile, on a standardized articulation/phonological assessment, or the speech impairment is judged as moderate on the standardized measure for students ages three (3) through twenty-one (21) years.

4) The student's disability adversely affects educational performance.

5) The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

b. Fluency Disorder

Definition: A fluency disorder consists of stoppages in the flow of speech that 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.

1) A fluency disorder exists when an abnormal rate of speaking, speech, interruptions, repetitions, prolongations, blockages of airflow and/or voicing interferes with effective communication.

2) A fluency disorder does not exist when developmental dysfluencies are part of normal speech development and do not interfere with educational or developmental performance.

State Eligibility Criteria for Fluency Disorder: An evaluation team will determine that an individual is eligible for special education and related services as a student who has a fluency disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) The student has a fluency rating of moderate or severe on the Fluency Communication Rating Scale for student's age three (3) through twenty-one (21) years. See the documents and resources provided on the Idaho Department of Education website under chapter four for the Fluency Communication Rating Scale.

6) The student's disability adversely affects educational performance.

7) The student needs specially designed instruction. (Speech/language therapy can be a special education service 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.

8) A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:

   i. interfere with communication;

   ii. draw unfavorable attention to the speaker;

   iii. adversely affect the speaker or listener; or

   iv. are inappropriate to the age and gender of the speaker.

9) A voice disorder does not exist when the vocal characteristics of quality, pitch, intensity, or resonance:

   i. are the result of temporary physical factors such as allergies,

colds, or abnormal tonsils or adenoids;

ii. are the result of regional dialectic or cultural differences or economic disadvantage; or

iii. do not interfere with educational or developmental performance.

State Eligibility Criteria for Voice Disorder: An evaluation team will determine that a student is eligible for special education and related services as a student who has a voice disorder (speech impairment) when all of the following criteria are met:

1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

2) The student has a voice production rating of moderate or severe on the Voice Rating Scale for students aged three (3) through twenty-one (21) years. See the documents and resources provided on the Idaho Department of Education website under chapter four for the Voice Rating Scale.

3) An ear, nose, and throat (ENT) physician's (otorhinolaryngologist) statement documents that voice therapy is not contraindicated.

4) The student's disability adversely affects educational performance.

5) The student needs specially designed instruction. (Speech/language therapy can be a special education or a related service.)

See the documents and resources provided on the Idaho Department of Education website under 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.

13. Traumatic Brain Injury (TBI)

Definition: Traumatic brain injury refers to an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

State Eligibility Criteria for Traumatic Brain Injury: An evaluation team will determine that a student is eligible for special education services as a student who has a traumatic brain injury when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both.

c. The student has documentation of a traumatic brain injury.

d. The student's disability adversely affects educational performance.

e. The student needs specially designed instruction.

14. Visual Impairment Including Blindness

Definition: Visual impairment refers to an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. Partial sight refers to the ability to use vision as one channel of learning if educational materials are adapted. Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.

State Eligibility Criteria for Visual Impairment: An evaluation team will determine that a student is eligible for special education services as a student with blindness or a visual impairment when all of the following criteria are met:

a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

b. The student has documentation of blindness or a visual impairment, 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 – visual acuity better than 20/200 but worse than 20/70 in the better eye with the best possible correction at distance and/or near, or visual field restriction of 70 degree or less but better than 20 degrees in the better eye;
iii. Eye condition – including oculomotor apraxia, cortical visual impairment, convergence insufficiency, or other condition;
iv. Progressive loss of vision which may affect a student's educational performance in the future;

v. Functional vision loss where acuity or visual field alone may not meet the criteria above.

c. The student's disability, even with correction, adversely affects educational performance.

d. 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 criteria; 2) the disability adversely affects the student's educational performance; and 3) the student requires specially designed instruction.

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability including instruction conducted in the classroom, the home, hospitals, institutions, and other settings. The definition of special education also includes the following: instruction in physical education, speech/language pathology, travel training, and vocational education.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from his or her disability and to ensure access to the general 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 documents the specially designed instruction and related services. The IEP is the product of team collaboration among a parent/adult student, district personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services to meet those needs.

In developing each student's IEP, the IEP team shall consider:

1) the strengths of the student;
2) the concerns of the parents for enhancing the education of their child;
3) 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.

Section 1. IEP Initiation

A. Purpose of 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 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 IEP team members should come prepared to discuss specific information about the student's unique circumstances and the type of services to be provided to address the student's unique circumstances.

The meeting format should 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 for the student to have access to, participate in, and make progress in the general education curriculum. Placement decisions shall be considered *after* the special education services are determined and shall not be the determining factor in developing the IEP content.

Informal or unscheduled conversations involving district personnel on various issues (e.g., teaching methodology, lesson plans, or coordination of service provisions) are not considered a meeting as long as no decisions are made regarding issues addressed on the student's IEP. A meeting does not include preparatory activities in which district personnel engage to develop a proposal or a response to a parent/adult student proposal that will be discussed at a later meeting.

B. Team Decision Making

The IEP team meeting serves as a communication 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 consent 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.

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. If there is lack of consensus among school personnel, then the district representative on the IEP team shall make the decision and provide written notice to the parent/adult student. The parent/adult student should be made aware of the procedures in Section 2J of this chapter, "Parent/Adult Student Objection to the IEP" and their procedural safeguards, including due process rights.

C. When IEP Team Meetings Are Held

An IEP team meeting shall be held for one or more of the following reasons:

1. to develop an IEP within thirty (30) calendar days of determination that the student is eligible for special education and related services;

2. to complete an annual review of the IEP, no 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;

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) 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 district refuses to hold one);

6. to review behavioral intervention strategies and/or develop a behavioral plan as part of the IEP;

7. to address the IDEA discipline requirements (see Chapter 12); and/or

8. to review the results of any reevaluation or independent educational evaluation (IEE).

NOTE: Under the IDEA, an IEP team meeting may not be required to amend the IEP (see IEP Amendments).

D. IEP Team Members and Roles

The IEP team is a group of individuals responsible for developing, reviewing, or revising an IEP for a student with a disability.

Role	Description
Parent of the student or Adult Student if rights have transferred	The term "parent" refers to a biological or adoptive parent, foster parent, a judicially decreed guardian (does not include State agency personnel if the student is a ward of the state), a person acting in place of a parent, or a surrogate parent who has been appointed by the district. The term "acting in place of a biological or adoptive parent" includes persons such as a grandparent, stepparent, or other relative with whom the student lives, as well as persons who are legally responsible for a student's welfare. A foster parent may act as a parent if the natural parent's authority to make educational decisions on behalf of his or her child has been terminated by law. A foster parent shall be an individual who is willing to make educational decisions required of a parent~~,~~ and has no interest that would conflict with the interests of the student. If more than the biological or adoptive parents meet the definition of parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree or order identifies a

Role	Description
	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 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 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, or community preschool teacher, if that person meets State and/or national licensing standards.
Individual who can	This person may be someone who participated in the evaluation of

Role	Description
interpret implications of evaluation results	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 written 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 written 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 attend 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.

NOTE: The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation results may be excused from an IEP team meeting, in whole or in part, if the parent/adult student and district agree in writing. If the meeting deals with the excused member's areas of the curriculum and/or services, he or she shall provide written input to the IEP team prior to the meeting. Written input shall include substantive data (e.g., interpreting assessment findings, providing meaningful guidance to the team, regarding the purpose of the meeting, reflecting on general education curriculum). If a district representative is excused, a staff member in attendance shall have the authority to bind the district to the decisions of the team.

E. The General Educator's Role in IEP Development

If a student is or may be participating in the general education curriculum or environment, not less than one of the student's general education teachers shall participate in developing the IEP, to the extent appropriate. 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, and supports for school personnel in the general education classroom.

F. Invitation to IEP Team Meetings

To the extent possible, the district should encourage the consolidation of all team meetings, including meetings that may involve eligibility, reevaluation, and IEP development.

The district shall meet the requirements outlined below.

1. Schedule the meeting at a place and time mutually agreed upon by the parent/adult student and the district.

2. Invite the parent/adult student and the secondary transition age student, if applicable, to the meeting early enough to ensure that he or she can attend. The district shall keep a record of this invitation. The invitation shall include the following:

    a. the purpose(s), time, and location of the meeting;

    b. who will attend the meeting, by role;

    c. information regarding the parent's/adult student's right to bring other people to the meeting and invite a Part C representative, if appropriate; and

d. notification that post-secondary goals and transition services will be discussed, as applicable.

The invitation should clarify the parent's/adult student's (or secondary transition age student's) role on the team and request that he or she come prepared to discuss the unique needs and characteristics of the student, the types of services needed, and the goals that would support the success of those services.

3. Invite the student, if appropriate or required, to attend and participate in his or her IEP team meeting. If the student is a minor, the parent shall make the decision regarding the student's attendance. If one purpose of the meeting is to consider transition but the student does not attend, the district shall take other steps to ensure that the student's preferences and interests are considered.

4. The invitation may be written or oral. In either case, the district shall document that all the required components noted in item 2 above were included in the invitation. In addition, the parent/adult student shall be given a physical copy of the *Procedural Safeguards Notice* at least annually, preferably at the annual review, unless the parent requests additional copies.

5. 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.

6. The district shall take appropriate action to ensure that a parent/adult student understands the proceedings at an IEP team meeting, including arranging for an interpreter for a parent/adult student who has hearing loss or whose native language is other than English.

7. The IEP team may meet without the parent/adult student if he or she cannot attend the meeting or cannot be convinced to attend the meeting. However, the district shall document its attempts to arrange a mutually agreed upon time and place for the meeting. Documentation could include records of telephone calls or conversations, copies of correspondence sent to the parent/adult student and any responses received, and/or detailed records of any visits made to the parent's/adult student's residence. If a meeting is held without the parent/adult student, the district shall offer and document alternative methods, such as conference calls, to gain his or her participation in the development of the IEP.

Alternatives to physical meetings, such as video and telephone conferencing, may take the place of physical IEP team meetings if the parent/adult student and district agree.

Section 2. IEP Development

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 include:

    a. How a school-age student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

    b. For preschool students, PLAAFP should describe how the disability affects the student's participation 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 levels of academic achievement 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 achievement and functional performance;

    c. The statement shall provide baseline data for goal development;

    d. The statement shall reference Idaho Content Standards, Idaho Workplace Skills for Career Readiness Standards, Idaho Extended Content Standards, or Idaho Early Learning Guidelines (eGuidelines), as applicable;

    e. The statement shall include the student's strengths and needs;

    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 statement, developed from the baseline data, describing what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.

b. Goals are written to enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.

c. A goal shall be appropriately challenging given the circumstances of the student and include the behavior, the performance criteria, and the evaluation procedure.

4. Objectives and benchmarks are required for students taking 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, the optimization of that device's functioning (e.g., mapping), or maintenance of that device. The district is responsible to appropriately monitor and check devices to make sure the devices are functioning properly. This responsibility applies to devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school.

THIRD PARTY PAYERS: Consent from the parents/adult student is required when the district bills Medicaid or the parent's insurance for services provided. See Chapter 11 for details.

F. Supplementary Aids, Services, and Other IEP Considerations

Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support for school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, and travel training services deemed appropriate by the IEP team and shall be provided whether or not the district currently has these services in place.

The description of services in the IEP shall:

1. Identify the program accommodations and supplementary aids to be provided to the student in the areas of need.

2. List the specific services that will meet the unique needs of the student, allowing him or her to advance appropriately toward attaining the annual goals, and:

    a. be involved in and make progress in the general education curriculum;

    b. participate in extracurricular and other nonacademic activities; and

    c. be educated and participate with other students with disabilities and with students without disabilities to the maximum extent appropriate.

NOTE: The public agency shall ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

3. State the projected starting date and expected duration of the services, 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 requirements or course expectations.

Adaptations are changes in educational expectations for the student with a disability compared to peers without disabilities. These adaptations include actual changes in the general education curriculum and instruction or the use of an alternative or supplemental curriculum. Adaptations include strategies such as reading aloud the reading portion of a test, using spell/grammar check for language arts assessments, and substituting out-of-level testing. Adaptations fundamentally alter requirements and may invalidate assessment results or provide non-comparable results. Examples include fewer concepts to be mastered, different test questions, and material at a different reading level.

Whenever the IEP team determines that accommodations and/or adaptations are needed to ensure academic progress, these shall be indicated in the IEP. Any accommodations and/or

adaptations required in physical education, vocational education, and 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 accessible (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 or are otherwise substantially involved in the major life functions of a student with a disability.

c. The district shall ensure that the hearing technology worn by students who are deaf or hard-of-hearing in school are functioning properly.

d. The district is responsible for 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 child, including breathing, nutrition, or operation of other bodily functions, while the child is at school or being transported to and from school.

4. Extended School Year Services

The district shall provide extended school year (ESY) services for students with disabilities who qualify for such services. The ESY programs for eligible students shall meet the requirements of FAPE. The student's educational program is based on individual needs and is not determined by what programs are readily available within the district. The student cannot be required to fail or to go for an entire school year without ESY services, simply to prove a need. The IEP team shall consider the following in the development and provision of an ESY program:

a. The term "extended school year services" means special education and/or related services that are provided beyond the regular school year:

1) to a student with a disability;

2) in accordance with the student's IEP; and

3) at no cost to the parent/adult student.

The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and academics. The ESY services for special education students provide a different focus from general summer school programs.

b. The ESY services shall be considered in light of the totality of the circumstances, including the following:

1) Emerging skill: Few, if any, gains are made during the regular school year. A skill is in the process of emerging, and the IEP team believes that with ESY services the student would make reasonable gains; or

2) Regression-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 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 the IEP.

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 for him or her to benefit from special education. The student's individual needs concerning his or her education are the main considerations in determining services—this includes transportation services.

The IEP team shall consider how the student's disability affects his or her need for transportation, including determining whether the student's disability prevents the student from using the same transportation provided to students without disabilities, or from getting to school in the same manner as students without disabilities. This includes transporting a preschool-age student to the site at which the district provides special education and related services to the student, if that site is different from the site at which the student receives other preschool or day-care services.

When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation.

Transportation needs may include, but are not limited to, the following:

a. travel to and from school and between schools to access special education;

b. travel in and around school buildings;

c. specialized equipment including lifts and ramps, if required to provide special transportation; or

d. other services that support the student's use of transportation, such as:

1) special assistance (e.g., an aide on the bus and/or assistance getting on

and off the bus);

2) safety restraints, wheelchair restraints, and/or child safety seats;

3) accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and/or altering the bus route);

4) training for the bus driver regarding the student's disability or special health-related needs; or

5) attending non-academic and extracurricular activities, if required by the IEP.

6. Special Considerations

As appropriate, the IEP team shall consider the following in the development of 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 IEP team shall consider the communication needs of the student. In the case of the student who is deaf or hard of hearing, the IEP team shall consider the language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level, and his or her full range of needs including opportunities for direct instruction in the student's language and communication mode.

G. Statewide and Districtwide Achievement Testing

Section 1111(b)(2) of the Every Student Succeeds Act (ESSA) 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 disabilities, in lieu of the general education assessment, with or without supports and accommodations. Participation in AAs 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 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 disability.

a) 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 adaptive skills significantly below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55).

i. This reference to an IQ typically below 55 is not intended to be a hard cut score, but to provide IEP teams with guidance.

ii. In circumstances when an IQ cannot be obtained, the IEP team may use a preponderance of evidence to determine if a student has a significant cognitive disability (See eligibility criteria for Intellectual Disability in Chapter 4 of this manual).

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 focused on adaptive skills 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 Learner (EL) 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 Idaho Department of Education 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 prior written consent of the parent or student who has reached the 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 3. IEP Reviews

A. Annual Reviews

Each student's IEP shall be reviewed at least annually by the IEP team, once every year (365 days). Meetings may be held any time throughout the school year, as long as the IEP is reviewed annually and is in effect at the beginning of each school year. Either at or after the annual review, written notice that the new IEP changes will be implemented shall be provided to the parent/adult student.

The IEP review includes the following purposes:

1. to determine whether the student's annual goals have been achieved;

2. to revise the IEP if there is any lack of expected progress toward annual goals and in the general education curriculum, where appropriate;

3. to determine whether any additional assessments are necessary and to address the results of those conducted;

4. to address information about the student provided to, or by, the parent/adult student;
5. to address the student's anticipated needs;
6. to monitor the continuing eligibility of the student based on an evaluation or review of a variety of data, which may include formal or informal assessment, progress toward IEP goals and, when applicable, objectives and benchmarks;
7. to write a new IEP; and
8. to consider a reevaluation to determine if a student is no longer eligible and special education services should be discontinued.

B. IEP Amendments

In making changes to a student's IEP after the annual IEP team meeting for a school year, the parent/adult student and the district may agree in writing not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend the student's current IEP. The parent/adult student will be provided with a revised copy of the IEP with the amendments incorporated. The annual review date remains the date of the original IEP.

If the parent/adult student believes that the student is not progressing satisfactorily or that there is a problem with the current IEP, he or she may request an IEP team meeting. The district shall grant any reasonable request for such a meeting. If the district refuses to convene an IEP team meeting requested by the parent/adult student, the district shall provide written notice to the parent/adult student, including an explanation of why the district has determined the meeting is unnecessary.

If any other member of the IEP team feels that the student's placement or IEP services are not appropriate, that team member may request an IEP team meeting.

Each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing any portion of the amended IEP shall have access to the amendment and be informed of his or her specific responsibilities.

Section 4. IEPs for Transfer Students

Idaho Administrative Procedures Act [IDAPA 08.02.03.109.04(f)] requires the new (receiving) district to request a copy of the eligibility documentation and most current IEP within two (2) school days. Within five (5) school days of receiving this information, the new district shall determine if it will adopt the existing eligibility documentation and IEP. If eligibility documentation is not received within a reasonable time period, is expired, or is insufficient to demonstrate eligibility for special education in Idaho, written consent for a reevaluation shall

be sought. During the reevaluation process, the district shall implement an interim IEP to provide services comparable to those provided in the student's most recent IEP. 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 Idaho with a current eligibility and IEP , the district shall presume eligibility and 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 the district adopts the previously held IEP or develops, adopts, and implements a new IEP or interim IEP. If eligibility documentation is expired, written consent for reevaluation shall be sought. During the reevaluation process, the district shall implement an interim IEP to provide services comparable to those provided in the student's most recent IEP. The receiving district shall request, as soon as possible, but no more than two (2) school days, the eligibility documents and the most current IEP from the sending district. Once the district has formally received a request for a student's record from another Idaho district, the district shall forward copies of the original documents as soon as possible, but within 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 or an interim 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 eligibility and IEP, the district shall provide the student with FAPE. This includes services comparable to those described in the current 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 interim IEP. If eligibility documentation is expired, written consent for reevaluation shall be sought. During the reevaluation process, the district shall implement an interim IEP to provide services comparable to those provided in the student's most recent IEP.

C. Transfer to an Out-of-State District

Within ten (10) school days of receiving a request from an out-of-state school district for copies of eligibility documentation and a transferring student's IEP, a district shall send the requested information to the receiving district.

Section 5. IEPs for Children from the Infant/Toddler Program

A. Interagency Agreement and Protocols

The school district, as the local lead agency for Part B, shall initiate the development of a signed interagency protocol with the regional Infant/Toddler Program (ITP) of the Department of Health and Welfare (DHW), the lead agency under Part C of the IDEA. The protocol shall be in accordance with the current state Interagency Agreement for Early Childhood Special Education Services and Early Intervention for Children Ages Two through Five.

The protocol will outline the obligations of each agency to ensure:

1. a smooth and effective transition of children served under Part C to early childhood special education services (ECSE) under Part B;

2. by the child's third birthday, eligibility for Part B services has been determined and an IEP or Individual Family Service Plan (IFSP) has been developed and implemented; and

3. each district and agency shall participate in transition planning conferences.

NOTE: A child, who turns three (3) after May 1, has been determined eligible for Part B services, and 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 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. establish a plan for facilitating the transition of the toddler with a disability to early childhood special education services;

4. provide the district with current IFSP, all addendums/outcomes to the most recent IFSP,

other progress reports, evaluations and assessments completed within the last six months; and

5. upon invitation, attend the initial IEP team meeting.

The school district has the responsibility to:

1. 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 provided in person, at a transition conference, or by mail);

2. attend and participate in the transition planning meeting;

3. determine eligibility and develop an IEP or IFSP prior to the child's third 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. developed according to the IEP procedures outlined in Section 2 of this chapter. If the district elects to use an IFSP, the district is required to implement only the educational components of the IFSP.

D. Consent and Notice Requirements

1. Notice Announcing Initial IEP Team Meeting: The district shall inform the parents of their rights to request the participation of ITP representatives at the initial IEP team meeting for children previously served by Part C.

2. Release of Information: The district shall obtain written parental consent for the release of information to obtain pertinent student records from non-educational agencies such as ITP, developmental disabilities agencies, medical providers, day-care centers, and Head Start.

3. Assessments: At the transition planning conference, if further assessments are necessary to determine eligibility, the student's present levels of academic achievement and functional performance, and goals or services on the IEP, informed consent to evaluate is required. (Parental consent for assessment under Part B is required even though the parent may have given consent earlier under Part C.) Otherwise, only written notice to inform the parent of the district's decision to use the current evaluation data, and not to conduct any further assessments, shall be provided to the parent. The parent shall also be informed of his or her right to request additional assessments.

4. Consent for Initial Provision of Special Education and Related Services: 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 6. Students with Disabilities in Adult Prisons

The following requirements apply for students with disabilities ages eighteen (18) to the semester when they turn twenty-one (21) who are convicted as adults under Idaho law and incarcerated in adult prisons:

1. A student identified as a student with a disability, who is eligible for special education, and who is convicted as an adult and incarcerated in an adult prison, is not subject to child find, but if already identified is entitled to FAPE until age twenty-one (21).

2. The student will not participate in statewide assessments.

3. Transition planning and services do not apply if the student will remain in prison beyond the semester of his or her twenty-first (21st) birthday.

The IEP team may revise the student's IEP and placement, regardless of the LRE requirements, if the state has demonstrated a bona fide security or other compelling penological interest that cannot be otherwise accommodated.

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CHAPTER 6: LEAST RESTRICTIVE ENVIRONMENT

The IDEA states that, to the maximum extent appropriate, all students with disabilities, three (3) to twenty-one (21) years of age, are to be educated with age-appropriate peers who are nondisabled. This is known as the least restrictive environment (LRE). The LRE is the appropriate balance of settings and services to meet the student's individual needs. The district shall have an array of services and a continuum of educational setting options available to meet the individual LRE needs of each student.

An appropriate LRE is one that enables the student to make reasonable gains toward goals identified in an individualized education program (IEP) while being educated with peers who are nondisabled to the maximum extent appropriate as determined by the IEP team on a case-by-case basis. The student's IEP shall indicate the LRE for the student and explain to what extent, if any, the student will or will not participate in the general education classroom environment, the general education curriculum, and extracurricular or other nonacademic activities. This provision includes students with disabilities placed in public or private institutions or other care facilities.

Special classes, separate schooling, and other removals of a student with a disability from the general education environment may occur only when the nature or severity of the disability is such that education in the general education environment, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Section 1. Least Restrictive Environment Considerations

A. When to Make and Review Placement Decisions

1. Placement decisions for a student with a disability are made following the determination of the individual needs, goals, and required services.

2. Placement decisions are revisited at least annually by the IEP team, which includes the parent/adult student and other persons who are knowledgeable about the student, the meaning of the evaluation data, and the placement options available.

3. Placement decisions are reconsidered, as appropriate, when an IEP team is convened to review a student's academic, functional, or developmental progress.

B. Considerations in Placement Decisions

LRE decisions are made, at least annually, individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

1. IEP Goals and Services: The student's goals and services are developed prior to the

determination of the services and settings. The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

2. Age-Appropriate Peers: Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education environment/curriculum.

3. School of Attendance: A student with a disability shall be educated in the school he or she would attend if not disabled, unless the IEP requires some other arrangement. In such case, the child's placement shall be based on the child's IEP and as close as possible to the child's home.

4. Harmful Effects: Consideration shall be given to any potential harmful effect on the student or on the quality of services the student needs.

5. Accommodations and/or Adaptations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education environment/curriculum.

6. Participation in Nonacademic and Extracurricular Services and Activities:

    a. A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.

    b. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

C. Documentation of Placement Decisions

If the student will not participate *entirely* in the general education classroom, curriculum, and/or nonacademic and extracurricular activities, the IEP shall include a written explanation justifying the IEP team's decisions including the consideration of supplementary aids and services. The district shall provide the parent/adult student with prior written notice whenever the IEP team proposes to change or refuses to change the educational placement of the student.

Section 2. District Responsibility for Continuum of Settings and Services

The continuum of settings includes instruction in general classes, special classes, special schools, home instruction and instruction in hospitals and institutions. In addition, the continuum makes provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs. Regardless of placement, the student shall be given appropriate access to the general education curriculum, as determined by the IEP team. The district shall be able to justify the available continuum of services and placement decisions for individual students.

All LRE considerations also apply to preschool students ages three (3) to five (5) years with disabilities who are entitled to receive a free appropriate public education (FAPE). Settings for implementing IEPs for students of legal kindergarten age are the same as for all other school-age students. Settings for implementing IEPs for preschool-age students may include public or private early childhood programs. Public schools that do not operate early childhood programs for preschool students without disabilities are not required to initiate such programs solely to satisfy LRE requirements. IEP teams in public schools that do not have an inclusive public preschool that can provide all the appropriate services and supports to meet the individual needs of preschool students with disabilities, shall explore alternative methods to ensure LRE requirements are met for preschool students ages three (3) to five (5) years, which may include:

1. providing opportunities for participation (even part-time) of preschool students with disabilities in public or private regular early childhood programs operated for preschool students without disabilities by other agencies, such as Head Start;

2. placing preschool students with disabilities in the following:

    a. private early childhood programs for preschool students *without* disabilities; or,

    b. private early childhood programs or other community-based early childhood settings that integrate students *with and without* disabilities; and,

3. locating classes for preschool students with disabilities in elementary schools.

See Chapter 11 for information regarding prior written notice requirements that apply to proposed or refused changes in educational placement.

Section 3. Federal Reporting of LRE

The IEP includes a section for reporting the educational environments required for the Federal Child Count (annual report of children served, collected on any date between October 1 and

December 1 of each year). This section is for reporting the amount of time the student spends in the general education environment, with or without special education and related services. After determining the LRE and the educational environments in which the student will receive their general education instruction and special education services, the IEP team will document the educational environment for federal reporting.

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CHAPTER 7: DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

Section 1. Discontinuation of Services

A. Students Who Are No Longer Entitled to Services

The district will follow appropriate procedures to discontinue special education services to students who are no longer entitled to those services.

1. Student No Longer Meets Eligibility Criteria

If it is suspected that a student no longer meets the eligibility criteria for special education, the evaluation team shall conduct a reevaluation and arrange to have new assessments conducted, if necessary. If the student is no longer eligible under the Idaho eligibility standards, the district will provide the parent/adult student with written notice of this decision prior to discontinuing special education services.

2. Student Completes Requirements for a High School Diploma

The district's obligation to provide special education services ends when the student meets the district and State requirements that apply to all students for receipt of a high school diploma without adaptations. Although this is considered a change of placement, a reevaluation is not required. Prior to graduation and the discontinuation of special education services the district shall:

a. provide the parent/adult student with written notice of the district's obligation to provide special education services ends when the student has met the Idaho High School Graduation and such applicable district requirements; and

b. provide the parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

3. Student Reaches Maximum Age

For students who have not yet met the Idaho High School graduation and such district's graduation requirements, the district's obligation to provide special education services ends at the completion of the semester in which the student turns twenty-one (21) years of age. This is considered a change of placement that does not require a reevaluation. If a student is turning twenty-one (21), the district shall:

a. provide the parent/adult student with written notice the district's obligation to

provide special education services ends at the completion of the semester in which the student turns twenty-one (21) years of age; and,

b. provide the parent/adult student written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

B. Change in District Obligation to Provide Services

Under certain circumstances, a student may continue to be eligible for special education services, but the district's obligation to provide services changes.

1. Transfer to Another District

When a student is no longer a legal resident of the district, the district will forward the student's special education records electronically or by mail within five (5) calendar days of the request from the new district. The records shall include, at least, the student's most recent individualized education program (IEP) and eligibility documentation. The sending district will retain copies or originals of the most recent five (5) years of programmatic and fiscal records, including IEPs and eligibility documentation. During an audit or monitoring this documentation may be needed to demonstrate that the student was eligible for special education and received special education services from the district. Note: Districts are required to maintain Medicaid-related records for six (6) years. See Chapter 11 for more information.

2. Enrollment in Private School or Receives Homeschooling

When a parent/adult student withdraws a student from public school and enrolls him or her in a private school or provides homeschooling, the district's responsibilities vary depending on the circumstances. See Chapters 2 and 9 for more information.

3. Dropouts

When a student drops out of school, written notice will be sent to the parent/adult student and a copy of the notice will be placed in the student's special education confidential file. If the student reenrolls and is still eligible for special education, the previous IEP can be implemented if it is current and appropriate. A reevaluation shall be conducted, and a new IEP shall be developed if needed.

C. Parent/Adult Student Revokes Consent for Special Education Services

When a parent/adult student revokes consent for special education services in writing, prior written notice shall be provided specifying when the special education and related services will cease. Note: A parent/adult student has the right to revoke consent for IEP services in their entirety, not service by service. The written notice shall include a statement indicating the

district stands ready, willing, and able to provide FAPE should the student remain eligible for special education services.

Section 2. Graduation

Graduation means meeting district and State requirements for receipt of a high school diploma. If a student is not granted a high school diploma or if the high school diploma is granted based on completion of adapted graduation requirements, the student is entitled to receive a free appropriate public education (FAPE) through the semester in which he or she turns twenty-one (21) years of age or determined no longer eligible as a result of a reevaluation. A General Education Development (GED) certificate does not meet the Idaho Content Standards and district requirements that are comparable to a 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.

A. Individualized Education Program (IEP) Team Requirements Regarding Graduation

1. Determine whether the student will meet all state and local requirements to be eligible to graduate from high school and anticipated graduation date.

2. Develop the course of study. The course of study should be developed in collaboration with any state-required student learning plan, when applicable.

3. Beginning no later than the end of the student's ninth (9th) grade, review annually the student's course of study, identify and make changes to the course of study needed for the student to meet graduation requirements.

4. Document any accommodations and adaptations made to the district's and State's regular graduation requirements on the student's behalf.

    a. Graduation Requirements with Accommodations

Accommodations to graduation requirements are determined by the IEP team and are deemed necessary for the student to complete graduation requirements. Further:

1) Accommodations to graduation requirements must specifically address completion of the student's secondary program.

2) Accommodations will maintain the same level of rigor to the district and State graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student's mastery of 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 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 his or her secondary program through meeting graduation requirements or criteria established on his or her IEP will be afforded the same opportunity to participate in graduation ceremonies, senior class trips, etc., as students without disabilities. Participation in a graduation ceremony does not mean that the student will receive a high school diploma or indicate the completion of a secondary program.

Section 3. Transcripts and Diplomas

A. Transcript

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.

2. Adapted course work may be noted on the transcript if the parent/adult student is informed in advance and the designation is not discriminatory or identify the student as having a disability or receiving special education.

3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

B. Diploma

1. 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. This includes students who meet the graduation requirements with accommodations and/or adaptations.

2. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities in the same graduating class.

Section 4. Grades, Class Ranking, and Honor Roll

Grades earned by students with disabilities will not be categorically disregarded or excluded from district wide grade point average (GPA) standing. The district may establish objective criteria for class rankings, honors, etc., that weight courses according to degree of difficulty or exclude non-core courses so long as such practices are nondiscriminatory.

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CHAPTER 8: CHARTER SCHOOLS

Federal law requires that students with disabilities be offered educational choices comparable to those offered to students without disabilities. One of these choices is the opportunity to attend a public charter school. Each public charter school, whether a charter school within a district or a charter school LEA (Local Education Agency), shares in the obligation to accept and appropriately serve students with disabilities under the IDEA in the same manner as any other public school.

The LEA charter school board of directors/trustees is required to adopt and ensure that the LEA implements this Manual.

Section 1. Definition and Parent/Student Rights

A. Definition of Charter Schools

In Idaho, a charter school is a public school authorized by Section 33-5203, Idaho Code. A charter school operates as a nonprofit, publicly funded, nonsectarian school in one of three ways:

1. as a school within a district, if authorized by the local board of trustees of a school district (LEA);
2. as a school authorized by the district, but operating as a separate LEA; or
3. as its own LEA, if authorized by the Idaho Public Charter School Commission or a college or university.

A charter school is bound by the conditions of its charter and all applicable state and federal law.

B. The Rights of Charter School Students and Their Parents

A charter school student is a public school student. Students with disabilities who attend charter schools, and their parents, have all of the same rights granted to students who attend other public schools. These rights are provided under the IDEA; the Elementary and Secondary Education Act (ESEA); the Every Student Succeeds Act (ESSA); Section 504 of the Rehabilitation Act (Section 504); the Americans with Disabilities Act (ADA); and the Family Education Rights and Privacy Act (FERPA). Idaho law specifically states that charter schools cannot discriminate against any student on any basis prohibited by federal or state constitutions or any federal, state or local law.

1. Charter schools must have open enrollment that includes:

a. giving all students an equal opportunity to attend;

b. being open and accessible to all students, including students with disabilities; and

c. admitting students on the basis of a lottery if more students apply for admission than can be accommodated.

2. A charter school shall not adopt an admission standard, policy or procedure that would have the effect of prohibiting or discouraging a student with a disability from enrolling or attending, or have the effect of prohibiting or discouraging a parent of a student with a disability from enrolling his or her child in the charter school by:

   a. establishing an examination or other academic criteria for admission;

   b. requiring any activity in which the school is unwilling to accommodate or adapt their curriculum or academic standards to meet the needs of the student with a disability; and/or

   c. requiring any activity in which the school suggests implicitly or explicitly that another school district would be a better placement or more capable of providing special education services or delivering education instruction (commonly referred to as "counseling out").

3. A charter school must provide every student with a disability a Free and Appropriate Public Education (FAPE), which shall include appropriate special education services starting the first day of school or upon the first day the student enrolls and begins attending school.

Under Idaho state law, the charter of an authorized charter school outlines specific mission statements, policies and procedures, and the manner by which special education services will be provided.

Section 2. Responsibility for Services

A. **Charter School Authorized by the District and Not an LEA** (See definition in Section 1.A.1)

The district is ultimately responsible to ensure that the requirements of the IDEA are met with respect to students attending charter schools authorized by the district. A charter school's compliance with the IDEA, Part B, is required regardless of whether the charter school receives any Part B funds.

1. To ensure that a charter school authorized by the district meets the IDEA requirements,

the district shall ensure services to students with disabilities attending the charter schools are provided in the same manner as the district serves students with disabilities in its other schools, including providing supplementary and related services at the charter school to the same extent to which the district has a policy or practice of providing such services to its other public schools.

2. The district shall have information on file with the Idaho Department of Education that demonstrates students with disabilities who attend charter schools authorized by the district will receive special education and related services from either the district or the charter school (or a combination of both).

3. The district will ensure that its charter schools participate in all monitoring activities conducted by the Idaho Department of Education.

4. The district shall provide Part B funds and comparable services to the charter school within the district on the same basis as it provides such funds to other public schools within the district.

B. Charter School Operating as an LEA (See definition in Section 1.A.2)

Charter schools authorized by the Idaho Public Charter School Commission are automatically LEAs. A charter school LEA, whether virtual or brick-and-mortar or a combination thereof, has an obligation to accept and appropriately serve students with disabilities and is solely responsible to ensure that the requirements of the IDEA are met with respect to students enrolled. Compliance with the IDEA, Part B, is required regardless of whether the public charter school receives any Part B funds. A charter school LEA shall participate fully in all monitoring activities conducted by the Idaho Department of Education.

Section 3. Charter Schools and Dual Enrollment

Under Section 33-203, 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 district shall allow public charter school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a 504 plan, if needed.

Public charter school students may not dually enroll solely for special education services. The

Board of Directors/Trustees of the public charter school and the traditional school district shall adopt procedures governing dual enrollment.

For detailed requirements and responsibilities governing dual enrollment of charter school students, see Section 33-203, Idaho Code.

Section 4- New Charter Verification

In the first year of operation, all newly established charter schools shall undergo an on-site special education verification process to ensure the establishment of essential components within their special education program. Designated personnel from the Idaho Department of Education will extend support to the charter in fulfilling the requirements of the new charter verification process which shall encompass the following:

1. timely completion of the new charter verification form; and,
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; and,
3. a site visit from the Idaho Department of Education.

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 Idaho Department of Education will make apportionment payments (from state general funds) to each charter school based on attendance figures. The Idaho Department of Education will pay state funds directly to charter schools using the funding formula described in state law. A charter school may also be eligible for the following funds:

1. state funds for special education students who live in licensed group, foster, or personal care services homes under the provision of Section 33-1002B, Idaho Code;

2. district-to-agency contract funds under a provision of Section 33-2004, Idaho Code;

3. funds to serve high numbers of students with emotional behavioral disorder under Section 33-2005, Idaho Code; and

4. state enhancement funding sources.

B. Federal Funds

The Idaho Department of Education disburses federal flow-through funds to all authorized local education agencies (LEAs).

1. Charter School as Part of a District (not an independent LEA)

The district provides funds under Part B to those charter schools that are part of the district on the same basis as the district provides funds and comparable services to the other public schools. This includes proportional distribution based on relative enrollment of students with disabilities. This distribution is made at the same time as the district distributes funds to their other public schools and must be consistent with Idaho's charter school law. The individual school's approved charter will identify whether the district will provide funding or services of comparable value.

a. The amount of funds or comparable services will generally be equal to the per student amount the district is allocated from the 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 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.

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, 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 but before the first Friday in February, 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, the charter school will be allocated funds in the following school year based on the following school year's Child Count.

c. For school districts that have authorized a virtual charter school and the charter school's students are enrolled in the district but live outside district boundaries and receive education outside the district, the 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 Idaho Department of Education will determine the statewide average per-student allocation.

3) The Idaho Department of Education will add to the district's base allocation an amount equal to the statewide average per-student allocation times the number of students with disabilities enrolled in and determined to be eligible for and receiving special education services.

2. Charter School Operating as an LEA

Public charter schools that are LEA's are responsible for adopting and implementing approved policies and procedures for special education and providing an assurance that funds will be used in accordance with Part B allowable uses.

a. Under 34 CFR § 76.792, the Idaho Department of Education will allocate funds to eligible charter school LEAs. In order to obtain funding the first year of operations, the LEA will submit an estimated opening enrollment and low-income population to the Idaho Department of Education to be used towards an

initial allocation. To qualify under Section 33-5207(7), Idaho Code, and § 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 district 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 LEAs will be allocated Part B funds in the same manner as all school districts – in accordance with the federally prescribed funding formula for the distribution of flow through funds. The funding formula that the state is required to use in calculating these subawards is outlined in 34 CFR §300.705.

c. 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) The LEA submits its estimated enrollment and low-income data according to section 2a.

3) The charter LEA then shall complete the Part B application documents. These include:

i. Assurances, checklist, and Policies and Procedures Adoption

ii. Maintenance of Effort Assurance

iii. IDEA Part B Budget Form

4) 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 begin drawing down the IDEA Part B funds for special education purposes.

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CHAPTER 9: PRIVATE SCHOOL STUDENTS

Note: For the purposes of this Manual, the term "private school student" is the same as a "nonpublic school student." A homeschool student is not considered a private school student. A student who is enrolled in a virtual public school is not considered a homeschooled student for the duration that they attend that virtual public school.

The IDEA and IDAPA include the following:

- statutory and regulatory language, which states that students who are voluntarily enrolled in private schools are not entitled to all of the same services, including the right to a free appropriate public education (FAPE), as public school students;
- district responsibilities for special education students under Idaho's dual enrollment law; and
- the legal requirements that come into play when a parent unilaterally enrolls his or her child in a private school and asks the district for reimbursement of these costs.

Section 1. Definitions of Private School Placements

In order to describe the district's responsibilities for serving private school students, it is helpful to distinguish three separate ways that students are placed in private schools. These are defined by who enrolls or places the student in a private school and why.

A. Definition of Voluntary Enrollment by a Parent

A parent may choose to enroll his or her child in a private school for a variety of personal reasons, such as to obtain a religious education, to attend a school with a particular philosophy or curriculum, or because the parent is dissatisfied with the services offered or provided by the district. This is considered a voluntary enrollment. See Section 2 and Section 4 of this chapter for district responsibilities. Note: The IDEA distinguishes between for profit and nonprofit private schools. If a student is placed in a for profit private school by their parents the service plan provisions do not apply.

B. Definition of District Placement

At times, the district may place a student in a private school or facility to fulfill its obligation to provide FAPE. These placements are always made by an individualized education program (IEP) team in accordance with the requirements of Section 3 of this chapter.

C. Definition of Unilateral Placement by Parents when FAPE is an Issue

A parent may enroll a student in a private school or provide services from a private provider at parental expense. The parent may initiate a due process hearing to seek reimbursement for the costs associated with the placement from the district. All students who are placed by a parent when FAPE is an issue are also voluntarily enrolled in a private school. Specific information regarding a parent's request for reimbursement of costs of student enrollment in a private school in this situation is included in Section 5 of this chapter.

Section 2. Students Voluntarily Enrolled by Parents

A. District Consultation with Private School Representatives (may be done in coordination with Title 1 requirements for consultation)

To ensure timely and meaningful consultation a district will consult with private nonprofit elementary and secondary school representatives and representatives of parents of parentally placed private school students with disabilities during the design and development of special education and related services for the students. The consultation process shall include:

1. Child Find: The Child Find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process.

2. Proportionate Share of Funds: The determination of the proportionate amount of federal special education funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated. Refer to Section 2G of this chapter for information regarding the calculation of the proportionate share of funds.

3. Determination of Special Education and Related Services: Given the amount of funds to be dedicated by the district, the discussion will include the consideration of how, where, and by whom special education and related services will be provided for parentally placed private school students with disabilities, including:

    a. types of services, including direct services and alternate service delivery mechanisms;

    b. how such services will be apportioned if funds are insufficient to serve all students;

    c. how and when these decisions will be made; and

    d. how the provided services will be evaluated.

4. Ongoing Communication: Clarify how the private school and district will operate throughout the school year to ensure that parentally placed private school students with disabilities identified through the Child Find process can meaningfully participate in special education and related services. Annual consultation is not required to make these decisions. The district determines the period between consultations based on changing circumstances within the district, such as significant changes in the total amount of funds to be expended and/or the number and location of private school students with disabilities.

5. Written Affirmation: When timely and meaningful consultation has occurred:

    a. the district will obtain a written affirmation signed by the representatives of participating private schools;

    b. if the representatives do not provide the affirmation within a reasonable period of time the district will forward the documentation of the consultation process to the Idaho Department of Education.

6. District Decisions: Following consultation with the private school representatives, the district will make final decisions concerning items a-d addressed above in number 3.

7. Written Explanation by the District Regarding Services: If the district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

B. Compliance with Consultation Process

1. General Compliance: A private school official has the right to submit a complaint to the Idaho Department of Education that the district:

    a. did not engage in consultation that was meaningful and timely; or

    b. did not give due consideration to the views of the private school official.

2. Procedure for Complaint

    a. If the private school official wishes to submit a complaint, the official will provide the basis of the complaint to the Idaho Department of Education consistent with the procedures provided in Chapter 13.

    b. In response the district will forward the appropriate documentation to the Idaho Department of Education.

c. The Idaho Department of Education will render a written decision determining whether the district complied with the consultation process requirements and provide the decision to the district and private school official.

d. If the private school official is dissatisfied with the decision of the Idaho Department of Education, the official may submit a complaint to the Secretary of the US Department of Education by providing the basis of the complaint against the district to the Secretary, and the Idaho Department of Education will forward the appropriate documentation to the Secretary.

C. Child Find Requirements

The district shall have an ongoing Child Find system to locate, identify, and evaluate all students with disabilities ages three (3) through twenty-one (21) who are educated within the district's geographic boundaries. This includes students who have been placed by a parent in a private nonprofit elementary or secondary school (including a religious school) located in the district regardless of the student's state or local residency. Note: Parents can also ask the district of residence (assuming it is different than the district where the private school is located) to evaluate their student. Both districts would have Child Find responsibilities and cannot share information between the districts without written parental consent. The district of residence would have Child Find responsibilities for students placed in for-profit schools and for children aged three (3) to five (5).

The Child Find process will be designed to encompass the following:

1. The Child Find process will ensure the equitable participation of parentally-placed private and homeschool students with disabilities.

2. Child Find activities for private school students will be similar to Child Find activities for public school students, which include the evaluation process within the same timelines.

3. The district will consult with private school representatives and representatives of parents who place their children in private schools regarding the Child Find procedures.

Note: The cost of Child Find is not counted toward the pro-rated proportionate share that the district must spend on services.

D. Annual Count of Eligible Students

The district shall conduct an annual count of eligible students and report to the Idaho Department of Education the number of private school children evaluated, the number found eligible and the number who are provided with special education services. Students aged three (3) to five (5) must have their special education services identified on an IEP or a Services Plan. This count will be used to determine the amount of funds the district shall expend providing special education and related services to private school students in the next school year (see

Section 2E). The district will consult with representatives of private school students to determine how to conduct the count.

E. Provision of Services

Provision of services applies to all eligible students who attend non-profit private elementary and secondary schools within the district's geographical boundaries regardless of where they reside. Parentally placed private school students with disabilities do not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. Services offered to parentally placed private school students are determined through the district and private school consultation process.

1. District Responsibilities

    a. Private school students with disabilities may receive a different amount of services than public students with disabilities; they are not entitled to every service or the amount of service that they would receive if enrolled in public school. This means that it is possible for a private school student to receive only a related service or piece of equipment.

    b. Special education and related services provided to parentally-placed private school students with disabilities, including materials and equipment, will be secular, neutral and non-ideological.

    c. The district is required to offer FAPE to private school students who reside in their district, including when the student attends a private school outside of the district boundaries. Unless the parent makes clear their intention to keep their child in the private school, the district of residence must develop an IEP.

    d. Services may be provided at a public school building or another agreed upon site (including parochial schools to the extent consistent with the law) determined by the district in consultation with appropriate representatives of private school students.

    e. Services provided to private school students with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools.

2. Eligibility for Services

If an evaluation team determines that a student needs special education and related services:

    a. The district of residence must develop an IEP and make an offer of FAPE for the student who is parentally placed in private school unless the parent makes clear an intent not to consider public school enrollment. The district has no obligation

to implement that IEP unless the student enrolls in the public school.

b. If the parent chooses not to enroll the student in the district of residence and designated funds are available in the district in which the private school is located, a meeting will be held to develop a Services Plan (SP). The meeting will include a representative of the private school to develop a SP. The SP is developed by the same members that would constitute the IEP team.

c. Any services the district provides to a private school student shall be in accordance with a SP.

3. Services Plan (SP) Development

The SP shall describe the specific special education and related services that will be provided to the student in light of the determinations that have been made by the district. To the extent appropriate, the district shall initiate and conduct meetings to develop, review, and revise SPs in accordance with the following requirements:

a. Given the services that the district has elected to provide to private school students, the SP must meet the requirements of the IEP to the extent appropriate (see Chapter 5). The SP excludes sections pertaining to:

1) extended school year (ESY) services;

2) participation in statewide and district wide assessments;

3) placement determination (least restrictive environment);

4) Child Count federal report settings; and

5) elements that, although typical for an IEP, would be inappropriate given the services the district has elected to provide.

b. An SP shall be in effect at the beginning of each school year and accessible to each person responsible for its implementation.

c. Meetings shall be held to review and revise SPs at least annually to address any lack of student progress toward goals and in the general education curriculum.

d. The SP team members include the same members as an IEP team. The district will ensure that a representative of the private school attends these meetings or participates by some other means.

e. A parent shall be invited to SP meetings at a mutually agreed upon date and time. The invitation must indicate the purpose, time, and location of the meeting. The parent shall be informed that he or she may bring other persons

knowledgeable about the student to the meeting. A copy of the SP will be given to the parent.

f. The team developing the SP will consider the student's strengths and results of the most recent evaluations. The private school general education teacher should participate in the development, review, and revision of the SP.

g. If necessary for a private school student to benefit from or participate in the services the district has elected to provide, the district shall provide transportation from the student's school or home to the site where services will be provided. The district shall take the student back to either the private school or the home, depending on the timing of the services. In this sense, transportation is not a related service but a means of making the services offered accessible. Transportation costs may be included in the district's expenditure requirement. The district is not required to transport the student from home to the private school.

F. Dispute Resolution

Due process hearings are available to parents of private school students only on the issue of Child Find and evaluation. Parents may challenge decisions regarding the provision of services by filing a state complaint with the 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 to dedicate at least a proportionate share of funds received under Part B to provide services for parentally-placed students with disabilities who attend private schools within the boundaries of the district, regardless of their place of residence. To determine this proportionate amount, the district shall first determine the number of these private school students through the Child Find activities developed in the consultation process with private school representatives.

The number of parentally-placed private school students is divided by the total (public and private) number of students with disabilities in the district to arrive at the percentage of private school students with disabilities. This percentage is then applied to the total funding received by the district under Part B grants Section 611 (ages three (3) to twenty-one (21) and Section 619 (ages three (3) to five (5) to determine the district's obligation.

Example for the XYZ School District:

a. The number of parentally placed private school children within the district on December 1, 2017: **10**

b. The number of public school children with disabilities on December 1, 2017: **90**

c. Percentage of private school children with disabilities: A divided by A+B = **10%**

d. Total Part B funds allocated for school year 2017-2018: **$150,000**

e. Amount the district shall spend on providing special education and related services to parentally placed private school students in 2017-2018: C x D = **$15,000**

1. State and local funds may supplement but may not supplant the proportionate amount of federal funds required to be expended for parentally placed private school children with disabilities.

2. The costs of private school consultations and of carrying out Child Find activities may not be paid from the proportionate share of funds.

3. The cost of any special education or related service, such as direct service, consultation, equipment, materials, or transportation may be used to determine that the district has satisfied its expenditure requirement for private school students with disabilities.

4. If all proportionate funds set aside for private school students in a given fiscal year are not expended in that year they shall be carried forward into the next year for the purpose of providing equitable services.

H. Expenditure Guidelines

1. The district may place equipment and supplies that are purchased with Part B funds in a private school for a period of time needed for a program for eligible students with disabilities; however, the district shall:

    a. retain title and exercise continuing administrative control over all equipment and supplies;

    b. ensure that all equipment and supplies are used only for Part B purposes;

    c. ensure that all equipment and supplies can be removed without remodeling the private school; and

    d. remove equipment and supplies if necessary to prevent unauthorized use.

2. The district may use Part B funds to pay an employee of a private school to provide services to students with disabilities when the employee performs the services:

    a. outside of his or her regular hours of duty; and

    b. under public supervision and control.

3. Part B funds shall not be used to:

a. finance the existing level of instruction in the private school or otherwise benefit the private school;

b. meet the needs of the private school; or

c. meet the general needs of students enrolled in the private school.

4. Part B funds shall not be used for repairs, remodeling, or construction of private school facilities.

5. If it is possible for classes to include students enrolled in both public and private schools, then the classes must not be organized separately on the basis of school enrollment or religion.

6. The district shall not appropriate any funds to private schools controlled by any church, sectarian, or religious denomination.

Section 3. Students Placed by the District

When the district places a student with a disability in a private school or facility, as a means of providing special education services through the IEP team process, the district shall ensure the following:

1. All special education procedures and timelines are followed.

2. Special education and related services are provided in accordance with an IEP.

3. A representative of the private school or facility attends or participates in the meeting to develop the IEP. If the representative cannot attend other measures such as conference telephone calls will be used to ensure participation.

4. The responsibility for reviewing and revising IEPs remain with the district.

5. Services are provided at no cost to the parent, including reimbursement to the parent for transportation and other costs associated with participation at an IEP team meeting conducted in a geographical area outside the jurisdiction of the district.

6. The placement in the private school or facility is the least restrictive environment for that student.

7. The student is provided an education that meets state and district standards.

8. The student is afforded the same rights as students with disabilities who attend public schools.

9. The parent is afforded the same rights as parents of students attending public schools.

In accordance with federal and state law, the Idaho Department of Education shall approve special education programs in private schools and facilities. The district shall ensure a program is approved prior to placing a student in that school or facility.

At the discretion of the district, once a student with a disability enters a private school or facility, meetings to review and revise the IEP may be initiated and conducted by the private school or facility. If the private school conducts a meeting, the district shall ensure that the parent and a district representative are involved in and agree to any proposed changes in the IEP before the changes are implemented.

Section 4. Dual Enrollment of Private School Students by Parents

According to Section 33-203, Idaho Code, parents of private school students "shall be allowed to enroll the student in a public school for dual enrollment purposes." Private school students who are dually enrolled are considered to be nonpublic school students. The district shall allow private school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

1. enroll in general education courses under the same criteria and conditions as students without disabilities; and

2. receive accommodations in the general education courses for which they are enrolled on a Section 504 Plan, if needed.

Private school students may not dually enroll solely for special education and/or related services. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school.

The reporting of attendance for private school students in the district is allowed under dual enrollment. The Idaho Department of Education's Public School Finance Department's procedures will be followed to calculate the funding for dually enrolled students.

Dually enrolled private school students could also be eligible to receive services that have been agreed upon through the district and private school consultation process. These services would be delivered through a SP.

Section 5. Unilateral Placement of Student by Parents when FAPE is an Issue

A. General Provisions for Reimbursement to the Parent

1. The district is required to make FAPE available to all eligible students with disabilities. If parents do not access FAPE, then the district is required to make provisions for private school students to receive Part B services consistent with Section 2E of this chapter.

2. The district is not required to pay for costs of tuition, special education, or related services and associated costs at a private school or facility for a student who was unilaterally placed there by a parent if the district made FAPE available to the student in a timely manner. If a parent disagrees with the availability of FAPE and there is a question about financial responsibility, the parent may request a due process hearing.

3. If the parent of a student with a disability enrolls the student in a private elementary or secondary school, without the consent of the district, a court or hearing officer may order the district to reimburse the parent for the costs of unilaterally placing the student in a private school if the court or a hearing officer determines that:

    a. the district had not made FAPE available to the eligible student in a timely manner prior to the time the parent enrolled the student in the private school; and

    b. the parent's placement is appropriate.

4. A hearing officer may find a student's placement in a private school or facility by a parent appropriate even if the private school or facility does not meet state standards. A private school will be deemed appropriate if the parent demonstrates that the private placement provides educational instruction specially designed to meet the unique needs of the child with a disability, supported by such services as are necessary to permit the child to benefit from that instruction.

B. Denial or Reduction of Reimbursement to the Parent

A court or hearing officer may reduce or deny reimbursement to a parent for the cost of a unilateral placement in a private school or facility under the following circumstances:

1. The parent did not inform the district that he or she rejected the placement proposed by the district to provide FAPE and did not state his or her concerns and intent to enroll the student in a private school. This notification by the parent shall be provided to:

    a. the IEP team at the most recent IEP team meeting prior to removing the student from the public school; or

    b. the district, in writing, at least ten (10) business days (including any holidays that

occur on a business day) prior to removing the student from public school.

2. Prior to removal of the student from the public school, the district informed the parent of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent did not make the student available for the evaluation.

3. A judicial decision finds unreasonableness with respect to the actions taken by the parent.

Reimbursement shall not be reduced or denied under any of the following circumstances:

1. The district did not notify the parent of his or her obligation to provide the notice set forth in number 3 above or the district prevented the parent from providing that notice.

2. The parent had not received written notice.

3. The district's proposed placement would likely result in physical harm to the student.

Reimbursement may not be reduced or denied at the discretion of a court or hearing officer for failure to provide this notice if:

1. The parents are not literate or cannot write in English, or

2. The district's proposed placement would likely result in serious emotional harm to the student.

Section 6. Out-of-State Students Residing in Residential Facilities

For school-age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities within the state of Idaho, the school district in which the residential facility is located will provide education services to such students if requested by the licensed public or private residential facility and an agreement is entered into with the residential facility. The district will be given the opportunity to provide input on any federally required education programs or plans for such students.

A. Contract for Education Services

The contract with a residential facility will include the following provisions:

1. The education services to be provided by the district.

2. The amount to be paid by the licensed public or private residential facility.

The amount paid will be equal to the district's full cost of providing the education services delineated by the contract as determined by the district. Such students will be excluded from all average daily attendance and other reports provided to the state that would result in the distribution of state funding to the district.

In the event a residential facility fails to sign a contract with the district agreeing to pay the full cost for providing education services, the school district in which the residential facility is located will not be responsible for providing education services to the out-of-state students residing in the residential facility.

B. Determining Residency

In determining whether a student is from outside the state of Idaho, the school district in which the residential facility is located will determine the primary residency of the student's parent or guardian. Proof of Idaho residency will be established by showing an Idaho motor vehicle driver's license, payment of Idaho state income taxes, or other documentation evidencing residency within the state of Idaho.

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CHAPTER 10: IMPROVING RESULTS

This chapter reflects the changes in the IDEA that focus on improving educational outcomes, analyzing and reporting data to the public, and ensuring that personnel who work with students with disabilities are prepared to meet their unique needs.

Section 1. Monitoring Priorities and Indicators

The Idaho Department of Education is responsible for the design and implementation of a system of general supervision that monitors the fulfillment of the Individuals with Disabilities Education Act (IDEA) of 2007. The activities under the Idaho Special Education Results Driven Accountability (RDA) Monitoring System monitor local education agencies (LEAs) for results and compliance. Based on stakeholder input, the monitoring system includes a focus on providing supports to LEAs to meet the requirements of IDEA.

The Guiding Principles of the Results Driven Accountability Monitoring System are:

A. Improving educational results and functional outcomes for all students with disabilities, and ensuring that Idaho meets the program required by IDEA, with a particular emphasis on those requirements that are most closely related to improving education results for students with disabilities.

B. The RDA Monitoring System provides the framework for the Idaho Department of Education to partner with LEAs to be mutually responsible for student outcomes and is designed to guide and support districts in their pursuit of preparing students with disabilities to persevere in life and be ready for college and careers. To meet the general supervision requirements, the Idaho Department of Education will conduct an annual review of each LEA's performance on a pre-identified set of results and compliance indicators and special conditions areas. Data from the annual review will be compiled into the RDA Determination Report.

The district is required to submit timely and accurate data from which the district's performance will be calculated based on the indicators in Idaho Department of Education's Performance Plan, posted online annually on the Idaho Department of Education website.

A. Idaho Department of Education Responsibility

As part of the Idaho Department of Education general supervision responsibilities, the Idaho Department of Education 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:

1. measuring performance on goals both for the state and the districts;

2. monitoring based on district result and compliance data with the IDEA, and progress made toward meeting state goals;

3. identifying districts in one of the following RDA Determination categories: Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention;

4. identifying districts in of the following Differentiated Levels of Support categories: Support and Guiding, Assisting and Mentoring, Directing;

5. providing professional development and technical assistance statewide and targeted technical assistance to districts demonstrating the highest needs;

6. reporting to the public on the state and districts' performance on state goals; and

7. developing and submitting an Annual Performance Report/State Performance Plan, as needed, to address state performance on required goals.

B. District Responsibility

Progress on the state's performance goals is directly linked to the districts' efforts and progress in these same areas. On an annual basis and as part of the Idaho Department of Education's general supervision and accountability, the district shall:

1. ensure the data it collects and reports to the Idaho Department of Education regarding special education students and personnel is accurate;

2. use data-based decision-making procedures to review and analyze data to determine if the district is making adequate progress toward performance goals; and

3. adjust strategies, as needed, to meet goals and improve student outcomes.

Section 2. Comprehensive Early Intervening Services (CEIS)

Under the IDEA, the district may use up to 15% of its IDEA Part B allocation in any fiscal year to provide comprehensive early intervening services (CEIS) for students in kindergarten through grade twelve (12), (with a particular emphasis on students in kindergarten through grade three (3)) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

These funds may be used for activities that include:

1. Professional development for teachers and other school staff to enable such personnel

to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software

2. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

Should a district be found in having significant disproportionality as provided under Part B, the district shall use 15% of its IDEA Part B allocations to provide comprehensive coordinated early intervening services.

A Budget Requirements

If the district chooses to use IDEA Part B funds in any fiscal year to provide CEIS, the district will budget the amount used to provide these services, up to a maximum of 15% of the total allocation, in the Part B budget that is submitted annually to the Idaho Department of Education as part of the Part B and Preschool Application.

B Reporting Requirements

When the district uses IDEA Part B funds to provide CEIS, an annual report shall be submitted to the Idaho Department of Education on:

1. The number of children who received CEIS; and

2. The number of children who received CEIS and subsequently receive special education and related services during the preceding two (2) year period.

C Relationship between FAPE and CEIS

CEIS provided by the district shall not be construed to either limit or create a right to FAPE under the IDEA or to delay appropriate evaluation of a student suspected of having a disability.

Section 3. Personnel

The district shall ensure that personnel working with students with disabilities meet the qualifications established by the 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 by visiting the Certification and Professional

Standards webpage of the Idaho Department of Education's website.

The lists that follow are examples only. They do not include every possible position or licensing situation. For more information, call the Idaho Department of Education 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 Idaho Department of Education.

    a. School nurses are certificated by the Idaho Department of Education and licensed by the Idaho Board of Nursing.

    b. School social workers are certificated by the Idaho Department of Education 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 Idaho Department of Education 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 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 district shall use the alternative authorization options to request alternative endorsement/certification when a professional position cannot be filled with someone who holds the appropriate endorsement/certification.

B. Shortage of Personnel

If there is a shortage of qualified personnel, the district shall take measurable steps to recruit and hire qualified personnel to provide special education and related services to students with disabilities. However, when a professional position cannot be filled with an individual who has the appropriate certification, vacant positions may be filled with personnel on 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.

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 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 Idaho Department of Education.

Appropriate duties to be performed by paraprofessionals are:

1. provide one-on-one services for students as specified in the students' IEP;
2. assist with classroom management and organizing materials;
3. provide assistance in a computer lab or media center;
4. conduct parental involvement activities;
5. act as a translator;

6. assist in provision of services only under the direct supervision of a certified teacher or related service provider, specifically:

    a. a teacher/related service provider plans instruction and evaluates student achievement; and

    b. the paraprofessional works in conjunction with the teacher or related service provider as determined by the student's IEP.

A special education paraprofessional 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-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).

The district may encourage qualified paraprofessionals employed in their classrooms to become certified teachers.

D. Educational Interpreters

The district may only employ an individual as an educational interpreter if they have met the state qualifications identified in Section 33-1304, Idaho Code. Educational interpreters employed by the district shall complete a minimum of eighty (80) hours of training in the areas of interpreting or translating every five (5) years.

E. Supervision of Staff

A teacher and/or a related service provider with appropriate certification or licensure who has been informed of his or her specific responsibilities related to a student's IEP has the primary responsibility to ensure the appropriate implementation of the IEP. The district has policies and procedures for the supervision and evaluation of all certificated/licensed or contracted employees.

The certificated/licensed teacher and/or related service provider will generally be responsible for the supervision of all paraprofessionals, assistants, and aides who provide direct services to students with disabilities. All paraprofessionals, assistants, and aides must have a supervision

plan developed by a certificated or licensed professional.

F. Professional Development Plan

The district will take measures to ensure that all personnel necessary to provide special education and related services according to the IDEA are appropriately and adequately prepared. Personnel may use a variety of opportunities for technical assistance and training activities to further develop professional knowledge and skills in order to meet the needs of students with disabilities.

To the extent the district determines it is appropriate, paraprofessional personnel may use the technical assistance and training activities offered by the district or Idaho Department of Education to improve practice for paraprofessional supports for special needs.

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CHAPTER 11: PROCEDURAL SAFEGUARDS

Section 1. Procedural Safeguards Notice

A parent/adult student has specific procedural safeguards given to him or her by the IDEA and state law. Each district has a document titled *Procedural Safeguards Notice* that is provided to parents/adult students which contains a full explanation of the special education rights. The *Procedural Safeguards Notice* shall include a full explanation of the procedural safeguards, written in the native language of the parents (unless it clearly is not feasible to do so) and written in an easily understandable manner.

A Procedural Safeguards Notice Contents

The following table lists various topics contained in the *Procedural Safeguards Notice* and identifies what chapter in this Manual provides more information about each topic.

Topic	Chapter
1. parental consent	11
2. written notice	11
3. access to educational records	11
4. independent educational evaluation (IEE)	11
5. the opportunity to present and resolve complaints, including: a. the time period in which to make a complaint b. the availability of Idaho Department of Education mediation c. 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	13

evaluation results and recommendations	
10. civil actions, including the time period in which to file such actions	13
11. attorney fees	13

B When the Procedural Safeguards Notice Is Provided

The district will provide a *Procedural Safeguards Notice* that includes a full explanation of the special education rights afforded the parent/adult student only one time a school year, except that a copy will be given to the parent/adult student:

1. upon an initial referral or parent/adult student request for evaluation;
2. upon the first occurrence of a filing of a due process hearing or a state complaint;
3. when a decision is made to take a disciplinary action that constitutes a change of placement; and
4. upon request by the parent.

A *Procedural Safeguards Notice* suitable for copying can be found in the document section of this chapter, and on the Idaho Department of Education's Dispute Resolution webpage under Chapter 11 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; or

e. a surrogate parent who has been appointed by the district.

2. Determining Who Has Parental Rights

In determining who has parental rights, individuals should be considered in the following order of priority:

a. a biological 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;

b. a person who has legal documentation (guardianship, power of attorney, custody agreement) of being responsible for the student's welfare;

c. a grandparent, stepparent, other relative, or foster parent with whom the student lives and who is acting as a parent; or

d. a surrogate parent appointed by the district to represent the student's interests in educational decisions.

B. Surrogate Parent

1. Definition

A "surrogate parent" is an individual assigned by the district to assume the rights and responsibilities of a parent under the IDEA in any of the following circumstances:

a. No parent can be identified or located for a particular student.

b. The student is a ward of the state.

c. The student is an unaccompanied homeless youth.

The surrogate parent has the same rights as a biological parent throughout the special educational decision-making process.

2. Referral for a Surrogate Parent

Any person who is aware that a student may need a surrogate parent may make a referral for a determination to the district's special education director or an appropriate district administrator. The district will appoint a surrogate in any of the following circumstances:

a. A parent cannot be identified.

b. A parent cannot be found after reasonable efforts to locate the parent.

c. The student is a ward of the state. If a state judge has appointed a surrogate to oversee the care of a student who is a ward of the state, the judge-appointed surrogate may make decisions regarding the student's education, including special education, provided he or she meets the criteria for a district-appointed surrogate

d. The student is a homeless youth who is unaccompanied.

The district will make a good faith effort and maintain records of attempts to locate a parent. The district cannot appoint a surrogate parent when the biological parent is available but chooses not to participate. When a surrogate parent is needed for a student, the district will appoint a surrogate who meets the conditions set forth in item 3, below. The district will make reasonable efforts to assign a surrogate within thirty (30) calendar days after it determines that the student needs a surrogate.

3. Criteria for Serving as a Surrogate Parent

A surrogate parent may represent the student in all matters relating to identification, evaluation, placement, and the provision of FAPE. The surrogate parent shall:

a. Have knowledge and skills that ensure 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 Idaho Department of Education, the district, or any other agency that is involved in the education or care of the student; and

2) is not an employee of a nonpublic agency that provides educational care for the student.

Note: A person who otherwise qualifies to be a surrogate parent is not an employee of the district or agency solely because he or she is paid to serve as a surrogate parent.

In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate can be appointed that meets all the requirements.

C. Adult Students and the Transfer of Rights

An “adult student” is a student who is at least eighteen (18) years of age to whom special education rights have transferred under the IDEA and Idaho Code.

1. Discussion of the Transfer of Rights: Not later than the student’s seventeenth (17th) birthday, the IEP team shall discuss the transfer of special education rights to the student. Special education rights will transfer from the parent to the adult student when the student turns eighteen (18) years of age unless:

a. the IEP team determines that the student does not have the ability to make informed decisions with respect to his or her educational program; or

b. a parent has obtained legal guardianship from a Court including the scope of educational matters.

2. Basis for Denial of Transfer: During the IEP team meeting to discuss the transfer of rights, the IEP team will use the following as the basis for any denial of the transfer:

   a. Evaluation data, test results, written reports, teacher observation, education records, and parent input, including whether the parent intends to seek guardianship.

   b. Answers to the following questions:

      1) Is the student capable of understanding his or her rights?

      2) Is the student capable of exercising his or her rights?

      3) Is the student capable of understanding the consequences and impact of his or her decisions?

3. Following a Determination Concerning the Transfer of Rights: When the student's special education rights transfer at age eighteen (18), the parent and student will be informed that rights have transferred. The IEP shall contain a statement referring to the transfer (or not) of rights:

   a. If the team determines that there is no relevant information about the student to prohibit the transfer of rights at age eighteen (18), the student's IEP shall contain a statement that the student has been informed that special education rights will transfer to him or her. The parent retains the right to receive notices required by the IDEA.

   b. If the IEP team determines that the student lacks the ability to provide informed consent with respect to his or her educational program, a statement will be included in the IEP indicating that the parent, or other individual if the parent is not available, will retain all special education rights after the student reaches age eighteen (18).

   c. If rights have transferred, the district shall continue to provide notices to the parent, but nothing under the IDEA requires parent participation in the process.

4. Revoking a Transfer of Rights: There is nothing in federal or state law that prohibits the IEP team from changing its decision later, based on new information and input. Under state law, a parent can provide legal documentation of a student's incompetence *after* the student reaches age eighteen (18).

D. Emancipated or Married Minors

Idaho law does not provide for the emancipation of minors. However, minors who have been emancipated by a court of law in another state are considered an adult in Idaho. Emancipated minors should be able to provide the legal court document awarding them the power and capacity of an adult. A student under age eighteen (18) who claims to be an emancipated minor, but is unable to provide documentation should be assigned a surrogate parent by the district if a parent cannot be located.

Students under the age of eighteen (18) who are married are emancipated minors in Idaho and have the power and capacity of an adult student.

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 a court 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 a court order awarding each of the parents significant periods of time in which a child resides with or is under the care and supervision of each of the parents. The actual amount of time with each parent is determined by the court.

c. **Joint legal custody** is a judicial determination 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.

2. Conflicts Between Parents Who Have Joint Custody

a. **Custody questions**: When it is known that a custody question exists that involves the relevant legal status of one or both parents of a student, the district will ask

the parent(s) to furnish a copy of the pertinent court order or decree, if one exists, to clarify the question at issue. School personnel will abide by the most recent court order or decree.

b. **Conflicting Information**: When district personnel receive conflicting information about custody, they will (a) initially follow the instructions of the parent with whom the child currently resides and (b) request a certified court document to clarify the custody issue.

c. **Conflicting instructions**: When parents who have joint legal custody give conflicting instructions, the district's obligation is to inform the parents that any action proposed or refused will be based on the needs of the student and in accordance with the IDEA requirements. Both the district and either parent have options under the IDEA to resolve disagreements, including 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. The parent with primary physical custody 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 for his or her child's receipt of special education and related services at any time. The district must accept either parent's revocation of consent, and provide written notice to the parents. After revoking consent, a parent maintains the right to subsequently request an evaluation which shall be treated as an initial evaluation and not a re-evaluation for special education. A parent who disagrees with another parent regarding revocation of special education services is not entitled to resolve the dispute through an IDEA due process hearing.

Section 3. Informed Consent

A. Definition

Consent is written approval given by a parent/adult student who has been fully informed of and understands all information relevant to the activity for which consent is sought. The request for consent describes the activity for which consent is sought and lists the records, if any, that will

be released and to whom. All information shall be provided in the native language or mode of communication of the parent/adult student, unless not feasible. The parent/adult student shall be informed that the approval is voluntary and may be revoked at any time prior to the action. Consent is indicated by the parent's/adult student's signature.

B. Actions Requiring Consent

The following actions require the district to obtain written consent. Some of the actions that require written consent from the parent/adult student also require prior written notice from the district.

1. Informed written consent *and* written notice are required when:

    a. Conducting assessments as part of an initial evaluation to determine whether a student is eligible for special education.

    b. Conducting any assessment for reevaluation that involves more than a review of existing information. This includes any assessments that are conducted after a student has been determined eligible for special education. If a specific assessment was not listed on the *Consent for Assessment* form, then the district shall secure written consent again in order to conduct that particular assessment.

    c. Initially providing special education and related services to a student with a disability.

2. Informed written consent is required when:

    a. Using an individual family service plan (IFSP) instead of an IEP for students ages three (3) through five (5).

    b. Disclosing personally identifiable information to unauthorized persons, unless provided as an exception under the Family Educational Rights and Privacy Act (FERPA) regulations. The written consent shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure will be made.

    c. Accessing private insurance to pay for services listed in the IEP.

    d. The district requests to bill Medicaid (with some exceptions). The parent/adult student shall be informed of the frequency, amount, and type of services that the district will be submitting to Medicaid for reimbursement as identified on the student's IEP.

    e. Inviting outside agency representatives providing transition services to an IEP team meeting.

f. Sharing of information between the district of location and the district of residence with a parentally placed elementary or secondary student.

g. The excusal of an IEP team member from an IEP team meeting.

C. When Consent Is Not Required

The district is not required to obtain informed consent when:

1. a review of existing data is part of an evaluation or a reevaluation;
2. tests are administered to both general and special education students in a grade or class and consent is not required for all students;
3. teacher or related-service-provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals, objectives and benchmarks on the IEP;
4. screening to determine appropriate instruction strategies for curriculum implementation;
5. a disclosure of personally identifiable information to persons authorized to have access under FERPA or the Idaho Student Data Privacy Act, Section 33-133, Idaho Code; **or**
6. an IEP team reviews and revises a student's IEP.

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 district believes is necessary to ensure FAPE during the reevaluation process.

If the parent refuses to provide consent for the reevaluation assessment, the district may choose not to pursue the reevaluation. If the district determines, through a review of existing data, that the information does not continue to support the determination of eligibility for special education services, the district shall provide the parent with written notice of the proposed action to discontinue the provision of FAPE to the student.

The district may also choose to pursue the reevaluation through 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 district may proceed with the proposed action. The district shall provide the parent with written notice of the proposed actions.

The district shall secure written consent for the initial provision of special education and related services. There is no mechanism available to overturn a parent's/adult student's decision *not* to

provide written consent for 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 district cannot be charged with failing to provide FAPE to the student and is not required to convene an IEP team meeting or develop an IEP for special education or related services.

E. Failure to Respond to a Request for Consent Regarding Reevaluation Assessment

When a parent/adult student fails to respond to reasonable measures taken by the district to obtain written consent to determine continued eligibility, the district may proceed with the evaluation. The district shall have a record of its attempts to gain consent by documenting telephone calls made or attempted, correspondence sent, or visits made to the home or place of employment. Failure to respond is not the same as refusing consent for reevaluation.

F. Revoking Consent for Evaluation

Consent previously given for an evaluation or an individual assessment, the initial provision of special education and related services, and the disclosure of information may be revoked only before the action occurs. If consent is revoked for evaluation, the district may continue to pursue the action by requesting a due process hearing. If the hearing officer determines that the action for which consent is sought is necessary, and the decision is not appealed, the district may proceed with the action without the written consent of the parent/adult student. Consent must be revoked in writing.

Section 4. Written Notice

A. Definition

Written notice is the act of informing a parent/adult student in writing within a reasonable amount of time, before the district proposes to initiate or change, or refuses to initiate or change, the student's special education identification, the evaluation, educational placement, or provision of FAPE.

B. Criteria for Written Notice

1. Written notice must be provided in a reasonable amount of time before implementing the proposed action.

2. Written notice shall be in language understandable to the general public. It must be provided in the native language or other mode of communication normally used by the parent/adult student unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the district shall take steps to ensure the following:

a. The notice is translated orally or by other means in the native language or other mode of communication.

b. The parent/adult student understands the content of the notice.

c. There is written evidence that the notice requirements of this section have been met, such as a written record in the student's special education file documenting what was discussed.

When a parent/adult student disagrees with the district's written notice of a proposed or refused action, he or she can attempt to remedy the dispute using Idaho Department of Education processes, such as IEP facilitation, mediation, formal complaint procedures, or due process hearing procedures afforded by the IDEA.

C. Written Notice Is Required

1. The district shall provide written notice before proposing to initiate or change the following:

   a. identification of the student;

   b. any assessments for initial evaluation or reevaluation;

   c. educational placement; or

   d. the provision of FAPE.

2. After the district's decision to refuse a parent's/adult student's request to initiate or change the identification, assessment, placement, or provision of FAPE.

3. If the district refuses to convene an IEP team meeting at the request of a parent/adult student.

4. If the district makes a change in the IEP after an IEP team meeting to correct a typographical error which results in a change in the services provided a student.

5. When the evaluation team determines that additional assessments are not required during a reevaluation to determine whether the student continues to meet eligibility criteria, the district shall provide written notice to the parent/adult student of the decision and the reasons for that decision. The parent/adult student must also be informed of his or her right to request assessments when necessary to determine continued eligibility.

6. If a parent files a due process hearing request, the district is required to give written notice specific to the issues raised in the due process hearing request within ten (10) days.

7. If the district has determined that the student is being removed for disciplinary purposes which constitutes a change of placement.

8. If the parent/adult student revokes consent for the continued provision of special education.

D. Written Notice is Not Required

The district is not required to provide written notice in the following situations:

1. when reviewing existing data as part of an evaluation or a reevaluation (however, the parent/adult student shall be afforded the opportunity to participate in the review of existing data);

2. when tests are administered to both general and special education students in a grade or class;

3. when teacher or related service provider observations, ongoing classroom evaluation, or criterion-referenced tests are used as assessments in determining the student's progress toward goals, objectives and benchmarks on the IEP; or

4. the screening of a student 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 is able to fully understand the district's proposed action or refused action and to make informed decisions, if necessary.

The written notice shall include the following:

1. a description of the action proposed or refused by the district;

2. an explanation of why the district proposes or refuses to take the action;

3. a description of any other options the IEP team considered and the reasons why those options were rejected;

4. a description of each procedure, assessment, record, or report that the district used as a basis for the proposed or refused action;

5. a description of any other factors relevant to the proposed or refused action;

6. a statement that the parent/adult student has special education rights and a description of how to obtain a copy of the *Procedural Safeguards Notice*; and

7. sources to contact in obtaining assistance in understanding the *Procedural Safeguards Notice*.

F. Objection to District Proposal

If a parent/adult student disagrees with an IEP program change or placement change that is proposed by the IEP team, he or she may file a written objection to all or part of the proposed change. The district will respond as follows:

1. If the objection is postmarked or hand delivered within ten (10) calendar days of the date the parent/adult student received the written notice, the changes to which the parent/adult student objects cannot be implemented for fifteen (15) calendar days or as extended through mutual agreement by the district and parent/adult student while the parties work to resolve the dispute.

2. If a proposed change is being implemented during the ten (10) day period and an objection is received, the implementation of that change shall cease and not be implemented for fifteen (15) calendar days, as discussed above.

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 Idaho Department of Education Dispute Resolution processes, such as facilitation or mediation. If these attempts fail or are refused, and the parent/adult student objected within ten (10) calendar days, 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. A parent's/adult student's written objection to an IEP or placement change cannot be used to prevent the district from unilaterally placing the student in an IAES in accordance with the IDEA procedures for discipline of a student or to challenge an eligibility/identification determination.

Section 5. Confidentiality and Access to Records

The district shall collect, use, and maintain information about a student to make appropriate decisions concerning special education and the provision of FAPE. A student's special education case manager, usually the special education teacher, should organize all relevant records specific to district guidelines and the IDEA requirements.

The IDEA and FERPA contain provisions to protect the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

A. Definition

A "record" is defined as personally identifiable information directly related to the student and maintained by the district or a party acting for the district. A student record can be written or electronic.

1. The term "record" may include, but is not limited to, the following:

    a. identifying data (name, address, parents, siblings, Social Security number, list of personal characteristics making identification reasonably certain by a person in the school community);

    b. academic work completed (courses taken, transcript);

    c. level of achievement (grades, portfolios, performance assessments, scores on standardized achievement tests, etc.);

    d. attendance data;

    e. scores and protocols of standardized intelligence, aptitude, and psychological tests;

    f. records of teachers, counselors, medical personnel, and psychologists working directly with a student if disclosed to others;

    g. interest inventory results;

    h. observations and verified reports of serious or recurring behavior patterns;

    i. videotapes or audiotapes;

    j. health data including medical assessments;

    k. family background information;

    l. transportation records;

    m. student records maintained by agencies and individuals contracting with the district; and

    n. email, text messages, or other written notes sent regarding the student or the student's family to the extent these communications are maintained by the district.

2. The term "record" does not include:

    a. records of instructional, supervisory, ancillary, and administrative personnel that

are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

b. records created by law enforcement units of schools and maintained separately for non-educational purposes; and

c. employment records about a student who is employed by a school or district. (Note: Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted);

d. records on a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, that are:

1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;

2) made, maintained, or used only in connection with treatment of the student;

3) disclosed only to individuals providing the treatment (Note: "treatment" does not include remediation educational activities or activities that a part of the program of instruction); and

e. grades on peer-graded papers before they are collected and recorded by a teacher.

B. Protection of Records

The district shall prevent unauthorized disclosure of personally identifiable information pertaining to students with disabilities. "Disclosure" is the release, transfer, or other communication of education records or of personally identifiable information contained in those records to any party, by any means, including oral, written, or electronic. Districts must have a policy to protect personally identifiable information from security risk resulting from unsecured data transmittal or storage.

To ensure protection of records, the district shall do the following:

1. Obtain written and dated consent from the parent/adult student before disclosing personally identifiable information:

a. to unauthorized individuals; or

b. for any purpose except as authorized by law.

2. Designate and train a records manager to 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 records and partially fulfilled requests should also be maintained.

4. Maintain, for public inspection, a current listing of names and positions of employees who have access to personally identifiable information.

5. Establish procedures to ensure the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

6. Ensure that, if any education record includes information on more than one student, a parent/adult student will only be allowed to inspect, review, or be informed about the record of the student at issue.

7. Ensure that each person collecting or using personally identifiable information receives training or instruction regarding the policies and procedures governing confidentiality. All staff members, even those who do not have access to special education records, should be informed about what is considered appropriate and inappropriate access to and use of information within the records. The district may maintain a record of the training provided—including the name of the person or persons providing the training, dates of the training, those attending, and the subjects covered—for the purpose of documenting that new staff members have been trained as soon as possible after they have been hired.

C. Access to Records

The district shall:

1. Annually notify the parents of all students, including students with disabilities currently in attendance, of their rights under FERPA. The notice shall include all of the following:

    a. procedures for exercising the right to inspect and review education records;

b. procedures for requesting amendment of records; and

c. a specification of criteria for determining who constitutes a school official or employee in the district and what constitutes a legitimate educational interest.

2. Permit a parent/adult student, or his or her representative, to inspect and review any record relating to educational matters that is collected, maintained, or used by the district. The district will presume that a custodial or non-custodial parent has the authority to inspect and review a record relating to his or her child unless there are legal documents limiting access to those records under state law that have been provided to the district. A minor student's address will be deleted from any record if requested in writing by a custodial parent to prohibit a non-custodial parent from learning the address simply by having access to the school records.

The district will make records available to a parent/adult student for review:

a. without delay but no later than forty-five (45) days after the request;

b. before any meeting regarding an IEP;

c. before a resolution session; and

d. before any due process hearing.

Test protocols that include personally identifiable information may be part of a student's educational record. Test publishers require districts to maintain the integrity and validity of tests. Parents or others authorized by the parent/adult student interested in a student's test results are allowed to view the student's responses to test items, but only if the information is shared in the presence of a person qualified to explain the results and meaning of the various items and data contained in the protocol.

3. Upon request, provide a parent/adult student with a list of the types of education records the school collects, maintains, or uses and where they are kept.

4. Respond to any reasonable request made by a parent/adult student for an explanation and interpretation of a record.

5. Provide a copy of education records if a parent/adult student would otherwise be unable to effectively exercise his or her right to inspect and review those records. An education record may include copyrighted test protocols which include personally identifiable information. A fee may be charged for the copies, 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 to search for or retrieve information. The district shall publish a schedule of fees it intends to charge.

6. Always provide a parent/adult student a copy of the IEP and any documentation of

identification and eligibility.

D. Disclosures Not Requiring Consent

Consent is generally required to disclose personally identifiable information to others. However, consent is not required when:

1. A school official or employee has a legitimate educational interest to access the records.

2. A representative of the Federal Comptroller General, the United States Department of Education, or the Idaho Department of Education accesses records necessary for an audit or evaluation of a federal program or for enforcement or compliance with federal regulations.

3. 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 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 district, in its annual notification, includes a notice that records will be forwarded.

4. The health and safety of the student or other individuals is in jeopardy because of an emergency.

5. The disclosure concerns the juvenile justice system's ability to effectively serve the student or the ability to respond to court orders or subpoenas, as specified in state law. The district will make a reasonable effort to notify the parent of the court order in advance of compliance, unless the subpoena specifically states that it is not to be disclosed.

6. An organization conducts studies on behalf of education agencies or institutions under specified FERPA criteria.

7. The disclosure is in connection with an application for financial aid and is necessary to determine eligibility for the aid, the amount of the aid, conditions for the aid, or to enforce the terms and conditions of the aid ("financial aid" means a payment of funds to an individual that is conditioned on the individual's attendance at an education agency or institution).

8. The disclosure is to accrediting organizations to carry out their accrediting functions.

9. The disclosure is to comply with a judicial order or lawfully issued subpoena.

10. The district has designated information as "directory information" under the conditions in FERPA.

E. Destruction of Records

The district will maintain education records, including eligibility documentation and IEPs, for at least five (5) years after disenrollment from the district to demonstrate fiscal accountability and program compliance with the IDEA requirements. The district shall inform a parent/adult student when personally identifiable information collected, maintained, or used is to be destroyed because the information is no longer needed to provide educational services to the student.

Electronic copies will be treated as the original so long as those copies adequately capture any handwritten notes and signatures. Test Protocols and other assessment information containing personally identifiable information shall be maintained during the period in which the report, which utilizes such information, is in effect.

Medicaid-related records, specifically expenditure documentation, cost allocation process, all student records related to the Medicaid billing and service delivery (e.g., data sheets, IEPs, health care plans, physician recommendations for assessments and IEP services, evaluation recommendations, documented supervision of paraprofessionals), and revenue documentation, must be kept for a period of six (6) years.

The parent/adult student must be informed of the personally identifiable information that the district intends to destroy and that the information will be destroyed no earlier than forty-five (45) calendar days from the date of the notice. The parent/adult student must also be informed of the procedure to follow if he or she wishes to formally object to the destruction of the information and wants the records sent to him or her.

Written and electronic records of individual students are confidential. The district will ensure the complete destruction of the records, which may include but is not limited to shredding, permanently deleting, or burning, under supervision of the staff member responsible for the records if not released to the parent/adult student. The records manager should maintain a log that documents the date of destruction or release of records.

A permanent record of the student's name, address, phone number, grades, classes attended, immunization records, test scores, attendance record, grade level, and year completed may be maintained by the district without a time limitation. Any other personally identifiable information shall be destroyed at the request of the parent/adult former student. When informing the parent/adult student of his or her rights, the district should remind the parent/adult student that the records might be needed for Social Security benefits or other purposes in the future.

F. Request for Amendment of Records

A parent/adult student may request that the district amend the student's records if he or she believes that information collected, maintained, or used in the education record is inaccurate, misleading, or in violation of the privacy or other rights of the student. The district will use the

following procedure:

1. The district, within a reasonable period of time—not to exceed forty-five (45) days of receipt of the request—must decide whether to amend the record. If the district refuses to amend the record, the parent/adult student must be informed of the refusal and be advised of the right to and procedure for requesting a district hearing under the district's FERPA policy. A district hearing is an informal hearing that does not have all the requirements of a due process hearing.

2. If a district hearing is requested and the district decides that the information is inaccurate, misleading, or in violation of the student's rights, the district shall amend the record and inform the parent/adult student in writing.

3. If a district hearing is requested and the district decides the information is accurate and does not violate the student's rights, the district shall inform the parent/adult student that he or she may place a statement in the record. This statement may comment on the information in the record or set forth the parent's/adult student's reasons for disagreeing with the district. Any statement placed with a record must accompany the record for as long as the district maintains the record. If the district discloses the record to any person, the district shall also disclose the statement.

G. District Hearings on Procedures for Records

Each district is required to have a FERPA policy which includes the rights to request a hearing challenging the accuracy of records.

H. Students' Rights

When special education rights transfer to a student under the IDEA and Idaho Code, the FERPA rights regarding education records also transfer to the student. The district shall inform the parent/adult student that both the IDEA and FERPA rights regarding education records transfer although FERPA gives the parent of a student who is claimed to be a dependent for IRS purposes the right to request access without the consent of the student.

Section 6. Independent Educational Evaluations

A. Definition

An independent educational evaluation (IEE) means one or more individual assessments, each completed by a qualified examiner who is not employed by the district responsible for the education of the student in question.

B. Right to an IEE

1. A parent/adult student has the right to obtain an IEE at public expense if he or she disagrees with an evaluation obtained or conducted by the district. The parent/adult student is entitled to only one IEE at public expense for each district evaluation.

2. The parent/adult student has the right to an IEE at his or her own expense at any time, and the IEP team shall consider the results.

3. The parent/adult student may request an IEE at public expense if he or she disagree with the evaluation because a specific area of the student's needs wasn't assessed.

4. A district may initiate a due process hearing, without undue delay, to determine if the evaluation it conducted is appropriate. If the final decision of a hearing officer, or a court of law's decision on an appeal, is that the evaluation conducted by the district was appropriate, the parent and/or adult student still has the right to an IEE but at his or her own expense.

5. A hearing officer may order an IEE at public expense if he or she determines that the evaluation conducted by the district was not appropriate.

C. Procedures for Requesting an IEE

If a parent/adult student requests an IEE at public expense, the district may ask why he or she disagrees with the evaluation obtained by the district, but the district cannot require an explanation. The district shall give the parent/adult student the criteria under which an IEE can be obtained. The district's IEE criteria shall be the same criteria used by the district 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 may not impose other conditions or timelines if doing so would be inconsistent with the parent's/adult student's right to an IEE. Upon request, a list of qualified examiners who can conduct an IEE will be provided.

A parent/adult student may request an opportunity to demonstrate that unique circumstances justify an IEE that does not fall within the district's cost criteria. If an IEE that falls outside the district's cost criteria is justified, that IEE will be publicly funded.

D. District Responsibilities Following IEE Requests

1. If a parent/adult student requests an IEE at public expense, the district shall do one of the following without unnecessary delay:

    a. Provide the district's IEE criteria and information about where an IEE may be obtained.

    b. Request a due process hearing to show that the district's evaluation is appropriate. If the final hearing decision is that the district's evaluation is appropriate, the parent/adult student may pursue an IEE, but at his or her own expense.

2. If a parent/adult student asks the district to pay for an IEE that has already been obtained, the district shall pay for the IEE if it meets the criteria for publicly funded IEEs. If the district believes that its evaluation was appropriate, but agrees to pay for the IEE, the district should state this in writing within the same document in which it agrees to pay. The district can also request 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, the results must be considered by the district in any decision made with respect to the provision of FAPE. The results may also be presented as evidence at a hearing regarding the student. This is true regardless of whether the IEE is at the expense of the parent/adult student or district.

The results of an IEE cannot be the sole determining factor for eligibility. The evaluation team has the responsibility to use existing evaluation data in addition to the IEE to determine whether a student has or continues to have a disability under the IDEA.

Part B Procedural Safeguards Notice

Revised: TBD

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
9542 Bethel Ct
Suite B-100
Boise, ID 83209
Phone: (208) 336-5353
Toll-free: (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) 336-5353
Toll-free: (866) 309-1589
Fax: (208) 336-5396
Web: disabilityrightsidaho.org

Idaho Parents Unlimited, Inc. (IPUL)
4619 Emerald, Ste. E
Boise, ID 83706
Phone: (208) 342-5884
Toll-free: (800) 242-IPUL (4785)
V/TT: (208) 342-5884
Fax: (208) 342-1408
Web: Parents@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

If you disagree with an IEP program change or placement change that is proposed by the IEP team, you 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 10 calendar days of the date you received the written notice, the changes to which you object cannot be implemented for fifteen 15 calendar days or as extended through mutual agreement by the district and you while the parties work to resolve the dispute.

2. If a proposed change is being implemented during the 10-day period and an objection is received from you, the implementation of that change shall cease and will not be implemented for fifteen (15) calendar days, as discussed above.

3. If an objection is made after 10 calendar days, the district may continue to implement the change, but you retain the right to exercise other procedures under the IDEA.

The parties may resolve a disagreement using methods such as holding additional IEP team meetings or utilizing SDE Dispute Resolution processes, such as facilitation or mediation. If these attempts fail or are refused, and you objected within 10 calendar days, the proposed IEP shall be implemented after 15 calendar days unless you file a due process hearing request to obtain a hearing officer's decision regarding the proposed IEP. Your written objection to an IEP or placement change cannot be used to prevent the district from unilaterally placing your child in an IAES in accordance with the IDEA procedures for discipline of a student or to challenge an eligibility/identification determination regarding your child.

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;

   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.

The State Educational Agency keeps 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, unless the relief you are seeking is not something the IDEA can provide.

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 **7** 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 12: DISCIPLINE

Schools are encouraged to address student misconduct through appropriate schoolwide discipline policies, instructional services, and/or related services. If a student with a disability has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports (PBS) and interventions, to address the behavior. If the IEP team determines that such services or supports are needed, they must be included in the IEP and must be implemented.

Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Section 33-205, Idaho Code and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. These procedures come into play when the district is unable to work out an appropriate placement for the student with the parent/adult student. Further, these procedures do not prevent district personnel from maintaining a safe environment conducive to learning that is critical for all students.

Even though Idaho Code allows district personnel to "temporarily suspend" students for up to twenty (20) school days, all students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education. (FAPE).

Section 1. General Discipline Provisions

The general requirements pertaining to the discipline procedures of special education students are as follows:

1. District personnel may remove a student from his or her current placement to an appropriate Interim Alternative Education Setting (IAES) or another setting for not more than ten (10) consecutive days to the extent those alternatives are applied to students without disabilities.

2. District personnel may suspend any student, including a special education student, for up to ten (10) cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code (unless services are provided to students who are nondisabled who are also suspended):

    a. A school principal has the authority to order a temporary disciplinary suspension for up to five (5) school days.

b. The superintendent can extend the disciplinary suspension for an additional ten (10) school days.

c. Provided, that on a finding by the Board of Trustees that the student's immediate return to school would be detrimental to other students' health, welfare or safety, the Board of Trustees may extend the temporary suspension for an additional five (5) school days.

d. Prior to suspending any student, the superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the superintendent or principal who suspended him or her upon such reasonable conditions as said superintendent or principal may prescribe.

3. A series of suspensions exceeding ten (10) days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in this chapter.

4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA rights—including the right to FAPE during periods of disciplinary suspension that extend beyond ten (10) cumulative school days in a school year if:

   a. The district had basis of knowledge that the student met the IDEA eligibility prior to the behavior that precipitated the disciplinary suspension; and

   b. The parent/adult student asserts the right to FAPE.

Section 2. Actions Involving a Change of Placement for Disciplinary Reasons

A change of placement is a removal from the student's current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) cumulative school days in a school year. Factors such as the student's behavior is substantially similar to behavior in previous incidents that resulted in series of removals, the length of the removal, the proximity of the removals to one another, and the total amount of time the student is removed are indicators of a pattern. Whether a pattern of removals constitutes a change of placement will be determined on a case-by-case basis by the district; the district's determination is subject to review through an expedited due process hearing and judicial proceedings. The district may consider any unique circumstances in determining whether to pursue a disciplinary change of placement.

The parent shall be provided with written notice on the date on which the decision is made to

remove the student if it constitutes a change of placement. A copy of the IDEA's procedural safeguards shall be provided with the notice.

Even if the disciplinary action is to suspend or expel a student, FAPE [educational services] cannot cease for more than ten (10) cumulative school days in a school year.

A manifestation determination is required if the district is considering removing a student with a disability from his or her educational placement for disciplinary reasons which constitute a change of placement or placing a student in an IAES. A manifestation determination is defined as a review of the relationship between the student's disability and the behavior subject to disciplinary action. See Section 4 of this chapter for more information.

A. District Actions Resulting in a Change of Placement

District administrators change a student's placement by

1. Unilaterally removing a special education student from his or her current placement for:

    a. more than ten (10) consecutive school days in a school year; or

    b. subjecting a special education student to a series of removals that constitute a pattern:

        1) because the series of removals total more than ten (10) school days in a school year;

        2) because the student's behavior is substantially similar to behavior in previous incidents that resulted in the series of removals; and

        3) because of such additional factors as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

2. District personnel may remove a student to an IAES for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

    a. carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State Education Agency (SEA) or a Local Education Agency (LEA); or

    b. knowingly possesses or uses illegal drugs *or* sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or

c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

B. Hearing Officer Actions Resulting in a Change of Placement

Through an expedited due process hearing, district administrators may ask a hearing officer to place a student with a disability in an appropriate IAES.

1. In requesting a hearing officer to place a student in an IAES, the district must:

   a. demonstrate by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others; and

   b. indicate whether the request is for an *initial* period of not more than forty-five (45) school days or an *additional* period of not more than forty-five (45) school days.

2. In determining whether to grant a district's request to place a student in an IAES, the hearing officer must determine that the IAES proposed by the IEP team is appropriate.

C. Court Actions Resulting in a Change of Placement

District administrators may seek a court order (called a "Honig Injunction") to remove a special education student from school or the current placement at any time. Educational services [FAPE] shall not cease during an injunction.

Section 3. FAPE Considerations

Services shall not cease and the district shall always provide FAPE to the student with a disability:

1. after a student with a disability is removed for ten (10) school days in the same school year and subsequent days of removal; and

2. there is a disciplinary change of placement.

A. District Actions When There is Not a Change in Placement

1. Notify the parent/adult student of the disciplinary action to be taken on the date of the decision.

2. School personnel, in consultation with at least one of the child's teachers, determine

the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals.

3. Conduct as appropriate a functional behavioral assessment (FBA) and provide behavioral intervention services and accommodations or adaptations designed to address the behavior violation so that it does not recur.

B. District Actions When There is a Change of Placement

Whenever disciplinary action results in a change in placement, the district must:

1. notify the parent/adult student of the disciplinary action to be taken on the date of the decision and provide a copy of the *Procedural Safeguards Notice*;

2. hold an IEP team meeting to determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum although in another setting and to progress towards meeting IEP goals; and

3. conduct a manifestation determination immediately, if possible, but not later than ten (10) school days after the date on which the decision to take the disciplinary action is made.

C. FAPE Requirements in an IAES

If the student's placement will change to an IAES, the IEP team shall select an IAES that enables the student to:

1. continue to participate in the general education curriculum;

2. progress toward meeting the goals set out in his or her IEP; and

3. receive, as appropriate, an FBA and behavioral intervention services to address the behavior violation so that it does not recur.

D. Transportation

If the IEP team determines that special transportation is required as a related service it must be included in the IEP, all procedural safeguards under the IDEA shall be afforded to the student in matters concerning transportation. Whether a suspension from the bus counts as a suspension from school depends on whether bus transportation is identified on the IEP:

1. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school (unless the district provides transportation services in some other way, such as "transportation in lieu of") because transportation is necessary for

the student to obtain access to the location where all other services will be delivered.

2. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In these cases, the student and the parent would have the same obligation to get to and from school as a student without a disability who had been suspended from the bus.

If the student's behavior on the bus results in a suspension from the bus, the IEP team shall consider whether the behavior should be addressed in a Behavioral Intervention Plan (BIP).

Section 4. Procedures for a Manifestation Determination

A manifestation determination by the parent/adult student and relevant IEP team members (as determined by the district and parents/adult students) involves a review of the relationship between the student's disability and the behavior subject to disciplinary action.

A. Actions Involving a Manifestation Determination

When a disciplinary action results in a change of placement or placement in an IAES, the district will take the following actions:

1. The parent/adult student will be notified of the disciplinary action and provided with a copy of the *Procedural Safeguards Notice* not later than the date on which the decision to take disciplinary action is made.

2. A meeting will be held no later than ten (10) school days after the date on which the decision to take disciplinary action is made. This meeting will include the district, the parent/adult student, and other relevant members of the IEP team (as determined by the parent and the district). The purpose of the meeting is to review all relevant information in the student's file including:

    a. the student's IEP;

    b. any teacher observations; and

    c. any relevant information provided by the parent/adult student.

3. Based on a review of the information, the district, parent, and relevant members IEP team as determined by the parent and the district, will determine if the conduct in question was:

    a. caused by or had a direct and substantial relationship to the student's disability; or

b. the direct result of the district's failure to implement the IEP (if so, the deficiencies must be immediately remedied).

If the district, parent, and relevant members IEP team find that either a or b above is true, the student's behavior shall be determined to be a manifestation of his or her disability.

B. When Behavior Is a Manifestation of the Disability

If a student's behavior is determined to be a manifestation of his or her disability, relevant members of the IEP team, as determined by the parent and district, shall:

1. conduct an FBA and implement a BIP for the student if the district had not conducted such an assessment prior to the behavior that resulted in a change in placement;

2. review the BIP if one had previously been developed and modify it as necessary to address the behavior;

3. return the student to the placement from which he or she was removed, unless the parent and district agree in writing to a change of placement as part of the modification of the BIP.

If there were grounds to place a student in an IAES, the student may remain in the IAES even if the behavior is found to be a manifestation of the disability.

C. When Behavior Is Not a Manifestation of the Disability

If the IEP team, (relevant members determined by the parent and the district), determines that the student's behavior was not a manifestation of his or her disability, the same disciplinary procedures applicable to students without disabilities, including long-term suspension or expulsion, may be applied to the student with a disability. The district will forward special education and disciplinary records for consideration to the board of trustees, which makes the final decision regarding the disciplinary action.

Even if the disciplinary action is to suspend or expel, the following provisions shall be met:

1. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability to continue to participate in the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

2. An IEP team shall convene to develop an IEP that specifies what special education and related services will be provided during the period of suspension or expulsion.

Section 5. Other Considerations

A. Request for an Expedited Hearing

An expedited hearing is a hearing that occurs within twenty (20) school days of the request with a decision rendered within ten (10) school days of the hearing.

1. The parent/adult student may request an expedited due process hearing if he or she:
    a. disagrees with the determination that the behavior was not a manifestation of the student's disability;
    b. disagrees with any decision of the IEP team regarding a change of placement during a disciplinary proceeding; or
    c. disagrees with the decision regarding the student's placement in an IAES.
2. The district may request an expedited hearing if it believes that maintaining the current placement is substantially likely to result in injury to the student or to others.
3. When an appeal of a disciplinary action is requested (by the parent/adult student to challenge the action or by the district to seek removal to an interim setting), the student remains in the IAES pending the decision of the hearing officer or the expiration of the disciplinary placement term, whichever occurs first unless the parent/adult student and district agree otherwise.
4. Resolution meeting requirements apply but are shortened to fifteen (15) and seven (7) days. No challenge for sufficiency of request is available.
5. A decision of a hearing officer in an expedited hearing may be appealed to federal or state district court.

See Chapter 13, Sections 5 and 6, for an explanation of regular and expedited due process hearing rights and procedures.

B. Protections for Students Not Yet Eligible for Special Education

A student who has not been determined eligible for special education and who has violated any rule or code of conduct of the district may assert the protections of the IDEA *if* the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action.

1. Basis of knowledge

With limited exceptions, which are described in item 2 below, the district will be deemed to have knowledge that an individual is a student with a disability if before the behavior that precipitated the disciplinary action occurred one or more of the following is true:

a. The parent/adult student has expressed concern to supervisory or administrative district personnel or a teacher of the child that the student is in need of special education and related services.

b. The parent/adult student has requested that the student be evaluated for special education.

c. The student's teacher or other district personnel have expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other district supervisory personnel in accordance with the district's established Child Find system or special education referral system.

2. No basis of knowledge

The district will be deemed not to have knowledge that an individual is a student with a disability if one or more of the following is true:

a. An evaluation was conducted and a determination was made that the student did not have a disability.

b. The parent/adult student did not give written consent for an evaluation.

c. The parent/adult student refused special education services.

If the district did not have a basis of knowledge that a student was a student with a disability prior to taking disciplinary measures, the student is subjected to the same disciplinary measures applied to all other students who engage in comparable behaviors.

C. Parent/Adult Student Request for Evaluation of a Disciplined Student

If a request for an evaluation of a student who is not currently eligible for special education is made during the period in which the student is subject to disciplinary measures, the evaluation will be conducted in an expedited manner. Pending the results of the evaluation, the student will remain in the educational placement determined by district officials, which can include suspension or expulsion without educational services.

1. If the student is subsequently determined eligible for special education, the district will:

a. Convene an IEP team meeting to develop an IEP.

b. Conduct a manifestation determination.

1) If the behavior is caused by or had a substantial relationship to the student's disability, the disciplinary action must be set aside, and the student must be provided appropriate educational services in the least restrictive environment (LRE).

2) If the behavior is not caused by nor had a substantial relationship to the student's disability, the student is subject to the disciplinary placement that had been determined, but he or she is still entitled to receive FAPE, which is determined by the IEP team. Educational services cannot cease for more than ten (10) school days in a school year. Educational services shall be provided to the extent necessary to allow the student with a disability access to the general education curriculum and the opportunity to advance toward achieving the goals set out in his or her IEP.

2. If the evaluation team determines that the student is not eligible for special education, he or she will be subject to the same disciplinary actions as all other students.

D. Referrals to and Action by Law Enforcement and Judicial Authorities

1. The district may report a crime committed by a student with a disability to appropriate authorities. The IDEA does not prevent state law enforcement or judicial authorities from exercising their responsibilities, with regard to the application of federal and state law, for crimes committed by a student with a disability.

2. If a student brings a firearm to school, law enforcement shall be contacted pursuant to the Gun-Free Schools Act.

3. If the district reports a crime, it will ensure that copies of the special education and disciplinary records of the student are given to the appropriate law enforcement authorities for their consideration, to the extent the release of records is permitted by the Family Educational Rights and Privacy Act (FERPA). Generally, the release of records requires consent, but exceptions are listed in Chapter 11, Section 5.

E. Transfer of Discipline Records

Section 33-209, Idaho Code, requires that whenever a student transfers to a new school and a school record contains information concerning violent or disruptive behavior or disciplinary action involving the student, this information will be included in the transfer of records to the new school. The transmission of the student's record shall include both the student's current IEP, including the FBA, BIP, and any current or previous disciplinary action taken. This information will be contained in a sealed envelope marked to indicate the confidential nature

of the contents and addressed to the principal or other administrative officer of the school.

When the district initiates disciplinary proceedings applicable to all students, the special education and disciplinary records of students with disabilities shall be given to authorized district personnel for their consideration in making the final determination regarding the disciplinary action.

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CHAPTER 13 DISPUTE RESOLUTION

On occasion, conflicts arise between school districts and families. Several mechanisms are available through the Idaho Department of Education to assist in resolving a dispute. The processes are facilitation, 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 accepts requests for facilitation, and mediation by telephone and e-mail. State complaints and due process hearings are accepted via fax, mail, personal delivery, or may be scanned and attached to an email. All state complaints and due process hearing requests must include a signature of the filing party.

Requests for dispute resolution should be directed to the Dispute Resolution (DR) Coordinator at:

Special Education Dispute Resolution
Idaho Department of Education
P.O. Box 83720
Boise, ID 83720-0027

(208) 332-6914
(800) 432-4601
TT: (800) 377-3529
Fax: (208) 334-2228

For further assistance in matters relating to dispute resolution, you may contact:

DisAbility Rights Idaho

Boise Office:

9542 Bethel Ct
Boise, ID 83209
(208) 336-5353
(208) 336-5396 (fax)
(866) 262-3462 (toll-free)

DisAbility Rights Idaho

Pocatello Office:
1246 Yellowstone Avenue, Suite A-3
Pocatello, ID 83201-4374
(208) 336-5353
(208) 336-5396 (fax)

(866) 262-3462 (toll-free)

Idaho Parents Unlimited (IPUL)

4619 Emerald, Ste. E
Boise, ID 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 typically a voluntary process during which a dispute resolution contracted individual or individuals facilitate an IEP team meeting or other IDEA-related meeting. The role of the facilitator is to help the 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 teams collaboratively plan for the team meeting, focus on key issues and move toward productive outcomes. Because the facilitator is not a member of the team they can act as a neutral and impartial third-party providing balance, offer an outsider's perspective on the process, and help parties to be heard and understood by the rest of the IEP team. Note: A facilitator will not be responsible for creating or documenting decisions made by the IEP team or in any other IDEA related meeting.

Facilitation is offered at no charge to the district or the parent/adult student.

B. Facilitation Requests

A request for facilitation may be made by either a parent/adult student or a designated district representative, such as the director of special education. Facilitation may be requested for any IDEA-related meeting including: eligibility meetings; annual or amended IEP team meetings; due process hearing meetings such as resolution sessions or settlement meetings; as well as manifestation determination meetings.

Requests for facilitation should be made at least two weeks in advance to the meeting. Upon the request for facilitation, the Dispute Resolution (DR) Coordinator 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 Coordinator will contact both the parent/adult student and the district representative, notifying each who the facilitator will be. The facilitator will contact the parties to conduct pre-facilitation interviews to help build an agenda for the facilitation. Generally meetings are scheduled by the district who is responsible for sending out the *Invitation to Meeting*.

C. Facilitator Role

The role of the facilitator is to lead the IEP team meeting and guide parties through the process. The facilitator may work with parties to establish the agenda and identify issues important for parties to cover in the meeting. Facilitators may ask pertinent questions of parties providing occasional clarification or perspective, and work to ensure that participants are able to participate in a productive and balanced meeting. Facilitators will not make decisions for teams but serve as individuals knowledgeable about the IDEA processes or matters of law, record minutes for meetings, or finalize documents, although they may facilitate the crafting of

language parties will include in a student's IEP.

Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted, nor shall they be compelled to disclose the substance of any discussion that occurred during the facilitation process.

D. Dispute Resolution Facilitators

Facilitators are trained in effective conflict resolution processes, communication, negotiation, problem-solving, and in laws and regulations relating to the provision of special education and related services. While a facilitator in this context will not offer advice on a particular course of action, he or she will help the parties explore the soundness of any assumptions or agreements. The DR Coordinator may appoint one or two individuals to serve as facilitator(s) of a meeting.

1. In all cases a facilitator shall not:

    a. be an employee of the district involved in the dispute;

    b. have children enrolled in the district involved in the dispute;

    c. have a personal or professional interest that may affect the ability to remain impartial or neutral; or

    d. be used if either party rejects the facilitator(s) based on a perceived inability to be neutral or impartial.

E. Facilitation Timelines

The DR Coordinator 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. Mediation

A. Definition of Mediation

Mediation is a confidential and voluntary process where a trained neutral and impartial third-party provides a structure for parents/adult students and district personnel to identify areas of agreement and work to resolve points of disagreement concerning the identification, evaluation, educational placement, or provision of FAPE. Mediation aims to build positive working relationships, encourage mutual understanding, and help the parties focus on their common interest—the student.

Discussions in mediation are not discoverable in pending or subsequent due process hearing or

civil proceeding. Parties are provided a *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 circumstances of the education of a student by the district. The DR Coordinator will screen all mediation requests to determine the appropriateness of the mediation process for each individual case.

2. Mediation is automatically offered when a state complaint involving an individual student or a request for a due process hearing has been filed. Mediation cannot be used to delay the state complaint process or a due process hearing timelines unless the parent/adult child and the district agree in writing to extend the 60 day timeline.

3. Upon request for mediation, the Dispute Resolution office will contact all parties to schedule the mediation. Because mediation is voluntary, both parties must verbally agree to mediate for the process to go forward. Mediators are selected by the DR Coordinator from a list of trained professionals.

4. Mediation is provided at no charge to the district or to the parent/adult student.

C. Mediation Procedures

1. The mediation will be conducted in compliance with the IDEA.

2. No video or audio recording of the mediation proceedings will be made.

3. Each party is limited to no more than three participants who have the authority to make final resolution decisions. The mediator may increase this number at his or her discretion and with agreement of all parties.

4. The district shall have at least one representative present who has the authority to commit resources.

5. Because mediation is a non-adversarial process that offers the parties the opportunity to communicate directly with each other, legal representation during a mediation

session is discouraged. A district may not have legal representation present if a parent/adult student does not.

6. The Dispute Resolution office will retain copies of the signed agreement, if an agreement is reached. No other records of the mediation will be kept by the Idaho Department of Education.

7. The mediator will provide signed copies of the agreement, if an agreement is reached, to each party and the Dispute Resolution office.

8. The mediator may mediate again for the parties if assigned and parties approve or if the mediated agreement calls for the mediator's potential future participation with the parties.

9. 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 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 DR 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 will help the parties explore the soundness of any agreement. Mediators are assigned on a rotational basis with consideration for geographical location.

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; collaboratively establishes an agenda with the parties; guides the process; encourages open and honest communication;

ensures that each party is heard; phrases information and summarizes issues; and facilitates the writing of the agreement.

F. Mediation Timelines

The DR Coordinator will appoint a mediator within three (3) business days of all parties agreeing to mediate. The mediation will be held in a location convenient to the parties involved, and every effort will be made to complete the process within twenty-one (21) calendar days.

G. Confidentiality

Discussions that occur during the mediation process cannot be used as evidence in any subsequent due process hearing or civil proceeding. Parties in the mediation process will be provided a copy of the *Notification 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:

- What action(s) will be taken and when the action(s) will begin.
- When the action(s) will be completed.
- Who is responsible for taking the action(s)
- Who is responsible for making sure the action(s) is taken.
- The time period of the agreement.
- A process for review when the actions are completed.
- A plan for making changes to the agreement, if needed.
- What to do if a participant thinks the terms of the agreement are not being completed.
- Statement of confidentiality.
- The date of the agreement and the signatures of the participants.

Section 3. State Complaints

A. Definition of State Complaint

A state complaint is a non-adversarial process which provides that any individual or organization can file a complaint alleging any violation of the IDEA, including an alleged failure to comply with a previous due process hearing decision.

B. Filing a State Complaint

A state complaint can be filed by any individual or organization and must be signed. An electronic signature will be accepted. A state complaint must allege an IDEA violation that occurred no more than one year (365 days) prior to the date the complaint has been received and must include the following information:

- A statement that the education agency has violated a requirement of the IDEA;
- The facts on which the statement is based;
- The signature and contact information for the complainant; and
- If alleging violations with respect to a specific student;
    - The name and address of the residence of the school;
    - The name of the school the student is attending;
    - In the case of a homeless student, available contact information for the student and the name of the school the student is attending;
- A description of the nature of the problem of the student, including facts relating to the problem; and
- A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

The party filing the complaint must forward a copy of the complaint to the district at the same time the party files the complaint with the Dispute Resolution Office.

IDEA allows sixty (60) days to resolve the complaint with mediation, or an investigation and a final report, unless an exception applies.

A state complaint form is available on the Idaho Department of Education's website or can be requested by contacting the Dispute Resolution Office. The form is not required to be used to file a complaint, but all of the information set forth above is required to be provided for the complaint to be accepted.

The state complaint will be accepted if it meets the requirements set forth above and is 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.

C. Methods of Resolving State Complaints

1. Mediation will be offered by the DR Coordinator 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 Dispute Resolution Office in writing of the parties' agreement. When the DR Coordinator receives this notification, any resolved allegations will be dismissed from the state complaint. If all of the state complaint allegations are not resolved, the Idaho Department of Education will investigate the remaining allegations.

3. If mediation is not accepted by the parties or fails to resolve some or all of the allegation(s) that gave rise to the complaint, then the following shall occur:

   a. **Additional information:** The complainant will have the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint.

   b. **District Response:** The district will have an opportunity to respond to the complaint.

   c. **Complaint Investigator:** The Idaho Department of Education 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.

   d. **Investigation:** The complaint investigator will conduct a fact-finding investigation of all relevant information, 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 Idaho Department of Education, identify appropriate corrective actions, if required.

   e. **Independent Determination:** The Idaho Department of Education shall make an independent determination, based on the review of all relevant information, as to whether the district violated a requirement of the IDEA and issue a written decision that addresses the allegations in the complaint.

   f. **Corrective action plan (CAP)**: The district may propose a CAP to address the allegations in the complaint. In resolving a complaint in which the DR Coordinator found a failure to provide appropriate services, the DR Coordinator, pursuant to its general supervisory authority, 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.

D. State Complaint Procedures

Upon receipt of a written state administration complaint, the Dispute Resolution Office will ensure the following procedures are followed:

1. The complainant will be notified if the information provided is insufficient to process as a complaint. Upon receipt of additional information that meets the compliant filing criteria, the sixty (60) day timeline for completion will start. Once proper filing procedures are verified by the Dispute Resolution Office, the district (specifically the superintendent, the special education director, and the school board chair) will be notified by the DR Coordinator that the complaint has been received and what, if any, allegations have been accepted for investigation within ten (10) business days of receiving a sufficient complaint, unless exceptional circumstances exist. The school district is given an opportunity to respond to the complaint and may initiate a proposal to resolve all or some of the allegations in the complaint.

2. 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 in the event exceptional circumstances exist or the parties agree to extend the timeline in order to engage in mediation.

3. 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.

4. Provide the parent/adult student a copy of the *Procedural Safeguards Notice*.

5. Complainants will be given an opportunity to provide additional information about the allegations, either orally or in writing.

6. 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.

7. A final report of the investigation will be issued to the complainant and district superintendent, board chairperson, 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 Coordinator, or if the complainant and district agree to extend the time to engage in mediation.

8. In resolving a complaint in which the DR Coordinator has found a failure to provide appropriate services the investigative report shall include corrective actions addressing, as appropriate to address the needs of the student(s), which may include:

    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.

9. The Idaho Department of Education will ensure the district takes the corrective action set forth in the final report no later than one year after the identification of non-compliance. A complaint investigation final report cannot amend a student's IEP.

10. The Dispute Resolution office ensures noncompliance is 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.

Section 4. Due Process Hearings

A. Definition

A due process hearing request involves an allegation or a series of allegations by either a parent/adult student or the district on issues relating to the identification, evaluation, educational placement, or the provision of FAPE to a student.

The due process hearing is presided over by a hearing officer appointed by the DR Coordinator. At the due process hearing, the parent/adult student and the district may present evidence, cross examines witnesses, and present the case to the hearing officer. The hearing officer renders a written decision on the merits of the issues relating to the due process hearing.

The due process hearing request must allege a violation that occurred not more than two (2) years before the date the parent/adult student or public agency knew or should have known about the alleged action that forms the basis of the due process hearing request, subject to the

exceptions described later in this section.

Mediation is offered in an effort to resolve issues and parties may request mediation at any time.

B. Due Process Hearings and Expedited Due Process Hearings

Idaho's due process system has two settings for due process hearings: a regular due process hearing and an expedited due process hearing.

1. A regular due process hearing is an administrative hearing to resolve disputes on any matter related to the identification, evaluation, educational placement, and the provision of FAPE.

2. An expedited due process hearing is only available to resolve disputes concerning discipline and/or placement related to discipline.

C. Filing a Due Process Hearing

Due process hearing requests must include a complete and signed copy of the *Due Process Hearing Request Form* 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 request 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 Idaho Department of Education.

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 about the alleged action that forms the basis of the due process complaint. 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 district 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 challenge an eligibility/identification determination.

Due Process Hearing Request by a District: If the district initiates a hearing request, the district must inform the parent/adult student and the Idaho Department of Education. A district may initiate a due process hearing within two years of the alleged action. All applicable timelines will start when the request has been received by parent/adult student and the Idaho Department of Education.

D. Hearing Officer Appointment

1. The hearing officer shall be appointed within ten (10) calendar days of the Idaho Department of Education receiving the due process hearing request or within five (5) business days of an expedited hearing request. 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 DR Coordinator.

2. 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 Idaho Department of Education.

3. 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.

E. Due Process Hearing Procedures

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. Participation in mediation shall not alter or delay the timeline of the due process hearing, unless the parties mutually agree to

extend the hearing timeline in writing.

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 a written notice to the parent/adult student explaining the reasons why the district 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 district used as the basis for the proposed or refused action and a description of the other factors relevant to the district's proposed or refused action. The district shall provide a copy of the written notice to the hearing officer within ten (10) calendar days of receiving the request.

4. The district shall inform a parent/adult student of any free or low-cost legal or other relevant services available 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 shall convene 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 DR Coordinator will provide a meeting facilitator or 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 that is the basis of the complaint.

1) If a resolution is reached regarding some or all of 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 some or all of the issues set forth in 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 on all of the hearing issues 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 DR Coordinator 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 Idaho Department of Education 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 DR Coordinator and the assigned hearing officer immediately.

F. The Due Process Hearing

1. Hearing Preparation

a. A parent/adult student will be allowed to inspect and review reports, files, and records pertaining to the student prior to a resolution session or due process hearing. A district may charge a fee for copies of records if the fee does not effectively prevent a parent/adult student from exercising his or her right to inspect and review those records. The district may not charge a fee to search for or retrieve records.

b. Not less than five (5) business days prior to a due process hearing, each party will disclose to all other parties: evaluations completed by that date; recommendations based on those evaluations intended to be used at the hearings; copies of exhibits to be introduced; and a list of witnesses each party intends to call at the hearing.

c. The hearing officer will provide notification as to the time and place of the due process hearing to the parent/adult student, district officials, and the 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.

e. The hearing officer may grant specific extensions of time for the hearing at the request of either party.

2. The Due Process Hearing

a. The hearing officer will preside over and conduct the proceedings in a fair and impartial manner, permitting all parties an opportunity to present their information and opinions. Due process hearings shall be conducted pursuant to the *Idaho Rules of Administrative Procedure of the Attorney General* (IDAPA), IDEA requirements, and this Manual. In case of any conflict between IDAPA and the IDEA, the IDEA shall supersede. IDAPA rules shall supersede this Manual.

b. A parent/adult student and district personnel may be accompanied and advised by legal counsel properly licensed in Idaho.

c. A parent/adult student has the right to open the hearing to the public and to have the student who is the subject of the hearing present.

d. Each party has the right to present evidence, and confront, cross-examine and, compel the attendance of witnesses.

e. New issues (issues not in the original due process request) may not be raised at the hearing unless agreed to by the other party.

f. Any party may prohibit the introduction of any evidence at the hearing that was disclosed less than five (5) business days before the hearing.

g. During the hearing the district will provide reasonable accommodations as required by federal regulations.

h. The parent/adult student has the right to obtain a written, or at their option, electronic, verbatim record of the hearing. The district shall be responsible for the cost of the verbatim transcript and a copy of the transcript will remain with the Idaho Department of Education.

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 hearing.

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, the hearing officer may order the district to comply with the procedural requirements.

b. 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.

c. The hearing officer's written decision shall be mailed within forty-five (45) calendar 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 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.

d. The findings of fact and decision shall be in writing and shall be mailed to the to both parties and the DR Coordinator, or at the option of the parent/adult student provided electronically at no cost

e. 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) the parent/adult student appeals the decision by initiating civil action in state or federal district court within applicable appeal periods.

f. 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, which may consolidate multiple hearing requests involving the same student.

g. 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 because the child 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, 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 district shall provide those special education and related services which are not in dispute.

Section 5. 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. These hearing procedures may be repeated, if the school district believes that returning the student to the original 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.

3. The procedures set forth above in Section 6 shall be followed when filing an expedited due process hearing request. All applicable timelines for expedited due process hearings 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. The proceedings will be the same as those in a regular due process hearing, except for the following changes:

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 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 following the same procedures for decisions in other 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 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 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 6. Appeals and Civil Action

Any appeal of the hearing officer's decision must be filed within forty-two (42) calendar days from the date of issuance.

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 7. Attorney Fees

An IDEA hearing officer appointed by the DR Coordinator does not have the authority to consider or award attorney fees. Only a state or federal district court has jurisdiction in to consider an award the awarding, determination, or prohibition of attorney fees in an IDEA matter.

Idaho Department of Education

Idaho Specific Learning Disability (SLD) Criteria

Idaho Special Education Manual



Overarching Summary

Specific Learning Disability (SLD) is one of fourteen eligibility categories under which a student can qualify to receive special education services.

The SDE received an inquiry from the Office of Special Education Programs (OSEP) in October of 2023 regarding our SLD criteria and questioned the “narrowness” of the criteria compared to IDEA.

In response, the Department convened a workgroup to review Idaho’s SLD criteria and proposed revising the Idaho Special Education Manual.

Review Tasks	Timeline
Compared Idaho's SLD criteria to IDEA	November 8, 2023
Declared the need for an expanded workgroup to revise Idaho's SLD Criteria	December 19, 2023
Reviewed Idaho's "process based on the child's response to scientific, research-based intervention" and evidence required	January 25, 2024
Considered the need to "permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability" and drafted criteria around " *Patterns of Strengths and Weaknesses (PSW)"*	February 22, 2024
Completion of final Draft of the SLD Criteria	March 14, 2024
Collection of public feedback via online form and two public hearings	May 17 – July 23, 2024
SDE review of public feedback	July 25, 2024
SDE submission of recommended revisions to OSBE	August 21, 2024

Scope of Work

1. Remove or revise limiting SLD eligibility to school-age students.
2. Revising *Response to Intervention (RTI)* component of Idaho's criteria.
3. Remove the "and" that requires both an RTI-based process and pattern of strengths and weaknesses in psychological processing.
4. Consider whether Idaho will adopt additional options for SLD eligibility as allowed by IDEA.
5. Provide a recommendation to the Office of the State Board of Education.

Initial Department/Partner Workgroup Members

- Chynna Hirasaki- Special Education Director, Idaho Department of Education
- Emily Boles- Director, Idaho SESTA
- Kari Grier- Associate Director, Idaho SESTA
- Julie Mead- Contractor, Idaho Department of Education; Chief Officer of Special Services, Caldwell School District
- Tammy LaBonne- Contractor, Idaho SESTA; School Psychologist, Boise School District

Expanded Workgroup Members

- Ramona Lee- Special Education Director, West Ada School District
- Amanda Judd- Special Education Director, Idaho Virtual Academy
- Joy Jansen- Special Education/Federal Programs Director, Lake Pend Oreille
- Christi Thompson- Director, Syringa Mountain Charter School
- Amber Romriell- Speech & Language Pathologist, Pocatello School District
- Jodie Orme- School Psychologist, Fremont School District
- Jessica Twichel- Special Education Consulting Teacher, Boise School District
- Lisa McElroy- Instructional Coach & Literacy Lead, Lake Pend Oreille
- Molly Fuentealba- Field Placement Coordinator Bilingual Education, College of Idaho
- Melissa Vian- Idaho Parents Unlimited
- Meghan Wonderlich- Content & Curriculum Director, Idaho Department of Education

Resources used during the workgroup process

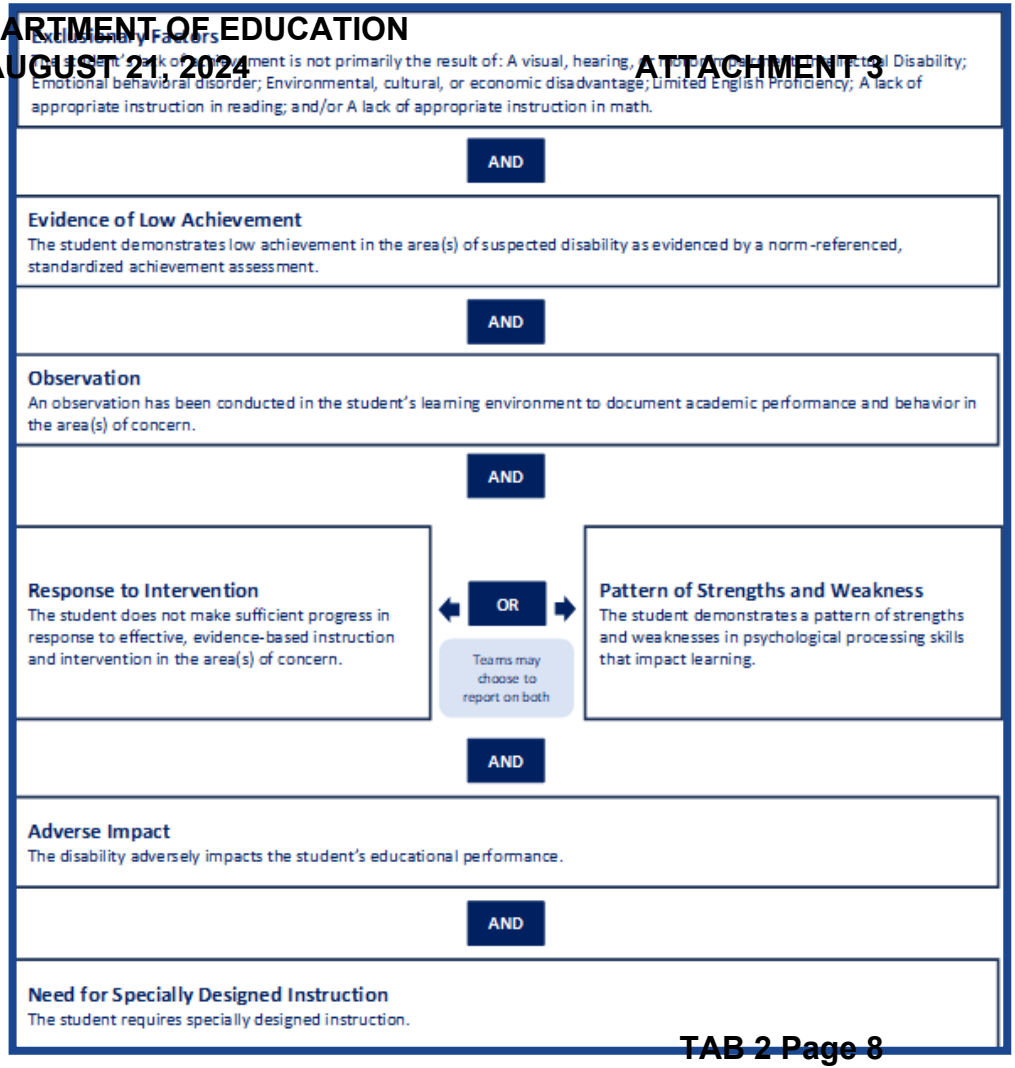
- Individuals with Disabilities Education Act 34 C.F.R. Parts 300-399
- Idaho Special Education Manual (2018)
- Book: *Essentials of Specific Learning Disability Identification,* Alfonso & Flanagan (2018)
- Diagnostic and Statistical Manual of Mental Disorders 5th Edition Text Revision (DSM -5-TR)
- National Association of School Psychologists (NASP) documents
- SLD Criteria from other states

Conclusion

The 2018 Idaho Special Education Manual limits SLD eligibility:

- school-age students
- requiring Response to Intervention AND a Pattern of psychological strengths and weaknesses.

The SDE has addressed these discrepancies, and the new SLD criteria are in alignment with the IDEA.



Questions?

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Idaho Department of Education

SUBJECT

Proposed Amendments to Graduation Requirements

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.105 – Rules Governing Thoroughness

REFERENCE

June 2017	Board unanimously adopted the college and career readiness definition and competencies.
August 2022	Board unanimously approved the proposed rule to add the current financial literacy graduation requirement.

BACKGROUND

Since taking office, Superintendent Critchfield and the Idaho Department of Education (IDE) have made updating Idaho's graduation requirements a top policy priority. Her goals include making the minimum graduation requirements relevant to the needs of 21st century students, with access to the skills, resources, and credentials needed to become engaged, successful citizens.

Superintendent Critchfield was supportive of the Board updates to the graduation requirements which placed financial literacy with economics as a one credit requirement. During the 2023 session, she sponsored legislation to support this financial literacy requirement with H 93 (2023), which requires local education agencies to offer financial literacy courses and aligns these courses' standards to the financial literacy college and career competencies.

Although there have been several targeted updates in the graduation requirements over the past five-plus years, there has not been a comprehensive review or update to the graduation requirements by the State Board of Education in over a decade. Statutorily, several changes have impacted graduation requirements, including creating two diploma types (the STEM diploma and Workforce Readiness and CTE diplomas) and the seal of biliteracy. But a major update to the graduation requirements precedes all of Idaho's recent statewide college and career initiatives— from Advanced Opportunities (2015) and College and Career Advisor dollars (2016) to LAUNCH (2023) and Idaho Career Ready Students (2023). Additionally, there are ongoing questions about helping to individualize these requirements for our students and increase flexibility for schools.

To begin these efforts of reviewing the graduation requirements, the Idaho Department of Education convened an agency workgroup in October 2023, facilitated by State Department staff. It included the Idaho Board of Education, Division of Career Technical Education, and the Workforce Development Council. This workgroup met through December 2023 and developed a recommendation framework for updating the graduation requirements. This framework had four components: updates to the core academic credits, structuring elective requirements to align with post-secondary goals, an assessment requirement to

measure career readiness, and a new “career readiness project” that helps a student articulate the acquisition of the college and career competencies.

In February 2024, IDE student engagement staff convened two webinars with college and career counselors to discuss these potential updates and solicit feedback.

After the 2024 legislative session, work resumed updating the graduation requirements. Superintendent Critchfield discussed the process and key principles during the Post-Legislative Tour in April 2024.

In May 2024, a K-12 stakeholder graduation requirements workgroup (Attachment 2) was convened to discuss the proposed updates developed by the IDE and the agency work group. This workgroup met in May, June, and July 2024.

To provide data to support the workgroup, the IDE sent a survey to superintendents and charter administrators, teachers, college and career advisors, school board members, and parents in May 2024. It has received over 400 responses to date.

Additionally, Idaho Department of Education staff conducted outreach across Idaho in June 2024. The IDE staff facilitated hybrid meetings in Twin Falls (Region IV) and Pocatello (Region V and VI) on June 11, meetings in Lewiston on June 18 (Region II) and Sandpoint (Region I) on June 19, and a meeting in Nampa (Region III) on June 26. Press releases went out to notify the media and public of these meetings.

Changes to the graduation requirements will occur through negotiated rulemaking in IDAPA 08.02.03.105 once the Idaho Board of Education approves the IDE's recommendations and the redline version of the proposed rules during the August Board meeting.

The IDE has developed recommendations for the Board of Education to update these requirements:

1.) Digital Literacy: a one (1) credit Digital Literacy requirement would replace the existing one (1) credit requirement for communications. The minimum number of credits in core subjects of the state graduation requirements would remain at (29) credits.

    Key components of the Digital Literacy credit requirement would include:
    - Fundamental computer science concepts, such as algorithms, coding, and Artificial Intelligence (AI);
    - internet safety and social media best practices; and
    - citizenship in a digital world, including communication through digital means, such as online news and information.

This new Digital Literacy course would align with the existing Information Communication and Technology Content and Computer Science Standards, with additional standards potentially needing development.

The IDE would support districts and LEAs in implementing the Digital Literacy requirement.

2.) Future Readiness Project: The existing senior project will be updated to the new Future Readiness Project.

The Future-Readiness Project will be "a culminating project demonstrating a student's application of college and career competencies and exploration of potential post-high school options."

The project "must include an experiential component, such as a work-based, service-based, research-based, or portfolio-based experience in which a student demonstrates the acquisition of the Board adopted Idaho College and Career competencies." Experiences like apprenticeships, internships, volunteer work, and extracurricular activities related to real-world skills acquisition will count toward this requirement.

Beginning with the class of 2028, all students must complete a Future Readiness Project by the end of grade twelve (12). Additional requirements for a project are at the discretion of the LEA.

The Idaho Department of Education will support districts in providing templates for LEAs and overseeing the implementation of this provision.

3.) Localized Pathways: This is a new requirement. Localized pathways will be defined as a "framework of locally provided offerings that identifies core and elective credits, assessments, and other opportunities aligned to various post-secondary goals. Local education agencies determine their own framework, and students may select offerings that are aligned with localized pathways."

LEAs will be required to develop and post publicly two or more localized pathways. Examples of localized pathways could include, but are not limited to:

- 2-year or 4-year college and university readiness;
- military readiness;
- apprenticeships;
- direct entry into a trade or career; OR
- exploration of post-secondary opportunities.

Completion of a localized pathway will not be a requirement for graduation. The LEA will develop the localized pathway with support from the State Department of Education in implementing this provision.

Localized pathways would be designed to assist students in structuring their secondary course selection electives, assessment(s), and supplemental activities and inform students and their parents or guardians of local opportunities aligned with a student's post-secondary goals as identified in their career pathway plan.

4.) Credit Flexibility: The Idaho Department of Education will assist LEAs with developing crosswalks and templates to award credit for prior learning in ways that meet course requirements for high school graduation.

5.) Key revisions of existing language:

- Eliminating unnecessary or duplicate language in IDAPA, including "dual credit" and "portfolio" definitions, and with the science, mathematics, and health and wellness core academic requirements language;
- adding a definition for "applied science"; and
- updating the term "Humanities" to Fine Arts and World Languages to align the graduation requirement with the current standards.

IMPACT

If adopted, the proposed amendments will be implemented over the course of three years. The State Department of Education will take lead on ensuring that professional development is available in alignment with the graduation requirements, corresponding standards and curriculum resources, and that achievable pathways for appropriate endorsements are clarified.

Each component of these updates would have various application dates:

- Direct updates to language would apply as soon as these proposed rules were approved by the Idaho Legislature as soon as the 2025 legislative session ends.
- The future readiness project and the requirement for digital literacy will be required for all students by the end of the twelfth grade, beginning with the class of 2028.
- The localized pathways provision must be implemented by all LEAs no later than June 30, 2026.

Additionally, as graduation requirements are included in rule, the approved changes will be updated in IDAPA 08.02.03. This realignment is proposed as Proposed Rule Docket No. 08.0203.2401.

ATTACHMENTS

Attachment 1 - Proposed Graduation Requirements
Attachment 2 - Work Group Membership for Summer 2024
Attachment 3 - Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed amendments to the high school graduation requirements.

BOARD ACTION

I move that the Board approves the amendments to the high school graduation requirements as proposed by Superintendent Critchfield and the Idaho Department of Education for updating the graduation requirements in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

(BREAK IN CONTINUITY OF SECTIONS)

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 ~~local education agency (~~LEA.~~)~~ (3-15-22)

c. Credit Flexibility. The State Department of Education will support LEAs in the development of crosswalks and templates to assist in awarding credit for prior learning in ways that meet course requirements for high school graduation. ( )

d~~c~~. 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 will apply for any student graduating before January 1, 2028 and will consist~~ing~~ 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. Instruction in communications consisting of oral communication and technological applications through a sequence of instructional activities that meet the Idaho Speech and Content standards shall be required for any student graduating after January 1, 2028. ( ) ~~(3-15-22)~~

e~~d~~. 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. ~~Dual credit e~~Engineering courses and computer science courses aligned to the state standards for grades nine (9) through (12), ~~including AP Computer Science and dual credit computer Science courses~~ may ~~also~~ be counted as a mathematics credit. Students who choose to take computer science or~~and dual credit~~ engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. ( )~~(4-6-23)~~

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~~e~~. Science. Six (6) credits are required~~, two (2) of which will be laboratory based~~. Four credits are

required from at least two (2) of the four content areas: physics, chemistry, earth and space or life science. Two (2) credits in Ssecondary sciences may include instruction in applied sciences, physics, chemistry, earth and space sciences, ~~physical sciences,~~ life sciences, or~~and~~ computer science. Engineering courses and computer science courses aligned to the state standards for grades nine (9) through (12), may also be counted as a science credit. ( ) ~~(3-15-22)~~

~~i. Secondary sciences include instruction in the following areas: biology, computer science, physical science or chemistry, and earth, space, environment, or approved applied science. (3-15-22)~~

g~~f~~. 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~~g~~. Fine Arts or World Languages~~Humanities~~. Two (2) credits are required. ~~Humanities c~~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.( ) ~~(3-15-22)~~

i~~h~~. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. ~~Effective for all public school students who enter grade nine (9) in Fall 2015 or later, e~~Each student shall receive a minimum of one (1) ~~class period~~ 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. (3-15-22)

j~~i~~. 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 ~~school district~~LEA.
( )~~(3-15-22)~~

k. 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. ( )

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. ( )~~(3-15-22)~~

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. ( )

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. ( )

04. 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)

05. 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 105.06.a. through 105.06.c. of this rule are met. (3-15-22)

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.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.c. of this rule. (3-15-22)

06. 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)

07. 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)

(BREAK IN CONTINUITY OF SECTIONS)

Graduation Requirements Work Group

Contact List

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Idaho Department of Education

High School Graduation Remodel Recommendations

State Board of Education Meeting
August 21, 2024



Why Are We Updating?

Graduation Requirements have not been reviewed and updated, comprehensively, in over 10 years. This precedes our statewide college and career initiatives.

How do we help individualize for our students?

How do we increase flexibility for schools?

How do we create a strong foundation for future support from SDE, OSBE, and others?

The Rationale

NEED FOR INTENTIONAL STRATEGY, ALIGNMENT

Programs like Idaho LAUNCH, NEXT STEPS, many CTE options, and Advanced Opportunities have changed/grown requiring a need for more intentionality.

INCREASED FLEXIBILITY

Extended learning opportunities: new statewide diploma options, opportunities for self-directed learners, early grad, and open enrollment, which did not exist when current requirements were created.

INSTRUCTIONAL CHANGES

The state has seen significant increases in instruction to include workforce training, dual credit, and apprenticeships.

WORKFORCE CHANGES

Workforce trends are changing, requiring students to demonstrate competencies beyond content knowledge.

Timeline

October to December 2023

- The State Department of Education convened an agency workgroup in October 2023, facilitated by State Department staff. It included the State Board of Education, Division of Career Technical Education, and the Workforce Development Council.
- This workgroup developed a recommendation framework for updating the graduation requirements.

February 2024

- SDE student engagement staff convened two webinars with college and career counselors to discuss these potential updates and solicit feedback.

April 2024

- Superintendent Critchfield discussed the process and key principles during the Post-Legislative Tour in April 2024.

Timeline

June and July 2024

- K-12 Work Group Developed Recommendations for Board.
- SDE discusses draft recommendations and receives input from K-12 stakeholders— **via surveys** and regional meetings.

August 2024

- State Board considers recommendations and incorporate changes to initiate rule-making.

September to November 2024

- State Board conducts negotiated rule-making.

January to March 2025

- Legislature considers graduation requirements updates in administrative rule, phasing in for class of 2028.

March to July 2025

- SDE works with districts and charter schools on implementation, in anticipation for 2025-2026 school year and beyond.

Stakeholder Feedback Survey

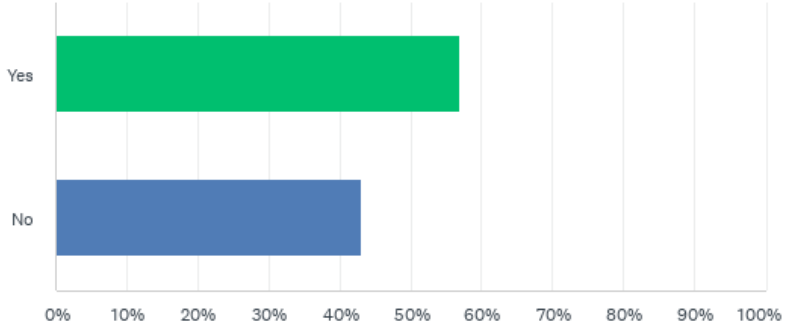
- 409 responses received between June 3 and July 15, 2024.

- Respondent titles include:
  - Parents
  - Business Owners
  - School Administrators
  - School Counselors
  - Teachers
  - And Other District Level Employees

- Feedback from all regions in the State.

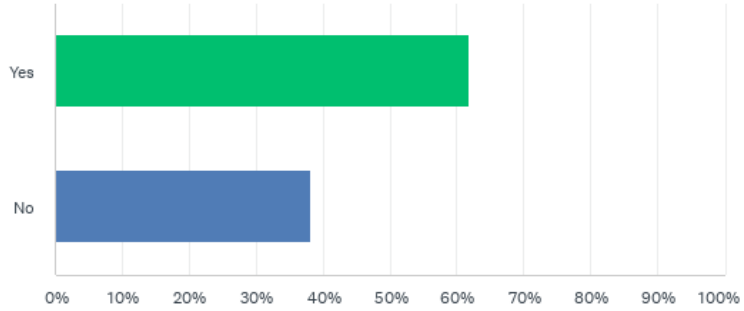
Survey Highlights

Q10 Are the current state minimum graduation requirements meaningful to your high school students?



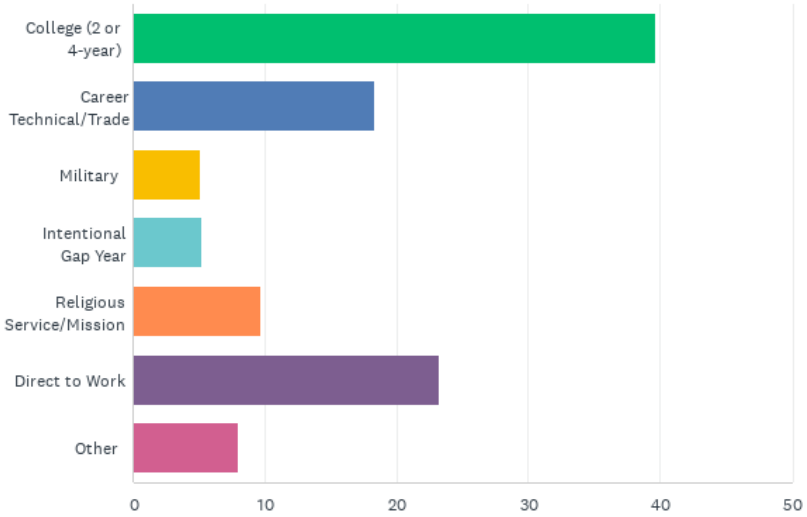
Survey Highlights

Q11 Do the state's current minimum graduation requirements help your high school students achieve their goals after graduation (e.g., college or university, military, mission, or straight into a career)?



Survey Highlights

Q13 Please estimate how many of your students (percentage-wise) pursue the following options immediately after graduation. Note: Numbers in columns should add up to 100%.



Survey Comment Highlights

I am very much in favor of pairing minimum requirements with options tailored to what students may want to do next in their lives (college, technical training, apprenticeships, running their own business, etc.).

I would strongly suggest parent informational sessions explaining the purpose of education, the reasoning behind requirements, and the necessity of supporting their student.

Offering focused pathways with clear connections to careers, and potentially altering graduation requirements, can make the school experience more relevant to the students' lives.

There are so many classes and options that could be beneficial for our students. It would be easy to make a lot of requirements. Just make sure you leave some flexibility, there is no "one-size-fits-all" path to education.

Adjust the classes offered in the core credits section to be more real world based. And please, we need more funding. We are struggling, just like the rest of the state is.

Survey Conclusions

- Student credit and teacher certification flexibility is desired.
- Worry about unfunded mandates.
- Agreement that durable/career readiness skills are needed.
- Relevancy in high school graduation credits needs to be reconsidered.
- Concerns about chronic absenteeism.
- Parent information is necessary.
- Need to support student individualized experiences.

Summary of Recommendations

1.) **Digital Literacy:** One (1) credit Digital Literacy requirement would replace the existing one (1) credit requirement for communications.

2.) **Future Readiness Project:** The existing senior project will be updated to the new Future Readiness Project.

- It must include an experiential component, such as a work-based, service-based, research-based, or portfolio-based experience in which a student demonstrates the acquisition of the Board adopted Idaho College and Career competencies."

Summary of Recommendations

3.) **Localized Pathways:** Localized pathways will be defined as a "framework of locally provided offerings that identifies core and elective credits, assessments, and other opportunities aligned to various post-secondary goals.

- Local education agencies determine their own framework, and students may select offerings that are aligned with localized pathways."

4.) **Credit Flexibility:** The State Department of Education will assist LEAs with developing crosswalks and templates to award credit for prior learning in ways that meet course requirements for high school graduation.

Proposed Core Changes

Content Area	Proposed	Current
English/Language Arts /Communications*	**English/Language Arts - 8 Credits**	English/Language Arts - 8 Credits Communications- 1 credit
Mathematics	**Algebra I (equivalent) - 2 credits** **Geometry (equivalent) - 2 credits** **Student Choice - 2 credits**	Algebra I (equivalent) - 2 credits Geometry (equivalent) - 2 credits Student Choice - 2 credits
Science	**Lab-based - 2 credits** **Student Choice - 4 credits**	Lab-based - 2 credits Student Choice - 4 credits
Social Studies	**US History - 2 credits** **Government - 2 credits** **Economics/Financial Literacy(see below) - 1 credit**	US History - 2 credits Government - 2 credits Economics/Financial Literacy - 1 credit
Humanities	**Rename to "Arts and World Language"** **Student Choice - 2 credits**	Student Choice - 2 credits
Health	**Student Choice - 1 credit**	Student Choice - 1 credit
Digital Literacy and Financial Literacy	**Digital Literacy (1 credit)** **Economics/Financial Literacy- 1 credit**	Financial Literacy Included w/ Economics

Digital Literacy (Core Academic Requirement)

Key Components:

- Fundamental computer science concepts: algorithms, coding, AI.
    - **Computer Science Standards**
        - Impacts of Computing
        - Algorithms and Programming

- Internet safety, beyond what is learned in middle school. Social media best practices.
    - **Information & Communication Technology**
        - Digital Citizenship
        - Information Processing and Production
        - Global Collaborator

- Citizenship in digital world: Communication through digital means. Online news and information.
    - **English Language Arts/Literacy (Grades 9-12)**
        - Digital Communications

Examples of Digital Literacy Standards

9-12.ICT.2.2 Engage in positive, safe, legal and ethical behavior when using technology.

9-12.ICT.2.4 Maintain their digital security and understand data collection technology used to track their online activity.

9-12.ICT.3.2 Evaluate the accuracy, perspective, credibility, and relevance of information in any format.

9-12.ICT.7.2 Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from diverse viewpoints.

Examples of Digital Literacy Standards

9-12.CS.3.1 Demonstrate responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.

9-12.CS.3.3 Discuss trade-offs such as privacy, safety, and convenience associated with the collection and large-scale analysis of personal information

9-12.CS.3.7 Understand and define artificial intelligence.

9-12.CS.5.1 Diagram the flow of execution and output of a given program.

Localized Pathways

In order to help students structure their use of electives for their individual post-secondary goals, all LEAs create one or more localized pathways that meet the framework from the State Department of Education.

COLLEGE
TRADES
APPRENTICESHIPS
MILITARY
STRAIGHT TO CAREER

Elective Focus Areas

Future Readiness Project

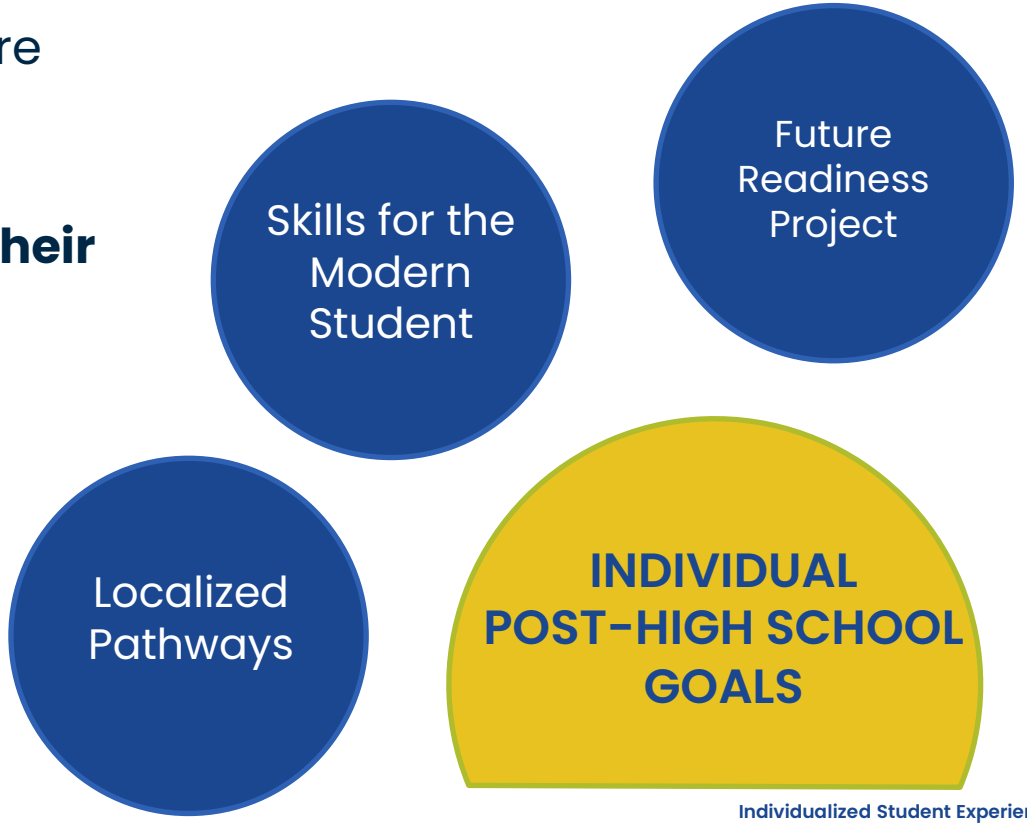
Proposed	Current
Future Readiness Project	Senior Project
Learn employability skills, aligned with core competencies, through locally developed programs. These skills are demonstrated by one of the following: • Work-Based Learning Experience; OR • Service-Based Learning Experience; OR • Project-Based Learning Experience **The State Department of Education will provide templates for this requirement.** IDE	A culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. As determined by LEA.



Career Readiness Project

Bottom Line: Individualized Student Experience

Outside of required core course requirements, **students can select options that support their individual post-high school goals.**



Identified Resource Needs

State Partners Will Work to Provide:

- Sample Advising Plans
- Inventory Assessments (Localized Pathway Map)
- Credit Flexibility Guide
- Updated Financial Literacy Curriculum and Standards
- Updated Communication and Digital Literacy Curriculum and Standards
- How-to Guide: Competency Integration Manual
- Competency Template (service projects, career projects and research papers)



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Idaho Department of Education

TAB	DESCRIPTION	ACTION
1	**PROPOSED AMENDMENTS TO BOARD BYLAWS – FIRST READING**	Action Item
2	**BOARD POLICY I.E - EXECUTIVE OFFICERS – FIRST READING**	Action Item
3	**BOARD POLICY VII.D - IDAHO QUALITY PROGRAM STANDARDS – FIRST READING**	Action Item
4	**BOARD POLICY VII.C - CAREER TECHNICAL EDUCATION CERTIFICATION – SECOND READING**	Action Item
5	**LEGISLATIVE PROPOSALS 2025 – SAFETY AND SECURITY ADVISORY BOARD**	Action Item
6	**LEGISLATIVE PROPOSALS 2025 – BROADBAND FUND DISTRIBUTION**	Action Item
7	**LEGISLATIVE PROPOSALS 2025 – BEHAVIORAL THREAT ASSESSMENT MANAGEMENT TEAMS**	Action Item
8	**TEMPORARY RULE – DOCKET NO. 08-0203-2403, RULES GOVERNING THOROUGHNESS**	Action Item
9	**PROPOSED RULE – DOCKET NO. 08-0203-2401, RULES GOVERNING THOROUGHNESS**	Action Item
10	**PROPOSED RULE – DOCKET NO. 47-0101-2401, RULES GOVERNING VOCATIONAL REHABILITATION SERVICES**	Action Item

11	**PROPOSED RULE – DOCKET NO. 08-0202-2401, RULES GOVERNING UNIFORMITY**	Action Item
12	**PROPOSED RULE – DOCKET NO. 08-0113-2401, RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP**	Action Item
13	**PROPOSED RULE – DOCKET NO. 08-0401-2401, RULES OF THE IDAHO DIGITAL LEARNING ACADEMY**	Action Item
14	**EDUCATOR PREPARATION PROGRAMS PERFORMANCE MEASURES AND DEFINITION – LOW PERFORMING**	Action Item

SUBJECT

Proposed Amendments to Board Bylaws – First Reading

REFERENCE

June 2016	The Board approved the first reading of proposed amendments to the Board Bylaws regarding actions at meetings that were not in existing Board policy and amendments to the Audit Committee.
August 2016	The Board approved the second reading of amendments to the Board Bylaws.
August 2019	The Presidents' Council presented to the Board a new proposed role for the Council and proposed changes to the name of the Council.
December 2019	Board approved the first reading of proposed amendments to the Board Bylaws eliminating non-functioning committees and restructuring the Presidents Council reporting.
February 2020	Board approved second reading of proposed amendments.
February 2022	Board approved first reading of proposed amendments to Board Bylaws reflecting the responsibilities of standing committees of the Board.
April 2022	Board approved second reading of proposed amendments.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures - Bylaws
Idaho Code Chapter 2, Title 74, Transparent and Ethical Government

BACKGROUND/DISCUSSION

HB21 (2024) amended Sections 33-102A and 33-104, Idaho Code. The amendment to 33-102A, Idaho Code provides that the governor is authorized to appoint the executive officer of the Board who shall serve at the pleasure of the governor and receive a salary fixed by the governor. The amendment to 33-104, Idaho Code provides that the president of the board shall be selected by the governor and that at the first Board meeting in April, the president shall select a vice president and secretary.

IMPACT

The proposed amendments to Board Policy - Bylaws realign the policy with the above statutory changes which went into effect July 1, 2024.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Bylaws – Redline
Attachment 2 – Proposed Amendments to Board Bylaws – Clean Copy

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Staff recommends approval of the first reading of the proposed amendments to Board Bylaws as submitted in Attachment 1.

BOARD ACTION

I move to approve the first reading of Board Policy - Bylaws as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. BYLAWS (Operational Procedures) ~~June~~ October 2024

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board serve under the direction of the executive director, who is responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

3. All meetings of the Board are held at such place or places as may be determined by the Board.

4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.

2. A quorum of the Board consists of five (5) Board members.

3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
   a. A president, a vice president, and a secretary, who are members of the Board.
   b. An executive secretary, who is the state superintendent of public instruction.

2. The president of the Board is selected by the governor under Section 33-1~~4~~004, Idaho Code. At the Board's first meeting in April, the president shall select a vice president and secretary who shall serve ~~The president, vice president, and secretary are elected at the organizational meeting~~ for one (1) year terms and hold office until their successors are selected. Vacancies in these offices are filled by ~~election~~ president for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the ~~Board~~ governor~~unless the contract of employment specifies otherwise~~. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
   a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
   c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
   d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
   e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
   f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
   g. Establishes screening and selection committees for all appointments of agency and institutional heads.
   h. Appoints Board members to all standing and interim committees of the Board.
   i. Establishes the Board agenda in consultation with the executive director.
   ~~j.~~ Serves as chief spokesperson for the Board and, with the executive director,

carries out the Board's policies between meetings.

~~k.~~j.

2. Vice President
   a. Presides at meetings in the event of absence of the Board president.
   b. Performs the Board president's duties in the event of the Board president's inability to do so.
   c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary
   a. Presides at meetings in the event of absence of the Board president and vice president.
   b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary
   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:
   a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.
   b. Presenting to the Board recommendations concerning elementary and secondary school matters and matters of the State Department of Education.

5. Executive Director

   The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. Pursuant to Section 33-102A, Idaho Code, the executive director, under the direction of the state board, shall have such duties and powers as prescribed by the Board.~~The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board~~.

F. Standing Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing committee is responsible for performing

work pursuant to Board policy or delegation. Such committees may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the "agencies." An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

   a. Purpose

      The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting guidance to the agencies and institutions under the Board on the implementation of Board action on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop guidance on the implementation of the Board's planning initiatives and goals. This committee shall also provide more detailed information to the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

   b. Composition

      The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit updates to the Board.

   c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for providing updates to the Board in the following general areas:

i. Long range planning and coordination;
ii. Initial discussions and direction on strategic policy initiatives and goals;
iii. Legislative proposals and administrative rules for Board agencies and institutions;
iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
vi. Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
vii. Other matters as assigned by the Board.

At the direction of the Board president, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for implementing Board action and developing guidance to the institutions and agencies on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working

unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for updates to the Board in the following general areas:

i. Agency and institutional instruction, research and student affairs agenda items;
ii. Instruction, academic or career technical program approval;
iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
iv. Outreach, technology and distant learning impacting programs and their delivery;
v. Long-range instruction, academic and career technical planning;
vi. Registration of out-of-state institutions offering programs or courses in Idaho;
vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
viii. Student organizations' activities and issues; and
ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting updates to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee updates to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for providing guidance on the implementation of Board action to the institutions and agencies under the Board in the following general areas:

i. Agency and institutional financial agenda items;
ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
iii. Long-range fiscal planning;
iv. Fiscal analysis of the following:

1) New and expanded financial programs;
2) Establishment, discontinuance or change in designation of administrative units;
3) Consolidation, relocation, or discontinuance of programs;
4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
5) Student fees and tuition; and
6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit, Risk and Compliance Committee

a. Purpose

The Audit, Risk and Compliance Committee is a standing committee of the Board. The Audit, Risk and Compliance Committee provides oversight to the

organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit, Risk and Compliance Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit, Risk and Compliance Committee. Each Committee member shall be free from any relationship that would interfere with the exercise of independent judgment. Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. Audit, Risk and Compliance Committee members who are Board members may be compensated for Board service. The Audit, Risk and Compliance Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of financial affairs and the ability to exercise independent judgment. Committee appointments will be made is such a way that collectively the Committee membership possesses sufficient knowledge of internal audit, external audit, accounting, finance, information technology, compliance, risk management, higher education, and governance concepts. At least one member of the committee shall have current accounting or related financial management expertise in the following areas:

i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
iii. Experience in preparing or auditing financial statements and;
iv. An understanding of internal controls.

Members may be reappointed. The Audit, Risk and Compliance Committee chair shall be appointed by the Board president and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principal duties and responsibilities of the Committee:

i. Recommend the appointment and compensation to the Board of the external auditors. Evaluate and oversee the work of the external auditors. The Committee must review any services prior to being provided by the external auditor. The external auditing firm shall report directly to the committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the president of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants as necessary to carry out its duties.
ii. Evaluate and oversee the work of the Internal Audit and Advisory Services unit (IAAS), located within the Board office.
iii. Discuss with the external auditors the audit scope, focusing on areas of concern or interest;
iv. Review the financial statements, adequacy of internal controls and findings with the external auditors. The external auditor's "management letter" shall include management responses and be addressed to the Audit, Risk and Compliance Committee and president of the institution.
v. Ensure the external auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
vi. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
vii. Monitor the independence and performance of each organization's external auditor and internal auditing departments;
viii. Provide general guidance for developing risk assessment models for all institutions.
ix. Provide an avenue of communication among the external auditor, management, the internal audit staff and the Board.
x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.
xi. Oversee institutional compliance programs.

The Audit, Risk and Compliance Committee will meet at least four times per year. The committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under

the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Executive Committee

a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office, to consider matters concerning the Board that may arise from time to time, and to provide direction to the executive director on any of such matters.

b. Composition

The Executive Committee is composed of the current Board president, vice president, and secretary, and the immediate past Board president. The Board's executive director also shall serve on the Executive Committee. The current Board president serves as chairperson of the committee. In the event the past Board president is unable to serve on the Executive Committee, then the Board president may appoint another member of the Board to serve in the place of such former officer.

c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board president, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing

committee of the Board, as described in Subsection F above, with the exception of the Audit Committee.

2. The Board member who is the chair of the permanent standing committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board president may designate a substitute Board member or Board officer to present the agenda items.

H. Conflict of Interest

1. Policy

Members of the Board serve a public interest role and have a clear obligation to conduct all business of the Board in a manner consistent with that role. All decisions of the Board are to be made solely on the basis of a desire to promote the best interests of the public good.

2. Procedure

a. A conflict of interest occurs when a member's private interests compete with his or her professional obligations to the Board to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

b. In the event the Board must consider any transaction for an institution, school or agency that also involves (a) a member of the Board or (b) a member of his or her immediate family or close relative ("immediate family" means spouse, parent, child, stepchild or sibling), or a person residing in the member's household or a legal dependent of the member, or (c) an organization with which a member of the Board is affiliated, such Board member, at the first knowledge of such transaction, must publicly disclose such real or potential conflict to the Board.

c. Disclosure is also required concerning all relationships and business affiliations that reasonably could give rise to a conflict of interest involving a matter before the Board. Affiliation is understood to exist if a Board member or a member of the Board member's immediate family, or a person residing in the member's household or a legal dependent of the member, is:

(1) An officer, director, trustee, partner, employee, or agent of such organization; or

(2) Either the actual or beneficial owner of more than five percent (5%) of the voting stock or controlling interest of such organization; or

(3) Has any other direct or indirect dealings with such organization from which he or she knowingly benefited (e.g., through receipt directly or indirectly of cash or other property in excess of one thousand dollars ($1000) a year).

d. Board members shall also comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §74-401 et. seq.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. BYLAWS (Operational Procedures) **October 2024**

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board serve under the direction of the executive director, who is responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

3. All meetings of the Board are held at such place or places as may be determined by the Board.

4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.

2. A quorum of the Board consists of five (5) Board members.

3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
   a. A president, a vice president, and a secretary, who are members of the Board.
   b. An executive secretary, who is the state superintendent of public instruction.

2. The president of the Board is selected by the governor under Section 33-104, Idaho Code. At the Board's first meeting in April, the president shall select a vice president and secretary who shall serve for one (1) year terms and hold office until their successors are selected. Vacancies in these offices are filled by president for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the governor. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
   a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
   c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
   d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
   e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
   f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
   g. Establishes screening and selection committees for all appointments of agency and institutional heads.
   h. Appoints Board members to all standing and interim committees of the Board.
   i. Establishes the Board agenda in consultation with the executive director.
   j. Serves as chief spokesperson for the Board and, with the executive director, carries out the Board's policies between meetings.

2. Vice President
   a. Presides at meetings in the event of absence of the Board president.
   b. Performs the Board president's duties in the event of the Board president's inability to do so.
   c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary
   a. Presides at meetings in the event of absence of the Board president and vice president.
   b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary
   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:
   a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.
   b. Presenting to the Board recommendations concerning elementary and secondary school matters and matters of the State Department of Education.

5. Executive Director

   The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. Pursuant to Section 33-102A, Idaho Code, the executive director, under the direction of the state board, shall have such duties and powers as prescribed by the Board..

F. Standing Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing committee is responsible for performing work pursuant to Board policy or delegation. Such committees may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the "agencies." An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

   a. Purpose

      The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting guidance to the agencies and institutions under the Board on the implementation of Board action on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop guidance on the implementation of the Board's planning initiatives and goals. This committee shall also provide more detailed information to the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

   b. Composition

      The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit updates to the Board.

   c. Responsibilities and Procedures

      The Planning, Policy and Governmental Affairs Committee is responsible for providing updates to the Board in the following general areas:

      i. Long range planning and coordination;
      ii. Initial discussions and direction on strategic policy initiatives and goals;

iii. Legislative proposals and administrative rules for Board agencies and institutions;
iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
vi. Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
vii. Other matters as assigned by the Board.

At the direction of the Board president, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for implementing Board action and developing guidance to the institutions and agencies on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for updates to the Board in the following general areas:

i. Agency and institutional instruction, research and student affairs agenda items;
ii. Instruction, academic or career technical program approval;
iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
iv. Outreach, technology and distant learning impacting programs and their delivery;
v. Long-range instruction, academic and career technical planning;
vi. Registration of out-of-state institutions offering programs or courses in Idaho;
vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
viii. Student organizations' activities and issues; and
ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting updates to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the

Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee updates to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for providing guidance on the implementation of Board action to the institutions and agencies under the Board in the following general areas:

i. Agency and institutional financial agenda items;
ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
iii. Long-range fiscal planning;
iv. Fiscal analysis of the following:

1) New and expanded financial programs;
2) Establishment, discontinuance or change in designation of administrative units;
3) Consolidation, relocation, or discontinuance of programs;
4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
5) Student fees and tuition; and
6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit, Risk and Compliance Committee

a. Purpose

The Audit, Risk and Compliance Committee is a standing committee of the Board. The Audit, Risk and Compliance Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit, Risk and Compliance Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit, Risk and Compliance Committee. Each Committee member shall be free from any relationship that would interfere with the exercise of independent judgment. Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. Audit, Risk and Compliance Committee members who are Board members may be compensated for Board service. The Audit, Risk and Compliance Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of financial affairs and the ability to exercise independent judgment. Committee appointments will be made is such a way that collectively the Committee membership possesses sufficient knowledge of internal audit, external audit, accounting, finance, information technology, compliance, risk management, higher education, and governance concepts. At least one member of the committee shall have current accounting or related financial management expertise in the following areas:

i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
iii. Experience in preparing or auditing financial statements and;
iv. An understanding of internal controls.

Members may be reappointed. The Audit, Risk and Compliance Committee chair shall be appointed by the Board president and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the

accounting principles and reporting policies used. The following shall be the principal duties and responsibilities of the Committee:

i. Recommend the appointment and compensation to the Board of the external auditors. Evaluate and oversee the work of the external auditors. The Committee must review any services prior to being provided by the external auditor. The external auditing firm shall report directly to the committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the president of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants as necessary to carry out its duties.
ii. Evaluate and oversee the work of the Internal Audit and Advisory Services unit (IAAS), located within the Board office.
iii. Discuss with the external auditors the audit scope, focusing on areas of concern or interest;
iv. Review the financial statements, adequacy of internal controls and findings with the external auditors. The external auditor's "management letter" shall include management responses and be addressed to the Audit, Risk and Compliance Committee and president of the institution.
v. Ensure the external auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
vi. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
vii. Monitor the independence and performance of each organization's external auditor and internal auditing departments;
viii. Provide general guidance for developing risk assessment models for all institutions.
ix. Provide an avenue of communication among the external auditor, management, the internal audit staff and the Board.
x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.
xi. Oversee institutional compliance programs.

The Audit, Risk and Compliance Committee will meet at least four times per year. The committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Executive Committee

   a. Purpose

      The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office, to consider matters concerning the Board that may arise from time to time, and to provide direction to the executive director on any of such matters.

   b. Composition

      The Executive Committee is composed of the current Board president, vice president, and secretary, and the immediate past Board president. The Board's executive director also shall serve on the Executive Committee. The current Board president serves as chairperson of the committee. In the event the past Board president is unable to serve on the Executive Committee, then the Board president may appoint another member of the Board to serve in the place of such former officer.

   c. Responsibilities and Procedures

      The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board president, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection F above, with the exception of the Audit Committee.

2. The Board member who is the chair of the permanent standing committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board president may designate a substitute Board member or Board officer to present the agenda items.

H. Conflict of Interest

1. Policy

Members of the Board serve a public interest role and have a clear obligation to conduct all business of the Board in a manner consistent with that role. All decisions of the Board are to be made solely on the basis of a desire to promote the best interests of the public good.

2. Procedure

a. A conflict of interest occurs when a member's private interests compete with his or her professional obligations to the Board to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

b. In the event the Board must consider any transaction for an institution, school or agency that also involves (a) a member of the Board or (b) a member of his or her immediate family or close relative ("immediate family" means spouse, parent, child, stepchild or sibling), or a person residing in the member's household or a legal dependent of the member, or (c) an organization with which a member of the Board is affiliated, such Board member, at the first knowledge of such transaction, must publicly disclose such real or potential conflict to the Board.

c. Disclosure is also required concerning all relationships and business affiliations that reasonably could give rise to a conflict of interest involving a matter before the Board. Affiliation is understood to exist if a Board member or a member of the Board member's immediate family, or a person residing in the member's household or a legal dependent of the member, is:

(1) An officer, director, trustee, partner, employee, or agent of such organization; or

(2) Either the actual or beneficial owner of more than five percent (5%) of the voting stock or controlling interest of such organization; or

(3) Has any other direct or indirect dealings with such organization from which he or she knowingly benefited (e.g., through receipt directly or indirectly of cash or other property in excess of one thousand dollars ($1000) a year).

d. Board members shall also comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §74-401 et. seq.

SUBJECT

Board Policy I.E. Executive Officers – First Reading

REFERENCE

August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance
October 2016	Board approved second reading of Board Policy I.E.
April 2018	Board approved the first reading of proposed amendments to Board policies: I.E., V.I. and V.U. removing provisions regarding housing, automobile allowances and reimbursement of entertainment expenses.
June 2018	Board approved second reading of Board policies I.E., V.I., and V.U.
August 2021	Board approved the first reading of amendments to Board Policy I.E. delegating to the Board's chief executive officers the ability to take actions on campus to prevent the spread of contagious or infectious disease
October 2021	Board approved the second reading of Board Policy I.E.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E.
Sections 33-107, Idaho Code

BACKGROUND/DISCUSSION

HB521 (2024) amended Sections 33-102A and 33-104, Idaho Code. The amendment to 33-102A, Idaho Code provides that the governor is authorized to appoint the executive officer of the Board who shall serve at the pleasure of the governor and receive a salary fixed by the governor. The amendment to 33-104, Idaho Code provides that the president of the board shall be selected by the governor and that at the first Board meeting in April, the president shall select a vice president and secretary.

IMPACT

The proposed amendments to Board Policy I.E. realign the policy with the above statutory changes which went into effect July 1, 2024.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy I.E. Executive Officers – Redline
Attachment 2 – Proposed Amendments to Board Policy I.E. Executive Officers – Clean Copy

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Staff recommends approval of the first reading of the proposed amendments to Board Policy I.E. Executive Officers as submitted in Attachment 1.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy Section I.E. Executive Officers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: E. Executive Officers **October ~~2021~~2024**

1. Executive Director

   a. The Executive Director is appointed by and serves in this position at the pleasure of the ~~Board~~Governor, with the advice and consent of the senate. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to ~~Idaho Code~~ Section 33-102A(2), Idaho Code, the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

   a. Responsibilities

      The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

      For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The Presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

   b. The ~~Chief~~ chief e~~E~~xecutive o~~O~~fficer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

      i. Relations with the Board

         1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.

         2) Effective communication among the Board, the Board office, and the institution or agency.

         3) Preparation of such budgets as may be necessary for proper reporting and planning.

         4) Transmittal to the Board of recommendations initiated within the institution or agency.

5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of state-wide concern.

6) Notification to Board President or Executive Director of any absence exceeding one week during which time the chief executive officer will be unavailable or out-of-country.

ii. Leadership of the Institution or Agency

1) Recruitment and retention of employees

2) Development of programs, in accordance with an evolving plan for the institution or agency.

3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.

4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.

iii. Relations with the Public

1) Development of rapport between the institution or agency and the public that each serves.

2) Official representation of the institution or agency and its Board-approved role and mission to the public.

c. Appointment Terms and Conditions

Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions ~~and Executive Director of the Board~~ are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment actions. The Presidents ~~and Executive Director~~ are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

i. Each chief executive officer's annual compensation shall be set and approved by the Board. The Governor shall set the salary of the Executive Director. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.

ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.

iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.

iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.

v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination
In the event a chief executive officer's appointment is terminated by Board action (for or without cause), than such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of

the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

4. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

i. staff privileges for activities, events and campus facilities;

ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

5. Procedures to Prevent the Spread of Infectious Disease.

Pursuant to section 33-3730, Idaho Code, the ~~e~~Executive ~~d~~Director is delegated authority to, upon request from an institution in situations requiring immediate action, close an institution or any of its buildings or campuses if needed to prevent

the spread of contagious or infectious disease. Also pursuant to section 33-3730, Idaho Code, the P~~p~~resident of each institution is delegated the authority to implement measures required to prevent the spread of contagious or infectious disease, including limiting programs or activities. Any such action taken shall be considered by the Board at its next meeting.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: E. Executive Officers **October 2024**

1. Executive Director

   a. The Executive Director is appointed by and serves in this position at the pleasure of the Governor, with the advice and consent of the senate. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Section 33-102A(2), Idaho Code, the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

   a. Responsibilities

      The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

      For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The Presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

   b. The chief executive officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

      i. Relations with the Board

         1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.

         2) Effective communication among the Board, the Board office, and the institution or agency.

         3) Preparation of such budgets as may be necessary for proper reporting and planning.

         4) Transmittal to the Board of recommendations initiated within the institution or agency.

5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of state-wide concern.

6) Notification to Board President or Executive Director of any absence exceeding one week during which time the chief executive officer will be unavailable or out-of-country.

ii. Leadership of the Institution or Agency

1) Recruitment and retention of employees

2) Development of programs, in accordance with an evolving plan for the institution or agency.

3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.

4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.

iii. Relations with the Public

1) Development of rapport between the institution or agency and the public that each serves.

2) Official representation of the institution or agency and its Board-approved role and mission to the public.

c. Appointment Terms and Conditions

Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment

actions. The Presidents are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

i. Each chief executive officer's annual compensation shall be set and approved by the Board. The Governor shall set the salary of the Executive Director. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.

ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.

iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.

iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.

v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination
In the event a chief executive officer's appointment is terminated by Board action (for or without cause), than such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's

travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

4. President Emeritus/Emerita Designation

   The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

   a. Appointment Procedure

      An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

   b. Rights, Privileges and Responsibilities

      Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

      i. staff privileges for activities, events and campus facilities;

      ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

5. Procedures to Prevent the Spread of Infectious Disease.

   Pursuant to section 33-3730, Idaho Code, the Executive Director is delegated authority to, upon request from an institution in situations requiring immediate action, close an institution or any of its buildings or campuses if needed to prevent the spread of contagious or infectious disease. Also pursuant to section 33-3730, Idaho Code, the President of each institution is delegated the authority to

implement measures required to prevent the spread of contagious or infectious disease, including limiting programs or activities. Any such action taken shall be considered by the Board at its next meeting.

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy VII.D. First Reading and Idaho Quality Program Standards

REFERENCE

August 14, 2014	Board, acting as the State Board for Career Technical Education, approved Proposed Rule Docket 55-0104-1401, first reading of Board Policy IV.E.2. and the Idaho Quality Program Standards.
November 2014	Board approved Pending Rule Docket 55-0104-1401.
June 2023	Board approved first reading of Board Policy VII.D. moving the Division's section of Board policy from subsection IV.E. to its own section, Section VII.
August 2023	Board approved second reading of Board Policy VII.D.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Policies and Procedures, Section VII.D.
Section 33-1629, Idaho Code
Idaho Administrative Code, IDAPA 55.01.04

BACKGROUND/DISCUSSION

The Idaho Legislature enacted Section 33-1629, Idaho Code, Agricultural and Natural Resource Education Programs during the 2014 Legislative session. The purpose of this section was to establish (1) Idaho Quality Program Standards Incentive Grants, and (2) Agricultural Education Program Start-Up Grants and requires the State Board for Career Technical Education to adopt rules to implement the Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants. The Board adopted the required rules through the 2014-2015 negotiated rulemaking process and approved the grant program standards at the August 14, 2014 regular Board meeting.

The current Idaho Quality Program standards, incorporated by reference into Board policy VII.D. have not been updated since the original August 2014 approval. During summer and fall 2023, Division staff held a number of meetings with agriculture education stakeholders across the state who have received, applied for, or are eligible to apply for one or both of the two grant programs with the intent of verifying continued relevance and updating where appropriate the current standards, including clarifying and streamlining the review process for eligible applicants.

IMPACT

Approval of the standards and the first reading of the policy is the first step of two steps to update the standards. Once the policy is amended with the approval date

of the updated standards that standards will be able to be used in awarding these grants.

ATTACHMENTS

Attachment 1 – Proposed Amendments to the Idaho Quality Program Standards - Redline
Attachment 2 – Proposed Amendments to the Idaho Quality Program Standards – Clean Copy
Attachment 3 – Proposed Amendments to Board Policy VII.D. – Redline
Attachment 4 – Proposed Amendments to Board Policy VII.D. – Clean Copy

BOARD STAFF COMMENTS AND RECOMMENDATIONS

This agenda item was brought forth in April of 2024 and again in June of 2024. On both occasions, the agenda items was removed from the agenda prior to consideration as Division and Board staff were not in agreement and Board staff did not recommend approval of the ask at that time.

The original ask included both the proposed amendment to IQPS standards as presented in Attachment 1 and amendments to Board Policy VII.D. that reflected the anticipated date of board approval for the amended IQPS standards (as a document incorporated into the policy by reference), and a separate delegation of the Board's decision-making authority to the Division administrator. Proposed policy amendments are reflected in Attachment 3. The original ask was submitted for the April 2024 and the June 2024 meetings.

The original ask was submitted again for the August 2024 meeting; however, after discussion with the Division and Board's legal counsel, the Division agreed to modify the request. The current request considers the proposed amendments to the IQPS standards and proposed amendments to Board Policy VII.D. that reflect the anticipated date of Board approval for the amended IQPS standards.

During the PPGA committee meeting held on 8/2/2024, Board Member Keogh indicated concern about the IQPS standards not including sufficient reference to natural resources and Board staff reiterated the concern about the proposed single read approval of the amendments to the standards. After some discussion it was determined that the request would be further modified to reflect that the IQPS standards to ensure a two-reading process for both the proposed amendments to the standards and the policy.

Board staff recommends approval of a first reading of the proposed amendments to the IQPS standards as presented in Attachment 1 and the first reading of the proposed amendments to Board Policy VII.D. as presented in Attachment 3.

BOARD ACTION

I move to approve the first reading of the proposed amendments to the Idaho Quality Program Standards at provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the first reading of proposed amendments to Board Policy VII.D. as provided in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

~~**INTRODUCTION**~~

Idaho Quality Program Standards (IQPS)

Standards and Quality Indicators

This document was prepared and reviewed by representatives of: Idaho Team Ag Ed; Idaho Division of Career Technical Education; Idaho Agriculture Teachers Association; Department of Agricultural Education and 4-H Youth Development, University of Idaho.

Introduction

The Idaho Agricultural Education Quality Program Standards are a result of a need to provide a consistent delivery of high ~~-~~-quality agricultural education programs across the state of Idaho focused on relevant instruction, rigorous clear goals, continuous program improvement and the development of essential skills for student success. Input from local and state leaders was sought and obtained regarding the qualities of highly successful agricultural education programs.

The Idaho Agricultural Education Quality Program Standards are designed to be used by the local instructor(s), administration, community partners ~~and/or,~~ stakeholders, technical advisory ~~council~~committee, FFA Alumni and/or an external assessment team to conduct an evaluation of the local agricultural education program and develop clear goals and objectives for program improvement. The local self-assessment or evaluation will serve as the basis for further review by the ~~State~~Idaho Division of Career Technical Education in determining ~~how well an~~the quality of the agricultural education program ~~meets~~in reference to the Idaho Agricultural Education Quality Program Standards.

During the 2014 sixty-second Legislative regular session, Senate Bill 1275 was passed to amend Chapter 26, Title 33 of the Idaho Code to establish provisions relating to the Idaho Quality Standards Incentive Grants and direct the State Board of Career Technical Education to adopt and implement the Idaho Agriculture Education Quality Program Standards.

The Idaho Agriculture Education Quality Program Standards comprise seven main areas dealing with the school based agricultural education program and the agricultural education instructor. Standards 1 – 6, address the agricultural education program and standard 7 addresses the agricultural education instructor. Each standard and standard statement is followed by a series of quality indicators which further define ~~or assess~~ the standard or standard statement.

Local Program Success materials found in the National ~~FFA Local~~Council for Agricultural Education's National Program ~~Resource Guide~~Quality Standards rubric may provide additional tools, resources and information to help agricultural education programs meet the standards and standard statements in this document.

ATTACHMENT 1

Standard 1: ~~Program Planning, Design & Curriculum~~

~~**Standard Statement:**~~

A standards-based curriculum in Agriculture, Food ~~&~~and Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership ~~&~~and personal development.

Quality Indicators:

1. The agricultural education curriculum includes~~: 1.) approved Ag/NR courses; 2.)~~ course names ~~&~~and descriptions~~; 3.),~~ course objectives/~~-~~competencies~~; 4.),~~ course sequences, ~~5.)~~ course prerequisites, ~~6.)~~and staffing assignments for all courses.

2. The Program~~(s)~~ of Study (POS is the course sequence) offered by the AFNR program is cross-~~-~~walked/aligned to the Idaho State Department of Education (SDE) academic content standards and references the Idaho Core Standards.

~~1. Experiential learning (SAE) is integrated throughout the instructional program.~~

~~2. Student leadership & personal development (FFA) is integrated throughout the instructional program.~~

~~3. The agricultural education program consults with an advisory board, recognized by the local board of education, with current constitution and bylaws on program planning, design and curriculum.~~

3. The agricultural education program provides students with "value added" components to enhance their ability to be either college or career ready.

4. Instructional activities throughout the year are balanced between classroom and laboratory instruction, experiential learning (SAE), and leadership and personal development (FFA).

Standard 2: ~~Instruction & Assessment~~

~~**Standard Statement:**~~

Programs promote ~~academic~~ achievement and skill development of all students through year-round instruction using multiple methods to assess student learning that illustrates academic achievement and skill development.

Quality Indicators:

~~1. Instructional activities throughout the year are balanced between classroom & laboratory instruction, experiential learning (SAE), and leadership & personal development (FFA).~~

1. Course instructional outlines are documented and based upon an approved Program of Study (POS).

2. Instruction reinforces written objectives and appropriate assessments aligned to relevant and rigorous academic content and Idaho Core standards.

~~2.~~3. The instructor uses multiple instructional strategies for varied student learning styles and incorporates real-life experiences to facilitate learning.

~~3.~~4. The instructional program uses a variety of current instructional materials, ~~equipment,~~ techniques, ~~technology~~ and community-based ~~resources.~~support.

Standard 3: ~~Facilities & Equipment~~

~~Standard Statement:~~
The facilities and equipment support implementation of the agricultural education program and curriculum by providing all students opportunities for the development and application of knowledge and skills. (Facilities are defined as classroom, agricultural education science laboratory, computer laboratory, wood and metal shop, greenhouse, head house, land laboratory, livestock facilities, storage areas and office).

Quality Indicators:

1. Facility size, layout, storage and labs provide for effective delivery of the courses offered and student enrollment.

2. Facility is clean, organized, and maintained to provide an environment conducive to learning.

3. Facility meets existing local, state, and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.

~~1. Idaho Building Safety Inspection (IBSI) has been conducted on the facility, equipment and tools with all defective items removed, repaired, or replaced.~~

4. Current equipment is ~~available and maintained~~industry relevant and adequate for student instruction.

~~4.~~5. Adequate consumable supplies are provided annually to deliver instruction.

~~5.~~6. Current technology is available, maintained, and updated to offer high quality instruction and support experiential learning (SAE) and student leadership development~~.~~ (FFA).

Standard 4: ~~Experiential Learning~~

~~Standard Statement~~:

Education is enhanced through active participation by all students in a year-~~-~~round experiential learning program (SAE) that is planned, developed and managed by the student with instruction and support by the ~~agriculture~~agricultural instructor.

Quality Indicators:

1. All students have experiential learning (SAE) programs based on career pathways/clusters/~~-~~interests and agricultural education curriculum standards.

2. Continuous instruction and supervision of student experiential learning (SAE) programs are provided by the ~~agriculture~~ agricultural education instructor throughout the calendar year.

3. Students have a comprehensive experiential learning program that shows evidence of improvement.

~~3.~~4. Students have comprehensive experiential learning programs ~~that show evidence of~~ (SAE) and keep accurate record of continuous improvement.

~~1. The agricultural education program consults with an advisory board, recognized by the local board of education, with current constitution and bylaws on experiential learning.~~

Standard 5: ~~Leadership Development~~

~~Standard Statement~~:

ATTACHMENT 1

All students participate in year-round intra-curricular agricultural education student organization (FFA) programs and activities.

Quality Indicators:

1. The FFA chapter annually plans and implements a Program of Activities (POA) and reviews and approves Chapter ~~constitution and/or bylaws.~~Constitution/Bylaws.

2. The agricultural education program students participate in FFA programs and activities ~~and have a progressive plan for leadership and personal development.~~listed in the Program of Activities.

3. The FFA chapter conducts and/or participates in local activities and events.

4. The FFA chapter conducts or participates in district, state and national activities.

5. Students who are FFA members show evidence of continuous improvement by achieving advanced degrees based on ~~the~~their SAE program and FFA participation.

~~1. The agricultural education program consults with an agricultural education advisory board, recognized by the local board of education, with current constitution and bylaws on leadership development.~~

Standard 6: ~~Partnerships & Marketing~~

~~**Standard Statement:**~~

Key stakeholders are continually engaged, consulted and invested in the agricultural education program.

Quality Indicators:

1. The ~~School~~agriculture education program consults with an educational advisory board, recognized by the local board of education, to plan and ~~community partners (~~direct the program's curriculum, supervised agriculture experiences (SAE), and leadership development (FFA).

2. Technical Advisory Committee is comprised of School Board, Administration, ~~agriculture advisory board,~~ Alumni, parents, ~~media,~~local decision makers, and agricultural industry leaders ~~and community) are familiar with the agricultural education model (classroom, SAE and FFA), are involved in shaping~~ from the community and ~~strengthening the program~~ its impact area.

~~1.~~3. Stakeholder groups (Technical Advisory Committee or Alumni and ~~promoting program accomplishments~~Supporters Group) collaborate often in order to maintain consistent support of the agriculture education program and promote its success.

~~2.~~4. Agricultural education program stakeholders and supporters (e.g. Technical Advisory Committee and/or Alumni and Supporters group) are recognized for their support of the agricultural education program.

~~3.~~5. Community volunteers (FFA Alumni and Supporters group or others) are organized and involved in supporting the agricultural education program.

~~4.~~6. The agricultural education program provides relevant data/information to key stakeholders and other entities.

~~5.~~7. A recruitment and retention plan is annually ~~developed and~~ implemented for prospective and current students.

~~6.~~8. Follow-up data is collected and maintained on all agriculture program graduates.

Standard 7: ~~Certified Agricultural Education Instructor and Professional Growth~~

~~Standard Statement~~:
Competent and certified agricultural education instructor provides the core of the program.

Quality Indicators:

1. The agricultural education instructor has current Idaho certification to teach agriculture and has advanced training to enhance instruction in the agricultural education program.

2. The agricultural education instructor provides student instruction and supervision throughout the year in classroom ~~&~~and laboratory, experiential learning (SAE) and leadership ~~&~~and personal development (FFA).

3. The agricultural education instructor demonstrates effectiveness in quality teaching that promotes student growth.

4. The agricultural education instructor practices classroom management that maximizes time-on-task and minimizes disruptive behaviors.

ATTACHMENT 1

5. The agricultural education instructor demonstrates effectiveness involving experiential learning (SAE) activities that promotes student growth.

6. The agricultural education instructor demonstrates effectiveness involving leadership and personal development (FFA) activities that promotes student growth.

7. The agricultural education instructor demonstrates professional growth through activities to promote knowledge of content, instructional strategies, industry practices~~,~~ and instructor leadership roles.

8. The agricultural education instructor is an active member in local, state and national professional education associations.

ATTACHMENT 2

Idaho Quality Program Standards (IQPS)

Standards and Quality Indicators

This document was prepared and reviewed by representatives of: Idaho Team Ag Ed; Idaho Division of Career Technical Education; Idaho Agriculture Teachers Association; Department of Agricultural Education and 4-H Youth Development, University of Idaho.

Introduction

The Idaho Agricultural Education Quality Program Standards are a result of a need to provide a consistent delivery of high-quality agricultural education programs across the state of Idaho focused on relevant instruction, rigorous clear goals, continuous program improvement and the development of essential skills for student success. Input from local and state leaders was sought and obtained regarding the qualities of highly successful agricultural education programs.

The Idaho Agricultural Education Quality Program Standards are designed to be used by the local instructor(s), administration, community partners, stakeholders, technical advisory committee, FFA Alumni and/or an external assessment team to conduct an evaluation of the local agricultural education program and develop clear goals and objectives for program improvement. The local self-assessment or evaluation will serve as the basis for further review by the Idaho Division of Career Technical Education in determining the quality of the agricultural education program in reference to the Idaho Agricultural Education Quality Program Standards.

During the 2014 sixty-second Legislative regular session, Senate Bill 1275 was passed to amend Chapter 26, Title 33 of the Idaho Code to establish provisions relating to the Idaho Quality Standards Incentive Grants and direct the State Board of Career Technical Education to adopt and implement the Idaho Agriculture Education Quality Program Standards.

The Idaho Agriculture Education Quality Program Standards comprise seven main areas dealing with the school based agricultural education program and the agricultural education instructor. Standards 1 – 6, address the agricultural education program and standard 7 addresses the agricultural education instructor. Each standard and standard statement is followed by a series of quality indicators which further define the standard or standard statement.

Local Program Success materials found in the National Council for Agricultural Education's National Program Quality Standards rubric may provide additional tools, resources and information to help agricultural education programs meet the standards and standard statements in this document.

ATTACHMENT 2

Standard 1:
A standards-based curriculum in Agriculture, Food and Natural Resources Systems is delivered through an integrated model that incorporates classroom and laboratory instruction, experiential learning and student leadership and personal development.

Quality Indicators:

1. The agricultural education curriculum includes course names and descriptions, course objectives/competencies, course sequences, course prerequisites, and staffing assignments for all courses.

2. The Program(s) of Study (POS is the course sequence) offered by the AFNR program is cross-walked/aligned to the Idaho State Department of Education (SDE) academic content standards and references the Idaho Core Standards.

3. The agricultural education program provides students with "value added" components to enhance their ability to be either college or career ready.

4. Instructional activities throughout the year are balanced between classroom and laboratory instruction, experiential learning (SAE), and leadership and personal development (FFA).

Standard 2:
Programs promote achievement and skill development of all students through year-round instruction using multiple methods to assess student learning that illustrates academic achievement and skill development.

Quality Indicators:

1. Course instructional outlines are documented and based upon an approved Program of Study (POS).

2. Instruction reinforces written objectives and appropriate assessments aligned to relevant and rigorous academic content and Idaho Core standards.

3. The instructor uses multiple instructional strategies for varied student learning styles and incorporates real-life experiences to facilitate learning.

4. The instructional program uses a variety of current instructional materials, techniques, and community-based support.

ATTACHMENT 2

Standard 3:
The facilities and equipment support implementation of the agricultural education program and curriculum by providing all students opportunities for the development and application of knowledge and skills. (Facilities are defined as classroom, agricultural education science laboratory, computer laboratory, wood and metal shop, greenhouse, head house, land laboratory, livestock facilities, storage areas and office).

Quality Indicators:

1. Facility size, layout, storage and labs provide for effective delivery of the courses offered and student enrollment.

2. Facility is clean, organized, and maintained to provide an environment conducive to learning.

3. Facility meets existing local, state, and/or federal health standards including air, temperature, water, acoustics, ventilation, light and particulate control.
4. Current equipment is industry relevant and adequate for student instruction.

5. Adequate consumable supplies are provided annually to deliver instruction.

6. Current technology is available, maintained, and updated to offer high quality instruction and support experiential learning (SAE) and student leadership development (FFA).

Standard 4:
Education is enhanced through active participation by all students in a year-round experiential learning program (SAE) that is planned, developed and managed by the student with instruction and support by the agricultural instructor.

Quality Indicators:

1. All students have experiential learning (SAE) programs based on career pathways/clusters/interests and agricultural education curriculum standards.

2. Continuous instruction and supervision of student experiential learning (SAE) programs are provided by the agricultural education instructor throughout the calendar year.

3. Students have a comprehensive experiential learning program that shows evidence of improvement.

4. Students have comprehensive experiential learning programs (SAE) and keep accurate record of continuous improvement.

ATTACHMENT 2

Standard 5:
All students participate in year-round intra-curricular agricultural education student organization (FFA) programs and activities.

Quality Indicators:

1. The FFA chapter annually plans and implements a Program of Activities (POA) and reviews and approves Chapter Constitution/Bylaws.

2. The agricultural education program students participate in FFA programs and activities listed in the Program of Activities.

3. The FFA chapter conducts and/or participates in local activities and events.

4. The FFA chapter conducts or participates in district, state and national activities.

5. Students who are FFA members show evidence of continuous improvement by achieving advanced degrees based on their SAE program and FFA participation.

Standard 6:
Key stakeholders are continually engaged, consulted and invested in the agricultural education program.

Quality Indicators:

1. The agriculture education program consults with an educational advisory board, recognized by the local board of education, to plan and direct the program's curriculum, supervised agriculture experiences (SAE), and leadership development (FFA).

2. Technical Advisory Committee is comprised of School Board, Administration, Alumni, parents, local decision makers, and agricultural industry leaders from the community and its impact area.

3. Stakeholder groups (Technical Advisory Committee or Alumni and Supporters Group) collaborate often in order to maintain consistent support of the agriculture education program and promote its success.

4. Agricultural education program stakeholders and supporters (e.g. Technical Advisory Committee and/or Alumni and Supporters group) are recognized for their support of the agricultural education program.

5. Community volunteers (FFA Alumni and Supporters group or others) are organized and involved in supporting the agricultural education program.

6. The agricultural education program provides relevant data/information to key stakeholders and other entities.

7. A recruitment and retention plan is annually implemented for prospective and current students.

8. Follow-up data is collected and maintained on all agriculture program graduates.

Standard 7:
Competent and certified agricultural education instructor provides the core of the program.

Quality Indicators:

1. The agricultural education instructor has current Idaho certification to teach agriculture and has advanced training to enhance instruction in the agricultural education program.

2. The agricultural education instructor provides student instruction and supervision throughout the year in classroom and laboratory, experiential learning (SAE) and leadership and personal development (FFA).

3. The agricultural education instructor demonstrates effectiveness in quality teaching that promotes student growth.

4. The agricultural education instructor practices classroom management that maximizes time-on-task and minimizes disruptive behaviors.

5. The agricultural education instructor demonstrates effectiveness involving experiential learning (SAE) activities that promotes student growth.

6. The agricultural education instructor demonstrates effectiveness involving leadership and personal development (FFA) activities that promotes student growth.

7. The agricultural education instructor demonstrates professional growth through activities to promote knowledge of content, instructional strategies, industry practices and instructor leadership roles.

8. The agricultural education instructor is an active member in local, state and national professional education associations.

ATTACHMENT 3

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: D. Miscellaneous Grant Program Standards and Requirements
~~**August 2023**~~**October 2024**

1. Section 33-1629, Idaho Code, establishes the Idaho Agricultural Education Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants. These grants shall be administered based on the provisions of Section 33-1629, Idaho Code, and IDAPA 55.01.04.

   The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved by the Board of Education ~~August 14, 2014~~ August 21, 2024, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education website at http://cte.idaho.gov.

2. Industry Partner Fund

   Section 33-2213, Idaho Code, establishes the Industry Partner Fund. In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

   a. Industry Partner Fund Definitions:

      i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
      ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
      iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.
      iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
      v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
      vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.

vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

The Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

a. Submission and Review Process

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

d. Eligibility Criteria

Each proposal will be reviewed and evaluated according to the following criteria:

i. The extent to which the proposal meets regional demand
ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)

iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
iv. Impact potential
v. Degree of employer commitment
vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
vii. the anticipated administrative costs
viii. any special populations that may benefit from the proposed education or training
ix. sustainability of the program

Preference will be given to proposals that include:

i. Multiple employers
ii. Higher number of impacted workers
iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

b. Distribution and Use of Funds

The Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

i. Facility improvement/expansion
ii. Facility leasing
iii. Curriculum development
iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
v. Staff development
vi. Operating expenses
vii. Equipment and supplies
viii. Travel related to the project
ix. Approved administrative costs, as outlined in the application

Funds may not be used for:

i. Real property
ii. indirect costs
iii. the cost of transcribing credits
iv. tuition and fees
v. materials and equipment normally owned by a student or employee for use in the program or training

c. Performance Measures and Reporting Requirements

In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:

i. Number of affected workers
ii. Number of enrolled or participating students
iii. Placement rate of training completers
iv. Average wages and any wage differential
v. Industry match
vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.
vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

ATTACHMENT 4

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: D. Miscellaneous Grant Program Standards and Requirements
October 2024

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vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

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The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

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Submitted proposals must contain all required supporting documentation, as outlined by the Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

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Each proposal will be reviewed and evaluated according to the following criteria:

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iv. Impact potential
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vii. the anticipated administrative costs
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Preference will be given to proposals that include:

i. Multiple employers
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Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

b. Distribution and Use of Funds

The Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

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Funds may not be used for:

i. Real property
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c. Performance Measures and Reporting Requirements

In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:

i. Number of affected workers
ii. Number of enrolled or participating students
iii. Placement rate of training completers
iv. Average wages and any wage differential
v. Industry match
vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.
vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Board Policy VII.C. Career Technical Educator Certification – Second Reading

REFERENCE

April 22, 2020	Board approved first reading of proposed amendments to Board Policy IV.E. grandfathering in certain occupational endorsements.
April 27, 2020	Board approved second reading proposed amendments to Board Policy IV.E.
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 12, 2024	Board approved first reading of proposed amendments to Board Policy VII.C. establishing new endorsements.

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. Endorsement areas are updated regularly as part of the pathway standards review process in order to maintain alignment between certification endorsements and the pathways being taught.

The proposed amendments in the first reading of Board policy VII.C. created new endorsements for cybersecurity and aircraft maintenance programs as well as

update the title of the small engine repair endorsement to Powersports and Outdoor Power Equipment. Additional technical amendments include updating an existing reference to IDAPA 08.02.02 and changing the name of the Heavy Equipment/Diesel Technology endorsement to Heavy Duty Truck and Equipment. As part of the feedback cycle the Division is proposing one amendment to the Powersports and Outdoor Power Equipment endorsement. Rather than rename the endorsement, the endorsement is being split into two endorsements, resulting in retaining the current small engine repair endorsement and splitting out the powersports and outdoor power equipment into a new endorsement area aligned more specifically with the agriculture programs pathway standards.

IMPACT

The proposed amendments will make technical corrections, update language for the small engine repair endorsements to current standards and add endorsements for aircraft maintenance and cybersecurity programs.

Should the Board approve the second reading of the proposed amendments, the amendments will be in full effect as of 8/21/24.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy VII.C. - Redline
Attachment 2 – Proposed Amendments to Board Policy VII.C. – Clean Copy

STAFF COMMENTS AND RECOMMENDATIONS

No concerns were expressed during PPGA on 8/2/24. Some revisions were made by DCTE between the first and second readings of the proposed changes; however, the added content does not appear to require an additional reading at this time.

Originally, the Division had proposed to remove the Small Engine Repair/Power Sports endorsement from the list. However, after further discussion with stakeholders, the Division opted to remove only the Small Engine Repair endorsement, but retain and elevate the Powersports and Outdoor Equipment endorsement.

Board staff recommends approval of the second reading of proposed amendments to Board Policy VII.C..

BOARD ACTION

I move to approve the second 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 2023~~3~~4

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 ~~in~~ to provide instruction in. Endorsement eligibility is determined by the Idaho Division of Career Technical Education. Career technical education 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.
   ~~e.~~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.

~~f.~~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.

~~g.~~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.

~~h.~~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.

~~i.~~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.

~~j.~~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.

~~k.~~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.

~~l.~~m. 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.

~~m.~~n. 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.

~~n.~~o. 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.

~~o.~~p. 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.

~~p.~~q. 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.

~~q.~~r. 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.

~~r.~~s. 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.

~~s.~~t. 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.

~~t.~~u. 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. 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.

~~u.~~w. 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~~/Diesel Technology~~ (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-~~W~~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 breaks systems; chassis, suspension, and steering systems; and hydraulic systems.

~~e.~~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.

~~f.~~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.

~~g.~~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.

~~h.~~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.

~~i.~~j. Small Engine Repair~~/Power Sports~~ (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.

~~j.~~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.

~~k.~~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, completion of coursework satisfying ~~Section 04.b above, and related industry experience satisfying Section 4.c above~~IDAPA 08.02.02.015.04.a.

~~c.~~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

~~d.~~e. Engineering (6-12). Successful attainment of an Institutional Recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying ~~Section 04.b above, and related industry experience satisfying Section 04.c above~~IDAPA 08.02.02.015.04.a.

~~e.~~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.

~~f.~~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.

~~g.~~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.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: VII. DIVISION OF CAREER TECHNCIAL EDUCATION
Subsection: C. Career Technical Educator Certification August 2024

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. Career technical education 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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. 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 breaks 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, completion of coursework satisfying IDAPA 08.02.02.015.04.a.
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, completion of coursework satisfying IDAPA 08.02.02.015.04.a.
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.

SUBJECT

Legislative Proposals 2025 – Safety and Security Advisory Board

REFERENCE

June 2019	Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2019	Board approved five (5) pieces of legislation move forward through the Executive Agency Legislative process.
June 2020	Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2020	Board approved four (4) pieces of legislation move forward through the Executive Agency Legislative process.
June 2021	Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2022	Board approved fifteen (15) pieces of legislation to move forward through the Executive Agency Legislative process.
June 2023	Board approved five (5) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2024	Board approved four (4) legislative ideas to be submitted through the Executive Agency Legislative process.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas for submittal through the Executive Agency Legislative process. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process for consideration by the Governor. A legislative idea consists of a statement of purpose and a fiscal impact. Legislative ideas approved by the Board and the Governor are then brought back to the Board as legislative proposals for consideration by the Board. Legislative ideas approved to move forward through the Executive Agency Legislative process do not necessarily constitute support of the proposed legislation by the Governor.

Legislative proposals consisting of the actual language that will be included in the legislation are then brought back to the Board for consideration at its regular August meeting. Legislative proposals approved by the Board are then submitted to DFM through the same legislative process and forwarded to the Governor for consideration. Proposals at that stage are then submitted to the Legislative Services Office for processing and routed to the legislature.

In accordance with the Board's Master Planning Calendar, legislative ideas from the institutions and agencies must be submitted for the Board's consideration by the June Board meeting deadlines.

IMPACT

Staff will submit Board-approved legislative proposals through the Executive Agency Legislative process. The Board will be updated as the legislative

proposals move through the process and any substantive amendments to the proposals will be brought back to the Board for further discussion.

ATTACHMENTS

Attachment 1 – Statement of Purpose and Fiscal Note
Attachment 2 – Proposed Safety and Security Advisory Board Legislation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Currently, Section 33-5905, Idaho Code establishes the Safety and Security Advisory Board. Due to its size, this board struggles to establish a quorum for meetings. The Proposed amendments would reduce the number of members of the Board from thirteen (13) to six (6).

Board staff recommends that the Board approve the proposed legislation in substantial conformance to Attachment 2.

BOARD ACTION

I move to approve the proposed Safety and Security Advisory Board legislation in substantial conformance to Attachment 2, and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATEMENT OF PURPOSE

Section 33-5905, Idaho Code establishes a School Safety and Security Advisory Board. Currently that board consists of thirteen (13) individuals appointed by various officials. The size of the board has been problematic. It has not been possible to fill of the appointments and the board has struggled to establish a quorum for its required meetings. This proposed legislative amendment would reduce the size of the board, while still ensuring broad stakeholder representation.

FISCAL NOTE

This legislation will have no impact on the state's General fund or any dedicated fund or federal fund because the proposed amendments only serve to reduce the number of individuals serving on an advisory board and do not generate any cost. The reduction in number of appointments will reduce the cost of meeting travel and administration.

Fiscal Note Features	Yes	No	Description
Would any excess spending be automatically drawn from PESF (or any other fund) or added to a deficiency warrant?	☐	☐	NA
Does the bill have any revenue impacts for units of local government?	☐	☐	NA
Has the fiscal note been reviewed by a third party (DFM or LBO)?	☒	☐	DFM reviewed the fiscal note

Contact:

Jenn Thomspon, Chief Policy Officer
State Board of Education
208-332-1852

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-5905, Idaho Code, be, and the same is hereby amended to read as follows:

33-5905. IDAHO SCHOOL SAFETY AND SECURITY ADVISORY BOARD. (1) There is hereby established in the office of the state board of education the Idaho school safety and security advisory board. The advisory board shall consist of ~~thirteen (13)~~ six (6) members as follows:

(a) ~~Four (4)~~ Two (2) members appointed by the governor as follows:

(i) One (1) ~~parent of a student who attends an Idaho public school~~ person currently employed as an emergency responder; and

(ii) One (1) member at large;—~~teacher who teaches in an Idaho public school;~~

~~(iii) One (1) representative of a local school board; and~~

~~(iv) One (1) representative of school superintendents;~~

(b) The state superintendent of public instruction or the superintendent's designee;

(c) One (1) representative ~~from~~ appointed by the state board of education;

~~(d) One (1);~~ ~~representative from the Idaho state police;~~

~~(e) One (1) representative from the Idaho chiefs of police association;~~

~~(f) One (1) representative from the Idaho sheriffs' association;~~

~~(g) One (1) representative from the Idaho office of emergency management;~~

~~(h) One (1) representative from the Idaho fire chiefs association;~~ and

~~(i)~~ (e) Two (2) representatives from the state legislature that shall include one (1) member from the senate appointed by the president pro tempore of the senate and one (1) member from the house of representatives appointed by the speaker of the house of representatives.

~~(2) The members of the advisory board shall serve the following terms:~~

~~(a) The gubernatorial appointees shall serve terms of three (3) years.~~

(~~b~~2) All ~~other~~ members shall serve terms of two (2) years and shall remain in service until reappointed.

(3) A vacancy on the advisory board shall be filled in the same manner as the original appointment and for the balance of the unexpired term.

(4) The advisory board shall appoint a chairperson from among its members for a term certain.

(5) The members of the advisory board shall be compensated as provided in section 59-509(b), Idaho Code.

(6) The advisory board shall meet at least annually, but may meet more frequently subject to the call of the chairperson.

SECTION 2. An emergency existing therefor, which emergency is herby declared to exist, this act shall be in the full force and effect on and after July 1, 2025.

SUBJECT

Legislative Proposals 2025 – Broadband Fund Distribution

REFERENCE

June 2019	Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2019	Board approved five (5) pieces of legislation move forward through the Executive Agency Legislative process.
June 2020	Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2020	Board approved four (4) pieces of legislation move forward through the Executive Agency Legislative process.
June 2021	Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2022	Board approved fifteen (15) pieces of legislation to move forward through the Executive Agency Legislative process.
June 2023	Board approved five (5) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2024	Board approved four (4) legislative ideas to be submitted through the Executive Agency Legislative process.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas for submittal through the Executive Agency Legislative process. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process for consideration by the Governor. A legislative idea consists of a statement of purpose and a fiscal impact. Legislative ideas approved by the Board and the Governor are then brought back to the Board as legislative proposals for consideration by the Board. Legislative ideas approved to move forward through the Executive Agency Legislative process do not necessarily constitute support of the proposed legislation by the Governor.

Legislative proposals consisting of the actual language that will be included in the legislation are then brought back to the Board for consideration at its regular August meeting. Legislative proposals approved by the Board are then submitted to DFM through the same legislative process and forwarded to the Governor for consideration. Proposals at that stage are then submitted to the Legislative Services Office for processing and routed to the legislature.

In accordance with the Board's Master Planning Calendar, legislative ideas from the institutions and agencies must be submitted for the Board's consideration by the June Board meeting deadlines.

IMPACT

Staff will submit Board-approved legislative proposals through the Executive Agency Legislative process. The Board will be updated as the legislative

proposals move through the process and any substantive amendments to the proposals will be brought back to the Board for further discussion.

ATTACHMENTS

Attachment 1 – Statement of Purpose and Fiscal Note
Attachment 2 – Proposed Broadband Fund Distribution Legislation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

HB738 (2024) shifted the appropriation of funds from the Broadband Infrastructure Fund from the state department of education to the state board of education. Section 33-5605, Idaho Code grants fund distribution authority to the state department of education for the cost of internet service. As a consequence of HB738 (2024), an amendment to Section 33-5605 is required to allow for funds to be distributed by the agency to which the funds are now appropriated.

Board staff recommends that the Board approve the proposed legislation in substantial conformance to Attachment 2.

BOARD ACTION

I move to approve the proposed Broadband fund distribution legislation in substantial conformance to Attachment 2, and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATEMENT OF PURPOSE

H738 (2024) shifted the appropriation of broadband program funds from the Idaho Department of Education (IDE) to the State Board of Education. However, Section 33-5605(1), Idaho Code provides that the IDE shall distribute monies appropriated for broadband and related services. It is necessary to amend Section 33-5605, Idaho Code to ensure all relevant sections of code are in alignment.

FISCAL NOTE

This legislation will have no impact on the state's General fund or any dedicated fund or federal fund because the proposed legislation would clarify which agency is responsible for distribution of funds already appropriated. No new funding is required.

Fiscal Note Features	Yes	No	Description
Would any excess spending be automatically drawn from PESF (or any other fund) or added to a deficiency warrant?	☐	☒	
Does the bill have any revenue impacts for units of local government?	☐	☒	
Has the fiscal note been reviewed by a third party (DFM or LBO)?	☒	☐	DFM reviewed during the EALS submission process.

Contact:

Jenn Thompson, Chief Policy Officer
State Board of Education
208-332-1582

Be It Enacted by the Legislature of the State of Idaho:

Section 1: That Section 33-5605, Idaho Code, be, and the same is hereby amended to read as follows:

33-5605. EDUCATION OPPORTUNITY RESOURCE ACT — RULEMAKING. (1) The state ~~department~~ board of education shall distribute appropriated moneys to districts for reimbursement for the cost of internet service and other allowable services in accordance with the methodology established by the education opportunity resource committee.

(2) The commission for libraries shall distribute appropriated moneys to Idaho public libraries for reimbursement for the cost of internet service and other allowable services in accordance with the methodology established by the education opportunity resource committee and shall provide technical, E-rate, and security contracting, procurement guidance, and assistance to Idaho public libraries at any such entity's request.

(3) The state board of education may:

(a) Promulgate rules in compliance with chapter 52, title 67, Idaho Code, to implement the provisions of this chapter. In promulgating such rules, the board shall collaborate with the education opportunity resource committee;

(b) Authorize funding increases for internet service levels when a district consistently exceeds utilization benchmarks, as established by the education opportunity resource committee, during school or business days and hours, provided adequate funding is available; and

(c) Provide technical, E-rate, and security contracting, procurement guidance, and assistance to districts at any such entity's request.

SUBJECT

Legislative Proposals 2025 – Behavioral Threat Assessment and Management Teams

REFERENCE

June 2019	Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2019	Board approved five (5) pieces of legislation move forward through the Executive Agency Legislative process.
June 2020	Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2020	Board approved four (4) pieces of legislation move forward through the Executive Agency Legislative process.
June 2021	Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2022	Board approved fifteen (15) pieces of legislation to move forward through the Executive Agency Legislative process.
June 2023	Board approved five (5) legislative ideas to be submitted through the Executive Agency Legislative process.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas for submittal through the Executive Agency Legislative process. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process for consideration by the Governor. A legislative idea consists of a statement of purpose and a fiscal impact. Legislative ideas approved by the Board and the Governor are then brought back to the Board as legislative proposals for consideration by the Board. Legislative ideas approved to move forward through the Executive Agency Legislative process do not necessarily constitute support of the proposed legislation by the Governor.

Legislative proposals consisting of the actual language that will be included in the legislation are then brought back to the Board for consideration at its regular August meeting. Legislative proposals approved by the Board are then submitted to DFM through the same legislative process and forwarded to the Governor for consideration. Proposals at that stage are then submitted to the Legislative Services Office for processing and routed to the legislature.

In accordance with the Board's Master Planning Calendar, legislative ideas from the institutions and agencies must be submitted for the Board's consideration by the June Board meeting deadlines.

Legislative ideas are required to be submitted to DFM in July each year with legislative proposal (legislative language) required to be submitted in mid-August of each year. The Board has historically authorized the executive director to submit any additional ideas or authorize non-substantive edits to the Board's approved legislative proposals prior to final submittal to the Legislative Services Office for

routing to the legislature. Any substantive changes will be brought back to the Board for consideration prior to any approved legislative proposals being assigned a Routing Slip (RS) number.

IMPACT

Staff will submit Board-approved legislative proposals through the Executive Agency Legislative process. The Board will be updated as the legislative proposals move through the process and any substantive amendments to the proposals will be brought back to the Board for further discussion.

ATTACHMENTS

Attachment 1 – Statement of Purpose and Fiscal Note – BTAM Legislation
Attachment 2 – Proposed BTAM Legislation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed legislation would establish BTAM groups in K-12 schools, provide for training, model policies and best practices, and both start-up and ongoing professional development for BTAM teams. The legislation would also ensure that BTAM teams that substantially conformed to the legislation and the best practices would not be held liable should a safety incident occur.

The legislation proposes a five-year cost of $300,000 from the general fund. In the first year of implementation, $50,000 would be used to develop training and training resources that could be used repeatedly. Another $50,000 for each of the five years ($250,000) would be used to provide professional development and targeted training and support for BTAM teams.

Board staff recommends approval of the proposed legislation in substantial conformance to Attachment 2.

BOARD ACTION

I move to approve the proposed legislation in substantial conformance to Attachments 2, and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATEMENT OF PURPOSE

The State Board of Education strives to prevent targeted violence against self or others in schools through the use of behavioral threat assessment and management teams in school districts and public charter schools. The proposed legislation would codify the establishment of Behavioral Threat Assessment and Management Teams (BTAM) in K-12 schools. This legislation would also establish model guidelines and provide training for local BTAM teams based on best practices. Finally, it would ensure that teams established, trained, and that acted in good faith and substantial conformance with the model guidelines and the legislation not be held liable for a failure to prevent an act of violence.

FISCAL NOTE

This legislation would carry a fiscal impact to provide for the development of model guidelines as well as the development and implementation of training statewide. The specific financial impact is estimated at approximately $300,000 across five years. It is estimated that $50,000 in year one would be specific to program development costs and that $50,000 in each of five years would be earmarked for training and implementation costs.

State Spending Impact:

Fiscal Year	General	Dedicated	Federal	Total
FY 2025	$100,000	$0	$0	$0
FY 2026	$50,000	$0	$0	$0
FY 2027	$50,000	$0	$0	$0
FY 2028	$50,000	$0	$0	$0
FY 2029	$50,000	$0	$0	$0
Five-Year Total	**$300,000**	**$0**	**$0**	**$0**

Fiscal Note Features	Yes	No	Description
Does the bill have any one-time fiscal impacts?	☒	☐	It is estimated that $50,000 in year one would be specific to program development costs and that $50,000 in each of five years would be earmarked for training and implementation costs.
Does the bill call for any delayed implementation?	☐	☒	
Would any excess spending be automatically drawn from PESF (or any other fund) or added to a deficiency warrant?	☐	☒	
Does the bill have any revenue impacts for units of local government?	☐	☒	
Is the fiscal impact accounted for in the executive budget recommendation?	☐	☒	
Has the fiscal note been reviewed by a third party (DFM or LBO)?	☒	☐	This has been reviewed by DFM during the EALS process.

Contact:

Jenn Thompson, Chief Policy Officer
State Board of Education
208-332-1852

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Chapter 3, Title 5, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 5-349, Idaho Code, and to read as follows:

5-347. IMMUNITY OF BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT TEAMS IN SCHOOLS. (1) It is the policy of this state to strive to prevent targeted violence against self or others in schools through the use of Behavioral Threat Assessment and Management Teams in school districts and public charter schools.

(2) The following definitions are applicable to this chapter:

(a) ”Targeted violence” means violence that is premeditated and directed at specific individuals, groups, or locations, as distinct from violence that is impulsive, random, or spontaneous. The likelihood of an act of targeted violence occurring can be reduced when behaviors that suggest violence as a possible outcome are identified and addressed.

(b) ”Behavioral Threat Assessment and Management team” or “BTAM team” means a multidisciplinary team of school or school district personnel that may include faculty, staff, administrators, and may also include available nurses, counselors, and school resource officers, who will direct, manage, and document the threat assessment process. The team may also include, where available and as needed, representatives from the local child advocacy center, mental health specialists from the department of health and welfare who are trained in children’s mental health, juvenile probation officers, and other community members whose experience or expertise may assist in the threat assessment process, following the protocols and leadership of the local school district or public charter school.

(c) “Behavioral Threat Assessment and Management” or “BTAM” means a process to identify students whose behavior elicits concern, assess their risk for engaging in violence or other harmful activities at school against themselves or others, and implement intervention strategies to manage that risk.

(d) “BTAM Model Guidelines” means guidelines provided by the Idaho School Safety and Security Program on how to establish behavioral threat assessment and management teams, develop trusted reporting measures, and conduct threat assessments.

(3) Notwithstanding any other provision of law, no BTAM team that is organized consistently with this chapter, nor any individual participant therein, shall be liable, nor shall a cause of action exist against a public school district or public charter school, for damages or injuries arising from a failure of the BTAM team of a school district or public charter school to prevent an act of targeted violence, provided that the BTAM team:

(a) Acted in good faith in attempting to follow a model in substantial conformance to the BTAM Model Guidelines and, prior to the act of targeted violence, either

(i) had responded consistently with the BTAM Model Guidelines to manage the imminent danger at school to self or others posed by the person who engaged in said act, or

(ii) had determined in good faith, consistently with the BTAM Model Guidelines, that the person who engaged in said act did not present an imminent danger at school to self or others; and

(b) Conducted its threat assessment, if any, of the student or students without violating any state or federal laws regarding:

(i) the right to keep and bear arms;

(ii) confidentiality and student privacy; or

(iii) parental rights; and

(c) Did not engage in any acts constituting intentional, willful, or grossly negligent conduct.

(4) The BTAM team may be formed by (i) the board of trustees of each school district, pursuant to its authority under Section 33-512(16), Idaho Code or (ii) a local or regional representative from the department of health and welfare, assigned by the department for this purpose, pursuant to its authority under Section 16-2404, Idaho Code.

SECTION 2. An emergency existing therefor, which emergency is herby declared to exist, this act shall be in full force and effect on or after July 1, 2025.

SUBJECT

Temporary Rule – Docket No. 08-0203-2403, Rules Governing Thoroughness

REFERENCE

March 23, 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the college entrance exam, senior project graduation requirements for students graduating in 2020 and administration of the ISAT for the 2020-2021 school year.
October 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the senior project graduation requirement for students graduating in 2021.
December 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the requirement the college entrance exam requirement for students graduating in 2021.
June 2021	Board approved temporary omnibus rules, Dockets 08-0000-2100 and 55-0000-2100.
August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101.
October 2021	Board approved proposed omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending omnibus rule, Docket 08-0000-2100.
June 2022	Board approved temporary rule, Docket 08-0203-2202, amending the assessment section to account for administering assessments at the high school level using a modified cohort model.
August 2022	Board approved proposed pending rule, Docket 08-0203-2201.
November 2022	Board approved Pending rule, Docket 08-0203-2201, incorporating amendments required through zero-based rulemaking.
August 2023	Board Approved Proposed rule, Docket 08-0203-2301, removing duplicative language.
November 2023	Board Approved Pending rule, Docket 08-0203-2301, removing duplicative language.
June 2024	Board Approved Temporary rule, Docket 08-0203-2402, updating content standards approval dates.

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

Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47.

Administrative rules are made up of three types of rules: temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. Guidance for the rulemaking process is provided by the Office of Administrative Rules Coordinator, Division of Financial Management through the Idaho Rule Writer's Manual.

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.

H563 (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 of rule review prior to the expiration of Executive Order 2020-01. All administrative rules will be reviewed on the established schedule going forward.

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 content standards for K-12 instruction. Content standards are incorporated by reference into IDAPA 08.02.03. Board Policy IV.D. outlines the six-year revision cycle and review procedures for content standards. The Idaho Department of Education (IDE) manages the review cycle and proposes any necessary revisions to the Board. When revisions are adopted by the Board, IDAPA must be updated to reflect the adoption date of the revised content standards. Content standards were adopted on June 12, 2024. A temporary rule was also promulgated, effective July 3, 2024, to ensure that school districts could implement the new standards from the beginning of the school year. A mid-year adoption of content standards would be an undue burden on schools.

Additionally, in December of 2023, the Idaho Department of Education (IDE) was informed by letter from the U.S. Office of Special Education Programs (OSEP) that the Idaho Special Education Manual needed revision. The IDE recently completed the revision, including public comment period. It is necessary to pursue a temporary rule to ensure that schools begin the school year with a

compliant special education manual. The document is incorporated by reference into IDAPA 08.02.03, and therefore no resolution can be achieved without amendment to the rule. It is proposed that subsection 109 be removed as all of the information is included in the manual which is incorporated by reference. There is no need for the information to be repeated.

As content standards and the special education manual reside in the same rule, Docket 08-0203-2403, upon approval by the governor's office, will override Temporary Rule Docket 08-0203-2402.

IMPACT

Should the Board approve this temporary rule, and the governor find it appropriate for the Board to promulgate this temporary rule, the rule will go into effect on August 21, 2024, and expire upon the legislature adjourning sine die at the conclusion of the 2025 legislative session. If promulgated the notice will appear in volume 24-10 of the Idaho Administrative Rule Bulletin.

As some of the revisions 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 rule. The final proposed rule, which will include the revisions presented in this temporary rule, will be considered by the 2025 legislature. These revisions would be codified upon the concurrent resolution of both committee floors with identical action as of sine die of the 2025 legislative session.

ATTACHMENTS

Attachment 1 – Notice of Rulemaking Adoption of Temporary Rule
Attachment 2 – Temporary Rule Docket No. 08-0203-2403 - Rules Governing Thoroughness

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed temporary rule Docket Number 08-0203-2403, as presented in Attachment 2.

BOARD ACTION

I move to approve temporary rule – Docket 08-0203-2403, as submitted in Attachment 2 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. 08-0203-2403 *(OARC will assign)*

{xe "Notice of Temporary Rule"} NOTICE OF RULEMAKING - ADOPTION OF TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule is July 1, 2024.

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 Section(s) 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 rule will be updated to reflect that the Board adopted revisions to the Special Education Manual on June 12, 2024. The Special Education Manual is incorporated by reference into IDAPA 08.02.03. The proposed amendments to the Idaho Special Education Manual include updates primarily regarding student eligibility to receive services.

Additionally several sets of content standards, which are incorporated by reference into IDAPA 08.02.03, were due for review during the 2023-2024 school year and the revisions proposed by the committee work have been adopted by the Board. These approval dates need to be updated in the rule. Content standards that were revised include: Arts and Humanities, Computer Science and Educational Technology, Driver Education, and Social Studies.

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:

In December of 2023, the Idaho Department of Education (IDE) was informed by letter from the U.S. Office of Special Education Programs (OSEP) that the Idaho Special Education Manual needed revision. The IDE recently completed the revision, including public comment period. It is necessary to pursue a temporary rule to ensure that schools begin the school year with a compliant special education manual. The document is incorporated by reference into IDAPA 08.02.03, and therefore no resolution can be achieved without amendment to the rule. It is proposed that subsection 109 be removed as all of the information is included in the manual which is incorporated by reference. There is no need for the information to be repeated.

Additionally, this is the second Temp Rule for 08.02.03 in the 2024-25 rulemaking cycle. The new temp rule carries over the updates to the content standards previously approved in the Temp Rule (08-0203-2402) approved by the Board at the June 12, 2024 meeting. The updates in the previous temporary rule are regarding content standards that are incorporated by reference into IDAPA 08.02.03. IDAPA 08.02.03 must be updated to reflect adopted revisions to the documents incorporated by reference.

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 rule, contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586).

DATED this 30th day of August, 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. {XE "LEGAL AUTHORITY"}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. {XE "SCOPE"}SCOPE.
These rules govern the thorough education of all public school students in Idaho. (3-15-22)

002. -- 003. (RESERVED)

004. {XE "INCORPORATION BY REFERENCE"}INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-15-22)

01. {xe "Incorporation By Reference: The Idaho Content Standards"}The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

a. Arts and Humanities Categories: (3-15-22)

i. Dance, as revised and adopted on June 12, 2024~~August 11, 2016~~; ( )~~(3-15-22)~~

ii. Interdisciplinary Humanities, as revised and adopted on June 12, 2024~~August 11, 2016~~;( )~~(3-15-22)~~

iii. Media Arts, as adopted on June 12, 2024~~August 11, 2016~~. ( )~~(3-15-22)~~

iv. Music, as revised and adopted on June 12, 2024~~August 11, 2016~~; ( )~~(3-15-22)~~

v. Theater, as revised and adopted on June 12, 2024~~August 11, 2016~~; ( )~~(3-15-22)~~

vi. Visual Arts, as revised and adopted on June 12, 2024~~August 11, 2016~~; ( )~~(3-15-22)~~

vii. World languages, as revised and adopted on June 12, 2024~~August 11, 2016~~. ( )~~(3-15-22)~~

b. Computer Science, adopted on June 12, 2024~~November 28, 2016~~. ( )~~(3-15-22)~~

c. Driver Education, as revised and adopted on June 12, 2024~~August 10, 2017~~. ( )~~(3-15-22)~~

d. Health, as revised and adopted on August 24, 2022. (4-6-23)

e. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-15-22)

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~~November 28, 2016~~. ( )~~(3-15-22)~~

h. College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)

02. {xe "Incorporation By Reference: The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing"}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. (3-15-22)

03. {xe "Incorporation By Reference: The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired"}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.(3-15-22)

04. {xe "Incorporation By Reference: The Idaho Special Education Manual"}The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on August 21, 2024~~October 17, 2018~~. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. ( )~~(3-15-22)~~

(BREAK IN CONTINUITY OF SECTIONS)

~~**109. {XE "SPECIAL EDUCATION"}SPECIAL EDUCATION.**~~

~~**01. {xe "Special Education: Definitions"}Definitions**. The following definitions apply only to Section 109 of these rules. (3-15-22)~~

~~**a. {xe "Special Education: Definitions: Adult Student"}**Adult Student. A student who is eligible for special education is eighteen (18) years of age or older and to whom special education rights have transferred.(3-15-22)~~

~~**b. {xe "Special Education: Definitions: Due Process Hearing"}**Due Process Hearing. An administrative hearing that is conducted to resolve disputes. (3-15-22)~~

~~i. Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (3-15-22)~~

~~ii. For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (3-15-22)~~

~~**c. {xe "Special Education: Definitions: Education Agency"}**Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind.(3-15-22)~~

~~**d. {xe "Special Education: Definitions: Idaho Special Education Manual"}**Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements.~~
~~(3-15-22)~~

~~**e. {xe "Special Education: Definitions: Special Education"}**Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student.~~
~~(3-15-22)~~

~~**02. {xe "Special Education: Legal Compliance"}Legal Compliance**. The State Department of Education and education agencies shall comply with all laws governing special education requirements. (3-15-22)~~

~~**a.** The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (3-15-22)~~

b. The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (3-15-22)

c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (3-15-22)

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it: (3-15-22)

i. Is an accredited school or a licensed rehabilitation center; and (3-15-22)

ii. Meets minimum health, fire and safety standards; and (3-15-22)

iii. Is nonsectarian; and (3-15-22)

iv. Provides special education services consistent with governing special education requirements. (3-15-22)

v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (3-15-22)

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the appropriate Idaho state licensing board. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry level standard within three (3) years. (3-15-22)

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (3-15-22)

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (3-15-22)

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (3-15-22)

03. {**xc "Special Education: Eligibility for Special Education"**}**Eligibility for Special Education**. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the

~~date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension.(3-15-22)~~

~~**04.** {**xc "Special Education: Individualized Education Programs"**}**Individualized Education Programs**. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed.~~
~~(3-15-22)~~

~~**a.** IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (3-15-22)~~

~~**b.** Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision.~~
~~(3-15-22)~~

~~**c.** The IEP team shall determine the student's placement in the least restrictive environment.~~
~~(3-15-22)~~

~~**d.** At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (3-15-22)~~

~~i. The child is ages three (3) through five (5), and (3-15-22)~~

~~ii. The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (3-15-22)~~

~~iii. The child's parents provide written consent to use the IFSP, and (3-15-22)~~

~~iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (3-15-22)~~

~~v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (3-15-22)~~

~~**e.** When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (3-15-22)~~

~~**f.** If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education.~~
~~(3-15-22)~~

05. {**xe "Special Education: Procedural Safeguards"**}**Procedural Safeguards**. Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act. (3-15-22)

a. If a parent or adult student disagrees with an individualized education program (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 written objection is emailed, postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed IEP, the proposed change cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student while the parties work to resolve the dispute. Parties may choose to hold additional IEP team meetings which may be facilitated by the State Department of Education (SDE) or request voluntary mediation through the SDE. If these methods fail or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed by the parents or adult student, during which time the student shall remain in the current educational placement during the pendency of any administrative or judicial proceeding, unless the district/adult student agree otherwise. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures, or to challenge an eligibility/identification determination. (3-15-22)

b. Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department shall be responsible for compensating the mediator. All mediation participants will receive a copy of the Notification of Mediation Confidentiality form. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (3-15-22)

c. The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (3-15-22)

d. The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (3-15-22)

e. Due process hearings shall be conducted pursuant to IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General," Individuals with Disabilities Education Act requirements, and the Idaho Special Education Manual, incorporated by reference in Section 004 of this rule. In case of any conflict between the IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General" and the IDEA, the IDEA shall supersede the IDAPA 04.11.01, and IDAPA 04.11.01 shall supersede the Idaho Special Education Manual. (3-15-22)

f. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education. (3-15-22)

g. The hearing officer's decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer's decision shall be implemented not later than fourteen (14) calendar

~~days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision. (3-15-22)~~

~~**h.** During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the U.S. Department of Education's Americans with Disabilities Act (ADA) Committee for resolution. (3-15-22)~~

~~**i.** During the pendency of any due process hearing or civil appeal the child's educational placement shall be determined by the Individuals with Disabilities Education Act "stay put" requirements. (3-15-22)~~

~~**j.** A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student's right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency's cost criteria, and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer's decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency's expense. (3-15-22)~~

~~**k.** Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (3-15-22)~~

~~**06.** {**xe "Special Education: Assistive Technology Devices"**}**Assistive Technology Devices**. Education agencies may hold a parent liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the education agency if it is lost, stolen, or damaged due to negligence or misuse at home or in another setting outside of school time. (3-15-22)~~

~~**07.** {**xe "Special Education: Diplomas & Graduation"**}**Diplomas and Graduation**. School districts shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities. If a student is not granted a regular high school diploma or if a regular high school diploma is granted for completing requirements that are not comparable to regular graduation requirements, a student who is eligible for special education is entitled to receive a free appropriate public education through the semester in which the student turns twenty one (21) years of age or until the student completes requirements that are comparable to regular graduation requirements, whichever comes first. (3-15-22)~~

~~**08.** {**xe "Special Education: Special Education Advisory Panel"**}**Special Education Advisory Panel**. The State Superintendent of Public Instruction shall appoint members to serve on the Special Education Advisory Panel. Panel members shall elect annually an individual to serve a one (1) year term as vice chair followed by a one (1) year term as chair. (3-15-22)~~

(BREAK IN CONTINUITY OF SECTIONS)

SUBJECT

Proposed Rule – Docket No. 08-0203-2401, Rules Governing Thoroughness

REFERENCE

March 23, 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the college entrance exam, senior project graduation requirements for students graduating in 2020 and administration of the ISAT for the 2020-2021 school year.
October 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the senior project graduation requirement for students graduating in 2021.
December 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the requirement the college entrance exam requirement for students graduating in 2021.
June 2021	Board approved temporary omnibus rules, Dockets 08-0000-2100 and 55-0000-2100.
August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101.
October 2021	Board approved proposed omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending omnibus rule, Docket 08-0000-2100.
June 2022	Board approved temporary rule, Docket 08-0203-2202, amending the assessment section to account for administering assessments at the high school level using a modified cohort model.
August 2022	Board approved proposed pending rule, Docket 08-0203-2202.
June 2024	Board approved temporary rule, Docket 08-0203-2402, updating content standard approval dates.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Constitution Article IX, Section 1
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.

Administrative rules are made up of three types of rules: temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. Guidance for the rulemaking process is

provided by the Office of Administrative Rules Coordinator, Division of Financial Management through the Idaho Rule Writer's Manual.

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.

H563 (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 of rule review prior to the expiration of Executive Order 2020-01. All administrative rules will be reviewed on the established schedule going forward.

DISCUSSION

Notice of Intent to Promulgate Rules regarding Docket No. 08-0203-2401 – Rules Governing Thoroughness was published in the June 5, 2024 (Vol 24-6) Idaho Administrative Rules Bulletin.

Changes to subsection 105 regarding High school Graduation Requirements were reviewed by a committee facilitated by the IDE throughout the 2023-2024 school year at the request of the Superintendent of Public Instruction. Idaho is considering modernizing the traditional graduation system to better accommodate variable pathways and competency-based graduation plans.

This proposed rule incorporates the amendments as presented in temporary rule Docket 08-0203-2403 and Docket 08-0203-2402. These temporary rules include updates to the Board approval date of content standards and the special education manual, which are incorporated by reference as well as removal of repetitious language. The temporary rules were necessary to ensure that the content standards and the special education manual were in place prior to the start of the school year. The proposed rule would carry these forward along with the graduation requirements (which would not be applicable for the current school year).

A review of the temporary rule amendments follows:

The Board approved temporary rule docket 08-0203-2402 in June of 2024. This rule addressed the Board's approval of revisions to several sets of content standards. These content standards, which are incorporated by reference into IDAPA 08.02.03, were due for review during the 2023- 2024. The IDE facilitated a year-long review process and proposed revision at the June Board meeting. The revisions were approved by the Board and a temporary rule was promulgated effective July 3, 2024, through *sine die* 2025 to reduce the burden on school

districts that would need to implement these standards. Content standards that were revised include: Arts and Humanities, Computer Science, Information and Communication Technology, Driver Education, and Social Studies.

The board is asked to approve temporary rule docket 08-0203-2403 in August 2024. If approved, this temporary rule will be effective August 21, 2024, through sine die 2025. The temporary rule addresses amendments proposed by the IDE to the Idaho Special Education Manual, incorporated by reference into IDAPA 08.02.03. The revisions were necessary to ensure compliance with the Individuals with Disabilities Act, as the Idaho Department of Education was notified in October of 2023 of necessary revisions by the U.S. Department of Education, Office of Special Education Programs, OSEP. Additionally, subsection 109 is proposed to be removed as it is duplicative of the document incorporated by reference.

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. The proposed rule serves to carry the two temporary rules forward permanently and adds amendments to graduation requirements, also to be carried forward permanently.

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. Based on comments received during the feedback window and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. 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.

If the State Board of Education does not approve the proposed rule, the existing rule will remain in effect.

ATTACHMENTS

Attachment 1 - Notice of Intent to Promulgate Rules
Attachment 2 - Proposed Rule Docket No. 08-0203-2401- Rules Governing Thoroughness

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed rule Docket Number 08-0203-2401, as presented in Attachment 2.

BOARD ACTION

I move to approve proposed rule – Docket Number 08-0203-2401 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. 08-0203-2401

{xe "Notice of Proposed Rule (No Public Hearings Scheduled)"} 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 of the Idaho Constitution and under 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 16, 2024.

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: Changes to subsection 105 regarding High school Graduation Requirements were reviewed by a committee facilitated by the IDE throughout the 2023-2024 school year at the request of the Superintendent of Public Instruction. Idaho is considering modernizing the traditional graduation system to better accommodate variable pathways and competency-based graduation plans.

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 5, 2024 Idaho Administrative Bulletin, Volume 24-6, page.

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:

The Idaho Department of Education (IDE) is requesting the Board promulgate rules and incorporated by reference documents in IDAPA 08.02.03. Several sets of content standards, which are incorporated by reference into IDAPA 08.02.03, were due for review during the 2023- 2024 school year and the revisions proposed by the committee work were adopted on June 12, 2024. These approval dates need to be updated in the rule. Content standards that were revised include: Arts and Humanities, Computer Science, Information and Communication Technology, Driver Education, and Social Studies.

The Idaho Special Education Manual, incorporated by reference into IDAPA 08.02.03, was revised to ensure compliance with the Individuals with Disabilities Act, as the Idaho Department of Education was notified in October of 2023 of non-compliance by the U.S. Department of Education, Office of Special Education Programs, OSEP. Specifically, the manual must be updated regarding student eligibility requirements. This change is addressed through a separate temporary rule which will expire upon adjournment sine die 2025. Revisions to this manual were adopted on August 21, 2024.

A thorough review of graduation requirements, facilitated by the IDE, was conducted in 2024. On August 21, 2024, The State Board of Education approved the IDE's recommendation to move forward with the proposed changes to administrative rule to reflect this work. Language in the revisions reflects the intent to phase in the changes

to be in full effect for the graduating class of 2027.

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.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 23, 2024.

DATED this 23rd day of August 2024.

Nicholas Wagner
Administrative Rules Coordinator Idaho State Board of Education 650 W State St.
PO Box 83720
Boise, Idaho 83720-0037
Phone: (208)488-7586, fax: (208)334-2632

08.02.03 – RULES GOVERNING THOROUGHNESS

({XE "INSTRUCTIONAL REQUIREMENTS"}BREAK IN CONTINUITY OF SECTIONS)

004. {XE "INCORPORATION BY REFERENCE"}INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-15-22)

01. {xe "Incorporation By Reference: The Idaho Content Standards"}The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

a. Arts and Humanities Categories: (3-15-22)

i. Dance, as revised and adopted on June 12, 2024~~August 11, 2016~~; ( )~~(3-15-22)~~

ii. Interdisciplinary Humanities, as revised and adopted on June 12, 2024~~August 11, 2016~~;( )~~(3-15-22)~~

iii. Media Arts, as adopted on June 12, 2024 ~~August 11, 2016~~. ( )~~(3-15-22)~~

iv. Music, as revised and adopted on June 12, 2024 ~~August 11, 2016~~; ( )~~(3-15-22)~~

v. Theater, as revised and adopted on June 12, 2024~~August 11, 2016~~; ( )~~(3-15-22)~~

vi. Visual Arts, as revised and adopted on June 12, 2024~~August 11, 2016~~; ( )~~(3-15-22)~~

vii. World languages, as revised and adopted on June 12, 2024~~August 11, 2016~~. ( )~~(3-15-22)~~

b. Computer Science, adopted on June 12, 2024~~November 28, 2016~~. ( )~~(3-15-22)~~

c. Driver Education, as revised and adopted on June 12, 2024 ~~August 10, 2017~~. ( )~~(3-15-22)~~

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~~August 10, 2017~~.

( )~~(3-15-22)~~

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~~November 28, 2016~~. ( )~~(3-15-22)~~

h. College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)

02. {xe "Incorporation By Reference: The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing"}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. (3-15-22)

03. {xe "Incorporation By Reference: The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired"}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.(3-15-22)

04. {xe "Incorporation By Reference: The Idaho Special Education Manual"}The Idaho Special

Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on August 21, 2024~~October 17, 2018~~. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. ( )~~(3-15-22)~~

005. -- 006. (RESERVED)

007. {XE "DEFINITIONS, IDAPA 08.02.03"}DEFINITIONS.

01. {xe "Definitions, IDAPA 08.02.03: Achievement Standards"}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. {xe "Definitions, IDAPA 08.02.03: Advanced Opportunities"}Advanced Opportunities. Advanced placement courses, Dual Credit courses, micro credentials~~Technical Competency Credit~~, or International Baccalaureate programs. ( )~~(4-6-23)~~

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. {xe "Definitions, IDAPA 08.02.03: All Students"}All Students. All public school students, grades K-12. (3-15-22)

05. Applied Science. Applying scientific knowledge to practical problems or situations. ( )

0~~5~~6. {xe "Definitions, IDAPA 08.02.03: Assessment"}Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (3-15-22)

0~~6~~7. {xe "Definitions, IDAPA 08.02.03: Assessment Standards"}Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the "Standards for the Assessment of Reading and Writing." (3-15-22)

0~~7~~8. {xe "Definitions, IDAPA 08.02.03: Career Pathway Plan"}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)

0~~8~~9. {xe "Definitions, IDAPA 08.02.03: Career Technical Education"}Career Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (3-15-22)

1~~0~~09. {xe "Definitions, IDAPA 08.02.03: College and Career Readiness"}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)

1~~1~~10. {xe "Definitions, IDAPA 08.02.03: Content Standards"}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)

1~~2~~11. {xe "Definitions, IDAPA 08.02.03: Criteria"}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)

132. **{xe "Definitions, IDAPA 08.02.03: Diploma"}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)

143. **{xe "Definitions, IDAPA 08.02.03: Dual Credit"}Dual Credit**. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. ~~Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.( )(3-15-22)~~

154. **{xe "Definitions, IDAPA 08.02.03: Idaho Standards Achievement Tests"}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)

165. **{xe "Definitions, IDAPA 08.02.03: International Baccalaureate (IB)"}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)

176. **{xe "Definitions, IDAPA 08.02.03: Laboratory"}Laboratory**. A laboratory course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (3-15-22)

18. **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. ( )

197. **{xe "Definitions, IDAPA 08.02.03: Portfolio"}Portfolio**. A digital or physical collection of materials that documents and demonstrates a student's ~~academic and work based~~ learning. ~~A portfolio typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes.( )(3-15-22)~~

2018. **{xe "Definitions, IDAPA 08.02.03: Project Based Learning"}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)

2119. **{xe "Definitions, IDAPA 08.02.03: Proficiency"}Proficiency**. Having or demonstrating a high degree of knowledge or skill in a particular area.

(3-15-22)

2220. **{xe "Definitions, IDAPA 08.02.03: Standards"}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)

231. {xe "Definitions, IDAPA 08.02.03: Technical Competency Credit"}**Technical Competency Credit**. Technical competency credit is a sequenced program of study that allows secondary students to document proficiency in the skills and abilities they develop in approved high school career technical programs to be evaluated for postsecondary transcription at a later date. Technical Competency Credits are awarded for skills and competencies identified as eligible through an agreement with at least one Idaho postsecondary institution. Eligible skills and competencies are included as part of a high school career technical program and approved by the postsecondary institution through the agreement in advance to student participation. Credits are granted by the postsecondary institution for which the agreement is with and are transcripted at the time the student enrolls at the postsecondary institution. (3-15-22)

242. {xe "Definitions, IDAPA 08.02.03: Technology Education"}**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)

253. {xe "Definitions, IDAPA 08.02.03: Unique Student Identifier"}**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)

26. 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. ( )

008. – 101. (RESERVED)

({XE "INSTRUCTIONAL REQUIREMENTS"}BREAK IN CONTINUITY OF SECTIONS)

105. {XE "HIGH SCHOOL GRADUATION REQUIREMENTS"}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. {xe "High School Graduation Requirements: Credit Requirements"}**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. {xe "High School Graduation Requirements: Credits"}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. {xe "High School Graduation Requirements: Mastery"}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 ~~local education agency (~~LEA.~~)~~

c. Credit Flexibility. The State Department of Education will support LEAs in the development of crosswalks and templates to assist in awarding credit for prior learning in ways that meet course requirements for high school graduation. ( )

d~~e~~. {xe "High School Graduation Requirements: Secondary Language Arts and Communication"}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 will apply for any student graduating before January 1, 2028 and will consist~~ing~~ 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. Instruction in communications consisting of oral communication and technological applications through a sequence of instructional activities that meet the Idaho Speech and Content standards shall be required for any student graduating after January 1, 2028. ( )~~(3-15-22)~~

c~~d~~. {xe "High School Graduation Requirements: Mathematics"}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. ~~Dual credit e~~Engineering courses and computer science courses aligned to the state standards for grades nine (9) through (12), ~~including AP Computer Science and dual credit computer Science courses~~ may ~~also~~ be counted as a mathematics credit. Students who choose to take computer science or~~and dual credit~~ engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. ( )~~(4-6-23)~~

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~~e~~. {xe "High School Graduation Requirements: Science"}Science. Six (6) credits are required~~, two (2) of which will be laboratory based~~. Four credits are required from at least two (2) of the four content areas: physics, chemistry, earth and space or life science. Two (2) credits in ~~S~~secondary sciences may include instruction in applied sciences, physics, chemistry, earth and space sciences, ~~physical sciences,~~ life sciences, or~~and~~ computer science. Engineering courses and computer science courses aligned to the state standards for grades nine (9) through (12), may also be counted as a science credit.

( )~~(3-15-22)~~

~~i. Secondary sciences include instruction in the following areas: biology, computer science, physical science or chemistry, and earth, space, environment, or approved applied science. (3-15-22)~~

g~~f~~. {xe "High School Graduation Requirements: Social Studies"}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~~g~~. {xe "High School Graduation Requirements: Humanities"}Fine Arts or World Languages~~Humanities~~. Two (2) credits are required. ~~Humanities c~~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.

( )~~(3-15-22)~~

i~~h~~. {xe "High School Graduation Requirements: Health/Wellness"}Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. ~~Effective for all public school students who enter grade nine (9) in Fall 2015 or later, e~~Each student shall receive a minimum of one (1) ~~class period~~ 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. ( )~~(3-15-22)~~

~~j~~i. 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 ~~school district~~LEA. ( )~~(3-15-22)~~

k. 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. ( )

02. {xe "High School Graduation Requirements: Content Standards"}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. {xe "High School Graduation Requirements: Senior Project"}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. ( )~~(3-15-22)~~

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. ( )

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. ( )

0~~6~~4. {xe "High School Graduation Requirements: Civics & Government Proficiency"}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)

0~~7~~5. {xe "High School Graduation Requirements: Middle School"}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 105.06.a. through 105.06.c. of this rule are met.
(3-15-22)

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.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.c. of this rule.
(3-15-22)

086. {xe "High School Graduation Requirements: Special Education Students"}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)

097. {xe "High School Graduation Requirements: Foreign Exchange Students"}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)

({XE "INSTRUCTIONAL REQUIREMENTS"}BREAK IN CONTINUITY OF SECTIONS)

~~**109. {XE "SPECIAL EDUCATION"}SPECIAL EDUCATION.**~~

~~**01. {xe "Special Education: Definitions"}Definitions**. The following definitions apply only to Section 109 of these rules.
(3-15-22)~~

~~**a.** {xe "Special Education: Definitions: Adult Student"}Adult Student. A student who is eligible for special education is eighteen (18) years of age or older and to whom special education rights have transferred.(3-15-22)~~

~~**b.** {xe "Special Education: Definitions: Due Process Hearing"}Due Process Hearing. An administrative hearing that is conducted to resolve disputes.
(3-15-22)~~

~~i. Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education.
(3-15-22)~~

~~ii. For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act.
(3-15-22)~~

~~**c.** {xe "Special Education: Definitions: Education Agency"}Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind.(3-15-22)~~

~~**d.** {xe "Special Education: Definitions: Idaho Special Education Manual"}Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of~~

Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements. (3-15-22)

c. {xe "Special Education: Definitions: Special Education"}Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech language pathology services to meet the unique needs of a special education student. (3-15-22)

02. {**xe "Special Education: Legal Compliance"**}**Legal Compliance**. The State Department of Education and education agencies shall comply with all laws governing special education requirements. (3-15-22)

a. The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (3-15-22)

b. The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (3-15-22)

c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (3-15-22)

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it: (3-15-22)

i. Is an accredited school or a licensed rehabilitation center; and (3-15-22)

ii. Meets minimum health, fire and safety standards; and (3-15-22)

iii. Is nonsectarian; and (3-15-22)

iv. Provides special education services consistent with governing special education requirements. (3-15-22)

v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (3-15-22)

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the appropriate Idaho state licensing board. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (3-15-22)

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (3-15-22)

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (3-15-22)

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (3-15-22)

03. {**xe "Special Education: Eligibility for Special Education"**}**Eligibility for Special Education**. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension.(3-15-22)

04. {**xe "Special Education: Individualized Education Programs"**}**Individualized Education Programs**. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed.
(3-15-22)

a. IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (3-15-22)

b. Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision.
(3-15-22)

c. The IEP team shall determine the student's placement in the least restrictive environment.
(3-15-22)

d. At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (3-15-22)

i. The child is ages three (3) through five (5), and (3-15-22)

ii. The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (3-15-22)

iii. The child's parents provide written consent to use the IFSP, and (3-15-22)

iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (3-15-22)

v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (3-15-22)

c. When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (3-15-22)

f. If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (3-15-22)

05. {**xe "Special Education: Procedural Safeguards"**}**Procedural Safeguards.** Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act. (3-15-22)

a. If a parent or adult student disagrees with an individualized education program (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 written objection is emailed, postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed IEP, the proposed change cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student while the parties work to resolve the dispute. Parties may choose to hold additional IEP team meetings which may be facilitated by the State Department of Education (SDE) or request voluntary mediation through the SDE. If these methods fail or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed by the parents or adult student, during which time the student shall remain in the current educational placement during the pendency of any administrative or judicial proceeding, unless the district/adult student agree otherwise. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures, or to challenge an eligibility/identification determination. (3-15-22)

b. Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department shall be responsible for compensating the mediator. All mediation participants will receive a copy of the Notification of Mediation Confidentiality form. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (3-15-22)

c. The State Department of Education shall administer a single tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (3-15-22)

d. The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (3-15-22)

e. Due process hearings shall be conducted pursuant to IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General," Individuals with Disabilities Education Act requirements, and

~~the Idaho Special Education Manual, incorporated by reference in Section 004 of this rule. In case of any conflict between the IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General" and the IDEA, the IDEA shall supersede the IDAPA 04.11.01, and IDAPA 04.11.01 shall supersede the Idaho Special Education Manual. (3-15-22)~~

~~**f.** The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty five (45) calendar days of the date a regular hearing is requested unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education. (3-15-22)~~

~~**g.** The hearing officer's decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer's decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty two (42) calendar days from the date of issuance of the hearing officer's decision. (3-15-22)~~

~~**h.** During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the U.S. Department of Education's Americans with Disabilities Act (ADA) Committee for resolution. (3-15-22)~~

~~**i.** During the pendency of any due process hearing or civil appeal the child's educational placement shall be determined by the Individuals with Disabilities Education Act "stay put" requirements. (3-15-22)~~

~~**j.** A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student's right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency's cost criteria, and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer's decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency's expense. (3-15-22)~~

~~**k.** Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (3-15-22)~~

~~**06.** {**xe "Special Education: Assistive Technology Devices"**}**Assistive Technology Devices**. Education agencies may hold a parent liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the education agency if it is lost, stolen, or damaged due to negligence or misuse at home or in another setting outside of school time. (3-15-22)~~

~~**07.** {**xe "Special Education: Diplomas & Graduation"**}**Diplomas and Graduation**. School districts shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities. If a student is not~~

~~granted a regular high school diploma or if a regular high school diploma is granted for completing requirements that are not comparable to regular graduation requirements, a student who is eligible for special education is entitled to receive a free appropriate public education through the semester in which the student turns twenty-one (21) years of age or until the student completes requirements that are comparable to regular graduation requirements, whichever comes first. (3-15-22)~~

~~08. {xe "Special Education: Special Education Advisory Panel"}Special Education Advisory Panel. The State Superintendent of Public Instruction shall appoint members to serve on the Special Education Advisory Panel. Panel members shall elect annually an individual to serve a one (1) year term as vice-chair followed by a one (1) year term as chair. (3-15-22)~~

({XE "INSTRUCTIONAL REQUIREMENTS"}BREAK IN CONTINUITY OF SECTIONS)

SUBJECT

Proposed Rule – Docket No. 47-0101-2401, Rules Governing Vocational Rehabilitation Services

REFERENCE

November 2019	Board approved temporary rule for IDVR to reinstate rule that was not renewed by the legislature and expired in June of 2019.
June 2020	Board approved proposed Docket No. 47-0101-2001

APPLICABLE STATUTE, RULE, OR POLICY

Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128
Idaho Constitution Article IX, Section 2
Section 33-2303, Idaho Code
Idaho Administrative Code, IDAPA 47.0101- Rules Governing Vocational Rehabilitation Services
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.

Administrative rules are made up of three types of rules: temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. Guidance for the rulemaking process is provided by the Office of Administrative Rules Coordinator, Division of Financial Management through the Idaho Rule Writer's Manual.

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.

H563 (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 of rule review prior to the expiration of Executive Order 2020-01. All administrative rules will be reviewed on the established schedule going forward.

DISCUSSION

Notice of Intent to Promulgate Rules regarding Docket No. 47-0101-2401 – IDAPA 47-0101 Rules Governing Vocational Rehabilitation Services will be published in the September 4, 2024, Administrative Bulletin.

During the spring and summer of 2024, the Division of Vocational Rehabilitation has been engaged in a federal compliance review. As part of this review, it was identified that IDAPA 47-0101 is in need of minor revisions.

The proposed removal of language specifying that services must be related to a primary individual plan in subsections 203.01.c and 203.02.c and removal of Subsection 206.04, regarding employment maintenance, serve to ensure that the rule is again compliant with federal regulations. Section 33-2303, Idaho Code and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA). (Public Law 113-128).

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. Based on comments received during the feedback window and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. 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.

If the State Board of Education does not approve the proposed rule, the existing rule will remain in effect.

ATTACHMENTS

Attachment 1 – Notice of Intent to Promulgate Rules
Attachment 2 – Proposed Rule Docket No. 47-0101-2401 Rules Governing Vocational Rehabilitation Services

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed rule Docket Number 47-0101-2401, as presented in Attachment 2.

BOARD ACTION

I move to approve proposed rule – Docket Number 47-0101-2401, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 47 – DIVISION OF VOCATIONAL REHABILITATION

47.01.01 – RULES GOVERNING VOCATIONAL REHABILITATION SERVICES

DOCKET NO. 47-0101-2401 *(OAR will assign)*

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 33-2303 and 33-6306, 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 16, 2024.

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:

During the spring and summer of 2024, the Division of Vocational Rehabilitation has been engaged in a federal compliance review. As part of this review, it was identified that IDAPA 47-0101 is in need of minor revisions.

The proposed removal of language specifying that services must be related to a primary individual plan in subsections 203.01.c and 203.02.c and removal of Subsection 206.04, regarding employment maintenance, serve to ensure that the rule is again compliant with federal regulations. Section 33-2303, Idaho Code and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA). (Public Law 113-128).

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 5, 2024 Idaho Administrative Bulletin, Volume 24-6, page.

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.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 23, 2024.

DATED this 16rd day of August 2024.

Nicholas Wagner
Administrative Rules Coordinator Idaho State Board of Education 650 W State St.
PO Box 83720
Boise, Idaho 83720-0037
Phone: (208)488-7586, fax: (208)334-2632

47.01.01 – RULES GOVERNING VOCATIONAL REHABILITATION SERVICES

000. LEGAL AUTHORITY.
Article IX, Section 2 of the Idaho Constitution, Section 33-2303, Idaho Code and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA). (Public Law 113-128). (4-6-23)

(BREAK IN CONTINUITY OF SECTIONS)

203. SEVERITY OF DISABILITY.
At the time a customer is determined eligible for vocational rehabilitation services, a determination of the severity of disability, as it relates to employment, will also be determined. A priority category assignment will be determined for all eligible individuals, in one (1) of the following categories: (4-6-23)

01. Priority Category 1 - Eligible Individuals with the Most Significant Disabilities (MSD). (4-6-23)

a. Meets criteria established for a customer with a significant disability; and (4-6-23)

b. Experiences a severe physical and/or mental impairment that seriously limits three (3) or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and (4-6-23)

c. Requires multiple ~~primary Individualized Plan for Employment (IPE)~~ services over an extended period of time. ~~(4-6-23)~~( )

02. Priority Category 2 - Eligible Individuals with Significant Disabilities (SD). (4-6-23)

a. Meets the criteria for a customer with no significant disability; and (4-6-23)

b. Experiences a severe physical and/or mental impairment that seriously limits one (1) or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and (4-6-23)

c. Requires multiple ~~primary IPE~~ services over an extended period of time. ~~(4-6-23)~~( )

03. Priority Category 3 - All other Eligible Individuals with Disabilities (D). (4-6-23)

a. Has a physical or mental impairment; and (4-6-23)

b. Impairment constitutes or results in a substantial impediment to employment; and (4-6-23)

c. Who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services. (4-6-23)

(BREAK IN CONTINUITY OF SECTIONS)

206. ORDER OF SELECTION.

01. Order of Selection. When the Division cannot provide the full range of vocational rehabilitation services to all eligible customers because of fiscal or personnel capacity constraints, the agency will enter an order of selection. The order of selection will be based on the following requirements: (4-6-23)

a. Students with disabilities, as defined by 34 CFR 361.5(c)(51), who received pre-employment transition services prior to eligibility determination and assignment to a disability priority category will continue to receive such services. (4-6-23)

b. All customers who have an Individualized Plan for Employment will continue to be served. (4-6-23)

02. Priority Status. Priority will be given to eligible individuals with the most significant disabilities, followed by those with significant disabilities, and finally those eligible individuals with disabilities. All eligible customers will be assigned to one (1) of the priority categories as outlined in Section 203 of these rules. (4-6-23)

03. When Unable to Serve Eligible Individuals. If the Division cannot serve all eligible individuals within a given priority category, individuals will be released from the statewide waitlist based on disability priority category and date of application. (4-6-23)

~~**04. Employment Maintenance**. The Division will serve individuals who are in immediate jeopardy of losing their employment and who require specific services or equipment to maintain employment, regardless of severity of disability category assignment, in accordance with 34 CFR 361.36.a(3)(v). (4-6-23)~~

(BREAK IN CONTINUITY OF SECTIONS)

SUBJECT

Proposed Rule – Docket No. 08-0202-2401, Rules Governing Uniformity

REFERENCE

August 2020	Board approved proposed rule amending IDAPA 08.02.02 adding the advanced professional endorsement and aligning CTE educator certification with 2020 legislative changes.
November 2020	Board approved pending rule amending IDAPA 08.02.02 adding the advanced professional endorsement and aligning CTE educator certification with 2020 legislative changes.
June 2021	Board approved temporary omnibus rules, Dockets 08-0000-2100 and 55-0000-2100.
August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101.
October 2021	Board approved proposed omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending omnibus rule, Docket 08-0000-2100.
August 2022	Board approved proposed rule docket 08-0202-2201 incorporating amendments required through zero-based rulemaking and amendments requested by education stakeholders and the Department of Education staff.
November 2022	Board approved pending rule docket 08-0202-2201 incorporating amendments required through zero-based rulemaking and amendments requested by education stakeholders and the Department of Education staff.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Constitution Article IX, Section 2
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.

Administrative rules are made up of three types of rules: temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. Guidance for the rulemaking process is

provided by the Office of Administrative Rules Coordinator, Division of Financial Management through the Idaho Rule Writer's Manual.

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 of rule review prior to the expiration of Executive Order 2020-01. All administrative rules will be reviewed on the established schedule going forward.

DISCUSSION

Notice of Intent to Promulgate Rules regarding Docket No. 08-0202-2401 – IDAPA 08.01.13 Rules Governing the Opportunity Scholarship was published in the June 5, 2024 (Vol 24-6) Idaho Administrative Rules Bulletin.

The amendment to Idaho Code § 33-1203 that resulted from SB1069 (2023) provided for a board-approved apprenticeship program to be developed. SB1069 also allowed for teacher certifications to be issued to teachers based on completion of four years of college training or the completion of a board approved apprenticeship program. The current language in IDAPA only addresses the four years of college training and needs to be updated to address the additional pathway allowed by this amendment to Idaho Code § 33-1203. A board workgroup developed the program during 2023, the approval by the board was granted in December of 2023 and the U.S. Department of Labor granted approval in February of 2024. Now that the parameters of the program are established, this rule needs to be amended to align with the program exit requirements before apprentices (who will enter the program in fall of 2024) become eligible to exit. The changes also update the apprenticeship subsection 014 to clarify the federally established minimum age for participation in apprenticeships and aligns the rule with the language in Idaho Code § 33- 1203.

Additional changes are proposed to make corrections to the JROTC endorsement requirements and for the purpose of clarifying the teacher certification procedures in several areas where confusion has been common. Technical corrections have also been proposed.

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. Based on comments received during the feedback window and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. 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.

If the State Board of Education does not approve the proposed rule, the existing rule will remain in effect.

ATTACHMENTS

Attachment 1 – Notice of Intent to Promulgate Rules
Attachment 2 – Proposed Rule Docket No. 08.0202.2401, Rules Governing Uniformity

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed rule Docket Number 08.0202.2401, as presented in Attachment 2.

BOARD ACTION

I move to approve proposed rule – Docket Number 08.0202.2401, 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. 08-0202-2401

NOTICE OF INTENT TO PROMULGATE RULES - NEGOTIATED RULEMAKING

AUTHORITY: In compliance with Sections 67-5220(1) and 67-5220(2), Idaho Code, notice is hereby given that this agency intends to promulgate rules and desires public comment and input prior to initiating formal rulemaking procedures. This negotiated rulemaking action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code.

MEETING SCHEDULE: A negotiated rulemaking meeting(s) will be held no later than July 3, 2024.

Specific meeting dates, times, and locations of scheduled meetings, details are forthcoming and will be provided on the agency website and on Townhall.Idaho.gov.

The meeting site(s) will be accessible to persons with disabilities, if needed. Requests for accommodation must be made at least one (1) day prior to the meeting to the agency address below.

METHOD OF PARTICIPATION: Persons wishing to participate in the negotiated rulemaking must do the following:

Interested persons wishing to participate in the negotiated rulemaking may do so by contacting the undersigned either in writing, by email, or by calling the phone number listed below. Responses must be received by July 3, 2024.

Should a sufficient number of persons respond to this notice, additional negotiated meetings will be scheduled, All scheduled meetings shall be posted and made accessible on the agency website at the address listed below and via Townhall.Idaho.gov.at least 48 hours before the meeting.

Failure of interested persons to respond to this notice of intent or the lack of a sufficient number of responses to this notice of intent may result in the discontinuation of further informal proceedings. In either event, the agency shall have sole discretion in determining the feasibility of scheduling and conducting informal negotiated rulemaking and may proceed directly to formal rulemaking if proceeding with negotiated rulemaking is deemed infeasible.

Upon conclusion of the negotiated rulemaking, any unresolved issues, all key issues considered, and conclusion reached during the negotiated rulemaking will be addressed in a written summary. The summary will be made available to interested persons who contact the agency or, if the agency chooses, the summary may be posted on the agency website.

DESCRIPTIVE SUMMARY AND STATEMENT OF PURPOSE: The following is a statement in nontechnical language of the substance and purpose of the intended negotiated rulemaking and the principal issues involved:

The amendment to Idaho Code § 33-1203 that resulted from S1069 (2023) provided for a board-approved apprenticeship program to be developed. S1069 also allowed for teacher certifications to be issued to teachers based on completion of four years of college training or the completion of a board approved apprenticeship program. The current language in IDAPA only addresses the four years of college training and needs to be updated to address the additional pathway allowed by this amendment to Idaho Code § 33-1203. A board workgroup developed the program during 2023, the approval by the board was granted in December of 2023 and the U.S. Department of Labor granted approval in February of 2024. Now that the parameters of the program are established, this rule needs to be amended to align with the program exit requirements before apprentices (who will enter the program in fall of 2024) become eligible to exit. The changes also update the apprenticeship subsection 014 to clarify the federally established minimum age for participation in apprenticeships and aligns the rule with the language in Idaho Code § 33- 1203.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING DRAFT COPIES: For assistance on technical questions concerning this negotiated rulemaking or to obtain a preliminary draft copy of the rule text contact Nicholas Wagner at rules@edu.idaho.gov or (208)-488-7586*).*

Materials pertaining to the negotiated rulemaking, including any available preliminary rule drafts, can be found on the Idaho State Board of Education website at the following web address: https://boardofed.idaho.gov/board-policies-rules/board-rules/education-

rules/

Anyone may submit written comments regarding this negotiated rulemaking. All written comments must be directed to the undersigned and must be delivered on or before July 3, 2024.

DATED this 3rd 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

08.02.02 – RULES GOVERNING UNIFORMITY

({XE "INSTRUCTIONAL REQUIREMENTS"}BREAK IN CONTINUITY OF SECTIONS)

007. {XE "DEFINITIONS, IDAPA 08.02.02"}DEFINITIONS.

01. Accredited Institution. For purposes of educator certification, the Idaho state board of education recognizes accreditation organizations recognized and in good standing with the United States department of education pursuant to IDAPA 08.01.11, registration of postsecondary educational institutions and proprietary schools, section 100, or an alternative or non-traditional model approved by the State Board of Education.

02. {xe "Definitions, IDAPA 08.02.02: Clinical Experience"}Clinical Experience. Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice as defined in this section. (3-15-22)

032. {xe "Definitions, IDAPA 08.02.02: Clinical Practice"}Clinical Practice. Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. Clinical practice includes student teaching and internship. (3-15-22)

043. {xe "Definitions, IDAPA 08.02.02: Credential"}Credential. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-15-22)

054. {xe "Definitions, IDAPA 08.02.02: Endorsement"}Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-15-22)

065. {xe "Definitions, IDAPA 08.02.02: Field Experience"}Field Experience. Early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. (3-15-22)

076. {xe "Definitions, IDAPA 08.02.02: Individualized Professional Learning Plan"}Individualized Professional Learning Plan. An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-15-22)

087. {xe "Definitions, IDAPA 08.02.02: Institutional Recommendation"}Institutional Recommendation. Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (4-6-23)

098. {xe "Definitions, IDAPA 08.02.02: Internship"}Internship. Full-time or part-time supervised clinical practice experience in Pre-K-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. (3-15-22)

10~~09~~. {xe "Definitions, IDAPA 08.02.02: Local Education Agency (LEA)"}Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-15-22)

11. Mentoring Program. A state board approved mentoring program means any mentoring program implemented by a school district or public charter school that substantially conforms to the mentorship standards adopted by the State board of Education. ( )

12~~0~~. {xe "Definitions, IDAPA 08.02.02: Paraprofessional"}Paraprofessional. A noncertificated individual who is employed by a local education agency to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-15-22)

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-15-22)

i. Demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed in the academic areas they are providing support in; or (4-6-23)

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (3-15-22)

iii. Obtained an associate degree or higher level degree; demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed in the academic areas they are providing support in. (4-6-23)

b. Individuals who do not meet these requirements will be considered school or classroom aides. (3-15-22)

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-15-22)

13~~1~~. {xe "Definitions, IDAPA 08.02.02: Pedagogy"}Pedagogy. Teaching knowledge and skills. (3-15-22)

14~~2~~. {xe "Definitions, IDAPA 08.02.02: Portfolio"}Portfolio. An organized collection of artifacts that demonstrates an individual's performance, growth, and/or reflection regarding their professional practice, in alignment with the applicable professional standards used for evaluation. (3-15-22)

15~~3~~. {xe "Definitions, IDAPA 08.02.02: Practicum"}Practicum. Full-time or part-time supervised, industry-based experience in an area of intended career technical education teaching field to extend understanding of industry standards, career development opportunities, and application of technical skills. (3-15-22)

16~~4~~. {xe "Definitions, IDAPA 08.02.02: Semester Credit Hours"}Semester Credit Hours. Two (2) semester credit hours are equivalent to three (3) quarter credit hours. (3-15-22)

17~~5~~. {xe "Definitions, IDAPA 08.02.02: Student Learning Objective (SLO)"}Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given

interval of instruction based upon baseline data gathered at the beginning of the course. (3-15-22)

186. **{xe "Definitions, IDAPA 08.02.02: Student Teaching"}Student Teaching**. Extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing for an instructional certificate. (4-6-23)

197. **{xe "Definitions, IDAPA 08.02.02: Teacher of Record"}Teacher of Record**. The teacher who is primarily responsible for planning instruction, delivering or supervising the instruction provided to a class of students, assessing student performance, and designating final grades. (4-6-23)

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

~~**012. {XE "ACCREDITED INSTITUTION"}Accredited Institution.** For purposes of educator certification, an accredited school, college, university, or other educator training institution is considered by the Idaho state board of education to be one that is accredited by a regional accrediting association recognized by the state board of education or an alternative or non-traditional model approved by the state board of education. ( )(3-15-22)~~

008. -- 012. (RESERVED)

013. {XE "CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS"}CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.
An educator having graduated from a foreign institution educator preparation program shall be treated as an out of state applicant for certification purposes and may be issued a nonrenewable, three (3) year interim certificate. The applicant must provide transcripts and any~~/or~~ credentials that have been translated and evaluated by an approved evaluation service. ( )~~(4-6-23)~~

014. {XE "CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS"}CERTIFICATES ISSUED TO APPLICANTS ~~FROM REGIONALLY ACCREDITED INSTITUTIONS.~~
Idaho certificates may be issued to applicants completing any of the following Idaho State Board of Education approved routes; accredited educator preparation programs, non-tradition educator preparation program,~~-~~ educator registered apprenticeship programs, a board approved non-traditional or non-public preparation program, an alternative authorization pathway, or the ~~from regionally accredited institutions recognized by the state board of education meeting requirements for certification or~~ equivalent of Idaho certification requirements in other states when they substantially meet the requirements for a standard Idaho educator certificate.
( )~~(4-6-23)~~

015. {XE "IDAHO EDUCATOR CREDENTIAL"}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. {xe "Idaho Educator Credential: Standard Instructional Certificate"}Standard Instructional Certificate. Standard instructional certificates may be issued to completers of traditional routes pursuant to section 33-1203, Idaho code, completers of board approved educator registered apprenticeship programs, or individuals who meet interim certificate requirements. A Standard Instructional Certificate makes an individual eligible to teach all grades and subjects attached to the certificate and valid endorsements. Completers of traditional routes shall meet the following requirements~~, 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. Earn~~ed~~ 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)

e. **Renewal.** Six (6) semester credit hours are required every five (5) years to renew. The renewal credit 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. ( )

02. **{xe "Idaho Educator Credential: Standard Pupil Service Staff Certificate"}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. {xe "Idaho Educator Credential: Standard Administrator Certificate"}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. {xe "Idaho Educator Credential: Career Technical Certification Requirements"}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 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. {xe "Idaho Educator Credential: Postsecondary Specialist Certificate"}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. {xe "Idaho Educator Credential: American Indian Tribal Language Certificate"}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. {xe "Idaho Educator Credential: Junior Reserved Officer Training Corps (Junior ROTC) Instructors"}Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (3-15-22)

a. Junior ROTC Instructor Certificate. To be eligible for a five (5) year renewable Junior ROTC Instructor certificate, an applicant shall submit a complete application and provide a letter of recommendation from their hiring school district or public charter school and a copy of their certificate or letter of completion from an ~~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.~~Interim Certificate – Junior ROTC Instructor. A three (3) year interim certificate shall be issued to those who are enrolled in the Junior ROTC Instructor training program. The applicant shall submit a complete application, a letter of recommendation from their hiring school district or public charter school, and a copy of their Junior ROTC Instructor initial qualification letter issued by an armed forces Junior ROTC training program. ( )~~(3-15-22)~~

08. {xe "Idaho Educator Credential: Additional Renewal Requirements"}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. {XE "IDAHO INTERIM CERTIFICATE"}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. {xe "Idaho Interim Certificate: Interim Certificate Not Renewable"}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~~ interim certificate to obtain a standard Idaho Educator Credential during the term of the interim certificate.

( )~~(3-15-22)~~

02. {xe "Idaho Interim Certificate: Non-Traditional Route to Teacher Certification"}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. {xe "Idaho Interim Certificate: Idaho Comprehensive Literacy Course"}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. {xe "Idaho Interim Certificate: Teaching For Mathematical Thinking"}Teaching For Mathematical Thinking. All Idaho teachers or administrators with an interim certificate (alternate authorization~~s~~, nontraditional route~~s~~, reinstatement~~s~~, 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 a Certificate Expired for One (1) Year or Less. An individual with an Idaho certificate expired for one (1) year or less who did not meet the six (6)-credit renewal requirement may apply for reinstatement and be issued an interim certificate. During the validity period of the interim certificate, the applicant must complete any outstanding credits to meet the renewal requirement to be eligible for a five (5)-year renewable certificate. ( )

0~~6~~5. {xe "Idaho Interim Certificate: Reinstatement of Expired Certificate"}Reinstatement of ~~Expired~~ a Certificate Expired For Over One (1) Year. An individual ~~holding~~with ~~-~~ an ~~expired~~ Idaho certificate expired for over one (1) year may apply for reinstatement and 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~~ be eligible for a five (5)-year renewable 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 the 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)~~

0~~7~~6. {xe "Idaho Interim Certificate: Codes of Ethics"}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)

({XE "INSTRUCTIONAL REQUIREMENTS"}BREAK IN CONTINUITY OF SECTIONS)

021. {XE "ENDORSEMENTS"}ENDORSEMENTS.
Holders of an Instructional Certificate or Occupational Specialist Certificate 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. {xe "Endorsements: Clinical Experience Requirement"}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. {xe "Endorsements: Alternative Authorization - Teacher to New Endorsement"}Alternative Authorization - Teacher to New Endorsement. This alternative authorization allows a local education agency to request additional endorsement for a candidate. 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, A~~ candidate~~s~~ may add an endorsement in that same content area ~~to a valid instructional certificate. Successful completion of~~ by successfully completing a one (1) year, state board approved mentoring program ~~must be completed during~~ within the ~~first~~ year ~~to maintain the endorsement~~ of authorization. (____)~~(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 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 hours in the career technical education endorsement area. (4-6-23)

03. {xe "Endorsements: National Board Certification"}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)

({XE "INSTRUCTIONAL REQUIREMENTS"}BREAK IN CONTINUITY OF SECTIONS)

042. {XE "ALTERNATIVE AUTHORIZATION - CERTIFICATION"}ALTERNATIVE AUTHORIZATION.
Alternative authorization allows a local education agency to request certification for a candidate. This authorization grants an interim certificate that allows individuals to serve as the teacher of record while pursuing standard certification. ~~Evidence of satisfactory progress toward standard certification must be provided each year.~~ Individuals who hold a current instructional certificate may obtain additional endorsements through an alternative authorization as prescribed in Subsection 021 of these rules. (____)~~(4-6-23)~~

01. {xe "Alternate Routes To Certification: Alternative Authorization -- Teacher to New Certification"}Alternative Authorization -- Teacher to New Certification. This alternative authorization allows a local education agency to request additional certification for a candidate who already holds a current Idaho certificate in good standing to add an additional type of certificate in a new certification area. (4-6-23)

a. ~~Prior to application, the candidate must hold a baccalaureate degree or higher and a current and valid Idaho certificate.~~ The local education agency must attest to the candidate's ability to fill the position.( )~~(3-15-22)~~

b. The candidate must participate in a state board- approved educator preparation program. (3-15-22)

i. The candidate will work toward completion of a state board-approved educator preparation program~~. The candidate must complete a minimum of nine (9) semester credits annually to maintain continued eligibility for the interim certificate~~; and ( )~~(4-6-23)~~

ii. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences toward program completion requirements. (4-6-23)

02. {xe "Alternate Routes To Certification: Alternative Authorization -- Content Specialist"}Alternative Authorization -- Content Specialist. This alternative authorization allows a local education agency to request an interim instructional certificate for an individual who possesses distinct content knowledge and skills to teach in a content area. ( )~~(4-6-23)~~

a. Initial Qualifications. (3-15-22)

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching portion; and (3-15-22)

ii. Prior to entering the classroom, the local education agency shall ensure the candidate is qualified to teach in the content area. The candidate shall meet or exceed the state qualifying score on the appropriate state board-approved content or pedagogy assessment, including demonstration of content knowledge through a combination of employment, experience, and education. (3-15-22)

b. State Board Approved Educator Preparation Program. (3-15-22)

i. Prior to authorization, a consortium comprised of a state board-approved educator preparation program representative, a local education agency representative, and the candidate shall determine the preparation needed and develop a plan to meet the Idaho Standards for Initial Certification of Professional School Personnel. The educator preparation program shall provide procedures to assess and credit~~:~~ equivalent knowledge, dispositions, and relevant life or work experiences. The plan must include a state board-approved mentoring program. While teaching under the alternative authorization, the mentor shall provide a minimum of one (1) classroom observation per month, which will include feedback and reflection~~. The plan must include annual progress goals that must be met for continued eligibility~~; ( )~~(4-6-23)~~

ii. ~~The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization.~~ The number of required credits will be specified in the ~~consortium~~ developed plan; and ( )~~(3-15-22)~~

iii. ~~At the time of authorization,~~ During the validity period of the interim certificate, the candidate must ~~enroll in and work toward completion of~~ complete the plan~~. The candidate must complete a minimum of nine (9) semester credits or equivalent annually to maintain eligibility for the interim certificate. The candidate must complete the plan to move to a standard instructional certificate.~~ to receive an institutional recommendation for a standard instructional certificate.

( )~~(4-6-23)~~

c. Career Technical Education Industry-based Route Plan. Local education agencies with candidates seeking a limited occupational specialist certification may request approval, with an approved division of career technical education alternative authorization route plan, to meet the program of study requirements. (4-6-23)

03. {xe "Alternate Routes To Certification: Alternative Authorization - Pupil Service

Staff"}Alternative Authorization - Pupil Service Staff. This alternative authorization allows a local education agency to request an interim certificate ~~certification and endorsement~~ for a candidate when a position requiring the Pupil Service Staff Certificate cannot be filled. ( )~~(4-6-23)~~

a. Initial Qualifications. The applicant must complete the following: (3-15-22)

i. Prior to application, a candidate must hold a baccalaureate degree or higher; and (3-15-22)

ii. The local education agency must attest to the ability of the candidate to fill the position. (3-15-22)

b. Educator Preparation Program. (3-15-22)

i. The number of required credits will be specified in a plan developed by the Educator Preparation Program; and ( )

ii. During the validity period of the interim certificate, the candidate must complete the plan to receive an institutional recommendation for a standard pupil service staff certificate.

~~i. At the time of authorization, the candidate must enroll in and work toward completion of a state board approved educator preparation program through a participating college or university and the local education agency. The educator preparation program must include annual progress goals. (4-6-23)~~

~~ii. The candidate must complete a minimum of nine (9) semester credits or equivalent annually to maintain eligibility for the interim certificate. (4-6-23)~~

iii~~i~~. The participating educator preparation program will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. ( )~~(3-15-22)~~

~~iv. The candidate must meet all requirements for the endorsement/certificate as provided herein.~~ ( )~~(3-15-22)~~

({XE "INSTRUCTIONAL REQUIREMENTS"}BREAK IN CONTINUITY OF SECTIONS)

100. {XE "OFFICIAL VEHICLE FOR APPROVING EDUCATOR PREPARATION PROGRAMS"}OFFICIAL VEHICLE FOR APPROVING EDUCATOR PREPARATION PROGRAMS.

01. {xe "Official Vehicle For Approving Educator Preparation Programs: The Official Vehicle for the Approval of Traditional Educator Preparation Programs"}The Official Vehicle for the Approval of Traditional Educator Preparation Programs. Traditional educator preparation programs will be accredited by an accrediting body that approves educator preparation programs and is recognized by the state board of education and meets the board approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards for the Initial Certification of Professional School Personnel will be posted on the state board of education and state department of education websites. All standards will include an implementation date. (4-6-23)

02. {xe "Official Vehicle For Approving Educator Preparation Programs: Non-Traditional Educator Preparation Program"}Non-Traditional Educator Preparation Program. To be considered for approval each non-traditional educator preparation program must include the following components: (3-15-22)

a. Assessment of pedagogy and content knowledge; and (3-15-22)

b. Alignment to the Idaho Standards for the Initial Certification of Professional School Personnel. (3-15-22)

03. {xe "Official Vehicle For Approving Educator Preparation Programs: Continuing Approval"}Continuing Approval. Approved educator preparation programs will be reviewed for continued approval

on a timeline and in a format established by the state board of education. Program reviews will take into consideration the instructional methodology used by the approved program. (3-15-22)

~~**04. {xe "Official Vehicle For Approving Educator Preparation Programs: Payment Responsibilities for Educator Preparation Program Reviews"}Payment Responsibilities for Educator Preparation Program Reviews**. The Professional Standards Commission is responsible for Idaho educator preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (3-15-22)~~

~~**a.** The Professional Standards Commission pay for all state review team expenses for on-site teacher preparation reviews from its budget. (3-15-22)~~

~~**b.** Requesting institutions pay for all other expenses related to on-site educator preparation program reviews, including all standards review. (3-15-22)~~

({XE "INSTRUCTIONAL REQUIREMENTS"}BREAK IN CONTINUITY OF SECTIONS)

SUBJECT

Proposed Rule – Docket No. 08.0113.2401, Rules Governing the Opportunity Scholarship

REFERENCE

August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship, making technical corrections and clarifying that GPAs of more than one decimal place will be rounded up.
November 2017	Board approved pending rule Docket 08-0113-1701. April 2018 Board approved temporary rule Docket 08-0113-1801, establishing provision for the Opportunity Scholarship to be used for "Adult Learners."
August 2018	Board approved proposed rule Docket 08-0113-1802 establishing provision for the Opportunity Scholarship for Adult Learners.
November 2018	Board vacated proposed rule Docket 08-0113-1802 and directed staff to bring back a version allowing certificates to be stackable during the 2019-2020 rulemaking cycle.
August 2019	Board approved proposed rule lowering the minimum GPA requirement and adding provisions for adult learners, Docket 08-0113-1901.
November 2019	Board approved omnibus pending rule, Docket 08-0000-1900 reauthorizing all non-fee administrative rules in IDAPA 08 incorporating in the proposed amendments from Docket 08-0113-1901.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.
October 2021	Board approved proposed omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending omnibus rule, Docket 08-0000-2100.
August 2022	Board approved proposed rule Docket 08-0113-2201 in compliance with the Zero-Based Regulations requirements.
November 2022	Board approved pending rule Docket 08-0113-2201 in compliance with the Zero-Based Regulations requirements.
June 2023	Board approved temporary rule Docket 08-0113-2301, to update award deadlines to align with other scholarship programs.
August 2023	Board approved proposed rule Docket 08-0113-2302, accounting for future delays in FAFSA application and

aligning dates to match awards with other statewide scholarships.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-4303
Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship
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.

Administrative rules are made up of three types of rules: temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. Guidance for the rulemaking process is provided by the Office of Administrative Rules Coordinator, Division of Financial Management through the Idaho Rule Writer's Manual.

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 of rule review prior to the expiration of Executive Order 2020-01. All administrative rules will be reviewed on the established schedule going forward.

DISCUSSION

Notice of Intent to Promulgate Rules regarding Docket No. 08-0113-2401 – IDAPA 08.01.13 Rules Governing the Opportunity Scholarship was published in the June 5, 2024 (Vol 24-6) Idaho Administrative Rules Bulletin.

HB500 and HB747 (2024) amended Idaho Code § 33-4303 which establishes the Opportunity Scholarship. IDAPA 08-0113 Rules Governing the Opportunity Scholarship must be amended to reflect the statutory changes. The changes reinstate community colleges as eligible recipients of Opportunity Scholarship funds and establish the number of credits hours scholarship recipients are required to successfully complete in a calendar year in order to renew their scholarship for a subsequent year at 30 credits.

Board staff have 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. Based on comments received during the feedback window and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. 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.

If the State Board of Education does not approve the proposed rule, the existing rule will remain in effect.

ATTACHMENTS

Attachment 1 – Notice of Intent to Promulgate Rules
Attachment 2 – Proposed Rule Docket No. 08.0113.2401, Rules Governing the Opportunity Scholarship

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed rule Docket Number 08.0113.2401, as presented in Attachment 2.

BOARD ACTION

I move to approve proposed rule – Docket Number 08.0113.2401, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08 – STATE BOARD OF EDUCATION

08.01.13 - RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM

DOCKET NO. 08-0113-2401

{xe "Notice of Proposed Rule (No Public Hearings Scheduled)"} 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, 33-4303, and 33-4304, 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 16, 2024.

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: H500 and H747 (2024) amended Idaho Code § 33-4303. To remain compliant with the governing statute, IDAPA 08.01.13 must be revised to reflect several key changes. These changes include the following: updating the credit completion minimums for students seeking to renew an Opportunity Scholarship beyond the initial year of award; including a new initial eligibility requirement that restricts students from receiving both the Opportunity Scholarship and the Launch Grant simultaneously; and reinstating community colleges as eligible recipients of Opportunity Scholarship Funds.

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 5, 2024 Idaho Administrative Bulletin, Volume 24-6, page.

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.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 23, 2024.

DATED this 23rd day of August 2024.

Nicholas Wagner
Administrative Rules Coordinator Idaho State Board of Education 650 W State St.
PO Box 83720
Boise, Idaho 83720-0037
Phone: (208)488-7586, fax: (208)334-2632

08.01.13 – RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM

(BREAK IN CONTINUITY OF SECTIONS)

101. ELIGIBILITY.

01. Academic Eligibility. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (4-6-23)

a. A student who has not yet graduated from an eligible secondary school or its equivalent in the state of Idaho must have an unweighted minimum cumulative grade point of average of two point seven (2.7) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (4-6-23)

b. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or (4-6-23)

c. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of two point seven (2.7) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. (4-6-23)

d. An Adult Learner must have a minimum cumulative grade point average of two point five (2.5) or higher on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) decimal place. (4-6-23)

02. Financial Eligibility. The financial need of an applicant for an opportunity scholarship will be based upon the Student Aid Index, as identified by the free application for federal student aid (FAFSA) Submission Summary. ~~(7-1-24)~~(_____)

03. Additional Eligibility Requirements. (4-6-23)

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (4-6-23)

b. If a student has attempted or completed more than one hundred and twenty (120) postsecondary credits, then such student must identify a major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (4-6-23)

i. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-6-23)

ii. Upon review of the student's academic transcript(s), the student cannot complete a degree/certificate in the major identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate. (4-6-23)

102. -- 201. (RESERVED)

202. APPLICATION PROCESS.

01. Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the deadline set by the executive director each year. Adult Learner applications will be processed and awarded on a monthly basis up to the application deadline. An applicant without electronic capabilities may request a waiver of this requirement and, if granted, submit an application on the form established by the Board through the United States Postal Service that must be postmarked no~~t~~ later than the applicable application deadline. The FAFSA must be completed on or prior to the application deadline unless federal delays prohibit an applicant from completing the FAFSA prior to the deadline. (7-1-24)

02. Announcement of Award. Announcement of the award of initial scholarships will be made no later than ~~December 31~~June 1 of each year, with awards to be effective at the beginning of the first full term of the next fiscal year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcements may be made after this date based on the availability of funds. ~~(7-1-24)~~( )

03. Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the scholarship unless extenuating circumstances are involved and approved by the executive director or designee. (4-6-23)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (4-6-23)

a. Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted an application to the Board earlier in time will be assigned a higher rank. (4-6-23)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules. (4-6-23)

02. Monetary Value of the Opportunity Scholarship. (4-6-23)

a. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-6-23)

i. The amount of the assigned student responsibility, established by the Board annually; (4-6-23)

ii. The amount of federal grant aid, as identified by the FAFSA Submission Summary if known at the time of award determination; (7-1-24)

iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (4-6-23)

iv. The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours along with the requirements outlined in Section 302.1, or its equivalent in an academic year will be prorated as follows: ~~(7-1-24)~~( )

(1) Enrolled in six (6) to eight (8) credits or its equivalent per term - fifty percent (50%) of the maximum; (4-6-23)

(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term - seventy-five percent (75%) of the maximum; and (4-6-23)

(3) Enrolled in twelve (12) or more credits or its equivalent per term - one hundred percent (100%) of the maximum. (4-6-23)

b. The amount of an opportunity scholarship award to an individual student shall not exceed the actual cost of tuition and fees at the institution the student attends or will attend, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (4-6-23)

c. The Board may determine monetary value without the FAFSA Submission Summary if the delay is due only to federal delay and may modify any final award or payment upon receipt of the FAFSA Submission Summary. (7-1-24)

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-6-23)

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship may cover up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (4-6-23)

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-6-23)

~~**04. New Scholarships for Community College**. The Board may not award any new scholarship, excluding renewals, to any student attending community college on or after July 1, 2023. (7-1-24)~~

302. CONTINUING ELIGIBILITY.

01. Requirements. For an eligible student that has previously received an opportunity scholarship award to renew such award for the next year, the eligible student shall maintain progress towards on-time degree completion so that such student is on schedule to obtain an associate degree within two (2) years or a baccalaureate degree within four (4) years from the time such student initially received an opportunity scholarship award. ~~**Credit Hours**. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award and the scholarship recipient attending a two (2) year public postsecondary institution who accepted an award offer or renewed an award offer on or before June 30, 2023, must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. Notwithstanding these provisions, a scholarship recipient who has received the Opportunity Scholarship as an Adult Learner may retain eligibility by completing twelve (12) or more credit hours or its equivalent each academic year the student received the Opportunity Scholarship award.~~ All students may use the summer term to meet the annual credit accumulation requirements. ~~(7-1-24)~~( )

02. Renewal Application. In order to be considered for a continuing scholarship for each succeeding year, a scholarship recipient must complete a renewal application by March 1. ~~and update and submit the FAFSA on~~

~~or prior to March 1.~~ ( )

032. Academic Progress. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of two point seven (2.7) on a scale of four point zero (4.0), and must be maintaining satisfactory academic progress toward their identified postsecondary credential as determined by the institution they are enrolled in. Students receiving an Opportunity Scholarship award as an Adult Learner must make satisfactory progress on their graduation plan established with the eligible institution at the time of admission. (4-6-23)

043. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than thirty (30) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made thirty (30) days prior to the start of the succeeding academic year. (4-6-23)

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of the spring semester or equivalent term. Such statements must include verification that the scholarship recipient is still enrolled, ~~attending part-time, if an Adult Learner, and full-time for all other scholarship recipients, maintaining satisfactory academic progress~~, is meeting the continued eligibility requirements as described in Section 302.01, and has not exceeded the award eligibility terms. ~~(4-6-23)~~( )

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (4-6-23)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-6-23)

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-6-23)

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board within set timelines, and (4-6-23)

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-6-23)

03. Adult Learner Evaluation. ~~Upon admission, scholarship recipients receiving an award as an Adult Learner will be administered prior learning assessments to determine eligibility for credit for prior learning, including credit for prior experiential learning. As~~ ~~p~~Part of th~~e~~is adult learner evaluation process is that an eligible institution will work with the student to develop a graduation plan for the program they are entering that includes

estimated completion dates.

(4-6-23)

(BREAK IN CONTINUITY OF SECTIONS)

SUBJECT

Proposed Rule – Docket No. 08-0401-2401 Rules of the Idaho Digital Learning Academy

REFERENCE

November 1, 2006	Board approved Pending Rule – Docket No. 08-0401- 0601, Idaho Digital Learning Academy
April 20-12, 2006	Board approved proposed rule amendment to IDAPA 08.04.01. Rules of the Idaho Digital Learning Academy
August 10, 2017	Board approved amendments including physical address technical corrections and updating provisions related to student work and ethical conduct.
November 15, 2017	Board approved Pending Rule Docket No. 08-0401-1701, Idaho Digital Learning Academy.
August 23, 2023	Board approved proposed rule amendments to include streamlining and simplification as necessitated by Executive Order 2020-01, Zero Based Regulation.
November 11, 2023	Board approved Pending Rule Docket No. 08-0401-2301, Idaho Digital Learning Academy.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5501
Idaho Administrative Code, IDAPA 08.04.01 Rules of the Idaho Digital Learning Academy
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.

Administrative rules are made up of three types of rules: temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. Guidance for the rulemaking process is provided by the Office of Administrative Rules Coordinator, Division of Financial Management through the Idaho Rule Writer's Manual.

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.

H563 (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 of rule review prior to the expiration of Executive Order 2020-01. All administrative rules will be reviewed on the established schedule going forward.

DISCUSSION

Notice of Intent to Promulgate Rules regarding Docket No. 08.0401.2401, Rules of the Idaho Digital Learning Academy, was published in the June 5, 2024 (Vol 24-6) Idaho Administrative Rules Bulletin.

The 2024 legislature reviewed 08.04.01 rule amendments. Concurrent resolutions HCR32 and SCR122 were not in alignment on a single point of revision and therefore none of the proposed amendments passed. Specifically, the House Education Committee rejected the proposed removal of language in subsection 102.03 requiring faculty to contact students within the first 24 hours of class. The Senate Education Committee did not reject this proposed amendment; however, as consensus was not achieved, all proposed amendments failed in 2024.

For the 2025 session, IDLA has requested to bring forward one of the amendments proposed in 2024 that was not contested, specifically, broadening the definition of the final course assessment. Historically, this assessment, through IDAPA, has only allowed for traditional tests. However, as assessment of content mastery can be evidenced in a variety of ways (portfolios, presentations, ect.), IDLA requests to broaden this definition thereby giving more flexibility to local education agencies and teachers in this process.

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. Based on comments received during the feedback window and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. 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.

If the State Board of Education does not approve the proposed rule, the existing rule will remain in effect.

ATTACHMENTS

Attachment 1 – Notice of Intent to Promulgate Rules
Attachment 2 – Proposed Rule Docket No. 08.0401.2401- Rules of the Idaho Digital Learning Academy

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of proposed rule Docket Number 08.0401.2401, as presented in Attachment 2.

BOARD ACTION

I move to approve Proposed Rule – Docket Number 08.0401.2401, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08 – STATE BOARD OF EDUCATION

08.04.01 – RULES OF THE IDAHO DIGITAL LEARNING ACADEMY

DOCKET NO. 08-0401-2401

{xe "Notice of Proposed Rule (No Public Hearings Scheduled)"} 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 of the Idaho Constitution and under Sections 33-5504, 33-5505, 33-5507, and Chapter 55, Title 33,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 16, 2024.

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 2024 legislature reviewed 08.04.01 rule amendments. Concurrent resolutions HCR32 and SCR122 were not in alignment on a single point of revision and therefore none of the proposed amendments passed. Specifically, the House Education Committee rejected the proposed removal of language in subsection 102.03 requiring faculty to contact students within the first 24 hours of class. The Senate Education Committee did not reject this proposed amendment. All other proposed revisions were not contested by either germane committee. IDLA has requested to bring forward in 2025 the same proposed revisions, excluding the section that did not achieve consensus in 2024.

The proposed change will allow IDLA in collaboration with the local education agency (LEA) to determine comprehensive assessment requirements for their students enrolled in Idaho Digital Learning Academy (IDLA) courses. This proposed change reflects similar language in 08.04.01, Section 01 under Accountability recognizing the partnership between IDLA and the local school enrolling the student. The current language specifies a more traditional assessment. The proposed language will provide for a broader definition and allow for portfolios or other demonstrations of learning to serve as the final assessment when deemed appropriate by IDLA and the LEA. This minor adjustment to 08.04.01 recognizes the authority of LEAs. The adjustment to 08.04.01 does not increase regulation.

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 5, 2024 Idaho Administrative Bulletin, Volume 24-6, page.

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.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 23, 2024.

DATED this 23rd day of August 2024.

Nicholas Wagner
Administrative Rules Coordinator Idaho State Board of Education 650 W State St.
PO Box 83720
Boise, Idaho 83720-0037
Phone: (208)488-7586, fax: (208)334-2632

08.04.01 – RULES OF THE IDAHO DIGITAL LEARNING ACADEMY

(BREAK IN CONTINUITY OF SECTIONS)

102. ACCOUNTABILITY.

01. Exams. Each IDLA course will require the student to ~~take~~ complete, at the discretion of the LEA, either a comprehensive final exam at an approved site under proctored conditions or a comprehensive final project. ~~(3-15-22)~~( )

02. Student Work and Ethical Conduct. (3-15-22)

a. IDLA will inform students in writing of the consequences of plagiarism. The consequences for plagiarism are set out in the IDLA student handbook which is made available online at all times and is communicated to each student and parent prior to the beginning of each class. IDLA will investigate suspected cases of plagiarism and inform parents, students, and the local school district when a suspected case arises. (3-15-22)

b. Acceptable use and behavior in a distance-learning environment is determined by local school district's policies IDLA students and parents will be informed by the IDLA AUP specifically governing behavior in an online school. IDLA will provide a copy of the IDLA AUP to the Idaho State Board of Education in the IDLA Annual Report. (3-15-22)

c. In a case of violation of the acceptable use policy or other disciplinary issues, IDLA will notify the local school district. The local school district is responsible for the appropriate disciplinary action. IDLA should be notified by the local school district of any disciplinary action resulting from a student's participation in an IDLA course. (3-15-22)

d. The IDLA Director or designee reserves the right to deny disruptive students access to IDLA courses in the future or remove them from participating in an existing course. Appeals to the denial or removal from a course may be made in writing to the IDLA Board of Directors discussing the circumstances for removal or denial. The IDLA Board of Directors will review the appeal and hold a special board meeting to allow the student an opportunity to speak to the issue. The IDLA Board of Directors will issue a final decision within ten (10) days of the board meeting. (3-15-22)

03. Teacher Interaction. IDLA faculty are required to contact students within the first twenty-four (24) hours of class. Contact includes phone, e-mail, web conferencing, or other technological means. IDLA is required to submit periodic progress reports and final course percentages for individual students' grades which are then reported to the local school district for transcription to the student's academic record. (3-15-22)

(BREAK IN CONTINUITY OF SECTIONS)

SUBJECT

Educator Preparation Programs Performance Measures and Definition – Low Performing

REFERENCE

October 2016	Board was updated on progress made toward developing educator preparation program effectiveness/performance measures.
December 2016	Board approved the proposed measures for determining Educator Preparation Program Provider effectiveness.
February 2022	Board directed staff to bring back recommendations for new performance measures that were more meaningful.
December 2022	Board adopted EPP Performance Measure Report and Title II effectiveness designations and moved that new performance measures referenced in December would come back to the Board for consideration no later than the April 2023 Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Higher Education Act of 1965, §207 (2008)
IDAPA 08.02.02.100

BACKGROUND

Annually, the Office of the State Board of Education (Board) certifies and submits Idaho's Title II report to the U.S. Department of Education (USDOE). The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho. On October 16, 2016, the USDOE released revised Title II requirements. The rule imposed new reporting measures—beyond the basics required for annual reports under the Higher Education Act—which identify levels of program effectiveness to drive continuous improvement.

The intent of the rule is to promote transparency about the effectiveness of all educator preparation providers (traditional, alternative routes, and distance) by requiring states to report annually—at the program level—on the following measures:

- Feedback from graduates and their employers on the effectiveness of program preparation; and
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and

- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools; and
- Other program characteristics, including assurances that the program has specialized accreditation or graduate candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

States are allowed flexibility in determining how to weigh all outcome measures but are required to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low performing) annually. These federal requirements are designed to facilitate ongoing feedback amongst programs, prospective teachers, schools and districts, states and the public.

In early 2013, while the proposed Title II (Higher Education Act) rule was moving through the process of negotiated rulemaking at the federal level, representatives from Idaho's educator preparation programs met with Board staff to develop common assessments and create consistency in measuring program outcomes. The Idaho measures were shaped in alignment with the proposed federal rule and, as a result, the rubric developed by Board staff with feedback from the educator preparation programs was approved by the Board at the December 2016 regular Board meeting. Since that time, the Board-approved educator preparation programs have struggled to provide the data necessary to complete the annual report. As a result, Board staff have worked with all of the Board-approved educator preparation programs, both traditional and non-traditional to develop a new rubric that can be used to fairly rate all programs in compliance with the Title II requirements.

Work on the performance measures was resumed as the Board office returned to full staffing in the summer of 2021. Significant issues with the performance measures were revealed in the process of preparing the report that was presented at the February 2021 Regular Board meeting. These included a lack of data uniformity among Educator Preparation Programs, substantial unavailable/missing data, concerns about the validity of certain measures, and major changes to relevant standards and statute since the original development and adoption of the rubric.

In December 2022, Board staff started working with a group composed of a representative from each Educator Preparation Program. The group was tasked with providing feedback on the proposed performance measures in the hope that consensus could be reached. These representatives were from public, non-public, and non-traditional Educator Preparation Programs. The group met four times: 12/5/2022, 12/19/2022, 1/9/2023, 3/10/2023.

On May 18, 2023, a work group that consisted of the State Board President, Superintendent Critchfield, Division of Career Technical Education staff, practitioners from the K-12 field in Idaho, and faculty from the Educator Preparation

Programs were brought together to create new Annual Performance Measures. The previous Annual Performance Measures work was reviewed. Seven Educator Preparation Providers worked together to bring forward four Annual Performance Measures for the work group to review and discuss. With some minor changes, the work group came to consensus on the measures.

However, as October 2023 was a baseline year for these measures, the Board opted to hold institutions harmless.

DISCUSSION

In review of the data for the new educator preparation provider annual performance measures from 2023 and 2024, it was determined that two of the benchmarks needed to be amended to more appropriately determine educator preparation provider program effectiveness. The benchmarks established for these measures are based on reaching goals. However, the purpose of the report is to determine the threshold below which an institution is considered low performing. As these purposes are at odds, the benchmarks for two measures must be reevaluated.

The following changes are recommended:

- Completer Effectiveness on Professional Practice
  - Change from 95% to 90%
- Persistence in an Idaho Local Education Agency
  - Chance from 80% to 70%

IMPACT

If the Board approves the performance measures recommended, as outlined in Attachment 1, the new performance measures will be used for the Annual Performance Measures Report that will be completed every October along with Title II reporting that is completed every October.

ATTACHMENTS

Attachment 1 – Idaho's Annual Educator Preparation Program Performance Measures (for Title II Reporting) – Clean Copy
Attachment 2 – Idaho's Annual Educator Preparation Program Performance Measures (for Title II Reporting) - Redline
Attachment 3 – Draft of 2024 Report – For Reference.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed amendments to performance measure benchmarks as submitted in Attachment 1.

BOARD ACTION

I move to approve the proposed amended benchmarks for the educator preparation provider annual performance measures for determining Educator Preparation Provider program effectiveness, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Annual Performance Measures for Reporting on Educator Preparation Program Performance

Indicator	Performance Measure	Benchmark	Indicator Points	Data Source
Pedagogical Knowledge	The percentage of candidates who, at exit of program, passed the Common Summative Assessment (Idaho Framework for Teaching Evaluation) at a basic or better in all 22 components.	90%	> 90% = 25 points 80% - 89.9% = 15 points < 70% = 0 points	State and EPP Provided
Content Knowledge	The percentage of overall completer pass rate of Idaho State Board Approved content assessment for which the EPP has at least ten candidates complete the assessment during the academic year.	80%	>80% = 25 points 79% = 24 points 78% = 23 points . . . < 64% = 0 points	State and EPP provided
Completer Effectiveness on Professional Practice	The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion were eligible for and obtained the Idaho Professional Endorsement.	90%	>90% = 25 Points 80% = 20 Points 70% = 15 Points 60% = 10 Points 50% = 5 Points <49% = 0 Points	State provided
Persistence in an Idaho Local Education Agency	The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion working full-time in an Idaho Local Education Agency who persist for three years.	70%	>70% = 25 Points 60% = 20 Points 50% = 15 Points 40% = 10 Points 30% = 5 Points <29% = 0 Points	State provided

Scoring:
70-100 Points = Effective EPP
60-69 Points = At-risk EPP
0-59 Points = Ineffective EPP

Annual Performance Measures for Reporting on Educator Preparation Program Performance

Indicator	Performance Measure	Benchmark	Indicator Points	Data Source
Pedagogical Knowledge	The percentage of candidates who, at exit of program, passed the Common Summative Assessment (Idaho Framework for Teaching Evaluation) at a basic or better in all 22 components.	90%	> 90% = 25 points 80% - 89.9% = 15 points < 70% = 0 points	State and EPP Provided
Content Knowledge	The percentage of overall completer pass rate of Idaho State Board Approved content assessment for which the EPP has at least ten candidates complete the assessment during the academic year.	80%	>80% = 25 points 79% = 24 points 78% = 23 points . . . < 64% = 0 points	State and EPP provided
Completer Effectiveness on Professional Practice	The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion were eligible for and obtained the Idaho Professional Endorsement.	~~95%~~90%	> ~~95~~90% = 25 points 80% = 20 Points 70% = 15 Points 60% = 10 Points 50% = 5 Points <49% = 0 Points ~~94% = 24 points~~ ~~93% = 23 points~~ ~~. . .~~ ~~< 69% = 0 points~~	State provided
Persistence in an Idaho Local Education Agency	The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion working full-time in an Idaho Local Education Agency who persist for three years.	~~80%~~70%	> ~~80~~70% = 25 points ~~75~~60% = 20 points ~~70~~50% = 15 points ~~65~~40% = 10 points 30% = 5 Points < ~~50~~29% = 0 points	State provided

Scoring:
~~80~~70-100 Points = Effective EPP
~~70~~60-~~79~~ 69 Points = At-risk EPP
0-~~69~~59 Points = Ineffective EPP

Idaho State Board of Education

Annual Educator Preparation Provider Performance Measures Report

The Idaho State Board of Education approved annual performance measures to identify institutions at risk of becoming low-performing or low-performing as indicated in Title II of the Higher Education Opportunity Act.

Annual Educator Preparation Provider Performance Measures Report

	Traditional Programs							Non-Traditional Programs		
Performance Measure	**BSU**	**BYUI**	**CofI**	**ISU**	**LCSC**	**NNU**	**UI**	**ABCTE**	**CSI**	**TFA**
Measure 1 %							100%	99%	97%	90%
Points							25	25	25	25
Measure 2 %	99%	94%	80%	93%	98%	100%	97%	98%	88%	100%
Points	25	25	25	25	25	25	25	25	25	25
Measure 3 %	99%	98%	100%	96%	100%	100%	100%	92%	98%	67%
Points	25	25	25	25	25	25	25	25	25	10
Measure 4 %	80%	60%	100%	79%	87%	73%	73%	88%	74%	42%
Points	25	20	25	25	25	25	25	25	25	10
Total Points							100	100	100	70
Scoring							Effective	Effective	Effective	Effective

Performance Measures:

- Measure 1: Pedagogical Knowledge
- Measure 2: Content Knowledge
- Measure 3: Completer Effectiveness on Professional Practice
- Measure 4: Persistence in an Idaho Local Education Agency

Total Points/Scoring:

- Scoring: Effective EPP
  - Total Points: 70-100 Points
- Scoring: At Risk EPP
  - Total Points: 60-69 Points
- Scoring: Low Performing EPP
  - Total Points: 0-59 Points

Key:

- BSU: Boise State University
- BYUI: Brigham Young University – Idaho
- CofI: College of Idaho
- ISU: Idaho State University
- LCSC: Lewis-Clark State College
- NNU: Northwest Nazarene University
- UI: University of Idaho
- ABCTE: American Board
- CSI: College of Southern Idaho
- TFA: Teach for America

Description of the Annual Educator Preparation Provider Performance Measures

Annual Performance Measure 1: Pedagogical Knowledge	**Annual Performance Measure 2: Content Knowledge**	**Annual Performance Measure 3: Completer Effectiveness on Professional Practice**	**Annual Performance Measure 4: Persistence in an Idaho Local Education Agency**
Description: The percentage of candidates who, at exit of program, passed the Common Summative Assessment (Idaho Framework for Teaching Evaluation) at a basic or better in all twenty-two components.	Description: The percentage of overall completer pass rate of Idaho State Board Approved content assessment for which the EPP has at least ten candidates complete the assessment during the academic year.	Description: The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion were eligible for and obtained the Idaho Professional Endorsement.	Description: The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion working full-time in an Idaho Local Education Agency who persist for three years.
Benchmark: 90%	Benchmark: 80%	Benchmark: 90%	Benchmark: 70%
Data Used: 2023-2024 data provided by EPPs.	Data Used: 2022-2023 data provided by ETS Reporting.	Data Used: 2020-2021 completer data from Title II reporting matched to data reported in the Career Ladder Data System.	Data Used: 2020-2021 completer data from Title II reporting matched to data reported in the Career Ladder Data System.

Idaho State Board of Education

Annual Educator Preparation Provider Performance Measures Report

Appendix A

Annual Educator Preparation Provider Annual Performance Measures Rubric

Indicator	Performance Measure	Benchmark	Indicator Points	Data Source
Pedagogical Knowledge	The percentage of candidates who, at exit of program, passed the Common Summative Assessment (Idaho Framework for Teaching Evaluation) at a basic or better in all 22 components.	90%	> 90% = 25 points 80% - 89.9% = 15 points < 70% = 0 points	State and EPP Provided
Content Knowledge	The percentage of overall completer pass rate of Idaho State Board Approved content assessment for which the EPP has at least ten candidates complete the assessment during the academic year.	80%	>80% = 25 points 79% = 24 points 78% = 23 points . . . < 64% = 0 points	State and EPP provided
Completer Effectiveness on Professional Practice	The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion were eligible for and obtained the Idaho Professional Endorsement.	90%	>90% = 25 Points 80% = 20 Points 70% = 15 Points 60% = 10 Points 50% = 5 Points <49% = 0 Points	State provided
Persistence in an Idaho Local Education Agency	The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion working full-time in an Idaho Local Education Agency who persist for three years.	70%	>70% = 25 Points 60% = 20 Points 50% = 15 Points 40% = 10 Points 30% = 5 Points <29% = 0 Points	State provided

Total Points/Scoring:

- 70-100 Points = Effective EPP
- 60-69 Points = At Risk of Low Performing EPP
- 0-59 Points = Low Performing EPP

**Section 207 of Title II reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified. The following statement is an excerpt from the Title II "Reporting Reference User Manual for Preparing State and Institutional Reports on the Quality of Teacher Preparation," February, 2017:*

> *To receive funds under this act, a state, not later than two years after the date of Enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such state shall provide the U.S. Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the state and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b)*

TAB	DESCRIPTION	ACTION
A	REVIEW OF NCTQ OUTCOMES AND DISCUSSION ON STANDARDS FOR TEACHER QUALITY	Information Item

SUBJECT

Review of NCTQ Outcomes and Discussion on Standards for Teacher Quality

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-101, Idaho Code
Section 33-114, Idaho Code
Section 33-1207A, Idaho Code
IDAPA 08.02.02.015, Subsections 01, 02 and 03
IDAPA 08.02.02.021
State Board Policy IV.D

BACKGROUND

In February of 2024, Superintendent Critchfield had the opportunity to attend a meeting of the Idaho Association for Colleges of Teacher Education (IACTE). At the conclusion of that meeting it was determined that a work session should be brought forward to the Board at a later date for the purpose of opening a dialogue about teacher quality and the impact of educator preparation programs across a K-20 system.

The State Board of Education's mission is to "drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability." To drive this mission, the Board's strategic plan identifies several areas of focus, including K-3 literacy and 6-8 mathematics. The Board's strategic Plan, adopted in February of 2024, is included as Attachment 5 for reference. Importantly, the Board's goals and initiatives are aligned with Governor Little's Education Initiatives, which include literacy, teacher recruitment and retention, and workforce development. The governor's initiatives can be found here: https://gov.idaho.gov/education/

In support of this work, the Board tasks OSBE staff with producing annual reports, facilitating broad workgroups, and launching a variety of programs and initiatives aligned with its goals. Reports, such as the Educator Pipeline Report, seek to provide relevant and timely data to help the Board identify significant areas of need. Workgroups, such as the Middle Grades Math Workgroup and a Literacy Workgroup bring together a broad group of stakeholders for the purpose of producing expert-informed recommendations. Initiatives, such as the educator registered apprenticeship program, which seeks to open new pathways for recruitment into the education profession, and the educator mentorship and professional development platform, which seeks to provide quality mentoring for new educators, are ways in which the Board is taking action on its goals.

Section 33-101, Idaho Code tasks the Board with the general "supervision, governance, and control of all state educational institutions". Section 33-114, Idaho Code tasks the Board with supervision and control of the certification of professional education personnel. The Board shall approve the program of education of such personnel in all higher institutions, both public and private. More

specifically, Section 33-1207A, Idaho Code tasks the Board with the review of teacher education programs. The direct review and supervision of educator preparation programs provides an additional method for the Board to ensure the quality of higher education educator preparation programs in Idaho while also meeting K-12 workforce needs.

DISCUSSION

While the discussion began around the National Council of Teacher Quality (NCTQ) Reading Foundations Report, the impact of teacher quality is far reaching. Teacher quality impacts not only direct academic outcomes for public K-12 students, such as literacy acquisition and math achievement, but also impacts the academic achievement of subgroups, such as students receiving special education services, or English language learners. Teacher quality is also related to important systemwide factors such as teacher retention, classroom management, and parent engagement. A work session discussion around this broad topic will help to focus the Board's proposed actions and plans.

Katie Shoup, OSBE Educator Effectiveness Program Manager, will provide a brief overview of the NCTQ outcomes as a starting point for the conversation. The Deans of Idaho's public educator preparation programs have been invited to engage in discussion with the Board on the topic of the NCTQ outcomes and teacher quality in general. This includes:

- Dr. James Satterfield, Dean, Boise State University
- Esther Ntuli, Interim Dean, Idaho State University
- Dr. Royal Toy, Director, Lewis-Clark State College
- Dr. Brooke Blevins, Dean, University of Idaho

Finally, the Board has requested time be set aside for a Board-only discussion regarding expectations and potential next steps as we work to drive improvement across the K-20 education system.

The Educator Pipeline Report and the Middle Grade Math Workgroup Recommendations are both included as attachments as these reports were recently presented to the Board, and may provide additional relevant information for the discussion.

IMPACT

This work session may result in additional tasks, initiatives, or areas of focus.

ATTACHMENTS

Attachment 1 - Review of NCTQ Outcomes – Presentation Slides
Attachment 2 – National Council on Teacher Quality. (2023). "Teacher Prep Review: Strengthening Elementary Reading Instruction." NCTQ. https://www.nctq.org/dmsView/Teacher_Prep_Review_Strengthening_Elementary_Reading_Instruction

Attachment 3 –Educator Pipeline Report 2023 (as presented to Board in December 2023)– For Reference
Attachment 4 – Middle Grades Math Workgroup (as presented to Board in April 2024)– For Reference
Attachment 5 - State Board of Education K-20 Strategic Plan – For Reference

BOARD ACTION

This item is for informational purposes only.

Educator Preparation Work Session

August 21, 2024

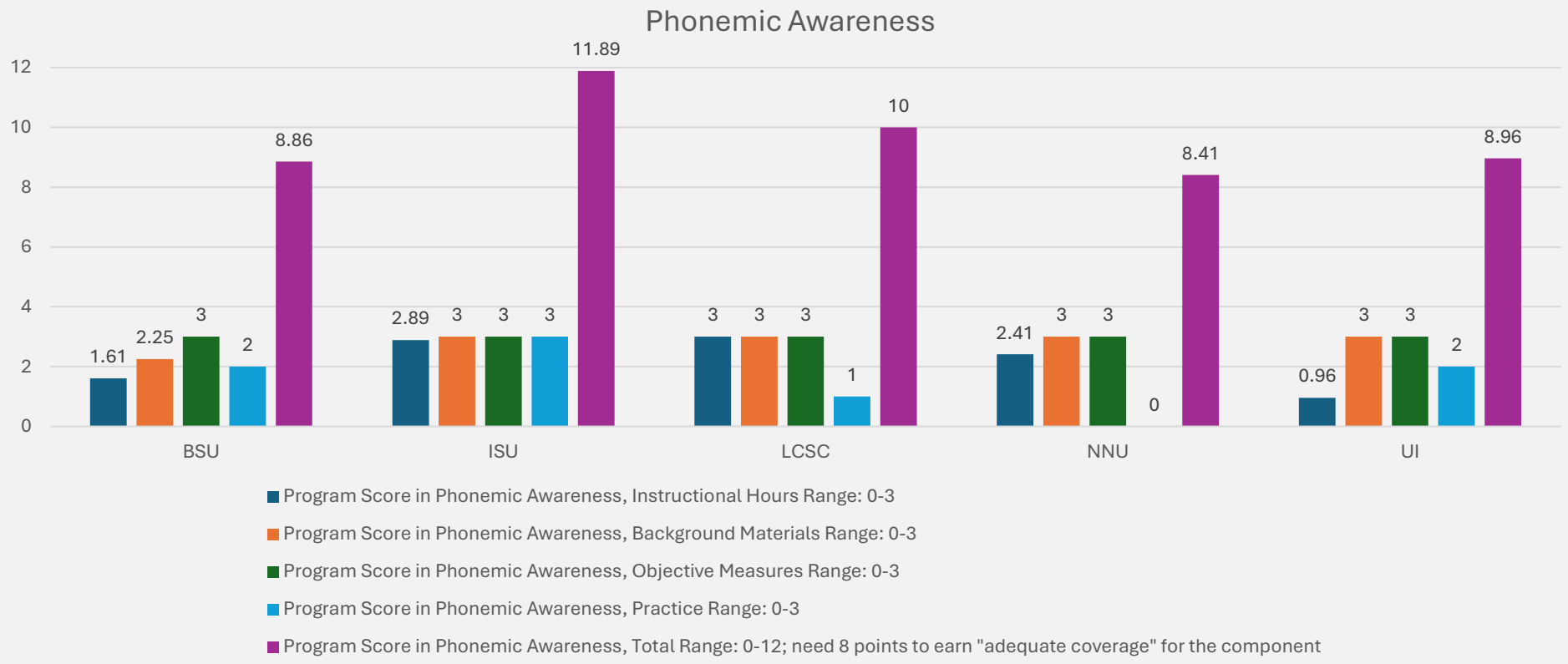
NCTQ Grades

	BSU	BYU-I	ISU	LCSC	NNU	UI
Enrollment: Program Diversity (2021)	C	B	A+	D	C	A+
Knowledge: Reading Foundations (2023)	C	Can't be determined	A	A	A	B
Knowledge: Elementary Mathematics (2022)	A+	D	B	B	B	B
Knowledge: Building Content Knowledge (Social Studies and Science) (2023)	See analysis	See analysis	See analysis	See analysis	See analysis	See analysis
Practice: Clinical Practice	Analysis coming 2026	Analysis coming 2026	Analysis coming 2026	Analysis coming 2026	Analysis coming 2026	Analysis coming 2026
Practice: Classroom Management (New Framework In Progress)	Analysis coming 2027	Analysis coming 2027	Analysis coming 2027	Analysis coming 2027	Analysis coming 2027	Analysis coming 2027

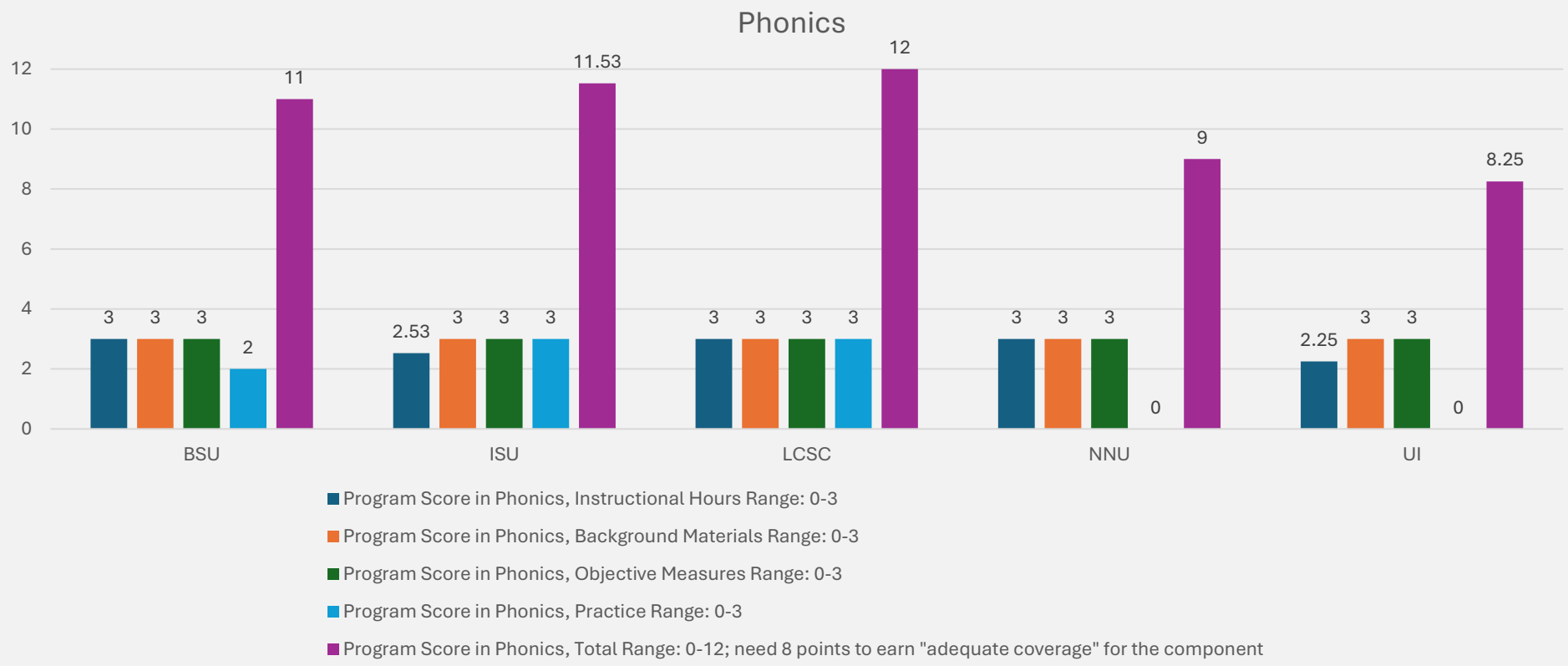
NCTQ Grades

	BSU	BYU-I	ISU	LCSC	NNU	UI
Admissions (2021)	B	B	C	B	A	A
Classroom Management (2020)	A	B	No data	F	B	B
Clinical Practice (2020)	C	C	C	C	C	D
Early Reading Instruction (2020)	A	B	B	A+	A	F

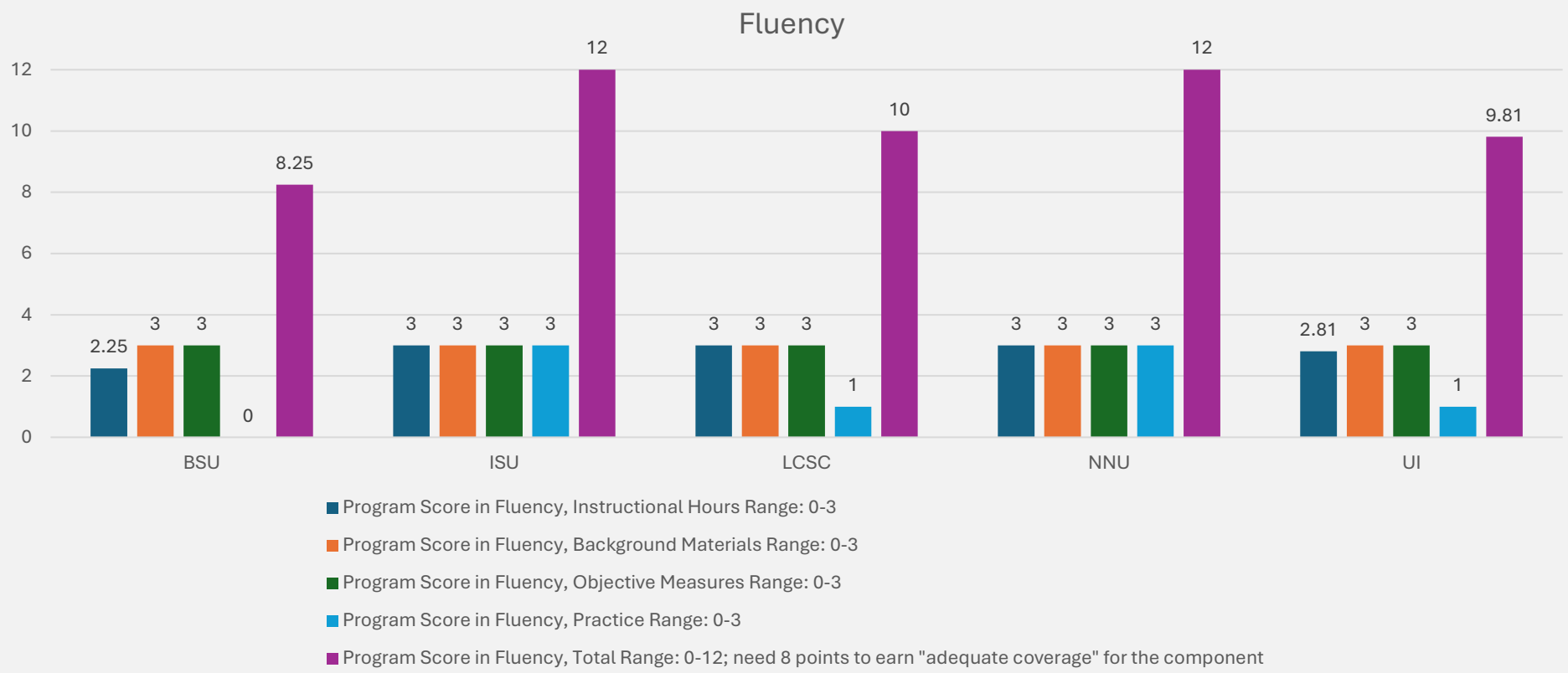
NCTQ Reading Foundations Report, 2023



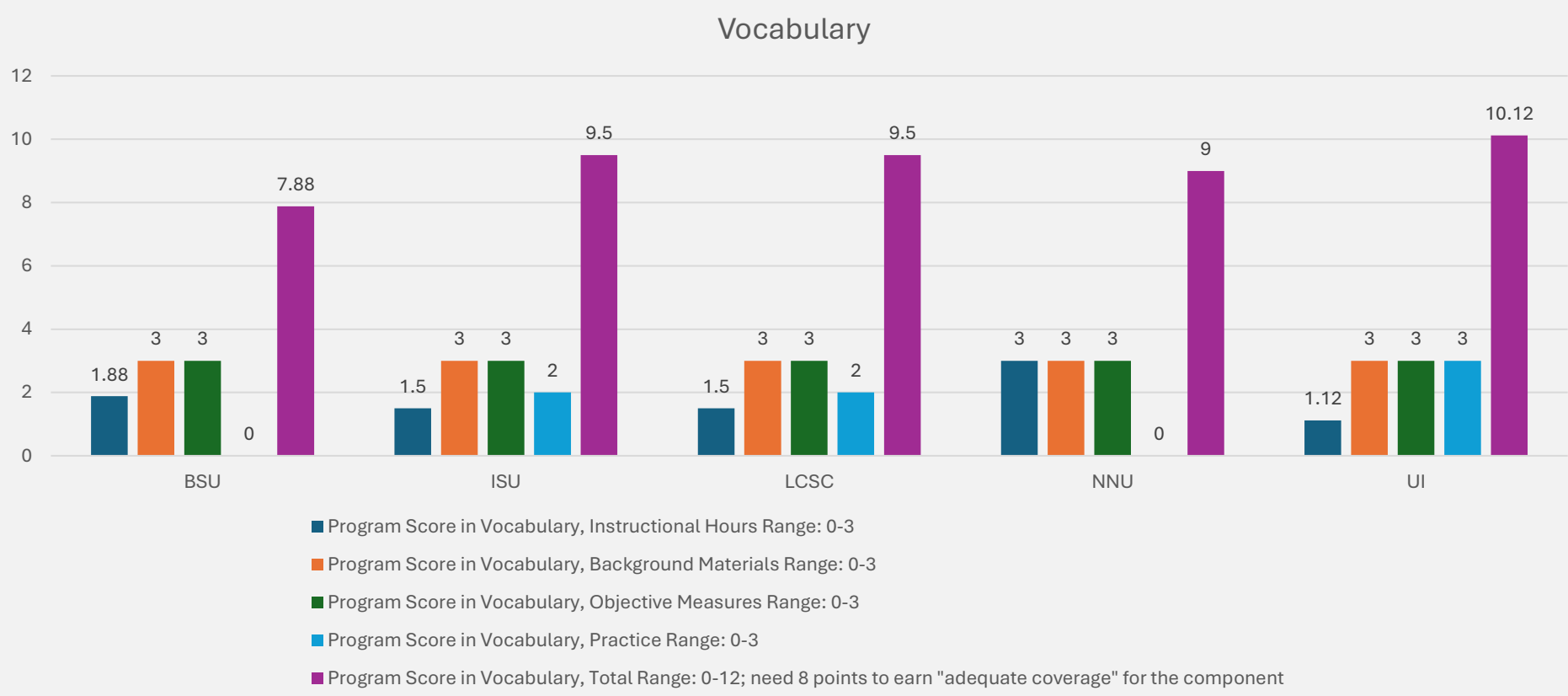
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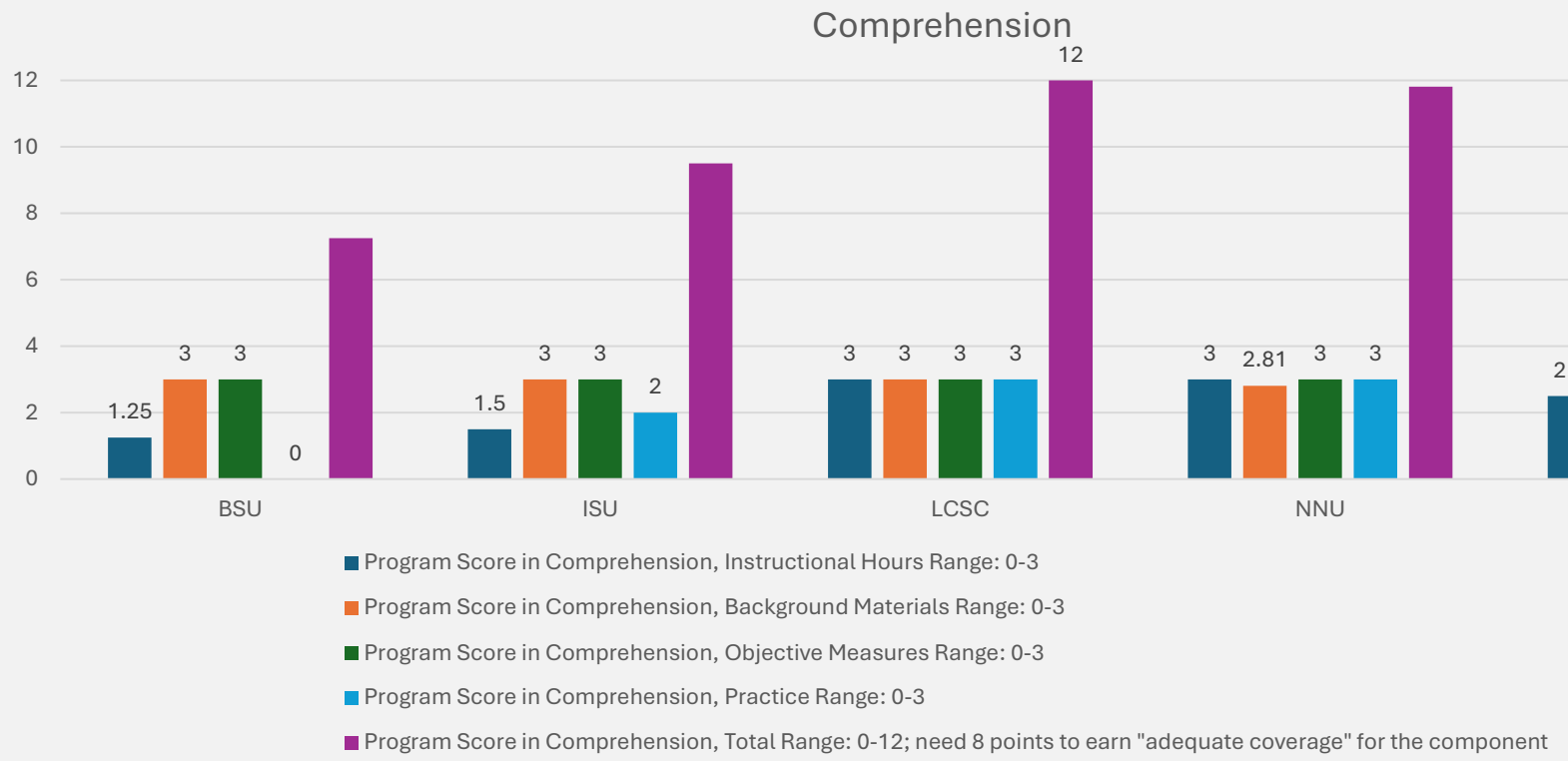
NCTQ Reading Foundations Report, 2023



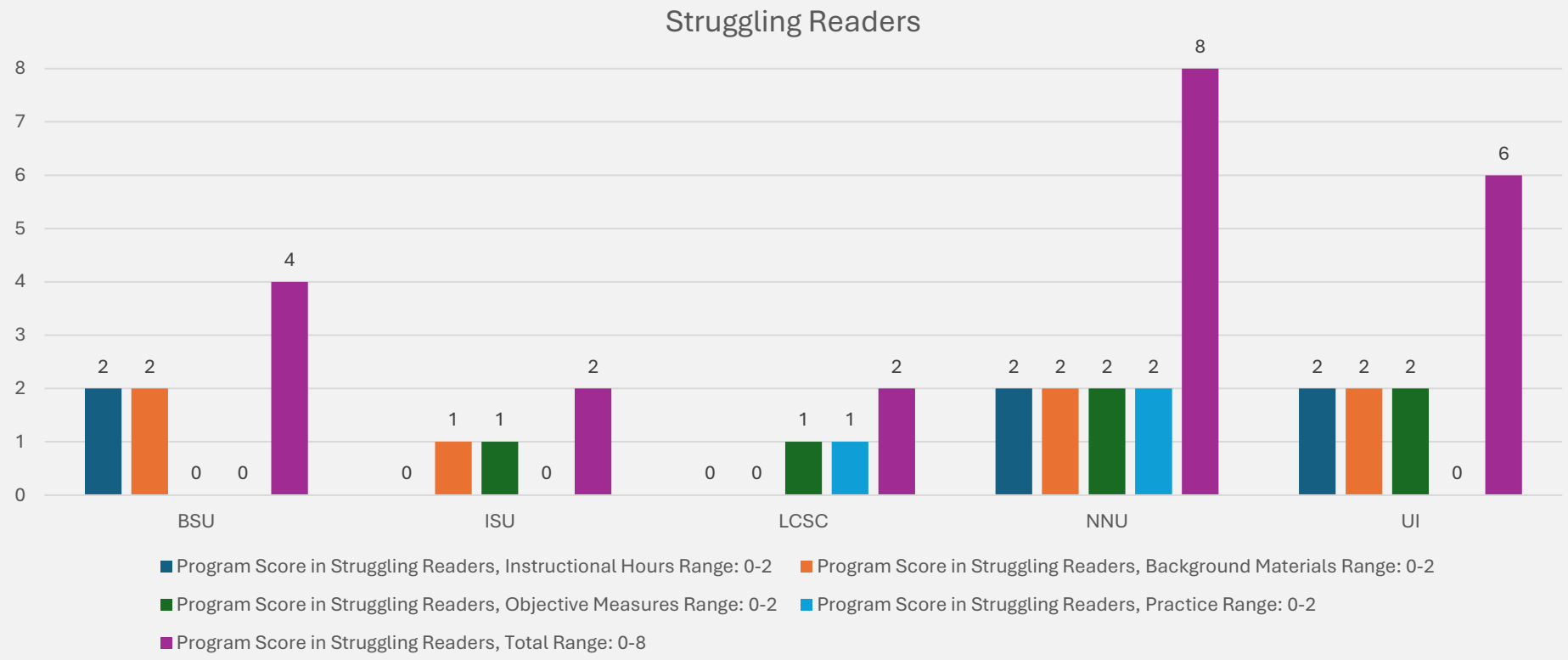
NCTQ Reading Foundations Report, 2023



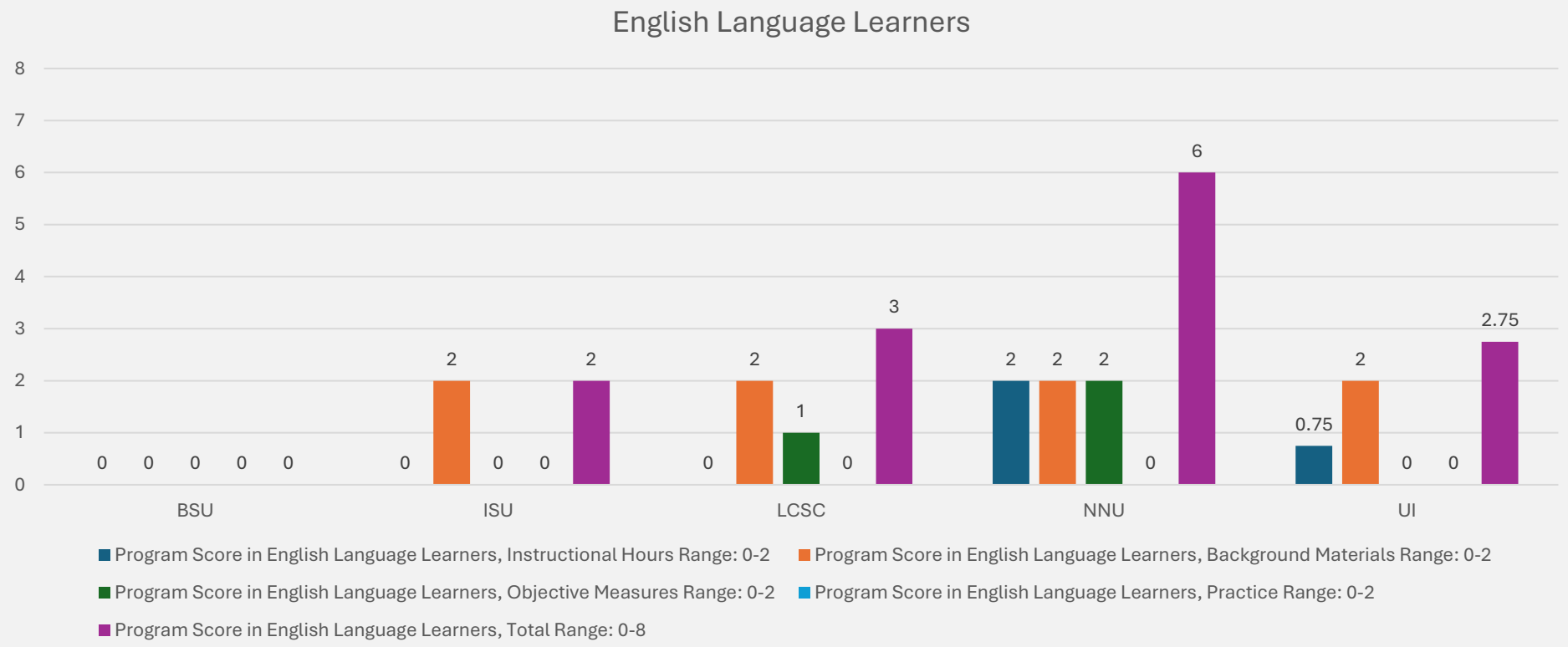
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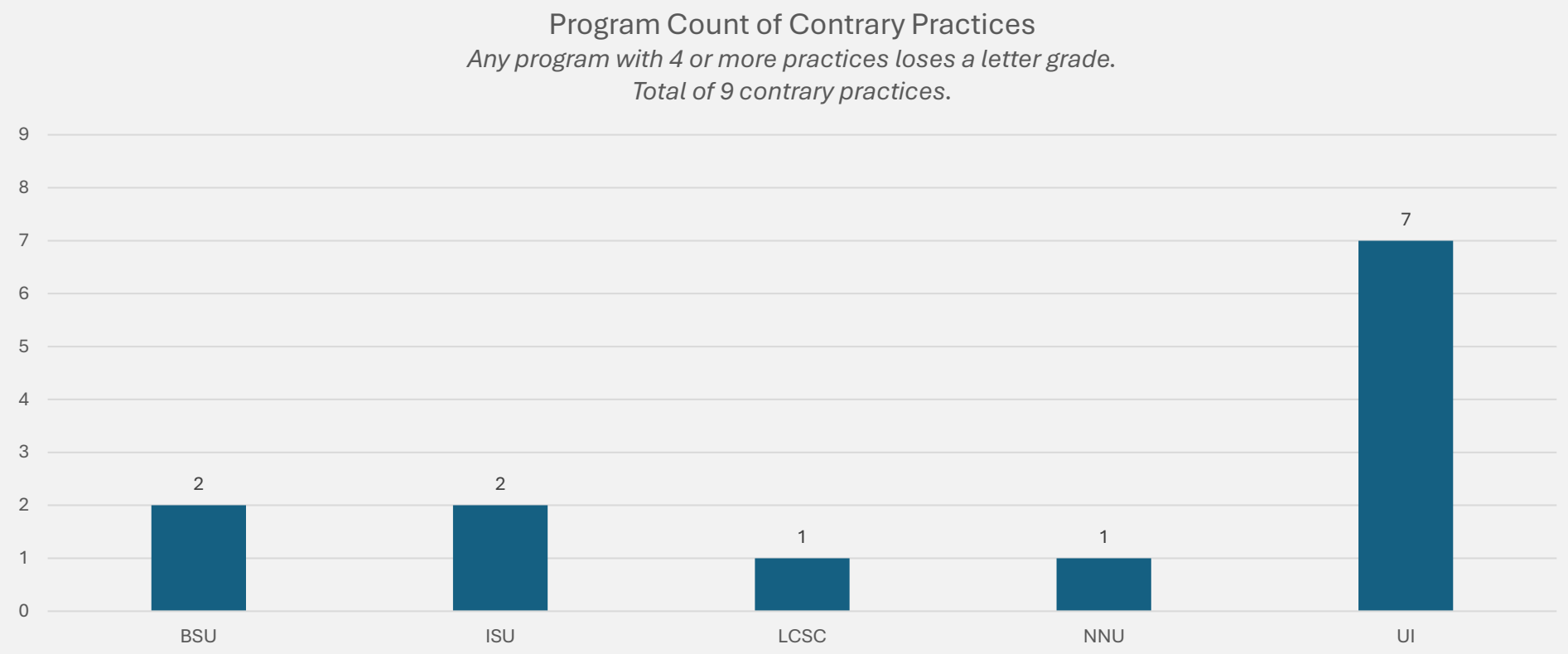
NCTQ Reading Foundations Report, 2023



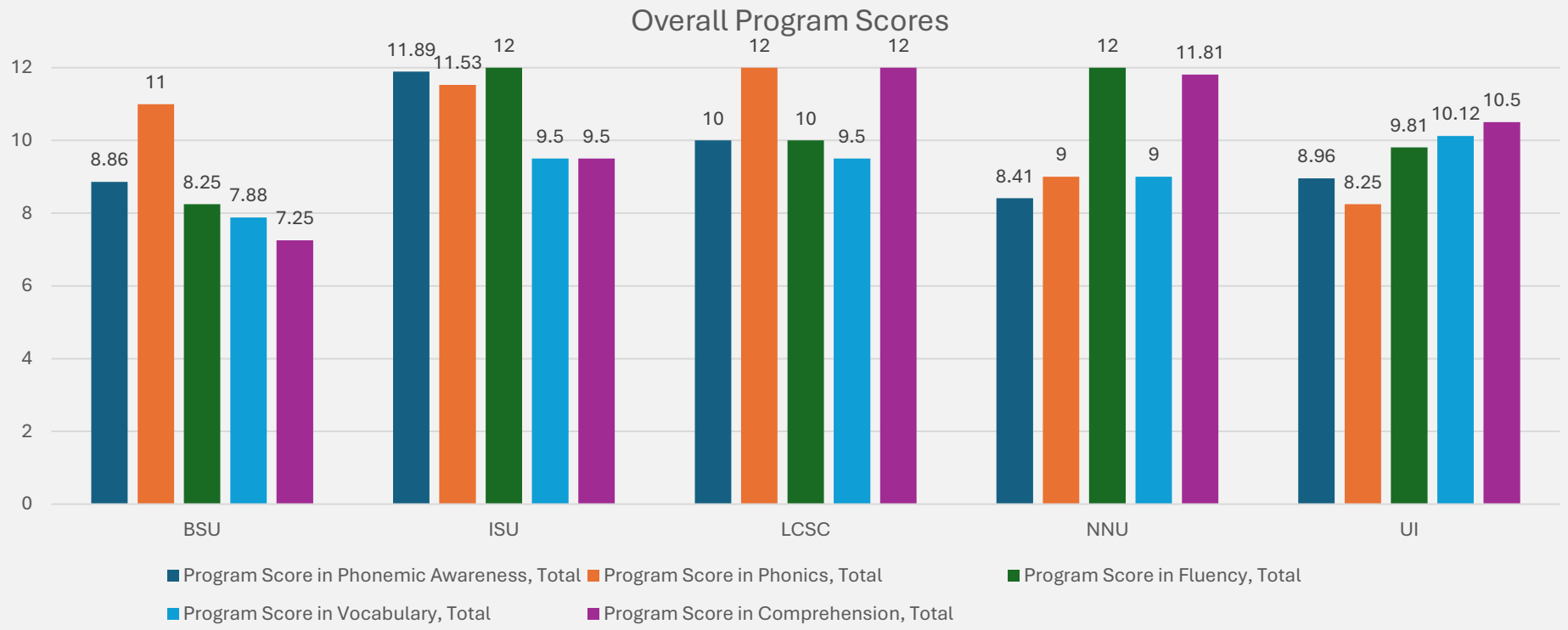
NCTQ Reading Foundations Report, 2023



NCTQ Reading Foundations Report, 2023



NCTQ Reading Foundations Report, 2023



EPP Overview

Educator Preparation Provider (EPP) Overview:

1. Boise State University
    - Dr. James Satterfield

2. Idaho State University
    - Dr. Esther Ntuli

3. Lewis Clark State College
    - Dr. Royal Toy

4. University of Idaho
    - Dr. Brooke Blevins

Work Session Topics

Work Session Topics:

1. Educator Preparation;
2. Educator Preparation Provider Accountability;
3. Special Education.

End of Presentation

TEACHER PREP REVIEW

Strengthening Elementary Reading Instruction

June 2023

National Council on Teacher Quality

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- Finding 1: Only 25% of programs adequately address all five core components of reading instruction
- Finding 2: Phonemic awareness receives the least attention across programs
- Finding 3: Nearly one-third of programs do not provide any practice opportunities connected to the core components of reading
- Finding 4: With strong state policies, effective implementation, and accountability, states can improve the quality of teacher preparation in reading
- Finding 5: Programs provide little preparation in teaching reading to English learners, struggling readers, and speakers of English language varieties
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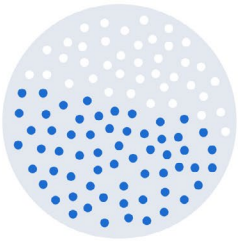
- Appendix A: Changes to the Reading Foundations standard
- Appendix B: Methodology in brief
- Appendix C: Content contrary to research-based practices
- Appendix D: Instructional hours by component
- Appendix E: Institutions that refused to participate
- Appendix F: All program scores in Reading Foundations

RECOMMENDED CITATION:
Ellis, C., Holston, S., Drake, G., Putman, H., Swisher, A., & Peske, H. (2023). *Teacher Prep Review: Strengthening Elementary Reading Instruction*. Washington, DC: National Council on Teacher Quality.

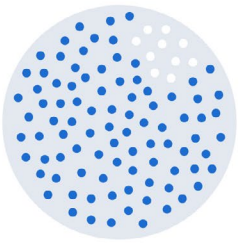
A clear solution to our nation's literacy crisis

All children deserve to learn to read, and all teachers deserve the preparation and support that will allow them to help their students achieve this goal. Yet more than one-third of fourth graders—1.3 million children[1] in the U.S.—cannot read at a basic level.[2] Not learning how to read has lifelong consequences. Students who are not reading at grade level by the time they reach fourth grade are four times more likely to drop out of high school,[3] which in turn leads to additional challenges for them as adults: lower lifetime earnings;[4] higher rates of unemployment;[5] a higher likelihood of entering the criminal justice system;[6] and a greater chance of needing to access government benefits to meet their household's basic needs, such as food and health care.[7] Even more alarming, the rate of students who cannot read proficiently by fourth grade climbs even higher for students of color, those with learning differences, and those who grow up in low-income households, perpetuating disparate life outcomes.[8] This dismal data has nothing to do with the students and families, and everything to do with inequities in access to **effective literacy instruction**.

The status quo is far from inevitable. In fact, **we know the solution to this reading crisis, but we are not using the solution at scale.** More than 50 years of research compiled by the National Institutes of Health, and continued through further research, provides a clear picture of how skilled reading develops and of effective literacy instruction. These strategies and methods—collectively called scientifically based reading instruction, which is grounded in the science of reading—could dramatically reduce the rate of reading failure. Past estimates have found that while 3 in 10 children struggle to read (and that rate has grown higher since the pandemic), research indicates that more than 90% of all students could learn to read if they had access to teachers who employed scientifically based reading instruction.[9]



Currently, just over 60% of children are learning to read by 4th grade.



With effective reading instruction, we could take that to more than 90%.

This means that nearly 1,000,000 additional children would reach fourth grade able to read each year.

Unfortunately, too many teachers are not trained in scientifically based reading instruction during their teacher preparation programs, so they unknowingly enter the classroom well intentioned but inadequately prepared to teach kids to read. In fact, a recent survey conducted by Education Week found most elementary special education and K–2 teachers (72%) say they use literacy instructional methods that incorporate practices debunked by cognitive scientists decades ago.[10] Researchers have discovered that these strategies that are contrary to research-based practices—like teaching kids to look at the picture to help guess a word, or skipping words they do not know—not only are unhelpful,[11] but also take up valuable instructional time that should be dedicated to research-based reading instruction.[12]

Giving teachers the knowledge and skills they need to teach reading effectively is a fundamental step for remedying this untenable situation, improving life outcomes for all children, and reversing historical patterns of inequity. Through intentional program design, teacher preparation programs have a pivotal role to play in ensuring all children receive the high-quality reading instruction they deserve. And state education leaders—who control teacher preparation program requirements, regulations, and approvals—can also enact policies to transform reading instruction for generations of students.

The purpose of the *Teacher Prep Review* is to guarantee teachers have expertise in reading instruction (as well as other essential areas NCTQ assesses)[13] before being trusted to teach children to read. By regularly reviewing the reading coursework provided by nearly 700 elementary teacher preparation programs, the National Council on Teacher Quality seeks basic evidence that programs are using what is empirically known about how to teach reading—so every child can learn to read.

What is scientifically based reading instruction, and how does NCTQ measure it in teacher preparation?

Scientifically based reading instruction is grounded in the research on how students learn to read. It builds off the 2000 National Reading Panel report, which emphasizes the importance of alphabetics (phonemic awareness and phonics), fluency, vocabulary, and comprehension. A 2016 report by the Institute of Education Sciences (updated in 2019) examined the research since the National Reading Panel's release, confirming and extending the findings of the 2000 report and offering teachers actionable, evidence-based recommendations to teach reading.[14]

Elementary teachers need to understand and know how to explicitly and systematically teach the five components of scientifically based reading instruction, including: (1) developing students' awareness of the sounds made by spoken words (**phonemic awareness**); (2) systematically mapping those speech sounds onto letters and letter combinations (**phonics**);[15] (3) providing students extended practice reading words with learned letter-sound combinations so they learn to read words with automaticity, without a lot of effort, at a good rate, and with expression (**fluency**)—allowing them to devote their mental energy to the meaning of the text; (4) building word knowledge using student-friendly definitions and engaging practice opportunities (**vocabulary**),[16] a skill closely associated with the final component; (5) ensuring students have the skills, knowledge, and strategies to understand what is being read to them and eventually what they will read themselves (**comprehension**).

Process of NCTQ's evaluation: Five core components and instructional approaches

The 2023 *Teacher Prep Review* includes 693 programs in 50 states and the District of Columbia. This sample was culled from the full set of 1,146 programs eligible to be rated, including programs in all public institutions that actively produce elementary teachers and all private institutions with an annual production of at least 10 elementary teachers. NCTQ requested relevant materials from all programs, but those that did not provide sufficient documentation could not be rated and are not included in the final sample. While programs preparing early childhood or special education teachers should also focus on scientifically based reading instruction, this review focused on those preparing elementary teachers.

To assess if aspiring teachers are likely to acquire knowledge of these five components as part of their preparation program, NCTQ first identifies the required courses relating to reading instruction for each elementary program, a list each program is asked to verify. NCTQ then requests syllabi and related course material for all elementary reading courses. A team of reading experts[17] evaluates the course materials across four instructional approaches—including the planned lecture topics (as a measure of instructional time), assigned readings, assignments and assessments, and opportunities for practice—looking for clear evidence teacher candidates are accountable for learning each component. For more information about the topics that count toward each component for this analysis, see page 21 of the *Technical Report*.

NCTQ looks for clear evidence that aspiring teachers learn about **each of the five core components of scientifically based reading instruction** through **four different instructional approaches.**

Core Components

Phonemic Awareness
The ability to focus on and manipulate the individual phonemes in spoken words

Phonics
The relationship between the sound of spoken words and the individual letters or groups of letters representing those sounds in written words

Fluency
The ability to read a text accurately and quickly while using phrasing and emphasis to make what is read sound like spoken language

Vocabulary
Knowledge about the meanings, uses, and pronunciation of words

Comprehension
Constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information

MEASURED BY

Instructional Approaches

Instructional Hours
Course time dedicated to teaching the core components or assessing students in the core components

Objective Measures of Knowledge
Includes tests, quizzes, and written graded assignments

Practice/Application
Practice providing instruction, in a simulated or real classroom setting, or practice giving an assessment

Background Materials
Textbooks, articles, videos, or other materials identified in a "required reading" section

Every program is given the opportunity to review its preliminary analysis and provide a response and additional materials for consideration before publication. This includes a confidential review of their preliminary score (with detailed information about course-level findings) with the option to submit additional evidence for analysis. For this edition of the *Teacher Prep Review*, approximately 17% of the sample chose to provide further evidence, a cooperative process that led to scoring updates for a number of those programs.[18]

For each program, NCTQ awards points to each of the five components based on the sum of the individual course findings. Programs can earn up to three points for each of the four instructional approaches (background materials, instructional time, objective measures of knowledge, and practice) within each component, for a total of 12 possible points. Programs are deemed to have provided adequate coverage of a component when they obtain at least eight of the 12 points. Grades are based on the number of components a program adequately addresses. Programs lose a letter grade in instances where they teach candidates at least four practices that run contrary to the research. For more information about the scoring process, see Appendix B.

In addition to the analysis of the five core components, NCTQ also provides feedback on whether programs provide instruction on how to support struggling readers, English learners, and students who speak language varieties other than mainstream English, although this feedback does not affect a program's grade.

See the Methodology in brief (Appendix B) for more information. A more detailed methodology and the rubrics NCTQ uses to evaluate programs under the Reading Foundation standard are fully detailed in the *Reading Foundations Technical Report*. The *Reading Foundations Technical Report* provides more information about the scoring rubric, details on how the instructional approach targets were set, the sample of programs, information about contrary practices, and specifics on how the analysis was completed.

For a brief overview of the analysis process, watch this video.

Changes to the 2023 Review

After a multiyear revision process—including engagement with an expert advisory panel, an open comment period, and review by a technical advisory group[19]—NCTQ made several changes from the previous 2020 *Review*, including:

- Increased expectations for the minimum amount of instructional time programs should devote to each of the five core components.
- Reviewed program material for the presence of reading practices contrary to the research.
- Evaluated the opportunities programs provide for candidates to practice instruction in each component.
- Added analysis on the extent to which programs prepare aspiring teachers to teach English learners, struggling readers, and students who speak language varieties other than mainstream English language.

For more details on these changes, see Appendix A.

1

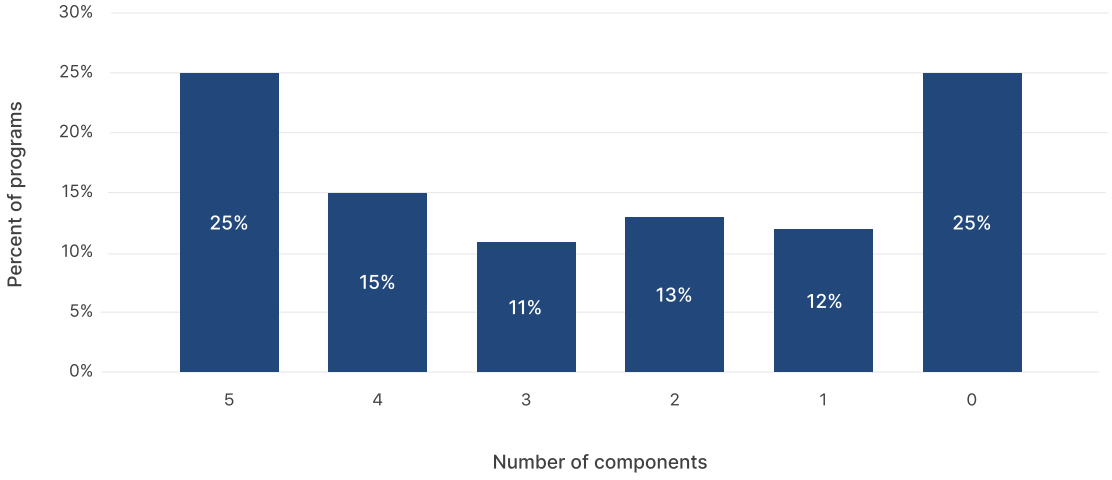
Only 25% of programs adequately address all five core components of reading instruction

To be effective, elementary teachers need to understand and know how to teach all five components of scientifically based reading instruction. Because of the interconnectivity of these components, a teacher who lacks an understanding of one will be less effective teaching the others, and students who miss instruction on one component may struggle to become fully literate.

Based on a review of the four instructional approaches—instructional hours,[20] objective measures of knowledge, practice, and background materials—dedicated to each of the five components, NCTQ found 25% of teacher preparation programs fully address all five components of scientifically based reading instruction. More concerning is that another 25% of programs do not adequately address any of the five components.

Figure 1.

Number of components programs adequately address



Note: n = 693. Percentages are rounded and may not add to 100%.

What does it mean to adequately address a component?

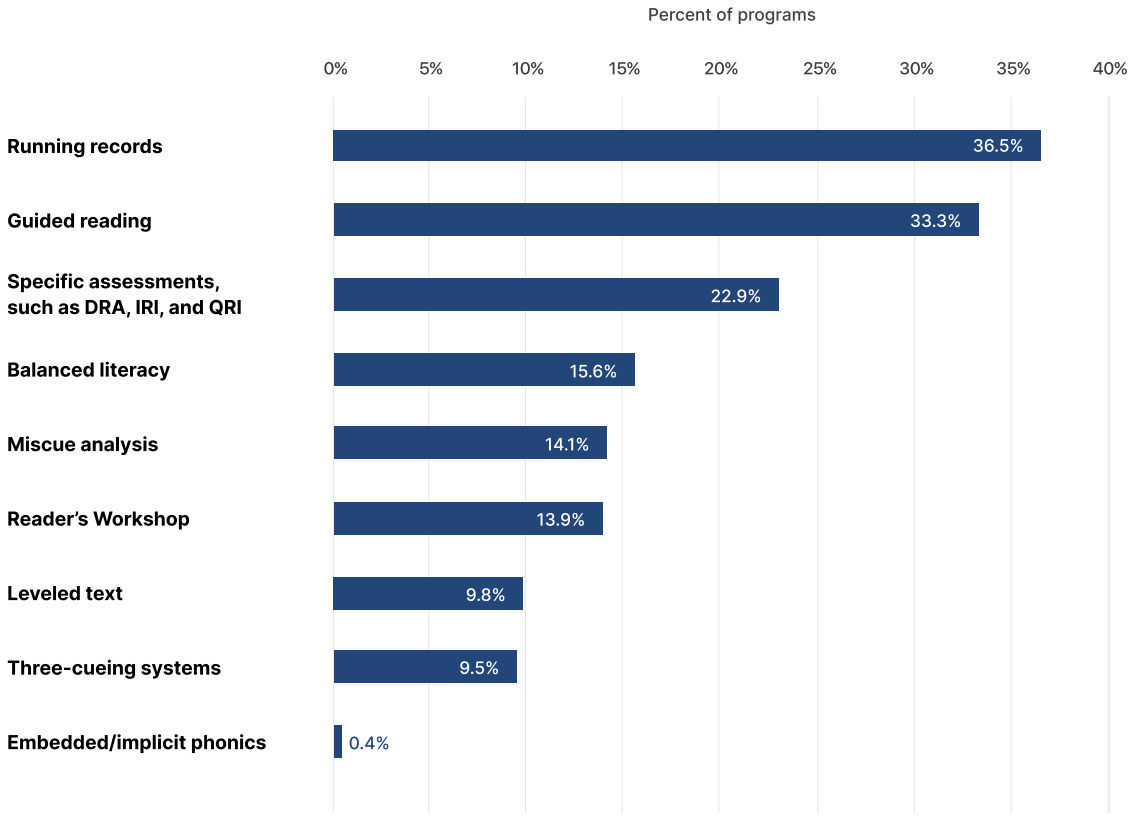
A program is determined to adequately address a component when it earns sufficient points (eight out of 12, or 67% of possible points) for evidence of background materials, instructional hours, practice/application, and objective measures of knowledge. For more on how this is scored, see Appendix B.

Content contrary to research-based practices

Research is clear on how skilled reading develops and on the practices most likely to result in all children becoming skilled readers, as well as the instructional methods their teachers should not be using—methods that run counter to the research. Forty percent of programs are still teaching multiple practices contrary to long-standing research, which can undermine the effect of scientifically based reading instruction. This report refers to these practices as content contrary to research-based practices, or "contrary practices."

Figure 2.

Percent of programs teaching content contrary to research-based practices



Note: n = 693. View data online to see which programs teach which practices.

See how your state compares.

View this data online to filter by state or explore individual program data.

Why are these practices so concerning?

When programs teach practices not supported by research alongside practices that are aligned, it legitimizes these ineffective methods, risks confusing aspiring teachers, and may lead new teachers to implement debunked practices that hinder many students from becoming proficient readers. No medical school would ever teach aspiring doctors using practices known to be ineffective, yet these practices remain all too common when preparing elementary teachers to teach reading.

Misaligned assessment strategies make up several practices that top the list of those still being taught that run contrary to research. For example, **running records** is an assessment in which a teacher observes a student's oral reading of a passage and records the number of errors to calculate the accuracy level.[21] Intended in part as a formative assessment, running records are used to identify a student's "reading level," to determine appropriate student groupings, and to monitor student growth.[22] Though widely popular, studies on running records show these assessments produce inconsistent results based on both teachers' accuracy in scoring[23] and students' accuracy in reading different texts. Further, running records assessments may include the use of miscue analysis to determine why students make errors, which is often rooted in three-cueing models of understanding reading, in which students are invited to use clues such as pictures and context to guess a word with which they are unfamiliar.[24]

A description of these practices and the evidence demonstrating that they run contrary to the research can be found in Appendix C.

Dive Deeper: Which instructional materials are aligned with scientifically based reading instruction?

See how well programs' instructional materials—such as textbooks, articles, and videos—align to scientifically based reading instruction and find high-quality exemplars in NCTQ's Reading Instructional Materials database.

Search the database.

Exemplary programs

Despite the challenges that exist in the current landscape, there are programs that serve as great examples from which others can learn. Among the 173 programs addressing all five components are 48 exemplary programs that comfortably exceed the targets of the *Review* and do so without teaching candidates any methods that run contrary to research.

These programs best provide candidates with the foundation needed to effectively teach reading from day one.

State	School	Program
Alabama	Alabama A&M University	Graduate
Alabama	Samford University	Undergraduate
Alabama	Samford University	Graduate
Arkansas	University of Arkansas at Monticello	Undergraduate
Colorado	Fort Lewis College	Undergraduate
Colorado	University of Colorado Boulder	Undergraduate
Colorado	University of Colorado Denver	Undergraduate
Colorado	University of Northern Colorado	Graduate
Colorado	Western Colorado University	Undergraduate
Georgia	Georgia College and State University	Undergraduate
Illinois	Olivet Nazarene University	Undergraduate
Indiana	Marian University Indianapolis	Undergraduate
Kansas	Wichita State University	Undergraduate
Louisiana	Louisiana State University - Alexandria	Undergraduate
Louisiana	Southern University and A&M College	Undergraduate
Louisiana	University of Louisiana at Monroe	Undergraduate
Louisiana	University of New Orleans	Graduate
Massachusetts	Gordon College	Undergraduate
Michigan	Ferris State University	Undergraduate
Mississippi	Jackson State University	Undergraduate
Mississippi	Mississippi State University	Undergraduate
Mississippi	University of Southern Mississippi	Undergraduate
New Mexico	Western New Mexico University	Undergraduate
New Mexico	Western New Mexico University	Graduate
North Carolina	East Carolina University	Undergraduate
North Carolina	Lenoir-Rhyne University	Undergraduate
North Carolina	University of North Carolina Asheville	Undergraduate
North Carolina	University of North Carolina at Chapel Hill	Graduate
North Carolina	Western Carolina University	Undergraduate

State	School	Program
Ohio	Mount St. Joseph University	Undergraduate
Ohio	University of Dayton	Undergraduate
Ohio	University of Findlay	Undergraduate
Ohio	University of Rio Grande	Undergraduate
Rhode Island	Rhode Island College	Undergraduate
Tennessee	Middle Tennessee State University	Undergraduate
Tennessee	Tennessee Wesleyan University	Undergraduate
Texas	Houston Baptist University	Undergraduate
Texas	Sul Ross State University	Undergraduate
Texas	Texas A&M University - Texarkana	Undergraduate
Utah	Southern Utah University	Undergraduate
Utah	Utah State University	Undergraduate
Utah	Utah Valley University	Undergraduate
Virginia	Christopher Newport University	Graduate
Virginia	James Madison University	Undergraduate
Virginia	Regent University	Undergraduate
Virginia	University of Virginia	Graduate
Virginia	Virginia Polytechnic Institute and State University	Graduate
Wisconsin	University of Wisconsin - Stevens Point	Undergraduate

Programs can earn up to 12 points per component (e.g., phonics, phonemic awareness, fluency, vocabulary, comprehension) and need to earn at least eight points to be deemed to provide adequate coverage. Exemplary programs are those that average at least 10 points across the five components and do not teach any of the nine contrary practices.

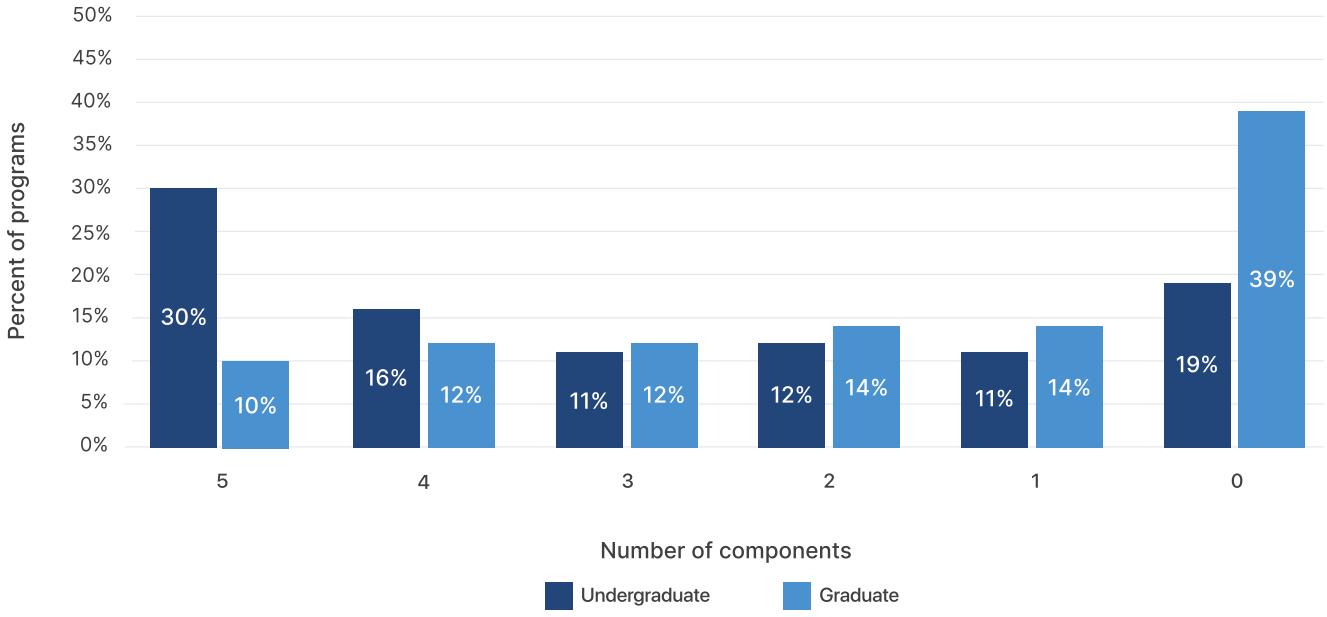
For more details about these exemplary programs and what they do, see the Promising Practices section of this report.

Undergraduate vs. Graduate programs

Undergraduate and graduate programs are preparing candidates for the same job: elementary teacher. Yet across all measures, on average, graduate programs provide less comprehensive coverage of the five components. In fact, nearly 40% of graduate programs in the sample were found to adequately address zero components, compared to 19% of undergraduate programs. However, nine graduate programs not only address but exceed the targets for component coverage, showing exemplary preparation in reading is possible in graduate programs.

Figure 3.

Components adequately addressed by undergraduate programs vs. graduate programs



Note: Undergraduate programs n = 513. Graduate programs n = 180. Percentages are rounded and may not add to 100%.

2

Phonemic awareness receives the least attention across programs

To become skilled readers, children need to develop the ability to identify and manipulate the individual sounds within spoken words and link those sounds to the written word. This fundamental reading skill is known as **phonemic awareness.** Strong phonemic awareness skills allow children to isolate, blend, segment, and manipulate phonemes (the smallest units of sound within a language system) in different ways, priming them to develop phonics skills, in which they connect the sounds they *hear* to the letters they *see*. Phonological awareness, which falls within the category of phonemic awareness, is "the ability to recognize words are made up of individual sound units."[25]

By connecting phonemes to the printed words (or the "graphemes"), students develop the understanding that speech maps to print (or the "orthographic principle"). The development of this understanding, achieved through phonemic awareness and phonics instruction, is the necessary underpinning of three other essential components of reading: fluency, vocabulary, and comprehension.

Examples of phonemic and phonological awareness skills

Rhyming	Blending	Substitution
Teacher: Can you think of a word that rhymes with "cat"? **Student:** Rat! Hat!	**Teacher:** What word do these sounds make - /c/ - /a/ - /t/? **Student:** Cat!	**Teacher:** What word do I get if I change the /c/ sound in CAT to a /p/? **Student:** Pat!

Two out of three teacher preparation programs fail to adequately address phonemic awareness.

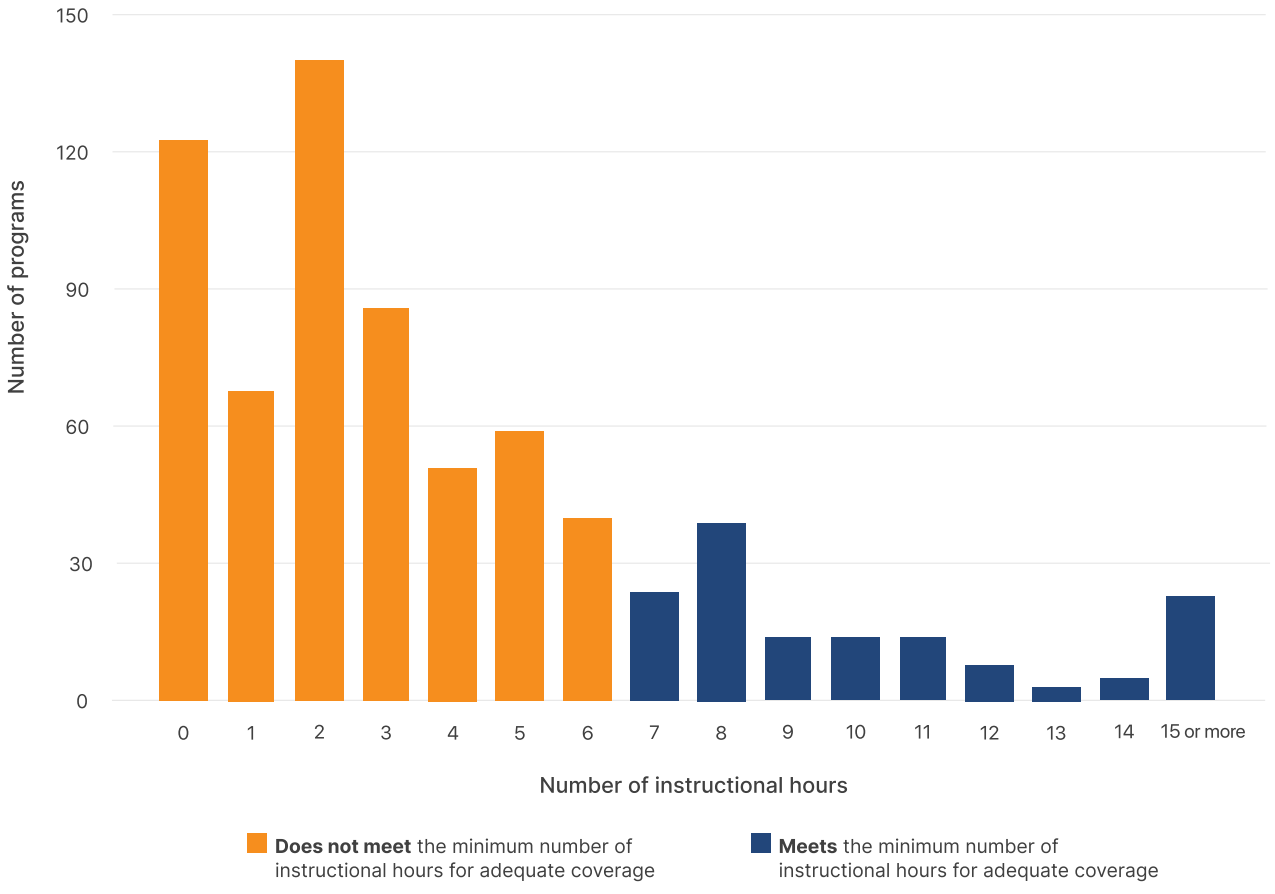
Phonemic awareness plays a critical role in developing strong reading skills; therefore, teacher preparation programs need to provide an adequate focus on this foundational skill. In the past decade of the *Teacher Prep Review*, phonemic awareness is consistently the least addressed component.[26]

Instructional hours dedicated to phonemic awareness

Only 117 of 693 programs (17%) provide aspiring teachers with at least seven instructional hours on phonemic awareness—slightly more than two weeks of course time (courses often meet for about three hours a week). Roughly half of the programs (342) dedicate less than a week's worth of course time (fewer than three instructional hours) to phonemic awareness.

Figure 4.

Number of instructional hours programs dedicate to phonemic awareness



The minimum number of instructional hours needed to address the core concepts for each component was determined based on feedback from the Expert Advisory Panel and the results from the Open Comment Survey (see Appendix A for those recommendations).

Details on instructional hours dedicated to phonics, fluency, vocabulary, and comprehension can be found in Appendix D.

High-performing programs ensure their courses not only dedicate instructional time and use strong *background materials*, but also assess candidates by requiring them to *demonstrate knowledge* and provide *practice opportunities* on the techniques they learn. For phonemic awareness, 69% of programs adequately assess candidates using objective measures of knowledge (tests, quizzes, and written assessments). Twelve percent of programs require adequate opportunities to practice teaching phonemic awareness.

In addition to multiple hours of instruction on phonemic awareness, this course from **Southern University and A&M College** (Undergraduate, LA) includes assignment and practice opportunities for foundational reading lessons focused on phonemic awareness, fluency, and phonics.

Example assignment and practice opportunities

IRIS Center Early Reading Case Studies

Students will use the STAR Sheets from the IRIS Center Early Reading Case Studies to develop, implement, evaluate, and revise foundational reading activities in phonemic awareness, phonics, and fluency. Students will implement the activities with each other to practice the instructional activities with each other. The instructor and the students will evaluate the instructional practice, and students will revise the activites based on feedback. In addition, students will read, write reports, and present on two IRIS Center Early Reading Case Studies as part of the midterm examination and two case studies as part of the final examination.

Lesson plans and unit plans

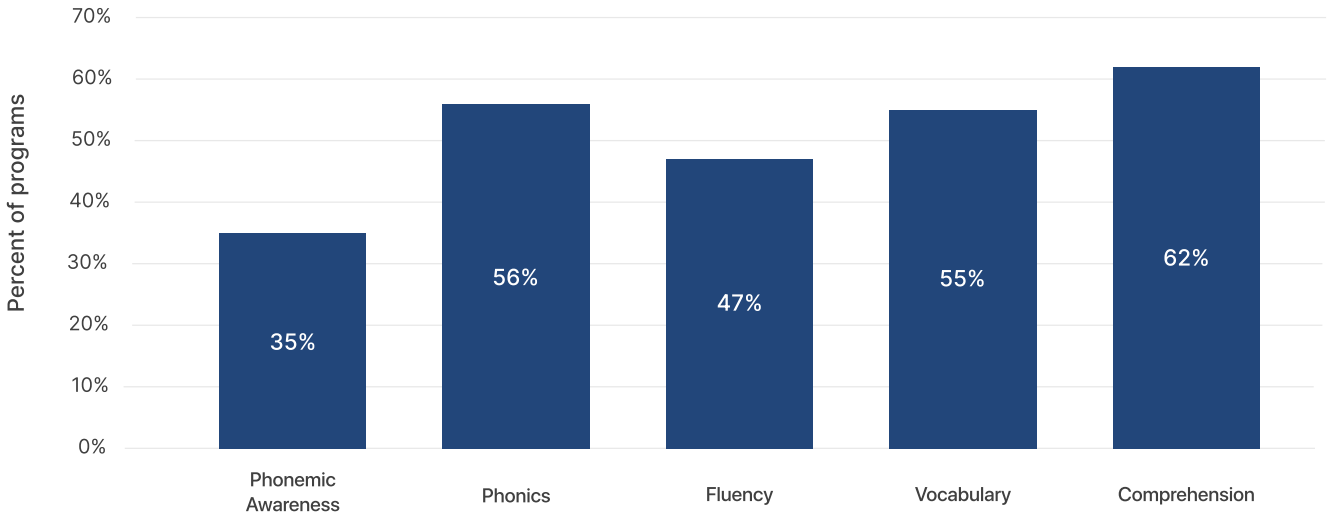
For the midterm examination, students will use high-quality curriculum materials (quality based on evaluations completed by the Louisiana Department of Education (LDOE)), course textbooks, IRIS Center Early Reading Case Study STAR Sheets, Louisiana Literacy resources from the LDOE, and guidance from ReadingRockets.org, etc. to develop a foundational skills reading block that includes phonemic awareness, phonics, and fluency activities that are embedded within lesson plans that utilized the Universal Design for Learning. These activities will be implemented as part of the students' Level 2 Field Experiences and revised based on evaluation of those field experiences. For the final examination, students will expand the skills block lesson plan into a unit plan that includes five days of foundational skills reading block activites for each of the following types of foundational reading instruction: phonemic awareness, phonics, and fluency.

Performance across the five components

Phonemic awareness helps lay the foundation for reading, but all the components are critical to develop strong readers. While phonemic awareness receives the least attention, programs generally perform strongest in comprehension, which helps students understand what they read.

Figure 5.

Percent of programs adequately addressing each component of scientifically based reading instruction



Note: n = 693. View this data online to see which programs adequately cover which components.

See how your state compares.

View this data online to filter by state or explore individual program data.

In eight states **(Arkansas, Colorado, Florida, Idaho, Louisiana, Mississippi, North Carolina and Utah[27])**, at least 50% of their programs adequately address *all five* components, while in four states with five or more programs in the sample **(Kansas, New Jersey, Oregon, and Washington)**, at least 50% of programs do not adequately address *any* of the five components.

See here for more information about how preparation in reading varies across states.

3

Nearly one-third of programs do not provide any practice opportunities connected to the core components of reading, despite widespread agreement among practitioners and researchers on the importance of practice

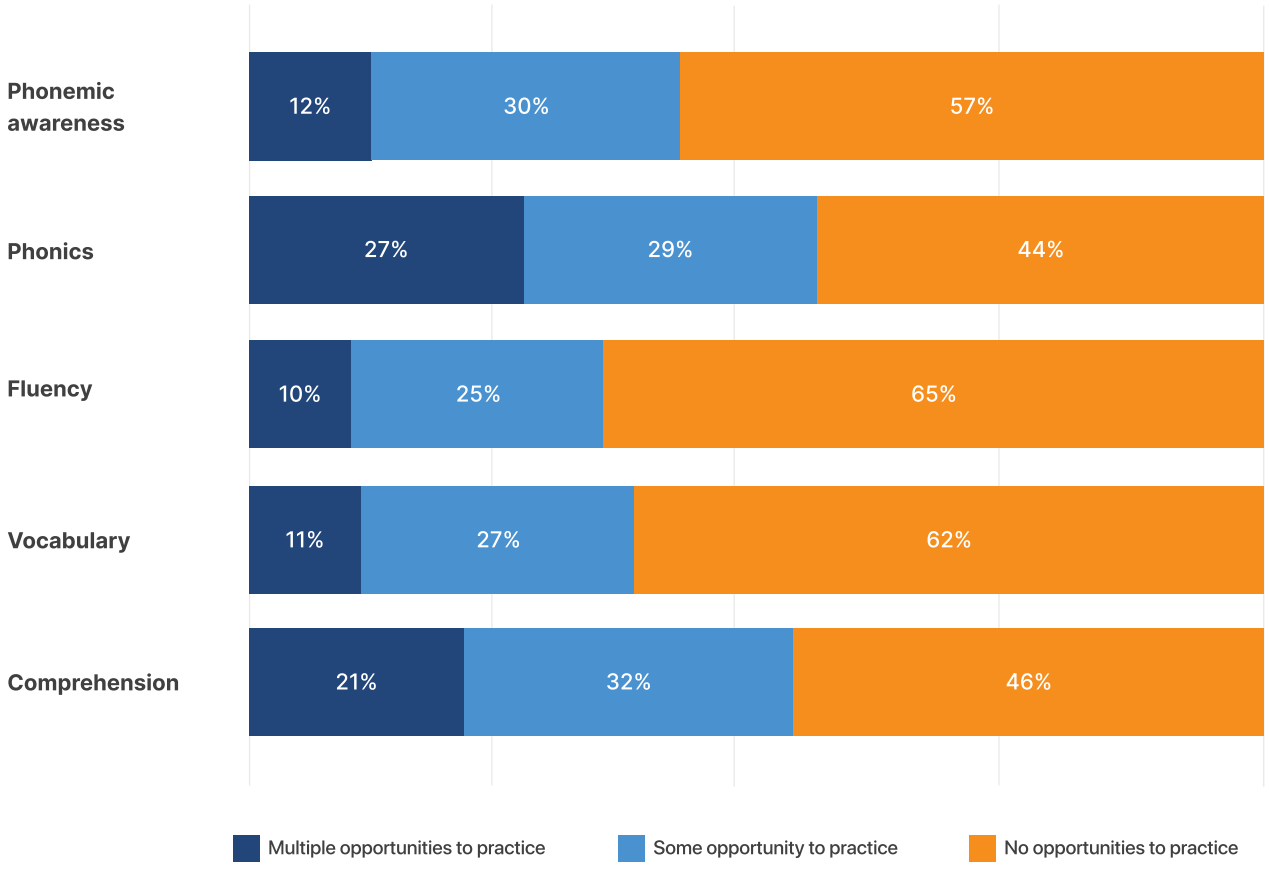
It seems intuitive: To get better, you need to practice. Experts agree. In a survey of stakeholders from teacher preparation programs, state education agencies, schools, and districts,[28] 80% of respondents believed preparation programs should require teacher candidates to demonstrate knowledge through both an objective measure of knowledge (e.g., text, quiz, or assignment) *and* application of knowledge (e.g., a practice opportunity). In teacher preparation, practice takes many forms, such as one-on-one tutoring with a student, administering a mock assessment to fellow teacher candidates, or conducting a lesson during a field experience. Regardless of the format, practicing the concepts is essential to preparing new teachers.[29]

Although there is widespread agreement on the importance of practice, three in 10 (30%) programs do not provide *any* practice opportunities for any of the five components. To provide adequate practice opportunities within a component, programs must provide *more than* one practice opportunity in a component. Often, programs may require candidates to practice teaching a reading lesson, but do not set parameters around the content of that practice lesson (e.g., specifying that it focuses on teaching a phonics skill). As a result, many more programs require *some* practice, but do not earn credit toward the Reading Foundations standard for practice of any component.

Aspiring teachers need multiple opportunities to practice each component, but 30% of programs require no practice opportunities on *any* component.

Figure 6.

Opportunities to practice for each component



Note: n = 693. Percentages for each component are rounded and may not add to 100%.

See how your state compares.

View this data online to filter by state or explore individual program data.

Some programs, like **Lenoir-Rhyne University** (Undergraduate, NC), lead the way by dedicating a single course to practicing specific skills related to the components that candidates learned in reading content courses. Over the duration of the course, candidates have diverse opportunities for applied practice—from administering phonics and spelling inventories to *planning and demonstrating* lessons in vocabulary and comprehension. These varied opportunities are essential to providing teacher candidates with the practical experience they need to enter the classroom prepared.

In a course at **Lenoir-Rhyne University** (Undergraduate, NC), candidates are required to practice instructional activities and assessments learned within their reading courses during tutoring (e.g., administering assessments such as DIBELS or PAST).

Sample practice opportunity connected to components

Week 3	1/25	Tutoring begins: Middle-of-the-Year Assessment (MOY) (DIBELS: Letter Naming Fluency, Phoneme Segmentation Fluency, Word Reading Fluency, & Nonsense Word Fluency)	
	1/27	Tutoring: Assessment (PAST, Untimed Letter Recognition of Upper and Lowercase, High-Frequency Words)	
Week 4	2/01	Tutoring: Assessment (Oral Reading Fluency)	Weekly Tutoring Plans
	2/03	Tutoring: Letter Recognition, Phonemic Awareness, Letter-Sound Correspondences, **Phonics (Reading & Spelling Decodable Words/ Sentences)** & High-Frequency Words	
Week 5	2/08	Tutoring: Letter Recognition, Phonemic Awareness, Letter-Sound Correspondences, Phonics, & High-Frequency Words	Weekly Tutoring Plans

Field experiences (or practice teaching opportunities in a real school setting) are often designed to coincide with a course, but do not prescribe practice opportunities connected to specific components of reading. For example, students may spend hours in the field, but the practice often varies depending on what the cooperating teacher is covering, rather than being tied to specific course concepts and reading components. For example, a student teacher may never be required to administer a reading assessment of students' comprehension or demonstrate how they would support a multilingual student to gain phonemic awareness in English.

This example illustrates two common issues with the practice that does exist in teacher prep: first, it's not tied to specific components of reading, and second, it asks candidates to observe students rather than to practice conducting instruction themselves. Field experiences that are not clearly tied to a specific component do not receive any credit under the standard because they do not guarantee that teacher candidates practice any specific skills related to reading instruction; the skills candidates practice may vary based on the cooperating teacher or the day they happen to be in the classroom. Observations during field experiences, although not necessarily bad in their own right, do not receive credit as a practice opportunity because they do not indicate that the candidates are *practicing* any skills related to reading instruction, merely that they are watching another teacher in action.

Sample practice opportunity *not connected* to components

Across the semester, you will complete 2 **Child Observation Reports** in which you will *document* and *analyze* your observations of a child's language development. **Child Observations** are intended to provide you an opportunity to apply your understanding of language and literacy development for individual children. Please note as you describe your analysis of children's language and literacy development, you must do so through a **growth mindset**.

4

With strong state policies, effective implementation, and accountability, states can improve the quality of teacher preparation in reading

While individual preparation programs can improve the outcomes for their enrolled candidates, states hold the power to institute improvements to reading instruction and teacher preparation on a statewide scale. Several states have already taken this step, showing what is possible. **Mississippi** and **Colorado** stand out for high scores for their teacher prep programs and minimal existence of practices contrary to scientifically based reading instruction.

Arkansas and **Louisiana** also showed strong performances in reading within the *Teacher Prep Review*. In both states, nearly 70% of their programs cover all five core components, earning an A. Three-quarters of programs in both states dedicate more than two hours to struggling readers, surpassing the national average. Arkansas programs also stand out for their dedication to phonemic awareness, with programs dedicating on average 16 hours to this component, whereas in many other states, this component is covered the least.

Of the top 10 states based on the average number of reading components addressed, **Arizona**, **Colorado**, **Mississippi**, **New Mexico**, **Utah and Virginia** deserve praise for having one or less contrary practices on average across all reviewed programs in their state. In contrast, in four states **(Connecticut**, **Iowa**, **New York**, **and South Carolina)**, programs vary in their attention to the core components and also teach nearly three contrary practices on average.[30]

The strong results by **Mississippi and Colorado** should come as no surprise, given the investments and attention they have given in recent years to promoting scientifically based reading instruction, including developing robust and specific teacher preparation standards and accountability, requiring a strong reading licensure test addressing all five components, and offering supports for teacher preparation programs to make the transition to scientifically based reading preparation.

Mississippi's dedication to teacher preparation

The case of Mississippi's systematic reading transformation is well documented.[31] Often overlooked, however, is the state's inclusion of teacher preparation early on in its efforts. As part of landmark legislation[32] in 2013, the state provided professional development training via Language Essentials for Teachers of Reading and Spelling (LETRS) to elementary teachers and leaders, as well as included faculty from institutes of higher education on a voluntary basis, to begin to create a common language across the entire education system.

While Mississippi had long required multiple reading courses in elementary teacher preparation programs, there was misalignment between the content taught in the course and the core components of scientifically based reading instruction. In 2015, Mississippi conducted an in-depth review of 15 prep programs, in partnership with Barksdale Reading Institute; these programs voluntarily participated to assess their alignment to scientifically based reading instruction and provide a better understanding of programs' strengths and areas in need of growth related to scientifically based reading instruction.[33]

Based on this study, the state set up strong accountability *and* support mechanisms to help bring programs into alignment. In 2016, the state began requiring the Foundations of Reading test for all elementary teachers to earn a license, which also provided a common indicator across all programs of whether teacher candidates were obtaining the knowledge and skills they need to teach scientifically based reading instruction. Later, the state factored this data into more frequent program reviews, including annual reports on the percentage of candidates who passed the reading test by number of attempts. Beginning in 2018, the state, with philanthropic support, provided intense professional learning and support to faculty in prep programs. This support included on-site training modules, texts, and other instructional videos; classroom instruction; one-on-one mentoring; and seminars. Most importantly, the state department of education studied the impact of the professional learning partnership in order to understand continued areas of needed support and to celebrate successes.

To support sustainability, Mississippi redesigned educator prep program guidelines and program approval requirements to prescribe the 15 credit hours dedicated to literacy, and required the two courses—Early Literacy 1 and Early Literacy 2—to align with syllabi from the Mississippi Higher Education Literacy Council matrix, which also includes an emphasis on dyslexia and English language learners. Additionally, a third course, Fundamentals of Reading in the Upper Elementary Grades, is also required.

Mississippi's status as a top state in the NCTQ review is evidence that this dedication to teacher preparation is achieving results for students: Between 2013 and 2019, the state saw fourth grade NAEP scores rise dramatically, including for historically marginalized groups such as Black and Hispanic students. Even after the pandemic, Mississippi maintained its gains in reading in 2022, while many other states declined.[34] By partnering with teacher prep, setting accountability mechanisms in policy, and providing the necessary support for professional learning, Mississippi continues to be successful.

How Colorado helped teacher preparation make the shift

Colorado programs exhibit the strongest performance in program scores, with one-third of its programs earning an A+, and 13 out of 15 programs earning an A or a B. None earned lower than a C. We identified almost zero contrary practices in its programs. By contrast, in NCTQ's 2020 *Review*, only five Colorado programs earned an A or a B, with six programs earning a D or an F.

A key ingredient to Colorado's success? How the state changed its approach to approving educator preparation programs.

In 2012, Colorado passed the READ Act—legislation that focused on changing how current teachers taught reading in schools and moved classroom instruction across the state toward evidence-based practices.[35] The state was unequivocally coming down on the side of scientifically based reading practices, and the Colorado Department of Education (CDE) was committed to reflecting that intent in how it reviewed educator preparation.

In 2016, the state board issued new literacy standards for elementary teachers, to which preparation programs were required to align their course content. The new standards were aligned to scientifically based reading instruction and represented an explicit directive to prep programs to update their coursework to align to evidence-based practices.

By 2018, four programs (including the largest preparer of teacher candidates in the state) were up for renewal of their program approval. The state's review authority was strengthened by both the READ Act and the new standards as it looked for specific evidence of alignment to scientifically based reading instruction. First, the CDE created a detailed matrix for programs to complete prior to its site visit to determine not only if the standards were being taught, but also whether candidates had opportunities to practice and receive feedback on these skills through aligned clinical experiences.

Starting with this cohort, CDE's educator workforce team began conducting more rigorous assessment of prep programs' instruction in "emergent reading," inviting literacy experts from the agency's Student Learning Division into the review and approval process. Literacy experts now attend program approval visits, where they evaluate syllabi, conduct class visits to literacy courses, and give feedback on their alignment to state standards.

Mary Bivens, CDE's executive director of Educator Workforce Development, says that while reviewing inputs like course descriptions are valuable, getting at candidates' learning outcomes through interviewing has helped deepen their review process. State reviewers interview faculty, current teacher candidates, and recent graduates to gauge their understanding of scientifically based reading instruction. These interviews get at the outcomes of a program's approach and provide direct evidence of how well faculty and students understand teaching reading—in some cases identifying that candidates did not know the five components of reading.

When the state began its new review process, CDE quickly realized that under its current approval structure, program review had only two possible end points: approval or probation. But putting programs on probation would be a sweeping action that meant a program could no longer enroll new candidates—a serious consequence for a state where a large share of programs (including those that graduated the most Colorado teachers) were not yet teaching scientifically based reading instruction. With only these two options for program approval, the state did not have an option that compelled programs to improve without imposing immediate consequences that did not allow programs the time to make needed changes. So CDE proposed a third category to the state board of education: conditional reauthorization. A program could be recommended for approval if it was able to demonstrate it had made required changes from the state within one year. The board accepted this third option, and later that year, the state legislature enshrined conditional reauthorization in state code.

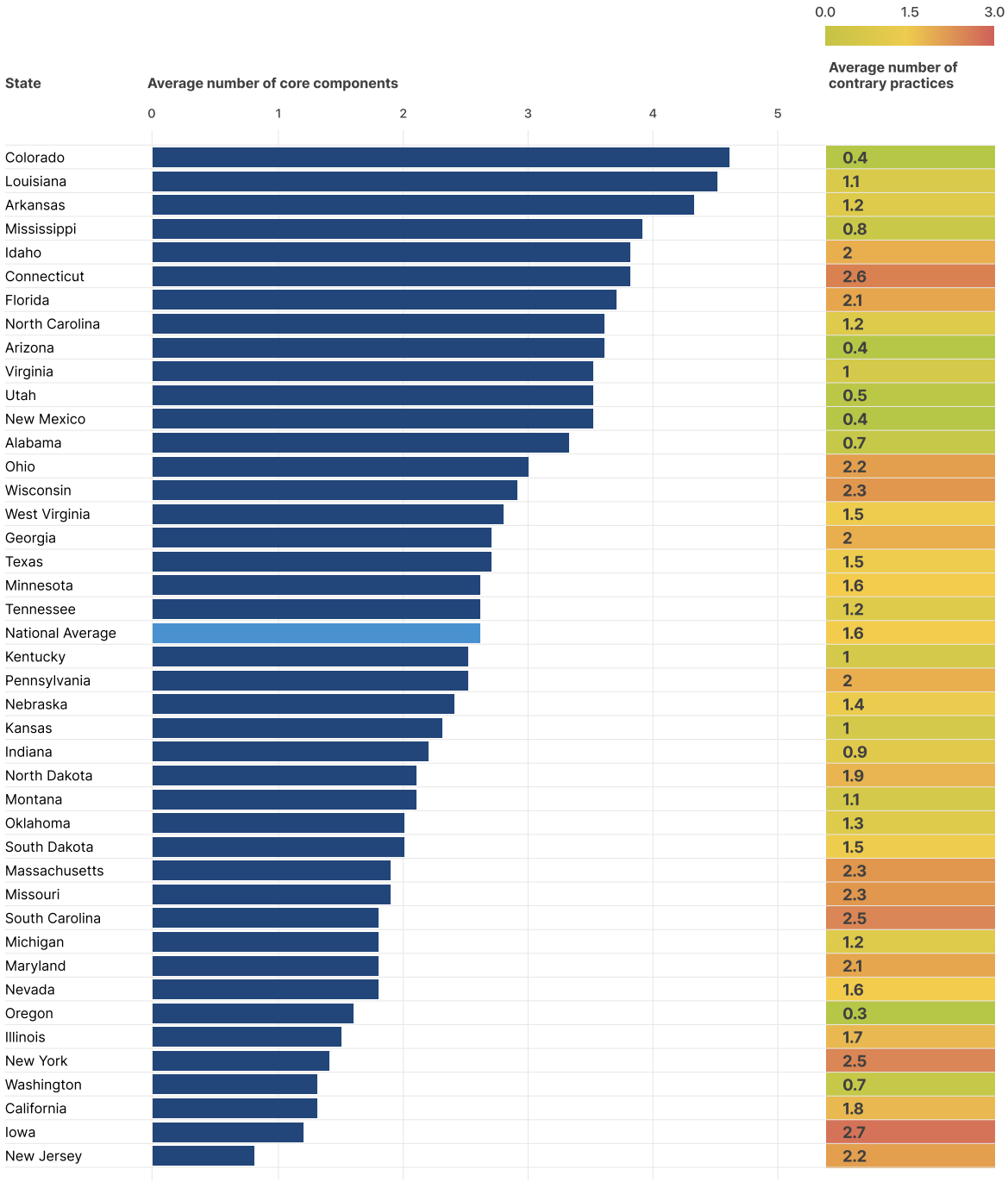
When a program was granted conditional reauthorization, the state provided a list of specific changes to be made within the year, such as embedding state standards on scientifically based reading instruction into clinical experiences for teacher candidates. To help programs, CDE began offering monthly calls with each program granted conditional reauthorization to support its progress in making needed changes. Depending on the identified weaknesses, programs can be required to make a range of changes, from updating course materials to re-training all faculty in scientifically based reading instruction.

Between 2018 and 2023, CDE conducted 23 reauthorization site visits with programs that have scientifically based reading standards in one or more endorsement area (elementary, early childhood, special education). Seven programs were subsequently put on conditional reauthorization to address deeper content for and understanding of scientifically based reading instruction for their candidates.

This new approach to program approval resulted in a swift and dramatic difference in the state's performance on the *Teacher Prep Review*. Colorado programs, on average, satisfied 4.6 out of five components and demonstrated almost no evidence of contrary practices across all programs. Programs across the state demonstrated that change can happen quickly, too: Colorado programs rose from the middle of the pack in our 2020 *Review* to the top in 2023.

Figure 7.

Comparison between average core components and average contrary practices taught by state



Note: Nine states—Alaska, Delaware, District of Columbia, Hawaii, Maine, New Hampshire, Rhode Island, Vermont, and Wyoming—have fewer than five programs in the analysis and are therefore not included in the table above.

Because the bulk of course materials analyzed for the Reading Foundations standard were submitted in fall 2022 or earlier (except when programs chose to submit new materials in response to the preliminary analysis), any state policies enacted in 2023 that affect teacher preparation programs may not yet be reflected in program grades.

5

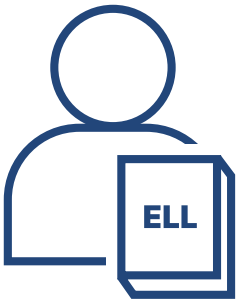
Programs provide little preparation in teaching reading to English learners, struggling readers, and speakers of English language varieties

All educators need to be prepared to teach a range of students with diverse needs in learning to read. For the first time as part of the reading standard, NCTQ analyzed the extent to which programs prepare candidates to teach three groups of students: **English language learners** (students in the process of acquiring English and who have a first language other than English), **struggling readers** (students who experience academic difficulties in the area of reading, including students with dyslexia), and **students who speak language varieties other than mainstream English** (such as speakers of African American English (AAE)). We looked at the programs' use of instructional time, objective measures of knowledge, background materials such as textbooks, and opportunities for aspiring teachers to practice. To deliver on the promise of an excellent and equitable education, teachers must be equipped to meet the differentiated needs of their students.

English language learners

English language learners are one of the fastest-growing populations of students in our schools, with over 5 million English language learners enrolled in public schools,[36] an increase of 35% over the last two decades.[37] Teacher preparation programs are not keeping pace with student demographic changes—71% of programs dedicate less than **two** instructional hours to teaching reading to English language learners, meaning most new teachers enter classrooms without knowledge and skills to teach English language learners to read. Furthermore, 88% of programs in the sample do not require any practice opportunities with this group of students, so most aspiring teachers never practice teaching English language learners to read before entering the classroom.

English language learners



71% of programs dedicate **fewer than two instructional hours** to supporting English language learners

88% of programs offer **no practice opportunities** on teaching English language learners

English language learners benefit from explicit instruction in the five components of reading, as do native English speakers.[38] However, because these students are learning to read in English as they are learning to speak and understand it (assuming they are not in a bilingual education program and learning to read in their home language), they also need additional English language development instruction so they become familiar with the meanings and the sounds of the words being used to teach foundational skills.[39] Recent publications from *What Works Clearinghouse* and the *National Academies of Science, Engineering, and Medicine* identify specific practices to support English learners.[40] In addition to providing explicit literacy instruction, all prospective teachers should learn how to support English language learners by:

1. *Screening for reading problems and monitoring progress.* For kindergarten and first grade students, this may include determining students' familiarity with the alphabet, rhyming, sound blending, and ability to read single words. For students in later elementary grades, this would include oral reading fluency assessments. Teachers need training on which assessments are best to use for English language learners, how to conduct formative assessments, and how to use data from these assessments to guide instruction for English language learners. They also must be able to distinguish between reading problems and issues related to oral language development.

2. *Providing extensive and varied vocabulary instruction including in academic vocabulary.* Evidence finds that explicit vocabulary instruction supports English language learners' development of reading comprehension once they have mastered the foundational literacy skills. Aspiring teachers should learn to provide vocabulary instruction that includes "multiple exposures to target words over several days and across reading, writing, and speaking opportunities" with "student-friendly" definitions of words.[41] Vocabulary words should include both academic vocabulary (vocabulary that is common in writing and formal settings) and vocabulary specific to certain content areas, as well as words that native English speakers are likely to know that English learners may not be familiar with, along with common phrases and expressions. Teachers should be equipped to teach content concurrently with the associated academic language.[42] What Works Clearinghouse notes a paucity of curricular materials that provide a scope and sequence of how to teach academic English,[43] making it that much more important for teacher preparation programs to provide aspiring teachers with instruction in how to develop this aspect of the curriculum themselves.

   While not addressed in depth by What Works Clearinghouse or the National Academies of Science, the field is coalescing around the importance of oral language instruction and development for multilingual students. Development of language can occur throughout the school day, but multilingual students benefit from specific and varied opportunities for oral language development and practice.[44] Oral language instruction should focus on the development of **vocabulary** and **syntax**, or the rules of how a language puts together words to form sentences. This can also include using opportunities for extended discourse to support syntax development. Although no strong research currently exists examining the effects of syntax interventions,[45] there is support for the necessity for

English learners to engage in extended conversations with teachers to elicit, model, and affirm student speech.[46] Students may also benefit from using narrative language to recount a set of events through narrative language.

3. *Providing intensive small-group reading interventions that include English language development.* This instruction should focus on the core components of reading and rely on explicit, direct instruction. This small-group instruction should include opportunities for students to engage in discussions using the words in the texts they are reading, respond to and pose questions, learn the meanings of words and become familiar with the phonemes within the words being used, practice reading words and sentences, and receive clear feedback from teachers to correct errors. Teachers need ongoing support that includes an emphasis on how to pace instruction and how to correct errors, and how to incorporate English language development instruction targeted at the words and texts students are learning to read.[47]

4. *Scheduling regular peer-assisted learning opportunities.* English language learners of varying language proficiency should work together several times a week on structured academic tasks; teacher candidates should learn how to set up these peer-assisted learning opportunities.

5. *Capitalizing on students' home language, knowledge, and cultural assets.* Teacher candidates need to learn how to build upon students' home language to support their literacy development in English. This instruction could include providing a preview of content in a child's home language, reading stories in the child's home language, offering definitions of vocabulary in the home language, helping children learn cognates for English words (for example, asking Spanish-speaking students to identify cognates like "*mysterioso*" and "*mysterious*"), and connecting key concepts with children's prior knowledge.

6. *Providing visual and verbal supports to help students understand core content.* These could include instructional videos, visuals, and graphic organizers. English learners benefit more than their English-proficient peers from "'Telling,' defined as the teacher providing students with information rather than engaging them in the creation of information."[48]

Exemplary programs can integrate instruction on how to teach English language learners using varied program structures—for example, **Eastern New Mexico University** (Undergraduate, NM) requires that all candidates take a course dedicated to teaching practices proven to benefit English language learners, while **Florida State University** (Undergraduate, FL) integrates instruction about teaching English language learners across multiple courses.

Winthrop University (Undergraduate, SC) requires teacher candidates to plan and implement a lesson using a research-supported strategy targeting the needs of an English Learner within their host classroom.

Example assignment description

SOUTH CAROLINA

Winthrop University

Five Principles of Effective Instruction for ELs – Content Strategy Lesson: You will use your textbook to identify strategies rooted in one of the 5 Principles of Effective Instruction (defined on the course blackboard page). Then you will plan an activity relevant to the content in your major. This lesson planning will help you prepare to teach in the host teacher's classroom.

English Learner Case Study Part A: *(Key Assessment: See separate rubric on Rex website, Via, or Course Blackboard page)*

- **Describe** general background information on your assigned individual EL; and
- **Analyze** the student's academic, language, and social strengths and needs.
- **Support** conclusions with provided and observational data from the field.

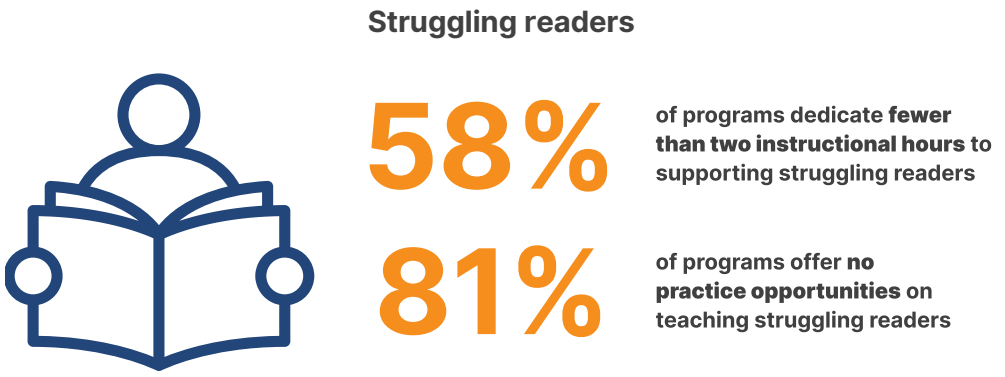
English Learner Case Study Parts B-F: *(Key Assessment: See separate rubric on Rex website, Via, or Course Blackboard page)*

- **Select, describe, and justify** a research-supported strategy targeted for the individual EL;
- **Plan** a lesson to include a research-supported strategy targeted for the individual EL;
- **Implement** the strategy while connecting with the host teacher;
- **Evaluate** the success of the lesson;
- **Explain** if the student accomplished the lesson objective and give description or work samples to support;
- **Reflect** on your personal growth and the relevance of this course to your future classroom and needs for the EL student's future academic support and/or social integration.

Struggling readers

Over a third of fourth grade students perform below basic on national reading assessments, indicating that even after years of elementary instruction, they are struggling to learn to read.[49] While many struggling readers suffer from poor reading instruction, it is estimated that 15%–20% of the population as a whole exhibit "some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words."[50] Students with these types of learning differences "are likely to benefit from systematic, explicit instruction in reading, writing, and language."[51]

Despite the prevalence of struggling readers, nearly 60% of programs spend less than two hours of instructional time teaching candidates to support struggling readers; furthermore, just 19% of programs require any practice opportunity focused on this group of students.



Teachers of struggling readers need to be able to teach the five components of reading. All students, and especially struggling readers, need explicit, systematic teaching of literacy (including phonemes and letter-sound relationships), practice, student-teacher interaction, carefully chosen examples, decodable text, and feedback that corrects their errors.[52]

Aspiring teachers must be able to assess and identify which specific foundational reading skills a student is struggling with, what interventions to deploy to address this deficit (including knowing when to bring in a reading specialist or the help of a reading coach), and how to monitor progress based on research-based methods. Furthermore, teachers need to be empowered to recognize the profile of children who are at-risk, or struggling readers. This includes the ability to not only recognize the signs of dyslexia, but also appreciate the intensity and explicitness of the instruction a student may need to become a skilled reader.

Exemplary programs ensure teacher candidates are prepared to teach students with reading difficulties by emphasizing structured literacy programs– including direct, explicit instruction to students in the five components of reading, screening and progress monitoring assessments, and multi-tiered systems of support.[53]

A sample course session from **Mount St. Joseph University** (Undergraduate, OH) emphasizes research-based content on how to best serve struggling readers with instruction on reading difficulties, dyslexia, and multi-tiered systems of support.

Example description of instruction

Week 13 11/16 11/18	• Communicating data to parents, teacher teams • Learning disabilities • Dyslexia • Identification practices • Discrepancy formula and why not used • MTSS and the identification process	**Watch** • Strickler lecture **Read** • The following Fact Sheets on IDA's website: https://dyslexiaida.org/fact-sheets/ • Dyslexia Basics • Dyslexia Assessment • Effective Reading Instuction for Students with Dyslexia • When Educational Promises are Too Good to Be True **Quiz** **Discussion Board** **Diagnostic Case Study—Evidence Based Practices:** Presentations due by November 23 at 4:00pm. Individual papers due by November 24 at 11:59pm

Speakers of language varieties other than mainstream English

Students who are speakers of language varieties other than mainstream English have always been present in American classrooms, but most new teachers never receive any training on how to best serve these students in learning to read. Varieties of English are rule-governed languages spoken by communities connected by race, culture, and identity[54]—and the U.S. is host to many dialects of English, including African American English (AAE), Cajun English, and Appalachian English, among others.[55] Despite this, few programs (9%) in the sample provide *any instruction at all on how to teach students who speak varieties of English how to read.*

This appears to be a nascent area in teacher preparation, one that merits more attention from programs themselves and from those developing resources such as textbooks to support teacher preparation. It is necessary to prepare teachers to support students who speak English language varieties through culturally and linguistically responsive instruction, including respecting and recognizing the diversity of language that students bring to the classroom. Though failing to attend to a mismatch between home and school language can hinder reading acquisition,[56] being bidialectal should be considered a strength as it demonstrates students' linguistic flexibility when teaching target skills.[57]

While more research is needed to identify the most effective instructional strategies, with proper training and coursework on dialects of English, teachers can understand and be able to teach students the idea of "code switching," or adapting their language depending on their context. Teachers can also help students through "contrastive analysis," in which they sort sentences into language that fits better in different settings; "transforming," in which they identify which word would be appropriate for school language; and "formulation," in which students are given a picture about which to write a sentence using a target language feature such as a plural -s.[58] Teachers should also learn how to employ a "test-teach-retest" approach, which can help determine if children's reading struggles are due to a language and dialect difference or to language deficits.[59]

As teacher preparation programs integrate support for these learners into their courses, they may consider the following free, research-based resources as a place to begin:

Resources for teaching students who speak varieties of English

Type	Title	Authors and/or Experts
Lecture	Cultural Considerations for Diverse Readers	Dr. Lakeisha Johnson
Lecture	Distinguishing Between Difference, Disorder, and Disadvantage	Dr. Lakeisha Johnson
Lecture	African American Dialect: What it Does to the English Language	Dr. Julie A. Washington
Podcast	An Integrated Approach to Supporting All Learners	Dr. Lakeisha Johnson
Article	Teaching Reading to African American Children	Dr. Julie A. Washington, Dr. Mark S. Seidenberg
Article	Evidence-Based Practices in the Assessment and Intervention of Language-Based Reading Difficulties among African American Learners	Dr. Brandy Gatlin-Nash, Dr. Lakeisha Johnson
Article	Linguistic Differences and Learning to Read for Nonmainstream Dialect Speakers	Dr. Brandy Gatlin-Nash, Dr. Lakeisha Johnson, and Dr. Ryan Lee James

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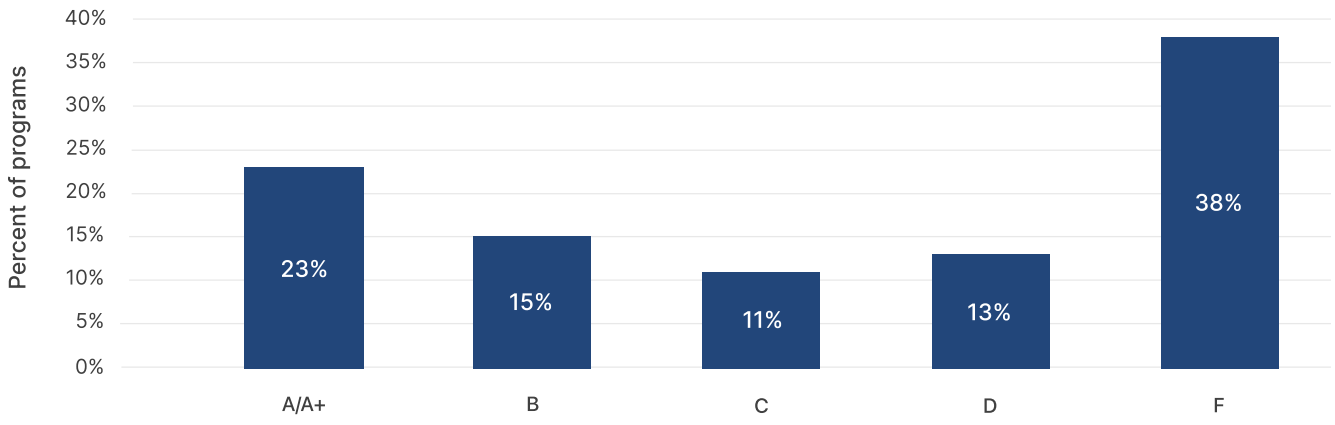
Distribution of program grades in 2023

As part of the *Review*, programs earn a grade based on the number of components of scientifically based reading instruction they adequately cover, including dedicated instructional hours, objective measures of candidate knowledge, use of appropriate background materials, and opportunities to practice. Programs earning an A adequately cover all five components with limited instruction on contrary practices. Subsequently, NCTQ reduces programs by one letter grade for each component not adequately covered (so those adequately addressing four of five components earn a B) and also deducts one letter grade from programs that teach four or more contrary practices. To earn an A+, programs must adequately cover all five components, but meet a higher point threshold for each component, and teach no practices contrary to the science of reading.

These program scores should not be compared to prior editions of the NCTQ reading standard. The revised 2023 Reading Foundations standard has changed in several ways that affect scoring based on the results of 18 months of stakeholder engagement including an expert panel, an open comment period, and a technical advisory group. A detailed description of the scoring methodology, including the rubric used to evaluate each component, is available here.

Figure 8.

Distribution of grades



Note: n = 693. Percentages are rounded and may not add to 100%.

See how your state compares.

View this data online to filter by state or explore individual program data.

While 693 programs provided material for review by either cooperating directly with NCTQ or publicly posting syllabi, 443 programs chose not to make their materials available for review. These non-cooperative programs, located in 44 states and the District of Columbia, prepare an estimated 16,000 elementary teachers each year,[60] most of whom will go on to teach in public schools. It is the position of NCTQ that when colleges and universities choose to open a program to prepare the next generation of teachers, they are, in effect, entering into an agreement with not only the state, which approves the program to operate, but also the school districts that hire the teachers, the aspiring teachers who enroll in the program, and the students who will learn from teachers prepared by these programs and expect them to be experts in their field. For this reason, NCTQ believes preparation programs have a moral obligation, as well as a legal one, to disclose to their stakeholders how they are preparing aspiring teachers and whether that preparation aligns with the best available research-based practices.

For a list of institutions that were not willing to provide information about their reading preparation and/or for which NCTQ was unable to obtain materials, please see Appendix E.

Actions for teacher preparation programs

1 Use the detailed feedback that NCTQ provided in your program score to determine whether courses adequately teach all components, and where there are opportunities for growth.

- Although all five components are important, we recommend paying especially close attention to whether your program provides in-depth instruction on phonemic awareness, the most commonly overlooked component.
- Be sure to look at the quality across *all sections* of a course to determine if there is any inconsistency in quality or additional room for improvement. When multiple sections of a course are taught by different faculty members, NCTQ only reviews one section; therefore, it is important for programs to review for quality across all sections of a course.

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2 Consider how to modify existing courses to include more scientifically based reading instruction.

- More coursework is not always the answer. High-performing programs range in the number of courses they require, but all use high-quality background materials, sufficient instructional time (at least 34 direct instructional hours), aligned measures of knowledge, and opportunities for practice.
- Even adjusting a few lecture topics and assignments to focus on core components of reading instruction could make a big difference for aspiring teachers' understanding of reading instruction. The strongest programs in our sample, like **Western Colorado University** (Undergraduate, CO) or **Olivet Nazarene University** (Undergraduate, IL), have anywhere from two to seven courses dedicated to reading, with some time devoted to other topics (e.g., children's literature or writing).

3 Ensure that practice opportunities give candidates the chance to apply all components of effective reading instruction.

- While many reading courses have field opportunities, candidates are not always required to practice specific elements of what they have learned, meaning they may never get the opportunity to give a fluency assessment or teach decoding strategies. Rather than requiring candidates to practice teaching a lesson without further parameters on the content of the lessons, be sure candidates have specific opportunities to frequently practice teaching or assessing each of the core components of reading.

4 Use high-quality, research-based background materials.

- Textbooks provide an important resource to candidates while they are in their preparation program and serve as a reference during their years in the classroom. Ensuring these materials are of high quality provides teachers with reliable resources. Textbooks and other background materials vary widely in quality. As part of the revised standard, NCTQ examined all required instructional resources. Courses should use high-quality, research-based background materials such as those in NCTQ's Reading Instructional Materials database, which includes a review of all background materials analyzed in the *Teacher Prep Review* 2023 sample. High-quality materials cover the components of reading in sufficient depth, do not contain content contrary to research-based practices, and use high-quality research support.
- Some candidates may start their careers teaching in districts that still employ balanced literacy curricula, therefore it is important to teach candidates about valid and reliable assessments, and to offer examples of scope and sequences for phonemic awareness and phonics.

5 Eliminate instruction on content contrary to research-based practices.

- Work with instructors across *all sections of a course* (when the same course is taught by multiple instructors) so they do not teach practices that science has proven are not the best way to teach children how to read.
- For a comprehensive explanation of some contrary practices, see our summary of the contrary practices in Appendix C or the full research basis in the *Technical Report*.

6 Provide support to build capacity across the entire preparation program to promote scientifically based reading instruction.

- Consider offering additional training for current faculty who may not be well versed in the science of reading.
- When hiring reading instructors, ask for evidence that they are both well versed in and committed to teaching candidates about scientifically based reading instruction and will not teach content contrary to research-based practices.
- Invite reading experts to review course syllabi and materials.
- Use networks (such as Stronger Together: The Alliance for Reading Science in Higher Education, The Reading League, National Center on Improving Literacy, Center for the Success of English Learners, or the International Dyslexia Association) to connect with experts in scientifically based reading instruction to improve program quality.

Actions for state leaders

1 Set specific, explicit, and comprehensive preparation standards for scientifically based reading instruction.

- Listing the five components is not enough; standards need to explicitly identify what candidates should learn (e.g., prep programs should teach phonemic awareness, why this area is important for children's reading development and attainment of the alphabetic principle, what common patterns are in the development of phonemic awareness, specific goals of instruction such as blending and segmentation, and how to assess students' phonemic awareness). The standards in Utah and Texas provide strong examples.

2 Hold programs accountable for implementation of scientifically based reading instruction.

- Incorporate a specific evaluation of reading instruction in program renewal or reauthorization processes and take action if programs are not aligned to the state's standards for scientifically based reading instruction.
- Standards alone will not improve reading instruction. They must be explicit and coupled with implementation support (training, feedback, high-quality curricula) and accountability (data and evidence used to inform decisions about program approval) to see widespread results. See Colorado's detailed requirements for programs through its program renewal process.
- Conduct site visits and include literacy experts. Often program approval or reauthorization processes focus on broad program operations. Focusing specifically on the teaching of reading will support the improvement of elementary teacher prep programs as well as early childhood and special education prep programs. States should set a regular and frequent schedule for evaluating whether prep programs are integrating scientifically based reading instruction into coursework. States should also require adequate practice opportunities in preparation—and measure these opportunities in program review. Visit classrooms, talk to teachers and staff, and collect qualitative data to help inform approval decisions.
- Make conditional approval—with clear timelines and identified areas for improvement—an option. States should consider in their regulations whether conditional approval is an option for the authorizing entity (either the department of education, state board, or higher education commission). While reading could be a weak area for a program, it may have other strengths. Allowing conditional approval, along with clear expectations and strict timelines, can bring about the desired change while permitting the program to operate.

3 Require a reading licensure test aligned with scientifically based reading instruction for all elementary teachers to earn licensure, and publish the pass rates.

- Verify the state-required test is strong and measures candidates' knowledge of the core components of reading instruction.
- Require all elementary teachers—as well as early childhood educators, special education teachers, and reading specialists who instruct PK-5 students—to demonstrate their knowledge of how to teach reading.
- At a minimum, provide data to programs on first-attempt and best-attempt pass rates on reading licensure tests. This will provide feedback to programs on how candidates are doing, and allow programs to track and support improvement efforts.
- To provide an understanding across the state, publish pass rate data on the licensure tests.

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4 Deploy a comprehensive strategy to implement scientifically based reading instruction and prioritize teacher prep.

- Follow the lead of states like Colorado and Mississippi and take a comprehensive approach to policy and practice, with an emphasis on teacher preparation that impacts student learning in reading and includes approaches to support struggling readers, English learners, and speakers of language varieties other than mainstream English.
- In addition to holding prep programs accountable for reading instruction, states can build teacher prep capacity through various means, such as inviting teacher prep faculty to join statewide professional development, supporting programs with competitive funding to revise their programs, or creating communities of practice where programs can learn from other exemplary programs as to how they made the transition.
- Some states, such as North Carolina and Alabama, have invited external reviewers such as the Barksdale Reading Institute and TPI-US to inspect their teacher preparation programs (e.g., observe courses and interview faculty and teacher candidates) and report on their findings.

5 Use the bully pulpit and take action.

- To send an important signal that reading instruction matters, state leaders such as governors, state education chiefs, state board members, and university system leaders should adopt their own platform-specific goals for increasing reading outcomes, set standards for the institutions they lead, and ask their organizations and staff to report on progress toward those goals.
- NCTQ has observed that progress—both at the program and state levels—is often a result of courageous leaders who set clear expectations, measure progress, and promote accountability. In doing so, leaders help their states reach the goal that all students, and especially students who have been historically marginalized, have access to teachers with the knowledge and skills to be effective. When necessary, these leaders make difficult (and sometimes politically risky) choices to follow through on their commitments on behalf of the students and families they serve.

Actions for school districts

1 Be strategic in recruiting new teachers. To the extent possible, focus hiring efforts on teachers from preparation programs adequately teaching scientifically based reading instruction, or from stronger programs in your region.

- Training teachers is expensive. Focusing on hiring from programs already providing a foundation in reading instruction will save your district money and will better support your students' literacy outcomes.
- Hiring from stronger programs sends a signal to all programs that they need to provide instruction aligned with scientifically based reading research. Use data from the *Teacher Prep Review* to focus recruitment and hiring on programs with a strong track record.
- Because graduate programs tend to provide weaker preparation on reading, be particularly attentive to evidence that teachers from graduate preparation programs have learned scientifically based reading instruction (e.g., consider their score on a relevant licensure test, check the quality of the graduate program's early reading instruction in the *Teacher Prep Review*, and ask a few questions about literacy instruction during the interview process).

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2 Prioritize partnerships for field experiences with programs committed to teaching scientifically based reading instruction.

- Student teaching is an excellent opportunity to hire strong candidates early. Bringing in student teachers from programs providing instruction in scientifically based reading provides an opportunity to hire from this pool early on, *and* it sends a message to other programs that they need to strengthen their reading instruction.
- Match student teacher candidates to mentor teachers with a proven track record of effectiveness in teaching reading based on the science. Don't assign student teachers to teachers who would be poor models of teaching reading or use contrary practices in their instruction.

3 Provide professional development opportunities for teachers already in the classroom who were not prepared in scientifically based reading instruction practices.

- While not exhaustive, some resources to consider include LETRS, Neuhaus Education Center, CORE Learning, and Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards.
- See examples of high-quality professional development opportunities.

4 Review, select, and carefully implement high-quality reading curricula approved by your state or other external reviewers along with aligned, job-embedded, high-quality professional development to skillfully implement the curricula, and share your curriculum resources with teacher preparation partners.

- This is particularly important in the context of preparation for student teachers, who can begin learning about this curricula—and how to implement it—during their student teaching experience and have a "leg up" when it comes to starting to teach in your district.
- Examples of external curriculum reviewers include:
  - The Reading League's Curriculum Evaluation Guidelines
  - Student Achievement Partners
  - What Works Clearinghouse
  - Ed Reports

Actions for advocates, teachers, and parents

1 Use your voice! Ask questions and advocate to ensure scientifically based reading instruction is used in local schools.

- Learn more about scientifically based reading instruction—start with *Science of Reading: Defining Guide* and the podcast Sold a Story, or dive into resource-packed websites like Reading Rockets, Florida Center for Reading Research, and Colorín Colorado. Send letters to a university's board of trustees and your district's school board, or testify at public hearings advocating for professional learning and curricula aligned to scientifically based reading instruction.
- Advocate for adoption—both at the district and state levels—of curricula (including core curricula, intervention programs, and supplemental materials) that provide systematic and explicit reading instruction to teach the five components of scientifically based reading instruction. If they exist, call for the removal of low-quality curricula from classrooms, such as those based in balanced literacy, leveled readers, or the use of three-cueing. Share these resources on scientifically based reading instruction with state legislators so they understand the importance of curricula as a help or a hindrance in quality reading instruction.
- Partner with other advocates in your area to learn more about scientifically based reading instruction, find additional resources, and join community efforts to improve your local schools. Look for groups like Decoding Dyslexia or The Reading League.
- Advocate for local schools to focus their hiring practices on teachers who are well prepared and committed to scientifically based reading instruction, especially local preparation programs earning a high grade in the *Teacher Prep Review*.

PROMISING PRACTICES

Programs performing the strongest on the Reading Foundations standard provided their aspiring teachers ample opportunities to learn about, practice, and demonstrate knowledge of all five reading components. Additionally, these programs provide no instruction in content contrary to scientifically based reading instruction.

The leaders of programs at these institutions shared what their programs do and how they built a high-quality approach to prepare their candidates to teach reading.

1 **Fort Lewis College (Colorado)**

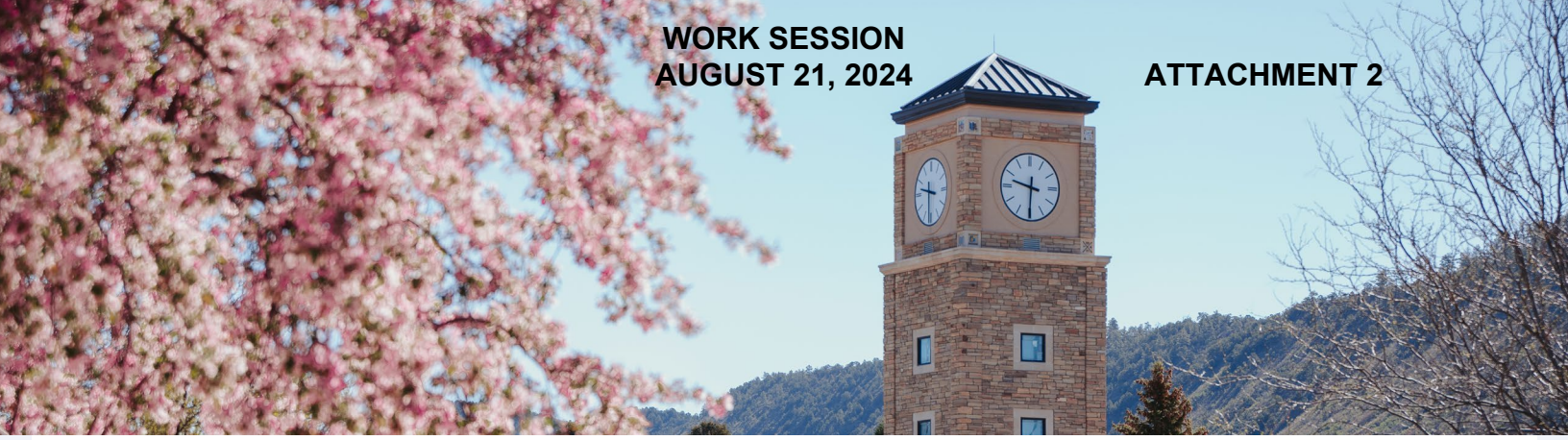
2 **Samford University (Alabama)**

3 **Southern University and A&M College (Louisiana)**

4 **Southern Utah University (Utah)**

5 **Texas A&M University - Texarkana (Texas)**

6 **University of Virginia (Virginia)**



Fort Lewis College (Colorado)

Undergraduate program

Dr. Jenni Trujillo, Dean, School of Education

At Fort Lewis College, we have had a long-standing commitment to preparing teachers who have a nuanced understanding of research-based reading instruction and are prepared to enter classrooms as strong literacy teachers. Our program creates teachers who understand their students and communities, and know how to design effective reading instruction in ways that draws upon students' cultural and linguistic assets, as well as their individual needs as learners.

Our literacy course sequence is designed to provide students with strong foundational knowledge of language and literacy. The focus on reading begins with a linguistic overview and a developmental perspective grounded in early language and literacy concepts.

A recent addition to the literacy scope and sequence is a new course titled *Teaching Reading K-3*, a course focused on methods for designing and delivering effective research-based reading instruction. In the course, teacher candidates learn how to design instruction, teach, and assess phonological and phonemic awareness, phonics, vocabulary development, and reading fluency including oral skills, and reading comprehension using pedagogically sound, research-based techniques. Candidates apply their understanding of course concepts through intensive field-based practicum experiences in elementary schools around the Four Corners, including rural and Tribal communities. These practicum experiences support teacher candidates to develop deeper understandings of effective reading instruction for diverse populations of students as they implement and apply knowledge through course assignments with the support and feedback from the course instructor and mentor teachers in the field.

Learn more from this program.



Samford University (Alabama)

Graduate program

Dr. Amy Hoaglund, Assistant Dean & Professor, Orlean Beeson School of Education

In 2019, the Alabama legislature passed the Alabama Literacy Act to improve the reading proficiency of kindergarten through 3rd grade students in the state. Samford University's Teacher Education programs were eager to enhance reading courses ensuring their future teachers were prepared to meet the goals of this legislation. In an effort to meet the Literacy Act requirements for institutions of higher education, Samford faculty developed a timeline to review and determine the necessary programmatic changes. Through steps such as the establishment of their own reading task force, course modification and collaboration with the International Multisensory Structured Language Education Council (IMSLEC), Samford's Teacher Education program earned educator pre-service program affiliation with IMSLEC.

It is important that teacher preparation programs review the implementation of the science of reading content and strategies within their program as well as in embedded clinical experiences to determine what pre-service teachers need to become successful reading teachers. Based on recommendations from Samford's Reading Task Force and the IMSLEC review process, faculty in the Elementary Alternative Master's Program carefully aligned nine hours of the science of reading instruction in the courses culminating in a comprehensive action research project requiring pre-service teachers to engage in Structured Literacy and assessment strategies. The redesign of the courses ensures that Samford's teacher candidates receive essential training based on current research on how children learn to read, while pairing the training with structured, authentic practical applications in field experience.

Learn more from this program.



Southern University and A&M College (Louisiana)

Undergraduate program

Dr. Erin Scott-Stewart, Assistant Professor, School of Education

In our program, we want our candidates to understand how important it is for each child in their care to learn to read. Through course work and teaching experiences, our goal is to shift our pre-service teachers' mindsets about reading instruction. In addition to understanding and being able to teach foundational reading skills and literacy strategies, we also want our candidates to understand the importance of creating what McEwan (2009) calls "a reading culture" in which children learn to read, read to learn, and read for fun.

We help candidates as they strive to provide whole group instruction, differentiated instruction, prevention, and intervention. Throughout the program, our pre-service teachers leverage high-quality instructional materials in their courses, during field-based teaching experiences, and during the one-year teacher residency. Literacy is at the center of our methods courses, and we work with our candidates and partner schools to ensure that what we do aligns with evidence-based and culturally relevant practices that contribute to equitable educational experiences for the children of our communities.

McEwan, E. K. (2009). Teach them all to read: Catching kids before they fall through the cracks. Corwin Press.

Learn more from this program.



Southern Utah University

Undergraduate program

Tony Pellegrini, Professor & Teacher Education Department Chair

Stacy Hurst, Lecturer, Teacher Education

Our SUU Teacher Education Department's teacher preparation program is committed to providing high-quality reading instruction that incorporates evidence-based practices for teaching reading, such as explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our program also provides our candidates with opportunities to practice and apply these instructional strategies in a variety of contexts, such as in clinical experiences or fieldwork. Additionally, our program ensures that our candidates have a deep understanding of the science of reading and the ability to assess and address the diverse needs of their learners, including those who may have reading difficulties.

Through ongoing professional development and collaboration with practicing K-12 mentor teachers and literacy experts, Southern Utah University strives to stay current with best practices and research in the field of reading instruction to support the success of all learners. Key faculty members attend annual conferences hosted by organizations such as The Center for Literacy and Learning, The Reading League, and the International Dyslexia Association.

Additionally, lecturer Dr. Hurst is part of a LETRS cohort of college professors in Utah who are dedicated to teaching the science of reading, is a founding member of Stronger Together: The Alliance for Reading Science in Higher Ed, and hosts a podcast, Literacy Talks, addressing topics related to the science of reading and collaborates with literacy experts through that venue as well.

SUU candidates attend practicums in local elementary schools where Southern Utah provides free inservice training for participating teachers on topics like effective phonemic awareness and phonics instruction.

Learn more from this program.



Texas A&M University - Texarkana

Undergraduate program

C. Kelly Cordray, Ed.D., Chair and Assistant Professor in the
Department of Teaching and Professional Programs in Education

I was hired four years ago to align all reading courses to the Science of Teaching Reading (STR). Since that time, I have worked tirelessly to make sure that every competency is fully covered and reinforced throughout the coursework at a pace and with enough practice that allows students to truly gain understanding in a way that will affect their teaching. I tell my candidates clearly that the journey to understanding the science of teaching reading will take them the full three semesters they spend in reading coursework.

STR is not the reading instruction most of my students grew up experiencing; so, we take time to investigate each component and any time I feel there is an area that needs more or different emphasis, I rework the course. Just as STR emphasizes direct, explicit teaching, I model by pointing out the how and why of each component, tying it all to foundational models such as Scarborough's Rope and the Simple View of Reading. It also means that I provide professional development support to other faculty and adjunct faculty that teach any of the three courses to ensure we all present the material in the same manner.

Although higher education is built around the tenet of academic freedom, my colleagues in our teacher preparation program have discussed on many occasions that due to the fact that our candidates have several certification exams they are responsible for at the end of the degree, we do not have the same freedom to pick and choose the concepts we include in our coursework especially when it comes to research-based reading instruction. Instead, we choose to be very intentional with the content and practicum, so our graduates leave our program Day 1 Ready!

Learn more from this program.



University of Virginia

Graduate program

Dr. Emily Solari, Edmund H. Henderson Professor of Education,
School of Education and Human Development

Dr. Latisha Hayes Associate Professor, School of Education and Human Development

The University of Virginia's Elementary Teacher Education program's literacy coursework is designed based on the most recent reading science and aligns the acquisition of new content, review opportunities, and spiraling of common content alongside cohesive practice opportunities. The MT in elementary education is a one-year program, running June through May. Preservice teacher candidates complete coursework on the foundations of reading development with applied practice with evidence-based classroom methods. This work is grounded in reading science, which allows candidates to understand the necessity of explicit and systematic instruction in the early grades in foundational reading skills (alphabetic principle, phonemic awareness, and phonics) with concurrent development of oral language skills and background knowledge to develop students into readers who gain meaning from written text (i.e., reading comprehension). The reading methods course also highlights reading and early language instruction for diverse learners including English Learners and speakers of non-mainstream English.

The teacher education program's reading methods courses develop teacher knowledge alongside practical application in classroom settings. In addition to the reading methods coursework, teacher candidates complete a clinical experience course where they work one-to-one with an elementary grade student using an evidence-based reading intervention program, providing them the opportunity to engage with scientifically aligned reading instruction and practices. During the practicum, students engage with 1) the overarching concepts of science-based reading development, 2) assessment practices, and 3) pedagogical skills based on evidence from multiple disciplines, including cognitive and developmental sciences, neuroscience, linguistics, education, and communication sciences.

Learn more from this program.

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15. For this analysis, alphabetics falls under the component of "phonics."

16. For this analysis, oral language falls under the component for "vocabulary."

17. All 10 of these analysts are current or former elementary teachers, six are certified in scientifically based reading techniques, and nine have completed at least a master's degree.

18. See the *Reading Foundations Technical Report* for more information.

19. See the *Reading Foundations Technical Report* for more information about the purposes and participants of the Expert Panel and Technical Advisory Group.

20. "Instructional hours" refers to the estimated hours of course time, not semester credit hours. For example, a three-credit-hour course may have three one-hour class meetings each week. Each class meeting would count as one instructional hour. Because courses that meet on multiple occasions each week may have a weekly schedule in the syllabus, adjustments are made in the coding process to ensure that the appropriate number of instructional hours are credited to each entry in the course schedule.

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26. In 2020, the *Teacher Prep Review: Program Performance in Early Reading Instruction* found phonemic awareness was the least addressed component from 2013 to 2020 (51% in 2020, 43% in 2018, and 35% in 2013).

27. At least 50% of programs in Rhode Island and Alaska also adequately address all five components, but due to the small sample sizes of programs in these states (fewer than five programs), they are excluded from this list.

28. There were 239 educators who responded to the Open Comment Survey (69% worked in teacher preparation programs, 8% worked in state education agencies, 7% worked as teachers or other positions in school districts, and 6% were educational researchers or faculty not working directly in teacher preparation; the remainder identified as elected officials, people working in advocacy groups, or "other").

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APPENDIX A

Changes to the Reading Foundations standard

NCTQ updated the Reading Foundations standard to align with the most recent research and to address additional areas of importance based on expert input and the views of the education field. Specifically, these changes include:

- **Changes in instructional time required on a component**. NCTQ revisited and adjusted the instructional time target for each of the five core components based on input from the Expert Advisory Panel and the Open Comment Survey.

Recommended minimum instructional hours by component

	Phonemic awareness	Phonics	Fluency	Vocabulary	Comprehension
Expert panel	7 hours	8 hours	4 hours	6 hours	9 hours
Survey (average)	6.2 hours	7.1 hours	5.1 hours	6.3 hours	7.4 hours
Survey (modal response)	4 to 5; 6 to 7 hours	8 to 9 hours	4 to 5 hours	6 to 7 hours	10 or more hours
Reading Foundations instructional hour target	**7 hours**	**8 hours**	**4 hours**	**6 hours**	**9 hours**

The resulting minimums vary by component and exceed the minimums under the previous version of the standard, which required only two class sessions (roughly three hours) for each component.

- **Changes in Practice/Application expectations**. Previous iterations of the standard combined "tests," "assignments," and "practice" under Demonstration of Knowledge. In the revised standard, Practice/Application is separated from the newly titled Objective Measures of Knowledge section (tests/quizzes and graded assignments) to better focus on

the importance of programs providing candidates with opportunities to apply teaching the five core components in actual or simulated classrooms. This change received broad support in the open comment survey, in which 80% of respondents agreed that it was necessary to separate these two instructional approaches and that a focus on practice is a necessary component of learning how to teach reading.

- **Deduction of a letter grade for contradictory approaches.** Because the content of required reading courses does not always reflect the current research highlighted by the National Reading Panel and What Works Clearinghouse, the revised standard calls out instances of teaching practices that run counter to scientifically based reading instruction. When programs are found to provide instruction on four or more of the contrary practices, they lose a letter grade.

The revised standard also focuses on the importance of teacher candidates learning additional teaching techniques and assessment strategies to support struggling readers, English language learners, and students who speak language varieties other than mainstream English. While this part of the standard is not graded, the analysis provides programs with feedback on their coverage of these three components.

Overall, these revisions aim to provide a more detailed and comprehensive assessment of the quality of reading instruction programs provide. More information on these changes and the process through which they were made can be found in the *Reading Foundations Technical Report*.

Why and how these changes were made

The purpose of the revision process was to update the research basis of the standard, revisit the depth of instruction necessary for effective teacher preparation, and provide a more holistic view of preparation in reading instruction. Additionally, the standard was revised to highlight practices supporting struggling readers, English language learners, and speakers of language varieties other than mainstream English; to recognize the damage incurred to students by content contrary to research-based practices; and to provide more in-depth and explicit feedback to elementary teacher preparation programs.

The Reading Foundations standard was revised through a process including multiple points of external engagement, including soliciting evidence from panels of reading and technical experts (see acknowledgements for list of experts), inviting public comment from stakeholders via an Open Comment Survey (which garnered 239 responses, 80% coming from teacher preparation programs), and examining available information on several teacher licensure assessments to valdidate recommendations.

The Expert Advisory Panel provided NCTQ with feedback on the content of the Reading Foundations standard. The panel met three times prior to finalizing methodology decisions, including a launch meeting to review results from the previous Early Reading standard and examples of exemplary materials, a meeting on the core components of reading instruction, and a meeting focused on topics related to supporting a range of learners. The Technical Advisory Group, consisting of education policy, statistics, and psychometric experts, also met several times during the standard revision process to advise NCTQ on the analysis and scoring process, and to ensure strong inter-rater reliability and methodological practices.

NCTQ conducted an Open Comment Survey of subject-matter experts and stakeholders to gather feedback on the preparation of teacher candidates to teach reading. Nearly 240 educators responded, including those working in teacher preparation programs, state education agencies, school districts, and educational researchers or faculty not working directly in teacher preparation. Of the respondents, 89% agreed or strongly agreed it is important for teacher preparation programs to meet the NCTQ claim. Further, **when asked if the process NCTQ had designed (i.e., examining syllabi and background materials for evidence of the instructional approaches) would provide useful insights into the quality of teacher preparation programs, approximately 86% of respondents agreed or strongly agreed.**

For more information on the revisions process for the Reading Foundations standard, including the results of the Open Comment Survey, see the full Reading Foundations Technical Report.

APPENDIX B

Methodology in brief

Analysis for the Reading Foundations standard began by determining the programs to be included. Both undergraduate and graduate (or post-baccalaureate) elementary teacher preparation programs that lead to initial licensure at all public institutions and private institutions that have an annual production of at least 10 elementary teachers were eligible for inclusion. This resulted in a universe of 1,146 programs housed within 959 institutions that qualified for analysis.[i] Alternate-route programs are not included in the sample for this iteration of the Reading Foundations standard. Because not all programs provided sufficient documentation to be rated, the final sample includes 693 programs housed in 578 institutions of higher education, and is inclusive of programs in all 50 states and the District of Columbia.

Once the sample was determined, a team of analysts used course catalogs to identify the required coursework for each elementary program. Course titles and descriptions were used to identify all courses that addressed reading instruction. Next, NCTQ sent a request for course material to each program in the universe of programs. Programs were asked to identify any missing courses to ensure that no reading courses were excluded. The majority of syllabi analyzed were from fall 2018 to fall 2022, although some programs submitted materials from spring 2023 in response to the preliminary analysis. In total, collecting evidence, analyzing materials, and conducting the preliminary review process with all programs took 12 months to complete.

When material was received, course-level analysis relied on two sources of data:

- Syllabi for required courses that address reading instruction, including ancillary materials such as lecture slides or assignment descriptions.

- Background materials, such as textbooks or articles for required courses that address reading instruction.

Expert analysts reviewed each course for its coverage of each of the five components of scientifically based reading instruction, and three components focused on supporting a range of learners. Course analysis for each component and for each student group relied on evidence that the program teaches the components based on four instructional approaches:

- Use of instructional hours to address each component, as specified by the lecture schedule, as well as course time spent on content contrary to research-based practices.
    - Phonemic Awareness = at least 7 hours
    - Phonics = at least 8 hours
    - Fluency = at least 4 hours
    - Vocabulary = at least 6 hours
    - Comprehension = at least 9 hours
- Requirements for candidates to demonstrate knowledge of individual components through objective measures of knowledge (tests, quizzes, or written, graded assignments).
- Requirements for practice/application of instruction or assessment on individual components.
- Requirements for background materials (e.g., textbooks, videos, articles), described further below.

After expert analysts reviewed course syllabi for the first three instructional approaches—instructional hours, objective measures of knowledge, and practice opportunities—13% of programs were then randomly selected for evaluation by a second analyst to assess the frequency of scoring variances. The process and the results are described in detail in the *Reading Foundations Technical Report*.

Another team of expert analysts separately analyzed the fourth instructional approach, required background materials. These materials were identified using the *required reading* section of course syllabi (or university bookstore information, in instances where course material is absent from syllabi). Reviewers analyzed each material for its coverage of the science of reading and attention to supporting a range of learners. The process of reviewing a book followed these steps:

- The reviewer determines if the text is "comprehensive" (covers all five of the components), "specialized" (designed to cover only a subset of components), or "synopsis" (brief or introductory documents describing the components without sufficient depth to be used alone).
- The reviewer determines if the content presents each component in light of the science, absent of unproven practice, and advances a depth of knowledge about not only how students learn to read, but also specifically how to teach students to read.
- References were also checked for primary sources, researchers, and trusted peer-reviewed journals that present the consensus around the science of reading.

Each of the five core components (phonemic awareness, phonics, fluency, vocabulary, comprehension) was assessed separately for all four instructional approaches within each course, earning up to three points per approach, or 12 points per component.

Component-level scoring (across courses)

	Component-level points			
Instructional Approach	**0**	**1**	**2**	**3**
Instructional Hours	Number of hours summed across courses divided by the threshold times three points (capped at three points)			
Objective Measures of Knowledge	No tests/ quizzes **AND** no graded written assignments	Part of one graded written assignment	One graded written assignment	At least one test/ quiz **OR** more than one graded written assignment
Practice/Application	No practice/ application session	Part of one practice/application session	One practice/ application session	More than one practice/application session
Background Materials (averaged within and then across courses)	Unacceptable materials earn a **zero**; acceptable materials earn a three. All materials on a component are averaged within a course and then across courses.			

The sum of the course-level scores was used to produce a program-level score for each component (with a maximum of 12 points per component). To earn credit for a component, the program must have earned eight of 12 available points (or 67%). The five program-level component scores were used to determine the overall grade.

Example of scoring: Phonemic awareness

Instructional approach	Component analysis (across all courses)	Points earned
Instructional Hours (based on a proportion of the total hours needed to meet the target)	4 hours out of the 7 hours needed to meet target *(4 hours ÷ 7 hours x 3 points)*	1.7
Objective Measures of Knowledge	One graded written assignment	2
Practice/Application	One practice session	2
Background Materials (averaged within and then across courses)	One textbook, two supplementary materials: all deemed acceptable	3
Total points earned for this component		**8.7**

Grading for a program was based on the number of reading components for which the program received credit. Each component (phonemic awareness, phonics, fluency, vocabulary, and comprehension) was equally weighted.

Grading rules

Program grade	Grading rule: Receive eight or more points for…
A+	Programs earn an A, meet a higher point threshold for each component (an average of 10 points across components), and teach no practices contrary to the science of reading.
A	All five of the five core components of scientifically based reading instruction, and do not teach more than three practices contrary to the science of reading.
B	Four of the five core components of scientifically based reading instruction **OR** all five core components but teach four or more practices contrary to the science of reading.
C	Three of the five core components of scientifically based reading instruction **OR** four core components but teach four or more practices contrary to the science of reading.
D	Two of the five core components of scientifically based reading instruction **OR** three core components but teach four or more practices contrary to the science of reading.
F	One or none of the five core components of scientifically based reading instruction **OR** two core components but teach four or more practices contrary to the science of reading.

Content contrary to research-based practices

During the analysis of course materials, NCTQ expert analysts also collected whether there was evidence that a program teaches any of nine identified practices contrary to the science of reading. If a program teaches four or more contrary practices, its letter grade was reduced by one grade.

Practices contrary to research-based practices include the following:

- Three-cueing systems
- Running records
- Miscue analysis
- Balanced literacy models
- Guided reading

- Reading Workshop
- Leveled texts
- Embedded/implicit phonics
- Developmental Reading Assessment (DRA), Informal Reading Inventory (IRI), or Qualitative Reading Inventory (QRI)

Before NCTQ published program scores, programs privately received their scores with detailed feedback on the findings from each course and had at least two weeks to respond to provide any additional evidence, clarifications, or corrections.

Supporting a range of learners

To evaluate whether prep programs provide instruction on how to support a range of learners (struggling readers, English language learners, and students who speak English language varieties), analysts looked for at least two instructional hours dedicated to each learner group, as well as evidence the program uses research-based background materials, uses objective measures of knowledge to assess candidates' knowledge of how to use specific approaches to help these student groups learn how to read, and provides practice/application opportunities related to each group of students. Programs can earn up to two points for each instructional approach for each group of students (for a total of eight points for each student group). These areas are not included in a program's grade, but programs received detailed feedback on the evidence of their attention to supporting a range of learners.

For more information on the methodology for the Reading Foundations standard, see the full Reading Foundations Technical Report.

ENDNOTES (APPENDIX B)

i. Ten programs are not included in the sample because of changes in program structure, limitation in the data they provided, or late submissions of materials (for the latter group, scores will be posted at a later date).

APPENDIX C

Content contrary to research-based practices

One important change in the Reading Foundations standard is that if programs teach four or more practices contrary to research-based practices, they lose a letter grade from their overall score. The nine practices were identified based on research and input from the Expert Advisory Panel. Many contrary practices are grounded in a well-intentioned, but ultimately false, understanding of how children learn to read.

Three-cueing systems

Also known as the structure/meaning/visual system (SMV), three-cueing describes the support for early word recognition that "[relies] on a combination of of semantic, syntactic, and graphophonic cues simultaneously to formulate an intelligent hypothesis about a word's identity."[i] In other words, children who encounter a word they do not recognize are instructed to use one of three strategies: "guess what the word might be" based on context; "look at the picture to help guess what the word might be;" and "look at the first letter to help guess what the word might be," and if the guess makes sense, then check to see if it "looks right."[ii] Despite widespread use by K-2 and elementary special education teachers, reading experts discourage guessing techniques because they represent lost opportunities to help children practice decoding,[iii] and represent an ineffective strategy for reading advanced texts.[iv]

Miscue analysis

Grounded in the idea students use clues, or "cues," to determine what a word is, miscue analysis is a practice employed by teachers to "uncover the strategies children use in their reading" when reading differs from written text (e.g., substituting "pony" for "horse"),[v] primarily to help students focus on context rather than letter patterns and positions.[vi] Due to the focus on "cues," this practice distracts from helping students decode (or pronounce) the words on the page.

Running records

Running records is an assessment in which a teacher observes a student's oral reading of a passage and records the number of errors to calculate the accuracy level.[vii] Intended in part as a formative assessment, running records are used to identify student's "reading level," to determine appropriate student groupings, and to monitor student growth.[viii] Though widely popular, studies on running records show they produce inconsistent results based on both teachers' accuracy in scoring[ix] and students' accuracy in reading different texts. Further, Running Records assessments may include the use of miscue analysis to determine why students make errors, which is often rooted in three-cueing models of understanding reading.[x]

Balanced literacy models

Balanced literacy models represent an approach to reading characterized by the use of read-alouds, shared readings, small group guided reading, and independent reading, typically relying heavily on leveled books and focusing on meaning-based instruction.[xi] In contrast to structured literacy, balanced literacy models often eschew the explicit, systematic teaching of phonemic awareness and phonics skills, demonstrating a preference for approaches emphasizing context clues, like three-cueing.[xii] Widely used balanced literacy approaches such as *Units of Study*[xiii] have been found to devote too little time to phonics, use three-cueing or SMV strategies, fail to systematically build knowledge, and do not provide support for English language learners.[xiv] Similarly, Fountas and Pinnell Classroom, another balanced literacy-based program, received low marks for its inaccurate leveling system; lack of research base or evidenced-based explanation of the sequence for teaching phonics; and inadequate time devoted to phonological awareness, phonics, and fluency (among other areas).[xv]

Guided reading

Guided reading is an approach to reading instruction where students are grouped according to their "reading level" and asked to read appropriately "leveled texts."[xvi] Instruction focuses on reading for meaning, and the practice typically promotes using cues (including background knowledge and pictures), English syntax, and visual information (including sound-symbol relationships).[xvii] Research on guided reading shows it is not as effective as explicit instruction, particularly for phonological decoding and comprehension.[xviii] Additionally, English language learners have consistently shown greater gains with explicit instruction compared to balanced literacy approaches relying on guided reading.[xix]

Reading Workshop

Units of Study is commonly called, "Reading Workshop," and is a balanced literacy curriculum characterized by the use of read-alouds, small group guided reading, shared readings, and independent reading. Evaluations have found the program lacking systematic and explicit instruction in all foundational skills,[xx] with one expert noting, "many activities designed to practice deepening reading ability were designated as optional."[xxi] Like other balanced literacy models, Reading Workshop uses cueing systems for solving unknown words, encouraging students to focus on the initial sounds of words and meaning cues rather than explicitly teaching decoding strategies.

Leveled text

Leveled texts are "reading materials that represent a progression from more simple to more complex and challenging texts."[xxii] These texts are often used based on the premise that student learning should primarily occur using texts at their "instructional level," which they read with a high (but not perfect) level of accuracy with some support from a teacher.[xxiii] The use of leveled texts is critiqued because they "do not follow a scope and sequence of decoding skill instruction," do not provide enough repeat exposure to phonics patterns to allow novice readers to practice them, and encourage word memorization rather than teaching decoding techniques.[xxiv] Further, studies have found students may learn more by reading texts above their instructional level, while leveled readers limit students' exposure to rich content or complex language.[xxv]

Embedded/implicit phonics

In contrast to explicit (or synthetic) phonics instruction, embedded or implicit phonics instruction links the reading of children's literature or texts for the purpose of developing meaning,[xxvi] where "sound/spelling correspondence are inferred from reading whole words and introduced as students encounter them in text."[xxvii] In comparing the effectiveness of systematic phonics instruction to embedded phonics instruction, studies found students learn more through systematic phonics instruction.[xxviii]

Development Reading Assessment (DRA), Informal Reading Inventory (IRI), or Qualitative Reading Inventory (QRI)

Part of teaching reading is diagnosing students' progress and identifying reading difficulties through the use of various assessments. Unfortunately, some ineffective assessments are commonly used and taught, including informal reading inventory (IRA), qualitative reading inventory (QRI), and developmental reading assessments (DRA). These assessments are typified by a student reading orally from a passage (DRA), or a list (IRI, QRI), while an instructor tracks student errors.[xxix] Informal reading inventories have low reliability when tracking student performance,[xxx] and the DRA has little evidence supporting its validity or reliability.[xxxi] The reliability of a test matters—in the case of running records, two teachers can assess the same student and report different measures of performance[xxxii]—and students' performance on the IRI can vary wildly across texts considered to be the same "level."[xxxiii] Though QRIs have a higher level of reliability, student performance on the QRI is more related to listening comprehension than decoding ability.[xxxiv]

For more information on these contrary practices, see the full Reading Foundations Technical Report.

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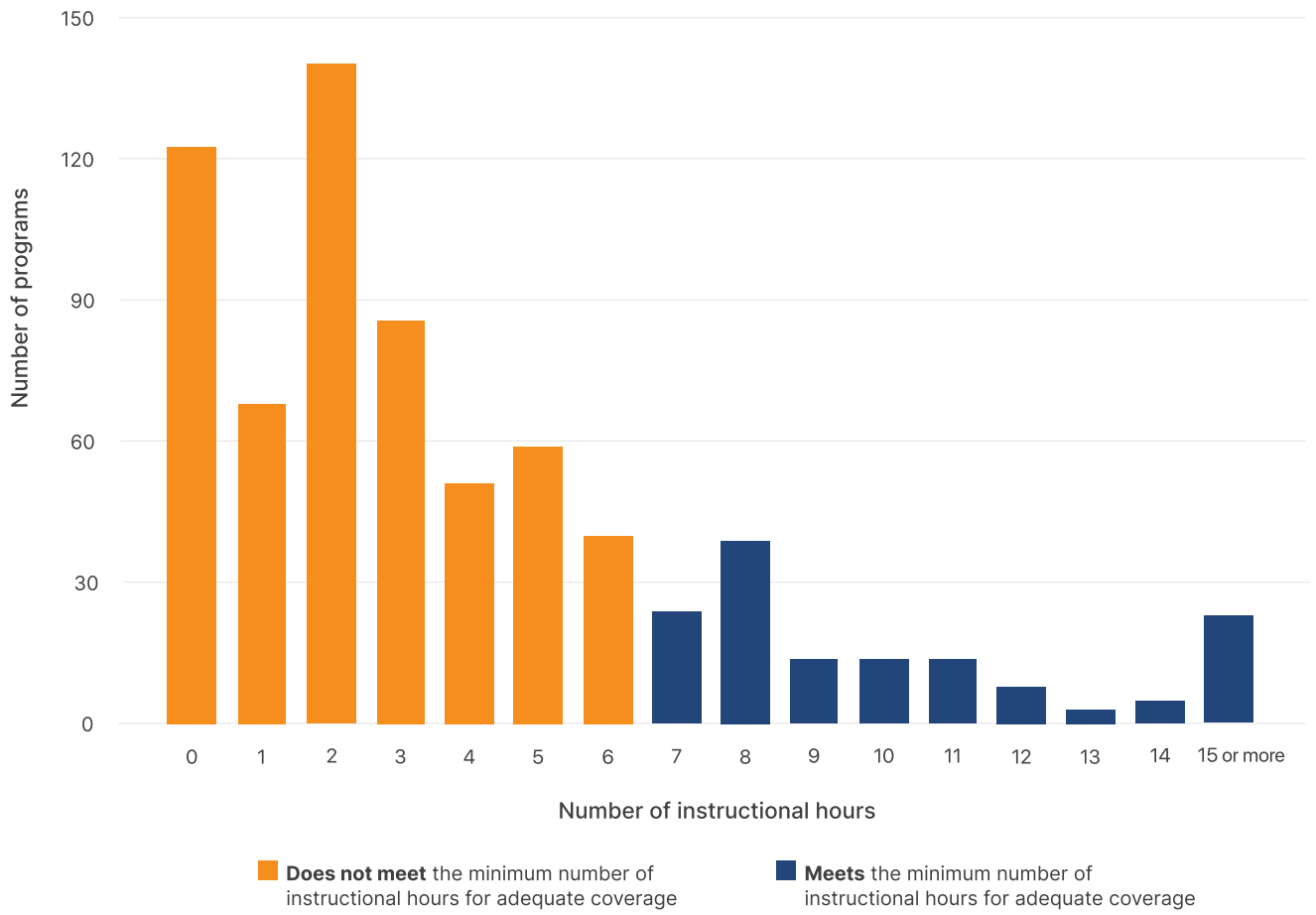
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APPENDIX D

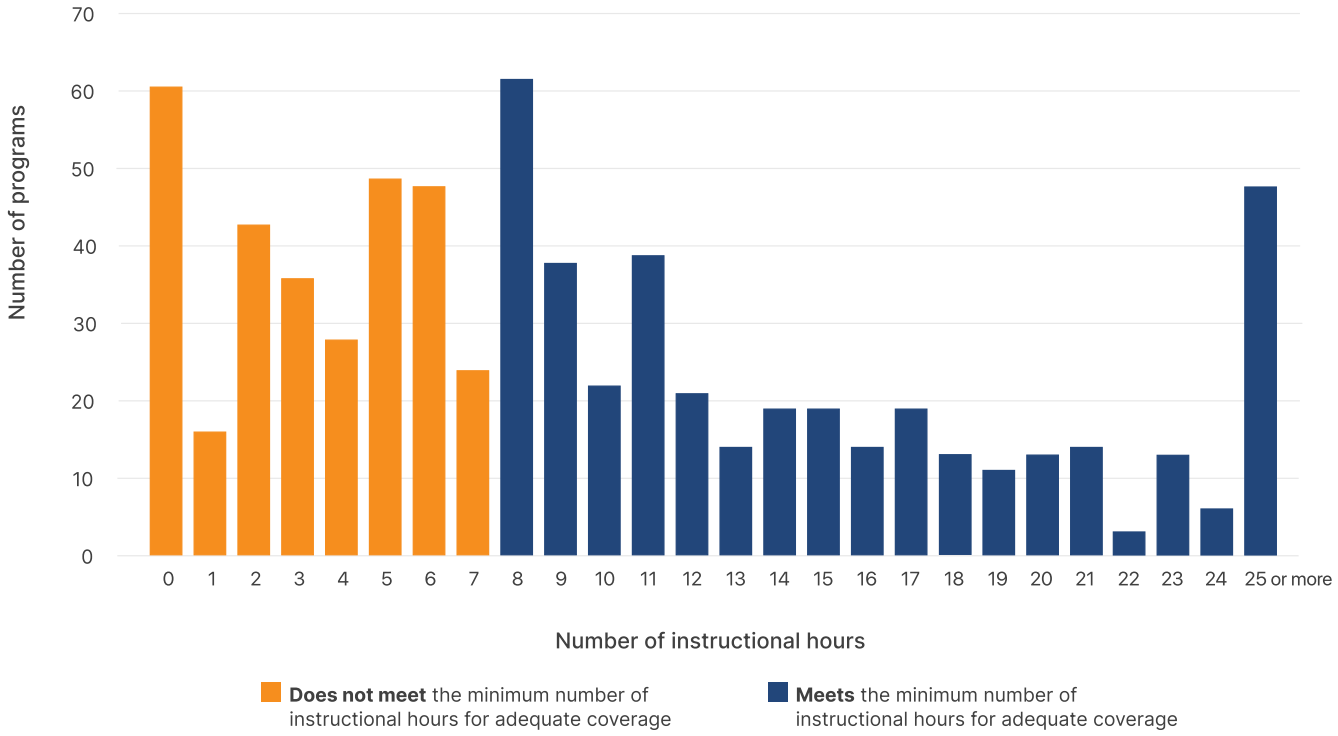
Instructional hours by component

The graphs below detail the instructional hours programs dedicate to each component. Columns in orange include the number of programs that dedicate instructional hours that are below the target, while the blue columns indicate the number of programs that either meet or exceed the instructional hours target for that component.

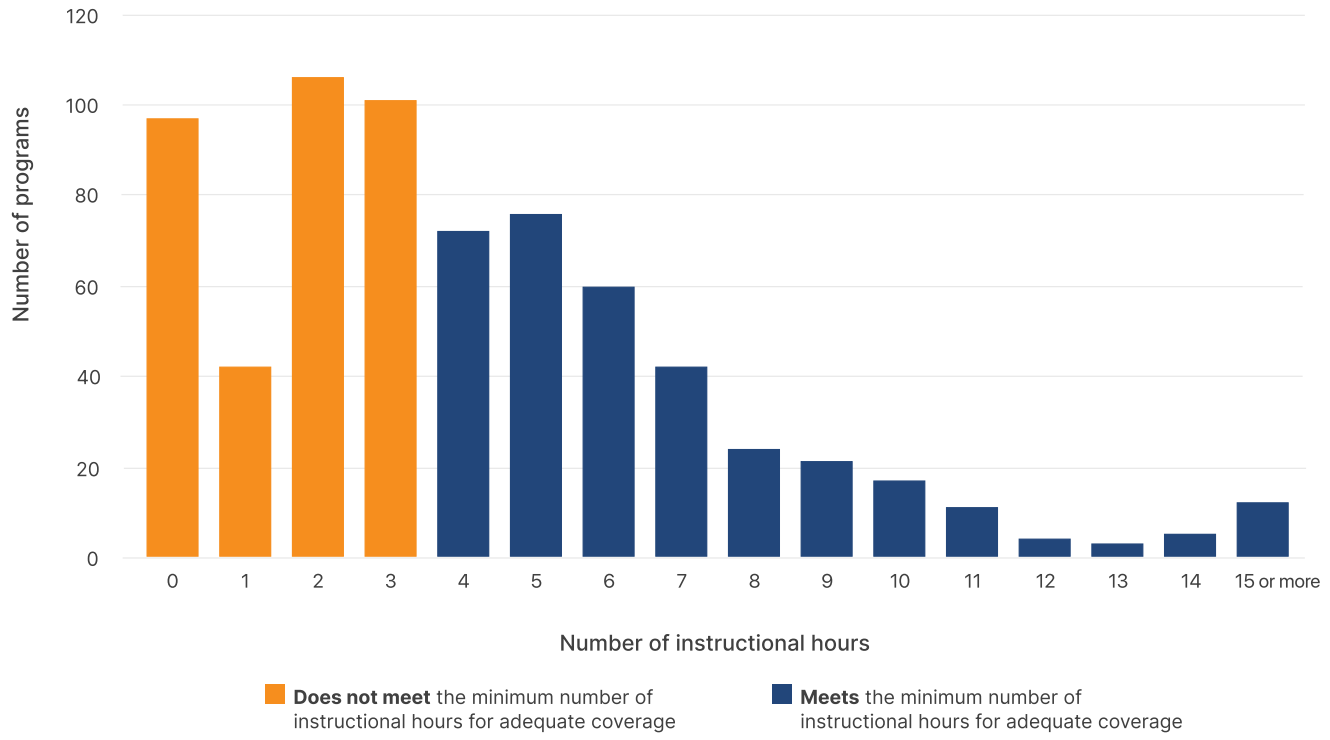
Number of instructional hours programs dedicate to phonemic awareness



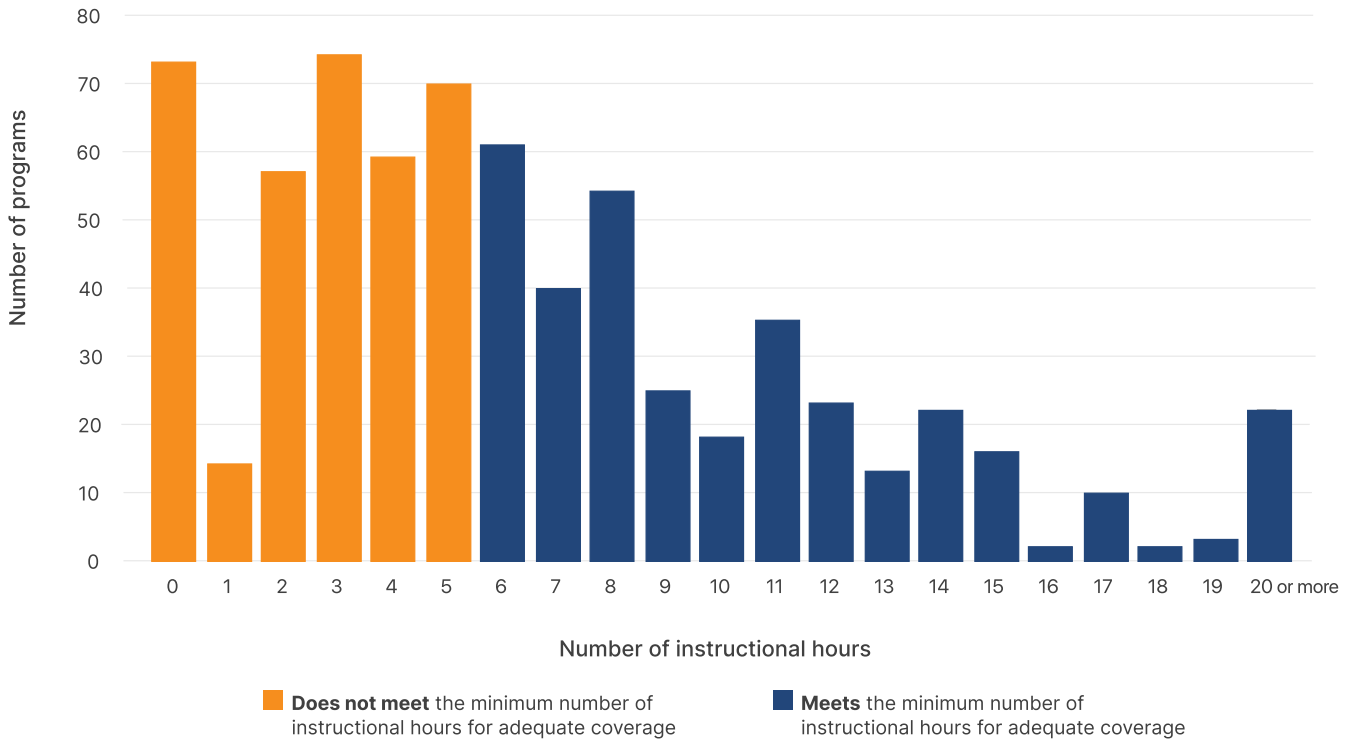
Number of instructional hours programs dedicate to phonics



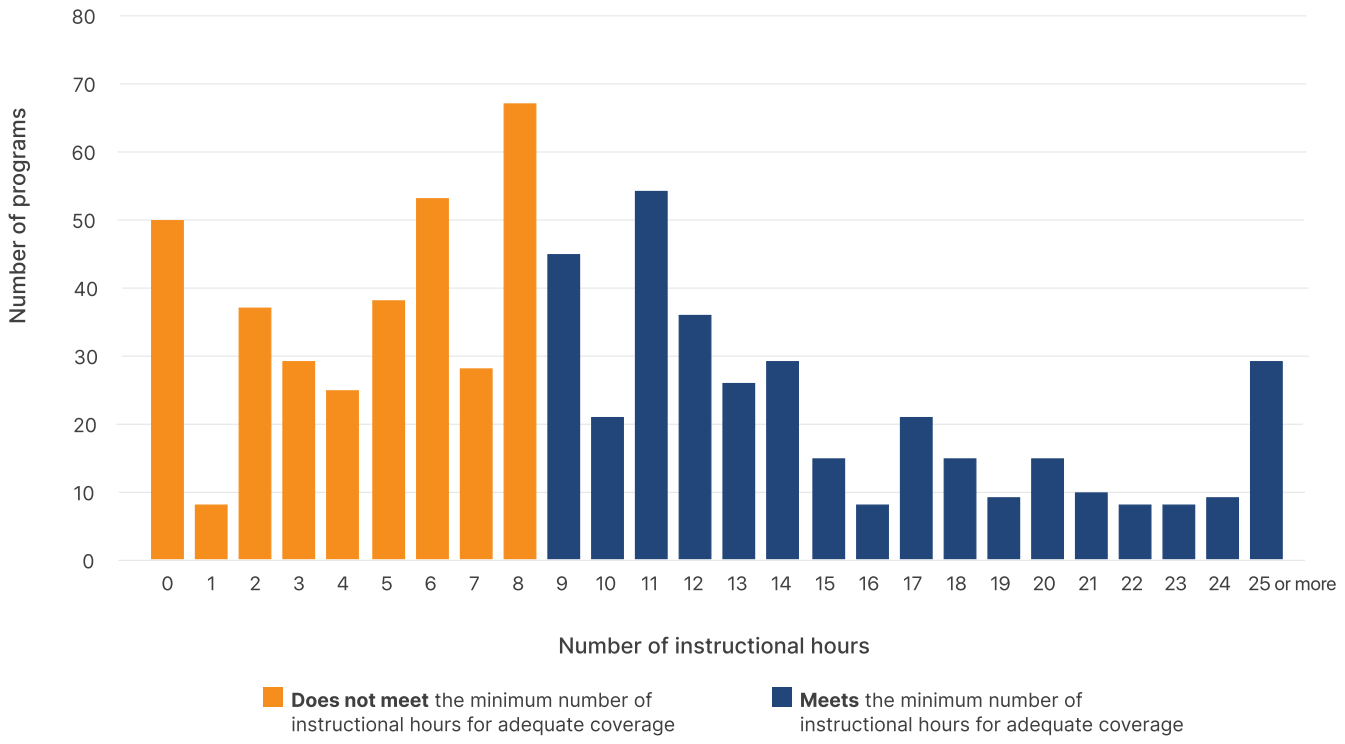
Number of instructional hours programs dedicate to fluency



Number of instructional hours programs dedicate to vocabulary



Number of instructional hours programs dedicate to comprehension



APPENDIX E

Institutions that refused to participate

While 578 institutions cooperated with NCTQ and made their preparation materials available for review or NCTQ was able to obtain public materials, 376 institutions chose not to make their materials available for review. These non-cooperating institutions, located in 44 states and the District of Columbia, prepare an estimated 16,000 elementary teachers each year, most of whom will go on to teach in public schools.

It is the position of NCTQ that when colleges and universities choose to open a program to prepare the next generation of teachers, they are, in effect, entering into an agreement with not only the state, which approves the program to operate, but also the school districts that hire teachers, the aspiring teachers who enroll in the program, and the students who will learn from teachers prepared by these programs and expect them to be experts in the field. For this reason, NCTQ believes preparation programs have a moral obligation, as well as a legal one, to disclose to their stakeholders how they are preparing aspiring teachers and whether preparation aligns with the best available research-based practices.

The following is a list of institutions that were invited to submit materials to the *Teacher Prep Review* but refused to do so explicitly, by providing heavily redacted materials, or through unresponsiveness.

State	Institution	Type
Alabama	Athens State University	Public
Alabama	Auburn University at Montgomery	Public
Alabama	Birmingham Southern College	Private
Alabama	University of Alabama at Birmingham	Public
Alabama	University of Mobile	Private
Alabama	University of North Alabama	Public
Arizona	Grand Canyon University	Private
Arizona	Ottawa University - Surprise	Private
Arizona	University of Phoenix	Private
Arkansas	Harding University	Private
California	Alliant International University	Private
California	Azusa Pacific University	Private
California	Biola University	Private
California	California Baptist University	Private
California	California Lutheran University	Private

State	Institution	Type
California	Concordia University Irvine	Private
California	Dominican University of California	Private
California	Fresno Pacific University	Private
California	Hope International University	Private
California	Loyola Marymount University	Private
California	Mount St. Mary's University	Private
California	National University	Private
California	Notre Dame de Namur University	Private
California	Saint Mary's College of California	Private
California	Simpson University	Private
California	University of California - Berkeley	Public
California	University of Massachusetts Global	Private
California	University of San Diego	Private
California	University of San Francisco	Private
California	University of the Pacific	Private
California	Vanguard University of Southern California	Private
Colorado	Regis University	Private
Colorado	University of Denver	Private
Connecticut	Fairfield University	Private
Connecticut	Quinnipiac University	Private
Connecticut	Sacred Heart University	Private
Connecticut	University of Hartford	Private
Connecticut	University of Saint Joseph	Private
Delaware	Wilmington University	Private
District of Columbia	Catholic University of America	Private
District of Columbia	George Washington University	Private
District of Columbia	Howard University	Private
Florida	Florida Southern College	Private
Florida	Saint Leo University	Private
Florida	Stetson University	Private
Florida	University of Miami	Private
Florida	University of Tampa	Private
Florida	Warner University	Private
Georgia	Berry College	Private
Georgia	Brenau University	Private
Georgia	Covenant College	Private
Georgia	Mercer University	Private
Georgia	Piedmont University	Private
Georgia	Reinhardt University	Private
Georgia	Shorter University	Private
Hawaii	Chaminade University of Honolulu	Private
Idaho	Brigham Young University - Idaho	Private

State	Institution	Type
Illinois	Augustana College	Private
Illinois	Aurora University	Private
Illinois	Benedictine University	Private
Illinois	Blackburn College	Private
Illinois	Bradley University	Private
Illinois	Concordia University Chicago	Private
Illinois	DePaul University	Private
Illinois	Dominican University	Private
Illinois	Eastern Illinois University	Public
Illinois	Elmhurst University	Private
Illinois	Illinois State University	Public
Illinois	Knox College	Private
Illinois	Lewis University	Private
Illinois	McKendree University	Private
Illinois	Millikin University	Private
Illinois	Monmouth College	Private
Illinois	National Louis University	Private
Illinois	North Central College	Private
Illinois	North Park University	Private
Illinois	Northern Illinois University	Public
Illinois	Quincy University	Private
Illinois	Rockford University	Private
Illinois	Roosevelt University	Private
Illinois	Saint Xavier University	Private
Illinois	Southern Illinois University	Public
Illinois	Edwardsville Trinity Christian College	Private
Illinois	University of Chicago	Private
Illinois	Western Illinois University	Public
Illinois	Wheaton College	Private
Indiana	Bethel University	Private
Indiana	Butler University	Private
Indiana	Franklin College	Private
Indiana	Goshen College	Private
Indiana	Grace College and Theological Seminary	Private
Indiana	Indiana Wesleyan University	Private
Indiana	Saint Mary's College	Private
Indiana	Taylor University	Private
Indiana	University of Indianapolis	Private
Indiana	University of Saint Francis	Private
Indiana	Valparaiso University	Private
Iowa	Briar Cliff University	Private

State	Institution	Type
Iowa	Buena Vista University	Private
Iowa	Central College	Private
Iowa	Clarke University	Private
Iowa	Coe College	Private
Iowa	Dordt University	Private
Iowa	Graceland University	Private
Iowa	Grand View University	Private
Iowa	Iowa Wesleyan University	Private
Iowa	Luther College	Private
Iowa	Morningside University	Private
Iowa	Mount Mercy University	Private
Iowa	Northwestern College	Private
Iowa	Simpson College	Private
Iowa	St. Ambrose University University	Private
Iowa	of Dubuque	Private
Iowa	Upper Iowa University	Private
Iowa	Wartburg College	Private
Iowa	William Penn University	Private
Kansas	Baker University	Private
Kansas	Benedictine College	Private
Kansas	Emporia State University	Public
Kansas	Friends University	Private
Kansas	Kansas State University	Public
Kansas	MidAmerica Nazarene University	Private
Kansas	Ottawa University	Private
Kansas	Southwestern College	Private
Kansas	Sterling College	Private
Kansas	University of Saint Mary	Private
Kentucky	Alice Lloyd College	Private
Kentucky	Asbury University	Private
Maine	Husson University	Private
Maine	University of Maine at Machias	Public
Maine	University of Maine at Presque Isle	Public
Maine	University of New England Loyola	Private
Maryland	University Maryland Mount St.	Private
Maryland	Mary's University Notre Dame of	Private
Maryland	Maryland University Stevenson	Private
Maryland	University	Private
Massachusetts	American International College	Private
Massachusetts	Assumption University	Private
Massachusetts	Brandeis University	Private

State	Institution	Type
Massachusetts	Cambridge College	Private
Massachusetts	Clark University	Private
Massachusetts	Curry College	Private
Massachusetts	Emmanuel College	Private
Massachusetts	Endicott College	Private
Massachusetts	Mount Holyoke College	Private
Massachusetts	Northeastern University	Private
Massachusetts	Simmons University	Private
Massachusetts	Smith College	Private
Massachusetts	Springfield College	Private
Massachusetts	Stonehill College	Private
Massachusetts	University of Massachusetts - Amherst	Public
Michigan	Alma College	Private
Michigan	Calvin University	Private
Michigan	Cornerstone University	Private
Michigan	Eastern Michigan University	Public
Michigan	Hope College	Private
Michigan	Madonna University	Private
Michigan	Saginaw Valley State University	Public
Michigan	Western Michigan University	Public
Minnesota	Augsburg University	Private
Minnesota	Bethel University	Private
Minnesota	College of Saint Scholastica	Private
Minnesota	Concordia College at Moorhead	Private
Minnesota	Crown College	Private
Minnesota	Gustavus Adolphus College	Private
Minnesota	Hamline University	Private
Minnesota	Martin Luther College	Private
Minnesota	Saint Mary's University of Minnesota	Private
Minnesota	St. Catherine University	Private
Minnesota	University of Northwestern - St. Paul	Private
Mississippi	Blue Mountain College	Private
Missouri	College of the Ozarks	Private
Missouri	Columbia College	Private
Missouri	Drury University	Private
Missouri	Evangel University	Private
Missouri	Fontbonne University	Private
Missouri	Harris-Stowe State University	Public
Missouri	Maryville University of St. Louis	Private
Missouri	Missouri Baptist University	Private
Missouri	Missouri State University	Public
Missouri	Missouri Valley College	Private

State	Institution	Type
Missouri	Park University	Private
Missouri	Rockhurst University	Private
Missouri	Southwest Baptist University	Private
Missouri	St. Louis University	Private
Missouri	Truman State University	Public
Missouri	University of Missouri - Columbia	Public
Missouri	Washington University in St. Louis	Private
Missouri	Webster University	Private
Montana	Carroll College	Private
Montana	Rocky Mountain College	Private
Nebraska	Chadron State College	Public
Nebraska	College of Saint Mary	Private
Nebraska	Hastings College	Private
Nebraska	Midland University	Private
Nebraska	Peru State College	Public
New Hampshire	Antioch University New England	Private
New Hampshire	Rivier University	Private
New Jersey	Bloomfield College	Private
New Jersey	Caldwell University	Private
New Jersey	Centenary University	Private
New Jersey	Fairleigh Dickinson University	Private
New Jersey	Felician University	Private
New Jersey	Kean University	Public
New Jersey	Monmouth University	Private
New Jersey	New Jersey City University	Public
New Jersey	Rutgers University - Camden	Public
New Jersey	Saint Elizabeth University	Private
New Jersey	Saint Peter's University	Private
New Jersey	Seton Hall University	Private
New Jersey	William Paterson University of New Jersey	Public
New York	Adelphi University	Private
New York	Bank Street College of Education	Private
New York	College of Saint Rose	Private
New York	Columbia University	Private
New York	CUNY - Hunter College	Public
New York	Daemen College	Private
New York	Dominican College	Private
New York	Fordham University	Private
New York	Hofstra University	Private
New York	Iona College	Private
New York	Keuka College	Private
New York	Le Moyne College	Private

State	Institution	Type
New York	Long Island University	Private
New York	Manhattanville College	Private
New York	Marist College	Private
New York	Medaille College	Private
New York	Mercy College	Private
New York	Molloy College	Private
New York	Mount Saint Mary College	Private
New York	Nazareth College	Private
New York	New York Institute of Technology	Private
New York	New York University	Private
New York	Niagara University	Private
New York	Pace University	Private
New York	Sage Colleges	Private
New York	St. Bonaventure University	Private
New York	St. Francis College	Private
New York	St. John Fisher College	Private
New York	St. Joseph's College	Private
New York	St. Thomas Aquinas College	Private
New York	Syracuse University	Private
New York	Touro College	Private
New York	Utica College	Private
New York	Wagner College	Private
North Carolina	Barton College	Private
North Carolina	Belmont Abbey College	Private
North Carolina	Gardner-Webb University	Private
North Carolina	Greensboro College	Private
North Carolina	Guilford College	Private
North Carolina	Mars Hill University	Private
North Carolina	Meredith College	Private
North Carolina	North Carolina Wesleyan College	Private
North Carolina	Pfeiffer University	Private
North Carolina	Salem College	Private
North Carolina	St. Andrews University	Private
North Carolina	Wingate University	Private
North Dakota	University of Jamestown	Private
Ohio	Baldwin Wallace University	Private
Ohio	Bluffton University	Private
Ohio	Capital University	Private
Ohio	Cedarville University	Private
Ohio	Franciscan University of Steubenville	Private
Ohio	John Carroll University	Private
Ohio	Lake Erie College	Private

State	Institution	Type
Ohio	Malone University	Private
Ohio	Mount Vernon Nazarene University	Private
Ohio	Muskingum University	Private
Ohio	Notre Dame College	Private
Ohio	Ohio Dominican University	Private
Ohio	Otterbein University	Private
Ohio	University of Cincinnati	Public
Ohio	University of Mount Union	Private
Ohio	Walsh University	Private
Ohio	Xavier University	Private
Oklahoma	Northeastern State University	Public
Oklahoma	Oklahoma Baptist University	Private
Oklahoma	Oral Roberts University	Private
Oregon	Corban University	Private
Oregon	George Fox University	Private
Oregon	Lewis and Clark College	Private
Oregon	Linfield University	Private
Oregon	Pacific University	Private
Oregon	University of Portland	Private
Oregon	Warner Pacific University	Private
Oregon	Western Oregon University	Public
Pennsylvania	Arcadia University	Private
Pennsylvania	Cairn University	Private
Pennsylvania	Carlow University	Private
Pennsylvania	Chestnut Hill College	Private
Pennsylvania	Clarks Summit University	Private
Pennsylvania	DeSales University	Private
Pennsylvania	Drexel University	Private
Pennsylvania	Gwynedd Mercy University	Private
Pennsylvania	Holy Family University	Private
Pennsylvania	Immaculata University	Private
Pennsylvania	King's College	Private
Pennsylvania	La Salle University	Private
Pennsylvania	Lebanon Valley College	Private
Pennsylvania	Marywood University	Private
Pennsylvania	Mercyhurst University	Private
Pennsylvania	Moravian University	Private
Pennsylvania	Pennsylvania State University	Public
Pennsylvania	Pennsylvania State University - Harrisburg	Public
Pennsylvania	Saint Joseph's University	Private
Pennsylvania	Saint Vincent College	Private
Pennsylvania	Seton Hill University	Private
Pennsylvania	Susquehanna University	Private

State	Institution	Type
Pennsylvania	Temple University	Public
Pennsylvania	University of Pittsburgh	Public
Pennsylvania	University of Pittsburgh at Bradford	Public
Pennsylvania	University of Pittsburgh at Johnstown	Public
Pennsylvania	Waynesburg University	Private
Pennsylvania	Westminster College	Private
Pennsylvania	Wilson College	Private
Pennsylvania	York College of Pennsylvania	Private
Rhode Island	Providence College	Private
Rhode Island	Roger Williams University	Private
Rhode Island	Salve Regina University	Private
South Carolina	Anderson University	Private
South Carolina	Coastal Carolina University	Public
South Carolina	Furman University	Private
South Carolina	North Greenville University	Private
South Carolina	University of South Carolina - Beaufort	Public
South Dakota	Augustana University	Private
Tennessee	Carson-Newman University	Private
Tennessee	Cumberland University	Private
Tennessee	King University	Private
Tennessee	Lee University	Private
Tennessee	Lincoln Memorial University	Private
Tennessee	Southern Adventist University	Private
Tennessee	Trevecca Nazarene University	Private
Tennessee	Vanderbilt University	Private
Texas	Abilene Christian University	Private
Texas	Baylor University	Private
Texas	Concordia University Texas	Private
Texas	Hardin-Simmons University	Private
Texas	Howard Payne University	Private
Texas	LeTourneau University	Private
Texas	Lubbock Christian University	Private
Texas	McMurry University	Private
Texas	Southern Methodist University	Private
Texas	Texas Christian University	Private
Texas	Texas Wesleyan University	Private
Texas	University of Mary Hardin - Baylor	Private
Texas	University of the Incarnate Word	Private
Texas	Wayland Baptist University	Private
Utah	Brigham Young University	Private
Utah	Westminster College	Private
Virginia	Bridgewater College	Private

State	Institution	Type
Virginia	Eastern Mennonite University	Private
Virginia	Hampton University	Private
Virginia	Mary Baldwin University	Private
Virginia	Roanoke College	Private
Virginia	Shenandoah University	Private
Virginia	University of Richmond	Private
Washington	Antioch University Seattle	Private
Washington	Gonzaga University	Private
Washington	Heritage University	Private
Washington	Northwest University	Private
Washington	Pacific Lutheran University	Private
Washington	Saint Martin's University	Private
Washington	Seattle Pacific University	Private
Washington	Seattle University	Private
Washington	University of Puget Sound	Private
Washington	Whitworth University	Private
West Virginia	Shepherd University	Public
West Virginia	West Virginia Wesleyan College	Private
Wisconsin	Alverno College	Private
Wisconsin	Cardinal Stritch University	Private
Wisconsin	Carroll University	Private
Wisconsin	Concordia University Wisconsin	Private
Wisconsin	Edgewood College	Private
Wisconsin	Marquette University	Private
Wisconsin	St. Norbert College	Private
Wisconsin	Wisconsin Lutheran College	Private

APPENDIX F

All program scores in Reading Foundations

Note that an asterisk by an institution name indicates that additional materials for consideration were provided after the review deadline, but prior to publication; scores for these programs may change pending review of those materials.

State	Institution	Program	2023 Grade
Alabama	Alabama A&M University	Undergraduate	B
Alabama	Alabama A&M University	Graduate	A+
Alabama	Alabama State University*	Undergraduate	B
Alabama	Auburn University	Undergraduate	F
Alabama	Jacksonville State University	Undergraduate	F
Alabama	Jacksonville State University	Graduate	F
Alabama	Miles College	Undergraduate	F
Alabama	Samford University	Undergraduate	A+
Alabama	Samford University	Graduate	A+
Alabama	Troy University	Undergraduate	A
Alabama	Troy University	Graduate	B
Alabama	University of Alabama	Undergraduate	B
Alabama	University of Alabama	Graduate	C
Alabama	University of Alabama in Huntsville	Undergraduate	C
Alabama	University of Montevallo	Undergraduate	F
Alabama	University of South Alabama	Undergraduate	A
Alabama	University of South Alabama	Graduate	A
Alabama	University of West Alabama	Undergraduate	A
Alaska	University of Alaska Fairbanks	Undergraduate	A
Alaska	University of Alaska Southeast	Undergraduate	B
Arizona	Arizona State University	Undergraduate	A
Arizona	Arizona State University	Graduate	A
Arizona	Northern Arizona University	Undergraduate	B
Arizona	Northern Arizona University	Graduate	B
Arizona	University of Arizona	Undergraduate	F
Arkansas	Arkansas State University	Undergraduate	A

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State	Institution	Program	2023 Grade
Arkansas	Arkansas Tech University	Undergraduate	A
Arkansas	Henderson State University	Undergraduate	D
Arkansas	John Brown University	Undergraduate	C
Arkansas	Ouachita Baptist University	Undergraduate	A
Arkansas	Southern Arkansas University	Undergraduate	A
Arkansas	University of Arkansas	Undergraduate	A
Arkansas	University of Arkansas - Fort Smith	Undergraduate	A
Arkansas	University of Arkansas at Little Rock	Undergraduate	A
Arkansas	University of Arkansas at Monticello	Undergraduate	A+
Arkansas	University of Arkansas at Pine Bluff	Undergraduate	A
Arkansas	University of Central Arkansas	Undergraduate	B
Arkansas	University of Central Arkansas	Graduate	D
California	California Polytechnic State University - San Luis Obispo	Graduate	F
California	California State Polytechnic University - Pomona	Graduate	D
California	California State University - Bakersfield	Undergraduate	D
California	California State University - Channel Islands	Graduate	C
California	California State University - Chico	Undergraduate	B
California	California State University - Chico	Graduate	B
California	California State University - Dominguez Hills	Graduate	F
California	California State University - East Bay	Graduate	B
California	California State University - Fresno	Graduate	F
California	California State University - Fullerton	Graduate	F
California	California State University - Long Beach	Graduate	D
California	California State University - Los Angeles	Graduate	D
California	California State University - Monterey Bay	Graduate	F
California	California State University - Northridge	Undergraduate	F
California	California State University - Northridge	Graduate	F
California	California State University - Sacramento	Graduate	C
California	California State University - San Bernardino	Graduate	F
California	California State University - San Marcos	Graduate	F
California	California State University - Stanislaus	Graduate	C
California	Chapman University	Graduate	F
California	Humboldt State University	Graduate	F
California	Pepperdine University	Undergraduate	F
California	Point Loma Nazarene University	Graduate	B

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State	Institution	Program	2023 Grade
California	San Diego State University	Graduate	F
California	San Francisco State University	Graduate	F
California	San Jose State University	Graduate	F
California	Santa Clara University*	Graduate	F
California	Sonoma State University	Graduate	F
California	Stanford University	Graduate	F
California	University of California - Davis*	Graduate	D
California	University of California - Irvine	Graduate	C
California	University of California - Los Angeles	Graduate	D
California	University of California - Riverside	Graduate	D
California	University of California - San Diego	Graduate	D
California	University of California - Santa Barbara	Graduate	F
California	University of California - Santa Cruz*	Graduate	F
California	University of La Verne	Graduate	F
California	University of Redlands*	Undergraduate	F
California	University of Redlands*	Graduate	F
California	University of Southern California	Graduate	F
Colorado	Adams State University	Undergraduate	A
Colorado	Colorado Christian University	Undergraduate	A
Colorado	Colorado Mesa University	Undergraduate	A
Colorado	Colorado Mountain College	Undergraduate	A
Colorado	Colorado State University - Pueblo	Undergraduate	A
Colorado	Fort Lewis College	Undergraduate	A+
Colorado	Metropolitan State University of Denver	Undergraduate	B
Colorado	Metropolitan State University of Denver	Graduate	B
Colorado	University of Colorado Boulder	Undergraduate	A+
Colorado	University of Colorado Colorado Springs	Undergraduate	C
Colorado	University of Colorado Denver	Undergraduate	A+
Colorado	University of Colorado Denver	Graduate	C
Colorado	University of Northern Colorado	Undergraduate	A
Colorado	University of Northern Colorado	Graduate	A+
Colorado	Western Colorado University	Undergraduate	A+
Connecticut	Central Connecticut State University	Undergraduate	B
Connecticut	Central Connecticut State University	Graduate	B
Connecticut	Eastern Connecticut State University	Undergraduate	A
Connecticut	Eastern Connecticut State University	Graduate	A
Connecticut	Southern Connecticut State University	Undergraduate	D
Connecticut	Southern Connecticut State University	Graduate	C
Connecticut	University of Bridgeport	Graduate	D

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State	Institution	Program	2023 Grade
Connecticut	University of Connecticut	Undergraduate	A
Connecticut	Western Connecticut State University	Undergraduate	F
Delaware	Delaware State University	Undergraduate	B
Delaware	University of Delaware	Undergraduate	B
District of Columbia	American University	Graduate	F
District of Columbia	University of the District of Columbia	Undergraduate	D
District of Columbia	University of the District of Columbia	Graduate	F
Florida	Chipola College	Undergraduate	F
Florida	Daytona State College	Undergraduate	A
Florida	Flagler College	Undergraduate	F
Florida	Florida Agricultural and Mechanical University	Undergraduate	B
Florida	Florida Atlantic University	Undergraduate	C
Florida	Florida Atlantic University	Graduate	F
Florida	Florida Gulf Coast University	Undergraduate	C
Florida	Florida International University	Undergraduate	A
Florida	Florida SouthWestern State College	Undergraduate	B
Florida	Florida State University	Undergraduate	A
Florida	Indian River State College*	Undergraduate	F
Florida	Northwest Florida State College	Undergraduate	D
Florida	Palm Beach Atlantic University	Undergraduate	D
Florida	Southeastern University	Undergraduate	A
Florida	St. Petersburg College	Undergraduate	B
Florida	University of Central Florida	Undergraduate	A
Florida	University of Central Florida	Graduate	A
Florida	University of Florida	Undergraduate	A
Florida	University of North Florida	Undergraduate	B
Florida	University of South Florida	Undergraduate	A
Florida	University of South Florida	Graduate	A
Florida	University of West Florida	Undergraduate	B
Georgia	Albany State University*	Undergraduate	C
Georgia	Augusta University	Undergraduate	D
Georgia	Augusta University	Graduate	F
Georgia	College of Coastal Georgia	Undergraduate	A
Georgia	Columbus State University	Undergraduate	F
Georgia	Dalton State College	Undergraduate	A
Georgia	Dalton State College	Graduate	A

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State	Institution	Program	2023 Grade
Georgia	Georgia College and State University	Undergraduate	A+
Georgia	Georgia Gwinnett College*	Undergraduate	D
Georgia	Georgia Southern University	Undergraduate	F
Georgia	Georgia Southern University	Graduate	C
Georgia	Georgia Southwestern State University	Undergraduate	B
Georgia	Georgia State University	Undergraduate	F
Georgia	Georgia State University	Graduate	C
Georgia	Gordon State College	Undergraduate	F
Georgia	Kennesaw State University	Undergraduate	A
Georgia	Middle Georgia State University	Undergraduate	A
Georgia	University of Georgia	Undergraduate	F
Georgia	University of Georgia	Graduate	F
Georgia	University of North Georgia	Undergraduate	F
Georgia	University of West Georgia	Undergraduate	F
Georgia	Valdosta State University	Undergraduate	B
Georgia	Wesleyan College	Undergraduate	C
Hawaii	Brigham Young University - Hawaii	Undergraduate	F
Hawaii	University of Hawaii - West O'ahu	Undergraduate	F
Hawaii	University of Hawaii at Hilo	Graduate	F
Hawaii	University of Hawaii at Manoa	Undergraduate	B
Idaho	Boise State University*	Undergraduate	C
Idaho	Idaho State University	Undergraduate	F
Idaho	Lewis-Clark State College	Undergraduate	A
Idaho	Northwest Nazarene University	Undergraduate	A
Idaho	Northwest Nazarene University	Graduate	A
Idaho	University of Idaho	Undergraduate	B
Illinois	Chicago State University*	Undergraduate	D
Illinois	Governors State University	Undergraduate	F
Illinois	Greenville University	Undergraduate	F
Illinois	Judson University	Undergraduate	F
Illinois	Loyola University Chicago*	Undergraduate	F
Illinois	Northeastern Illinois University	Undergraduate	F
Illinois	Northeastern Illinois University	Graduate	F
Illinois	Northwestern University	Graduate	F
Illinois	Olivet Nazarene University	Undergraduate	A+
Illinois	Southern Illinois University Carbondale	Undergraduate	B
Illinois	University of Illinois at Chicago*	Undergraduate	D
Illinois	University of Illinois at Urbana-Champaign	Undergraduate	F
Illinois	University of Illinois at Urbana-Champaign	Graduate	F

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State	Institution	Program	2023 Grade
Illinois	University of Illinois Springfield	Undergraduate	D
Illinois	University of St. Francis	Undergraduate	C
Indiana	Anderson University*	Undergraduate	A
Indiana	Ball State University*	Undergraduate	F
Indiana	Huntington University	Undergraduate	D
Indiana	Indiana State University	Undergraduate	D
Indiana	Indiana University - Bloomington	Undergraduate	F
Indiana	Indiana University - East	Undergraduate	F
Indiana	Indiana University - Kokomo	Undergraduate	D
Indiana	Indiana University - Northwest	Undergraduate	B
Indiana	Indiana University - South Bend	Undergraduate	F
Indiana	Indiana University - Southeast	Undergraduate	C
Indiana	Indiana University-Purdue University Indianapolis	Undergraduate	F
Indiana	Marian University Indianapolis	Undergraduate	A+
Indiana	Purdue University Fort Wayne	Undergraduate	F
Indiana	Purdue University Northwest	Undergraduate	A
Indiana	Saint Mary-of-the-Woods College	Undergraduate	F
Indiana	University of Evansville	Undergraduate	A
Indiana	University of Southern Indiana	Undergraduate	B
Indiana	Vincennes University	Undergraduate	F
Iowa	Drake University*	Undergraduate	F
Iowa	Drake University*	Graduate	F
Iowa	Iowa State University	Undergraduate	F
Iowa	Loras College	Undergraduate	B
Iowa	University of Iowa	Undergraduate	F
Iowa	University of Northern Iowa	Undergraduate	F
Kansas	Fort Hays State University	Undergraduate	A
Kansas	Newman University	Undergraduate	F
Kansas	Pittsburg State University	Undergraduate	F
Kansas	University of Kansas	Undergraduate	B
Kansas	Washburn University	Undergraduate	F
Kansas	Wichita State University	Undergraduate	A+
Kentucky	Bellarmine University	Undergraduate	D
Kentucky	Bellarmine University	Graduate	B
Kentucky	Campbellsville University	Undergraduate	A
Kentucky	Eastern Kentucky University	Undergraduate	F
Kentucky	Eastern Kentucky University	Graduate	C
Kentucky	Kentucky State University	Undergraduate	F

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State	Institution	Program	2023 Grade
Kentucky	Midway University	Undergraduate	F
Kentucky	Morehead State University	Undergraduate	A
Kentucky	Murray State University	Undergraduate	A
Kentucky	Northern Kentucky University	Undergraduate	D
Kentucky	University of Kentucky	Undergraduate	D
Kentucky	University of Louisville	Graduate	F
Kentucky	University of Pikeville	Undergraduate	A
Kentucky	University of the Cumberlands	Graduate	F
Kentucky	Western Kentucky University*	Undergraduate	C
Louisiana	Grambling State University	Undergraduate	D
Louisiana	Louisiana State University	Undergraduate	A
Louisiana	Louisiana State University - Alexandria	Undergraduate	A+
Louisiana	Louisiana State University - Shreveport	Undergraduate	B
Louisiana	Louisiana Tech University	Undergraduate	C
Louisiana	McNeese State University	Undergraduate	A
Louisiana	Nicholls State University	Undergraduate	A
Louisiana	Northwestern State University of Louisiana	Undergraduate	B
Louisiana	Southeastern Louisiana University	Undergraduate	A
Louisiana	Southeastern Louisiana University	Graduate	B
Louisiana	Southern University and A&M College	Undergraduate	A+
Louisiana	University of Louisiana at Lafayette	Undergraduate	A
Louisiana	University of Louisiana at Monroe	Undergraduate	A+
Louisiana	University of New Orleans	Undergraduate	A
Louisiana	University of New Orleans	Graduate	A+
Maine	University of Maine	Undergraduate	F
Maine	University of Maine at Farmington	Undergraduate	F
Maine	University of Southern Maine	Undergraduate	F
Maryland	Bowie State University	Undergraduate	F
Maryland	Bowie State University	Graduate	F
Maryland	Coppin State University	Graduate	F
Maryland	Frostburg State University	Undergraduate	F
Maryland	Frostburg State University	Graduate	F
Maryland	Hood College	Undergraduate	F
Maryland	McDaniel College	Undergraduate	A
Maryland	Morgan State University*	Undergraduate	D
Maryland	Salisbury University	Undergraduate	B
Maryland	St. Mary's College of Maryland	Undergraduate	F
Maryland	Towson University	Undergraduate	B

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State	Institution	Program	2023 Grade
Maryland	Towson University	Graduate	F
Maryland	University of Maryland - Baltimore County*	Undergraduate	F
Maryland	University of Maryland - College Park	Undergraduate	C
Maryland	University of Maryland - College Park	Graduate	F
Massachusetts	Bay Path University	Undergraduate	A
Massachusetts	Boston College	Undergraduate	F
Massachusetts	Boston University	Graduate	D
Massachusetts	Bridgewater State University	Undergraduate	F
Massachusetts	Bridgewater State University	Graduate	D
Massachusetts	Elms College (College of Our Lady of the Elms)*	Graduate	F
Massachusetts	Fitchburg State University	Undergraduate	D
Massachusetts	Fitchburg State University	Graduate	F
Massachusetts	Framingham State University*	Undergraduate	F
Massachusetts	Gordon College	Undergraduate	A+
Massachusetts	Lesley University	Graduate	D
Massachusetts	Massachusetts College of Liberal Arts	Undergraduate	D
Massachusetts	Merrimack College*	Undergraduate	D
Massachusetts	Merrimack College*	Graduate	F
Massachusetts	Salem State University	Graduate	F
Massachusetts	University of Massachusetts - Boston	Graduate	F
Massachusetts	Westfield State University*	Undergraduate	D
Massachusetts	Westfield State University*	Graduate	F
Massachusetts	Worcester State University	Undergraduate	A
Michigan	Aquinas College	Undergraduate	B
Michigan	Central Michigan University	Undergraduate	A
Michigan	Ferris State University	Undergraduate	A+
Michigan	Grand Valley State University	Undergraduate	F
Michigan	Grand Valley State University	Graduate	F
Michigan	Lake Superior State University	Undergraduate	B
Michigan	Michigan State University	Undergraduate	C
Michigan	Northern Michigan University	Undergraduate	F
Michigan	Oakland University	Undergraduate	F
Michigan	Oakland University	Graduate	F
Michigan	Spring Arbor University	Undergraduate	F
Michigan	University of Michigan - Ann Arbor	Undergraduate	D
Michigan	University of Michigan - Dearborn	Undergraduate	F
Michigan	University of Michigan - Flint	Undergraduate	B
Michigan	Wayne State University	Undergraduate	F

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State	Institution	Program	2023 Grade
Michigan	Wayne State University	Graduate	F
Minnesota	Bemidji State University	Undergraduate	A
Minnesota	College of Saint Benedict and Saint John's University	Undergraduate	F
Minnesota	Concordia University St. Paul	Undergraduate	B
Minnesota	Metropolitan State University	Undergraduate	D
Minnesota	Minnesota State University - Mankato	Undergraduate	F
Minnesota	Minnesota State University - Moorhead	Undergraduate	A
Minnesota	Southwest Minnesota State University*	Undergraduate	B
Minnesota	St. Cloud State University	Undergraduate	B
Minnesota	University of Minnesota - Crookston	Undergraduate	D
Minnesota	University of Minnesota - Duluth	Undergraduate	F
Minnesota	University of Minnesota - Morris	Undergraduate	C
Minnesota	University of Minnesota - Twin Cities*	Undergraduate	B
Minnesota	University of St. Thomas*	Undergraduate	D
Minnesota	Winona State University	Undergraduate	F
Mississippi	Alcorn State University	Undergraduate	C
Mississippi	Delta State University	Undergraduate	A
Mississippi	Jackson State University	Undergraduate	A+
Mississippi	Mississippi College	Undergraduate	C
Mississippi	Mississippi State University	Undergraduate	A+
Mississippi	Mississippi University for Women	Undergraduate	A
Mississippi	Mississippi Valley State University	Undergraduate	C
Mississippi	University of Mississippi	Undergraduate	F
Mississippi	University of Southern Mississippi	Undergraduate	A+
Mississippi	William Carey University	Undergraduate	A
Missouri	Central Methodist University - College of Liberal Arts & Sciences	Undergraduate	F
Missouri	Hannibal-LaGrange University	Undergraduate	F
Missouri	Lincoln University	Undergraduate	B
Missouri	Lindenwood University*	Undergraduate	B
Missouri	Lindenwood University*	Graduate	D
Missouri	Missouri Southern State University	Undergraduate	F
Missouri	Missouri Western State University	Undergraduate	D
Missouri	Northwest Missouri State University	Undergraduate	F
Missouri	Southeast Missouri State University*	Undergraduate	F
Missouri	University of Central Missouri	Undergraduate	F
Missouri	University of Missouri - Kansas City	Undergraduate	A
Missouri	University of Missouri - St. Louis	Undergraduate	C

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State	Institution	Program	2023 Grade
Missouri	University of Missouri - St. Louis	Graduate	C
Montana	Montana State University	Undergraduate	A
Montana	Montana State University - Northern	Undergraduate	F
Montana	Montana State University Billings	Undergraduate	C
Montana	Salish Kootenai College	Undergraduate	A
Montana	University of Montana	Undergraduate	F
Montana	University of Montana	Graduate	F
Montana	University of Montana - Western	Undergraduate	F
Nebraska	Concordia University Nebraska	Undergraduate	B
Nebraska	Creighton University	Undergraduate	F
Nebraska	Doane University*	Undergraduate	B
Nebraska	Union College	Undergraduate	C
Nebraska	University of Nebraska - Lincoln	Undergraduate	F
Nebraska	University of Nebraska - Lincoln	Graduate	F
Nebraska	University of Nebraska at Kearney	Undergraduate	F
Nebraska	University of Nebraska Omaha	Undergraduate	A
Nebraska	Wayne State College	Undergraduate	C
Nevada	Great Basin College	Undergraduate	C
Nevada	Nevada State College	Undergraduate	B
Nevada	University of Nevada - Las Vegas	Undergraduate	F
Nevada	University of Nevada - Reno*	Undergraduate	F
Nevada	University of Nevada - Reno*	Graduate	F
New Hampshire	Keene State College*	Undergraduate	B
New Hampshire	Plymouth State University	Undergraduate	D
New Hampshire	Southern New Hampshire University	Undergraduate	F
New Hampshire	University of New Hampshire	Graduate	D
New Jersey	College of New Jersey	Undergraduate	F
New Jersey	College of New Jersey	Graduate	F
New Jersey	Georgian Court University	Undergraduate	F
New Jersey	Georgian Court University	Graduate	F
New Jersey	Montclair State University	Undergraduate	C
New Jersey	Montclair State University	Graduate	F
New Jersey	Rider University	Undergraduate	F
New Jersey	Rowan University	Undergraduate	F
New Jersey	Rutgers University - New Brunswick	Graduate	F
New Jersey	Stockton University	Undergraduate	F
New Mexico	Eastern New Mexico University	Undergraduate	A
New Mexico	New Mexico Highlands University	Undergraduate	B
New Mexico	New Mexico State University	Undergraduate	B

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State	Institution	Program	2023 Grade
New Mexico	Northern New Mexico College	Undergraduate	D
New Mexico	University of New Mexico	Undergraduate	D
New Mexico	University of New Mexico	Graduate	F
New Mexico	Western New Mexico University	Undergraduate	A+
New Mexico	Western New Mexico University	Graduate	A+
New York	Alfred University*	Undergraduate	D
New York	Canisius College	Undergraduate	B
New York	Canisius College	Graduate	F
New York	CUNY - Brooklyn College	Undergraduate	F
New York	CUNY - Brooklyn College	Graduate	F
New York	CUNY - City College	Undergraduate	D
New York	CUNY - City College	Graduate	F
New York	CUNY - College of Staten Island	Undergraduate	F
New York	CUNY - College of Staten Island	Graduate	F
New York	CUNY - Lehman College	Undergraduate	F
New York	CUNY - Lehman College	Graduate	F
New York	CUNY - Medgar Evers College	Undergraduate	F
New York	CUNY - Queens College	Undergraduate	C
New York	CUNY - Queens College	Graduate	F
New York	CUNY - York College	Undergraduate	F
New York	Manhattan College	Undergraduate	B
New York	Roberts Wesleyan College*	Undergraduate	F
New York	St. John's University	Undergraduate	F
New York	St. John's University	Graduate	C
New York	SUNY - Binghamton University	Graduate	C
New York	SUNY - Buffalo State	Undergraduate	B
New York	SUNY - Buffalo State	Graduate	C
New York	SUNY - Fredonia*	Undergraduate	F
New York	SUNY - Geneseo	Undergraduate	D
New York	SUNY - New Paltz	Undergraduate	C
New York	SUNY - New Paltz	Graduate	C
New York	SUNY - Oswego*	Undergraduate	B
New York	SUNY - Oswego*	Graduate	B
New York	SUNY - Potsdam	Undergraduate	F
New York	SUNY - Potsdam	Graduate	F
New York	SUNY College at Brockport	Undergraduate	F
New York	SUNY College at Cortland	Undergraduate	F
New York	SUNY College at Cortland	Graduate	F
New York	SUNY College at Old Westbury	Undergraduate	F

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State	Institution	Program	2023 Grade
New York	SUNY College at Oneonta	Undergraduate	F
New York	SUNY College at Plattsburgh	Undergraduate	F
New York	SUNY College at Plattsburgh	Graduate	F
New York	SUNY University at Buffalo	Graduate	D
North Carolina	Appalachian State University	Undergraduate	A
North Carolina	Campbell University	Undergraduate	C
North Carolina	Catawba College	Undergraduate	D
North Carolina	East Carolina University	Undergraduate	A+
North Carolina	Elizabeth City State University	Undergraduate	F
North Carolina	Elon University	Undergraduate	A
North Carolina	Fayetteville State University	Undergraduate	C
North Carolina	High Point University	Undergraduate	A
North Carolina	Lees-McRae College	Undergraduate	A
North Carolina	Lenoir-Rhyne University	Undergraduate	A+
North Carolina	North Carolina A&T State University	Undergraduate	A
North Carolina	North Carolina Central University	Undergraduate	D
North Carolina	North Carolina State University at Raleigh	Graduate	F
North Carolina	University of North Carolina Asheville	Undergraduate	A+
North Carolina	University of North Carolina at Chapel Hill	Graduate	A+
North Carolina	University of North Carolina at Charlotte	Undergraduate	A
North Carolina	University of North Carolina at Charlotte	Graduate	D
North Carolina	University of North Carolina at Greensboro	Undergraduate	A
North Carolina	University of North Carolina at Greensboro	Graduate	C
North Carolina	University of North Carolina at Pembroke	Undergraduate	C
North Carolina	University of North Carolina at Wilmington	Undergraduate	D
North Carolina	University of North Carolina at Wilmington	Graduate	F
North Carolina	Western Carolina University	Undergraduate	A+
North Carolina	Winston-Salem State University	Undergraduate	B
North Dakota	Dickinson State University	Undergraduate	A
North Dakota	Mayville State University*	Undergraduate	F
North Dakota	Minot State University	Undergraduate	F
North Dakota	Sitting Bull College	Undergraduate	F
North Dakota	University of Mary	Undergraduate	C
North Dakota	University of North Dakota	Undergraduate	B
North Dakota	Valley City State University*	Undergraduate	F
Ohio	Ashland University	Undergraduate	F
Ohio	Ashland University	Graduate	F

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State	Institution	Program	2023 Grade
Ohio	Bowling Green State University	Undergraduate	B
Ohio	Central State University	Undergraduate	B
Ohio	Cleveland State University*	Undergraduate	D
Ohio	Cleveland State University*	Graduate	D
Ohio	Defiance College	Undergraduate	F
Ohio	Kent State University	Undergraduate	D
Ohio	Kent State University	Graduate	F
Ohio	Marietta College	Undergraduate	A
Ohio	Miami University of Ohio*	Undergraduate	F
Ohio	Mount St. Joseph University	Undergraduate	A+
Ohio	Ohio State University*	Undergraduate	B
Ohio	Ohio State University*	Graduate	D
Ohio	Ohio University	Undergraduate	A
Ohio	Shawnee State University	Undergraduate	D
Ohio	University of Akron*	Undergraduate	B
Ohio	University of Dayton	Undergraduate	A+
Ohio	University of Findlay	Undergraduate	A+
Ohio	University of Rio Grande	Undergraduate	A+
Ohio	University of Toledo	Undergraduate	D
Ohio	University of Toledo	Graduate	F
Ohio	Wilmington College	Undergraduate	C
Ohio	Wittenberg University	Undergraduate	D
Ohio	Wright State University	Undergraduate	B
Ohio	Youngstown State University	Undergraduate	A
Oklahoma	Cameron University	Undergraduate	B
Oklahoma	East Central University	Undergraduate	F
Oklahoma	Langston University	Undergraduate	B
Oklahoma	Northwestern Oklahoma State University	Undergraduate	C
Oklahoma	Oklahoma Panhandle State University	Undergraduate	F
Oklahoma	Oklahoma State University	Undergraduate	D
Oklahoma	Oklahoma State University	Graduate	F
Oklahoma	Southeastern Oklahoma State University	Undergraduate	C
Oklahoma	Southwestern Oklahoma State University	Undergraduate	D
Oklahoma	University of Central Oklahoma	Undergraduate	F
Oklahoma	University of Oklahoma	Undergraduate	B
Oklahoma	University of Science and Arts of Oklahoma	Undergraduate	F
Oregon	Eastern Oregon University	Undergraduate	A
Oregon	Eastern Oregon University	Graduate	B

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State	Institution	Program	2023 Grade
Oregon	Oregon State University	Undergraduate	C
Oregon	Oregon State University	Graduate	F
Oregon	Portland State University	Graduate	F
Oregon	Southern Oregon University	Undergraduate	F
Oregon	Southern Oregon University	Graduate	F
Oregon	University of Oregon	Graduate	F
Pennsylvania	Alvernia University	Undergraduate	A
Pennsylvania	Cabrini College	Undergraduate	F
Pennsylvania	Cedar Crest College	Graduate	D
Pennsylvania	Cheyney University of Pennsylvania	Undergraduate	D
Pennsylvania	Commonwealth University of Pennsylvania: Bloomsburg Campus	Undergraduate	A
Pennsylvania	Commonwealth University of Pennsylvania: Bloomsburg Campus	Graduate	C
Pennsylvania	Commonwealth University of Pennsylvania: Lock Haven Campus	Undergraduate	B
Pennsylvania	Commonwealth University of Pennsylvania: Mansfield Campus	Undergraduate	F
Pennsylvania	Duquesne University	Undergraduate	F
Pennsylvania	East Stroudsburg University of Pennsylvania	Undergraduate	D
Pennsylvania	Eastern University	Undergraduate	F
Pennsylvania	Eastern University	Graduate	C
Pennsylvania	Elizabethtown College*	Undergraduate	F
Pennsylvania	Gannon University	Undergraduate	A
Pennsylvania	Geneva College	Undergraduate	B
Pennsylvania	Grove City College	Undergraduate	B
Pennsylvania	Indiana University of Pennsylvania	Undergraduate	C
Pennsylvania	Juniata College*	Undergraduate	B
Pennsylvania	Kutztown University of Pennsylvania	Undergraduate	D
Pennsylvania	Lincoln University of Pennsylvania	Graduate	F
Pennsylvania	Messiah University	Undergraduate	F
Pennsylvania	Millersville University of Pennsylvania	Undergraduate	C
Pennsylvania	Misericordia University	Undergraduate	B
Pennsylvania	Neumann University	Undergraduate	B
Pennsylvania	Point Park University	Undergraduate	F
Pennsylvania	Robert Morris University	Undergraduate	C
Pennsylvania	Saint Francis University	Undergraduate	F
Pennsylvania	Shippensburg University of Pennsylvania	Undergraduate	F
Pennsylvania	Shippensburg University of Pennsylvania	Graduate	C

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State	Institution	Program	2023 Grade
Pennsylvania	Slippery Rock University of Pennsylvania	Undergraduate	F
Pennsylvania	University of Pennsylvania	Graduate	F
Pennsylvania	West Chester University of Pennsylvania	Undergraduate	B
Pennsylvania	Widener University*	Undergraduate	D
Rhode Island	Rhode Island College	Undergraduate	A+
Rhode Island	University of Rhode Island	Undergraduate	A
Rhode Island	University of Rhode Island	Graduate	A
South Carolina	Charleston Southern University	Undergraduate	B
South Carolina	Clemson University	Undergraduate	C
South Carolina	College of Charleston*	Undergraduate	F
South Carolina	College of Charleston*	Graduate	F
South Carolina	Columbia College	Undergraduate	F
South Carolina	Converse College	Undergraduate	F
South Carolina	Francis Marion University	Undergraduate	F
South Carolina	Lander University	Undergraduate	B
South Carolina	South Carolina State University	Undergraduate	C
South Carolina	University of South Carolina - Aiken	Undergraduate	F
South Carolina	University of South Carolina - Columbia	Undergraduate	F
South Carolina	University of South Carolina - Upstate	Undergraduate	D
South Carolina	Winthrop University	Undergraduate	A
South Dakota	Black Hills State University	Undergraduate	F
South Dakota	Dakota State University*	Undergraduate	B
South Dakota	Mount Marty University	Undergraduate	C
South Dakota	Northern State University	Undergraduate	F
South Dakota	Oglala Lakota College*	Undergraduate	A
South Dakota	South Dakota State University	Undergraduate	D
South Dakota	University of Sioux Falls	Undergraduate	F
South Dakota	University of South Dakota*	Undergraduate	F
Tennessee	Austin Peay State University	Undergraduate	D
Tennessee	Austin Peay State University	Graduate	C
Tennessee	Belmont University	Undergraduate	F
Tennessee	East Tennessee State University	Undergraduate	D
Tennessee	Freed-Hardeman University	Graduate	D
Tennessee	Lipscomb University*	Undergraduate	C
Tennessee	Lipscomb University*	Graduate	A
Tennessee	Middle Tennessee State University	Undergraduate	A+
Tennessee	Milligan University	Undergraduate	B
Tennessee	South College	Undergraduate	B
Tennessee	Tennessee State University	Undergraduate	A

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State	Institution	Program	2023 Grade
Tennessee	Tennessee State University	Graduate	F
Tennessee	Tennessee Technological University	Undergraduate	B
Tennessee	Tennessee Technological University	Graduate	B
Tennessee	Tennessee Wesleyan University	Undergraduate	A+
Tennessee	Tusculum University	Undergraduate	D
Tennessee	Tusculum University	Graduate	D
Tennessee	Union University	Undergraduate	F
Tennessee	Union University	Graduate	F
Tennessee	University of Memphis	Undergraduate	B
Tennessee	University of Memphis	Graduate	B
Tennessee	University of Tennessee*	Undergraduate	B
Tennessee	University of Tennessee at Chattanooga*	Undergraduate	F
Tennessee	University of Tennessee at Chattanooga*	Graduate	F
Tennessee	University of Tennessee at Martin	Undergraduate	F
Tennessee	University of Tennessee at Martin	Graduate	F
Texas	Angelo State University	Undergraduate	F
Texas	Dallas Baptist University	Undergraduate	A
Texas	East Texas Baptist University	Graduate	C
Texas	Houston Baptist University	Undergraduate	A+
Texas	Houston Baptist University	Graduate	D
Texas	Midwestern State University	Undergraduate	A
Texas	Our Lady of the Lake University	Undergraduate	F
Texas	Prairie View A&M University	Undergraduate	D
Texas	Sam Houston State University	Undergraduate	D
Texas	Stephen F. Austin State University	Undergraduate	F
Texas	Stephen F. Austin State University	Graduate	C
Texas	Sul Ross State University	Undergraduate	A+
Texas	Tarleton State University	Undergraduate	B
Texas	Texas A&M International University	Undergraduate	F
Texas	Texas A&M University	Undergraduate	A
Texas	Texas A&M University - Central Texas	Undergraduate	A
Texas	Texas A&M University - Commerce	Undergraduate	D
Texas	Texas A&M University - Corpus Christi	Undergraduate	F
Texas	Texas A&M University - Corpus Christi	Graduate	F
Texas	Texas A&M University - Kingsville	Undergraduate	A
Texas	Texas A&M University - San Antonio	Undergraduate	A
Texas	Texas A&M University - Texarkana	Undergraduate	A+
Texas	Texas Lutheran University	Undergraduate	A
Texas	Texas Southern University	Undergraduate	A

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State	Institution	Program	2023 Grade
Texas	Texas State University - San Marcos	Undergraduate	F
Texas	Texas State University - San Marcos	Graduate	C
Texas	Texas Tech University	Undergraduate	B
Texas	Texas Woman's University	Undergraduate	D
Texas	Texas Woman's University	Graduate	F
Texas	Trinity University	Undergraduate	F
Texas	University of Houston	Undergraduate	F
Texas	University of Houston - Clear Lake	Undergraduate	D
Texas	University of Houston - Clear Lake	Graduate	D
Texas	University of Houston - Downtown	Undergraduate	A
Texas	University of Houston - Victoria	Undergraduate	B
Texas	University of Houston - Victoria	Graduate	F
Texas	University of North Texas	Undergraduate	F
Texas	University of North Texas	Graduate	F
Texas	University of North Texas at Dallas	Undergraduate	C
Texas	University of St. Thomas	Undergraduate	F
Texas	University of Texas at Arlington	Undergraduate	A
Texas	University of Texas at Arlington	Graduate	F
Texas	University of Texas at Austin	Undergraduate	C
Texas	University of Texas at Dallas	Undergraduate	D
Texas	University of Texas at El Paso*	Undergraduate	B
Texas	University of Texas at San Antonio	Undergraduate	B
Texas	University of Texas at Tyler*	Undergraduate	F
Texas	University of Texas of the Permian Basin	Undergraduate	D
Texas	University of Texas Rio Grande Valley	Undergraduate	D
Texas	West Texas A&M University	Undergraduate	A
Utah	Southern Utah University	Undergraduate	A+
Utah	University of Utah	Undergraduate	A
Utah	Utah State University	Undergraduate	A+
Utah	Utah Tech University	Undergraduate	A
Utah	Utah Valley University	Undergraduate	A+
Utah	Weber State University	Undergraduate	C
Utah	Western Governors University	Undergraduate	F
Utah	Western Governors University	Graduate	F
Vermont	Castleton University	Undergraduate	D
Vermont	Northern Vermont University	Undergraduate	F
Vermont	Northern Vermont University	Graduate	F
Vermont	University of Vermont	Undergraduate	D
Virginia	Averett University*	Undergraduate	F

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State	Institution	Program	2023 Grade
Virginia	Christopher Newport University	Graduate	A+
Virginia	College of William and Mary	Undergraduate	C
Virginia	College of William and Mary	Graduate	B
Virginia	George Mason University	Undergraduate	A
Virginia	George Mason University	Graduate	F
Virginia	James Madison University	Undergraduate	A+
Virginia	Liberty University	Undergraduate	D
Virginia	Liberty University	Graduate	F
Virginia	Longwood University	Undergraduate	B
Virginia	Marymount University	Undergraduate	A
Virginia	Norfolk State University	Undergraduate	C
Virginia	Old Dominion University	Undergraduate	F
Virginia	Old Dominion University	Graduate	B
Virginia	Radford University	Undergraduate	B
Virginia	Regent University	Undergraduate	A+
Virginia	University of Lynchburg	Undergraduate	B
Virginia	University of Mary Washington	Graduate	C
Virginia	University of Virginia*	Graduate	A+
Virginia	University of Virginia's College at Wise	Undergraduate	A
Virginia	Virginia Commonwealth University	Undergraduate	B
Virginia	Virginia Commonwealth University	Graduate	C
Virginia	Virginia Polytechnic Institute and State University	Graduate	A+
Virginia	Virginia State University	Undergraduate	B
Washington	Central Washington University	Undergraduate	C
Washington	Centralia College	Undergraduate	F
Washington	City University of Seattle*	Undergraduate	F
Washington	City University of Seattle*	Graduate	F
Washington	Eastern Washington University	Undergraduate	C
Washington	Eastern Washington University	Graduate	F
Washington	University of Washington - Bothell	Graduate	F
Washington	University of Washington - Seattle	Graduate	F
Washington	University of Washington - Tacoma	Graduate	F
Washington	Washington State University	Undergraduate	A
Washington	Washington State University	Graduate	B
Washington	Western Washington University*	Undergraduate	F
West Virginia	Bluefield State College	Undergraduate	B
West Virginia	Concord University	Undergraduate	B
West Virginia	Fairmont State University	Undergraduate	F

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State	Institution	Program	2023 Grade
West Virginia	Glenville State University	Undergraduate	A
West Virginia	Marshall University	Undergraduate	A
West Virginia	West Liberty University	Undergraduate	A
West Virginia	West Virginia State University	Undergraduate	C
West Virginia	West Virginia University	Undergraduate	F
West Virginia	West Virginia University	Graduate	F
West Virginia	West Virginia University - Parkersburg	Undergraduate	F
Wisconsin	Carthage College	Undergraduate	F
Wisconsin	Maranatha Baptist University	Undergraduate	A
Wisconsin	Marian University	Undergraduate	D
Wisconsin	University of Wisconsin - Eau Claire	Undergraduate	F
Wisconsin	University of Wisconsin - Green Bay	Undergraduate	C
Wisconsin	University of Wisconsin - La Crosse	Undergraduate	C
Wisconsin	University of Wisconsin - Madison	Undergraduate	A
Wisconsin	University of Wisconsin - Milwaukee	Undergraduate	F
Wisconsin	University of Wisconsin - Oshkosh	Undergraduate	C
Wisconsin	University of Wisconsin - Parkside	Undergraduate	B
Wisconsin	University of Wisconsin - Platteville	Undergraduate	D
Wisconsin	University of Wisconsin - River Falls	Undergraduate	B
Wisconsin	University of Wisconsin - Stevens Point	Undergraduate	A+
Wisconsin	University of Wisconsin - Superior	Undergraduate	F
Wisconsin	University of Wisconsin - Whitewater	Undergraduate	C
Wyoming	University of Wyoming	Undergraduate	B
Wyoming	University of Wyoming	Graduate	C

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Idaho State Board of Education

Educator Pipeline Report

December 13, 2023

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EXECUTIVE SUMMARY

Introduction

Staffing challenges are among the most significant concerns cited by Idaho's local education agencies (LEAs). Given the important role that experienced educators play in student success, understanding the factors that influence the state's educator pipeline are key to driving continuous improvement in policy and practice in our state. A report on Idaho's educator pipeline has been developed for the State Board of Education annually since 2016 (excepting 2020 and 2021 due to the impact of the COVID-19 pandemic).

This report examines educator supply and demand across the last five years, and in keeping with previous submissions, focuses primarily on instructional staff (teachers). In addition, the report also contains some important data regarding other certificated staff, including administrators and pupil services staff.

During the 2022-2023 school year, Idaho's public education system served 318,979 students across grades K-12 with an instructional staff of 19,160 teachers, 1,016 school administrators, and 1,545 pupil services staff.

Because all students deserve a high-quality education, it is important to ensure that they are served by high-quality teachers who are skilled in content knowledge and pedagogy, and who are prepared to support the complex academic needs of students.

Teachers persist in their profession when they feel that they are valued, that their work is important, and have the support to develop the competence needed to meet the many responsibilities and complex student needs. Veteran teachers, in addition to novice teachers, have varied needs and are at different stages in their career. For these reasons it is crucial to remain focused on the issues that impact teacher recruitment and retention.

References and national recommendations for improving teacher recruitment and retention are provided at the end of the report.

Key Findings

- **Idaho schools struggle to fill open positions.**
  - Several specific areas of teaching are identified as shortage areas in Idaho's 2023-2024 Teacher Shortage Area report. Shortages exist in areas such as special education, elementary core subjects, and mathematics.
- **The use of alternative pathways to certification is increasing across the state.**
  - Alternative authorizations and emergency provisional certifications are being requested by local education agencies at a higher rates in 2023 than in 2019. Central and East Central Idaho are more impacted than other parts of the state.
- **Idaho's five-year teacher retention rate is low.**
  - While nearly 10% higher than the national average, Idaho's five-year retention rate for new teachers is only 63%.
- **Teacher salaries are not yet competitive.**
  - Despite significant increases made in recent years, Idaho's average teacher salary remains among the lowest 10 in the nation, and is lower than in all but one adjacent state.
- **Idaho's teacher population is aging.**
  - The age range of 40-55 is increasing at a higher rate than other age groups. The age group 30 and younger is growing more slowly than in previous years.

EDUCATOR STAFFING

Educator Staffing

The table below shows Idaho's educator staffing levels for the last five years. The table specifically identifies the actual employee count, the full time equivalent (FTE) total, total base salaries for the state, and the full time equivalent (FTE) average base salary by role and school year.

	Role	Actual Employee Count	FTE Employee Total	Total Base Salaries	FTE Average Base Salary
2022-2023	District Administrators	419	363.15	$39,336,263	$108,320
	School Administrators	1,016	947.37	$86,482,949	$91,287
	Pupil Services	1,545	1,447	$88,006,654	$60,803
	Instructional	19,160	18,258.94	$1,014,775,446	$55,577
		22,140	21,016.86	$1,228,601,313	$58,458
	Role	Actual Employee Count	FTE Employee Total	Total Base Salaries	FTE Average Base Salary
2021-2022	District Administrators	401	344.82	$35,625,841	$103,317
	School Administrators	1,041	941.28	$80,261,605	$85,269
	Pupil Services	1,515	1,399.87	$82,145,636	$58,681
	Instructional	19,262	18,097.34	$963,330,751	$53,231
		22,219	20,783.31	$1,161,363,833	$55,880
	Role	Actual Employee Count	FTE Employee Total	Total Base Salaries	FTE Average Base Salary
2020-2021	District Administrators	393	334.27	$32,904,724	$98,438
	School Administrators	1,017	920.62	$75,237,606	$81,725
	Pupil Services	1,447	1,336.81	$75,176,023	$56,235
	Instructional	18,971	17,777.98	$905,838,768	$50,953
		21,828	20,369.68	$1,089,157,121	$53,470
	Role	Actual Employee Count	FTE Employee Total	Total Base Salaries	FTE Average Base Salary
2019-2020	District Administrators	388	328.49	$32,603,103	$99,251
	School Administrators	997	878.61	$73,837,540	$84,039
	Pupil Services	1,435	1,326.70	$74,997,855	$56,530
	Instructional	21,426	17,252.29	$894,761,873	$51,863
		24,246	19,786.09	$1,076,200,371	$54,392
	Role	Actual Employee Count	FTE Employee Total	Total Base Salaries	FTE Average Base Salary
2018-2019	District Administrators	402	327.95	$31,525,265	$96,128
	School Administrators	940	849.40	$69,501,299	$81,824
	Pupil Services	1,382	1,269.04	$69,504,670	$54,769
	Instructional	20,077	16,572.08	$826,369,990	$49,865
		22,801	19,018.47	$996,901,223	$52,418

Table 1: Educator Staffing

EDUCATOR CERTIFICATES

Certification Requirements

Educators in Idaho must meet the requirements established by statute and administrative rule to be eligible to work in an Idaho public school district or charter school. Figure 1 below shows the total number of individuals who hold an educator certification. The number of individuals who hold an instructional certification (teachers) stands in contrast to the total number of teachers employed by LEAs as reported in Table 1 (previous page). In 2022-2023, Idaho had 19,160 teachers actively working in the field. This means that approximately 9,000 teachers who hold active instructional certificates were not serving in a teaching role.

More research would be necessary to understand the factors influencing the discrepancy between certificated teachers working in the filed and certificated teachers who are not working in the field.

In recent years, national research has suggested that multiple pathways to certification can help improve teacher recruitment. These best practices are reflected in our state. Idaho offers several pathways to educator certification: traditional, non-traditional, alternative, and emergency. Additionally, a new apprenticeship pathway is currently in development with an anticipated roll out in spring of 2024.

Traditional and Non-Traditional Preparation

Idaho offers several traditional and non-traditional pathways to certification. Individuals who have completed a traditional educator preparation program at an Idaho college or university can seek to apply for an initial five-year standard Idaho certificate. Individuals who have completed a non-traditional educator preparation program can seek to apply for a three year interim Idaho certificate with the State Department of Education.

Applicants from out of state must have completed an educator preparation program and/or hold a current valid certificate in another state. The out of state applicant can seek to apply for a three year interim certificate. Interim certificates have additional requirements that must be met before the individual may apply for a standard five year Idaho certificate.

Educators are required to renew a standard certificate every five years and must submit evidence of completion of six credits with their renewal application. At least three of those credits must be transcripted credit.

Idaho currently has 2,906 individuals who have an administrator certificate, 27,997 individuals who have an instructional staff certificate, 2,593 individuals who have a pupil service staff certificate, and 1,798 individuals who have a career technical education staff and administrators certificate.

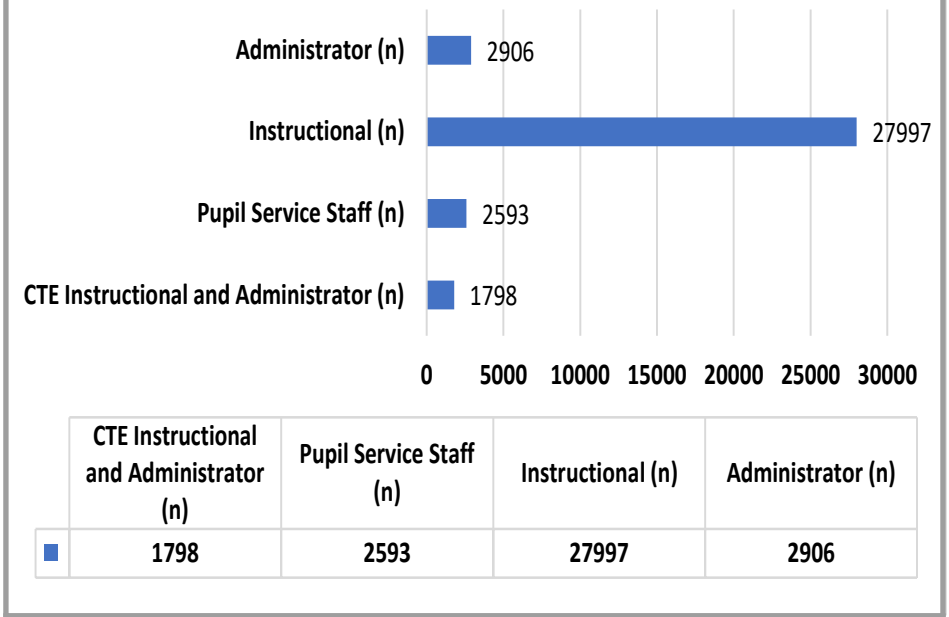


Figure 1: Currently Certificated Individuals

EDUCATOR PREPARATION ENROLLMENT AND COMPLETERS

Education Preparation Providers

Every Idaho student deserves a high-quality, learner-ready educator. Idaho has a total of ten educator preparation providers tasked with preparing new teachers to enter the field. Idaho has both traditional and non-traditional educator preparation programs. Each program provides different pathways to an educator certification.

Traditional education preparation providers:

- Boise State University
- Brigham Young University—Idaho
- College of Idaho
- Idaho State University
- Lewis-Clark State College
- Northwest Nazarene University
- University of Idaho

Non-traditional education preparation providers:

- American Board (ABCTE)
- College of Southern Idaho
- Lewis-Clark State College
- Teach for America—Idaho.

Idaho's annual Title II report, available online at Title II - Welcome (ed.gov), examines educator preparation program enrollment count and completer count in detail. Figure 9 below summarizes enrollment and completer trends from the 2016-2017 school year through the 2020-2021 school year across all educator preparation programs.

The most current Title II report reflects data from the 2020-2021 academic year report. The state was required to verify the 2021-2022 report by the end of October, 2023. More recent data will be available next year.

In each of the last five years, there has been a gap between the number of enrollments and the number of completers. While the gap widened during the pandemic years, it appears to have been increasing pre-pandemic. Specifically, the count of educator preparation program enrollment has seen a steady increase from 2018-2019 to 2020-2021. In contrast, the count of educator preparation program completers has increased at a much slower pace.

As the widening of this gap began pre-pandemic, it will be important to evaluate whether the trend has continued as 2022 and 2023 data become available to determine whether the pre-pandemic levels represent a more consistent range or are indicative of a new trend.

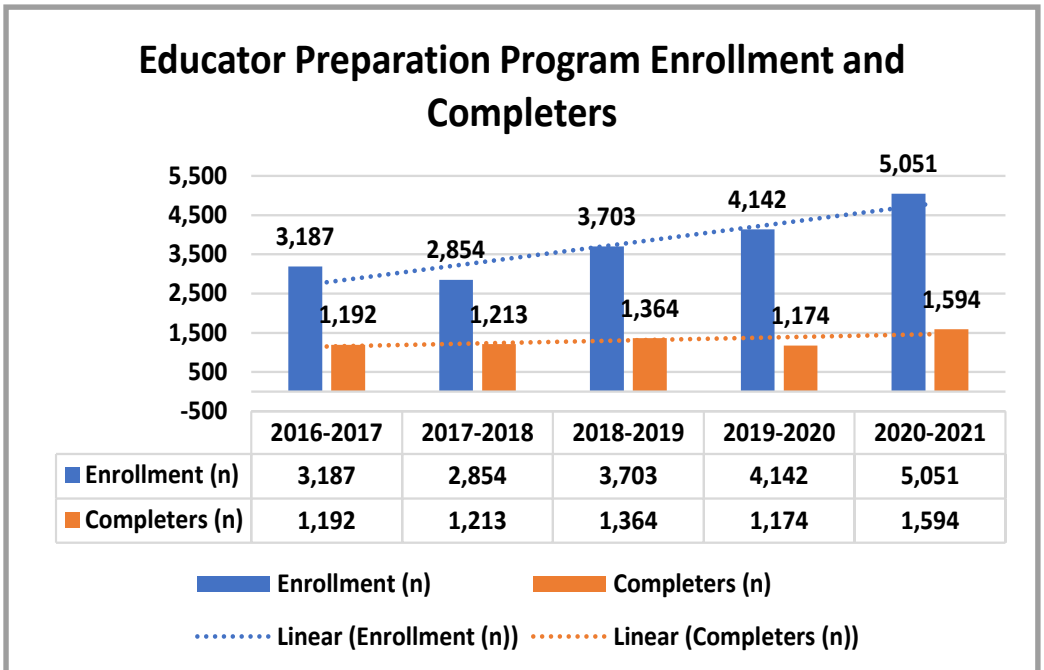


Figure 2: Educator Preparation Program Enrollment and Completers

EDUCATOR ALTERNATIVE CERTIFICATES

Alternative Authorizations

Various alternative and non-traditional routes to educator certification are defined in IDAPA 08.02.02 subsections 016, 021, and 042.

Alternative Authorizations are used by school districts and charter schools looking to fill a position with a candidate who does not hold an appropriate certificate and endorsement. The Alternative Authorization allows for the district or charter school to hire educators to work as a certificated educator while completing the requirements for full certification. An Alternative Authorization grants a three year interim certificate that allows the individual to serve as the teacher of record while pursuing standard certification.

Emergency Provisional Certificates

An Emergency Provisional certificate allows a school district and charter school to request a one year certificate/endorsement in an emergency situation for a teacher who does not hold the required Idaho certificate/endorsement and is not otherwise qualified to pursue other alternative authorization pathways. An emergency provisional certificate may be used to fill a position as long as the candidate has completed 2 years of college education and the district has declared an emergency.

The figures on the next two pages show the count of alternative certificates issued by region by year. The highest number of educators are employed in region 3 (southwest Idaho). However, this region, the most urban region of Idaho, has a relatively low usage rate for alternative authorizations.

The data also indicate that region 4 and region 6, which are more rural areas of the state, have higher usage rates of alternative authorizations than other regions. Interestingly, region 4 also has the highest usage rate of emergency provisional certifications. Based on this data, it appears that teacher recruitment remains most difficult in rural areas of the state.

It may be important to further study the impact of physical proximity to the state's boarder on the district or charter school's usage rate of alternative authorizations and emergency certifications.

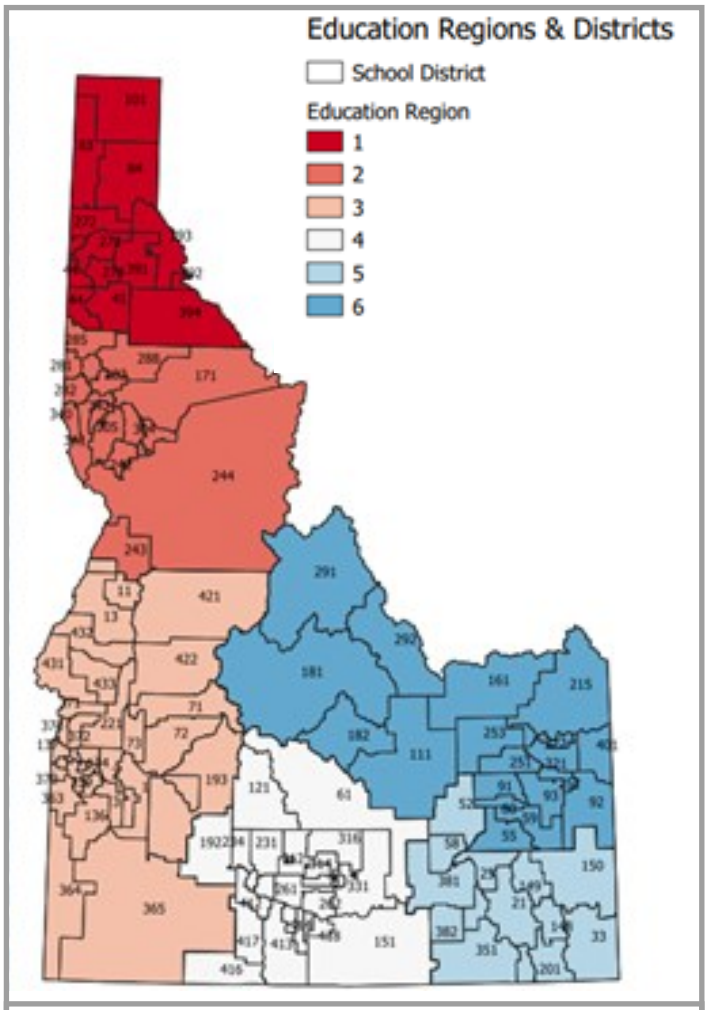


Figure 3: Idaho Education Regions and School Districts

Rural / Underserved Educator Incentive Program

Section 33-6501, Idaho Code establishes the Rural and Underserved Educator Incentive program to assist teachers who work and live in rural areas. Grants awards are limited to $12,000 over four years of continued eligibility. During the 2022-2023 school year, 496 awards were dispersed to selected awardees. During the 2023-2024 application cycle, 338 applications have been received. The program is administered by the Office of the State Board of Education.

EDUCATOR ALTERNATIVE CERTIFICATES

Educator Alternative Certificates

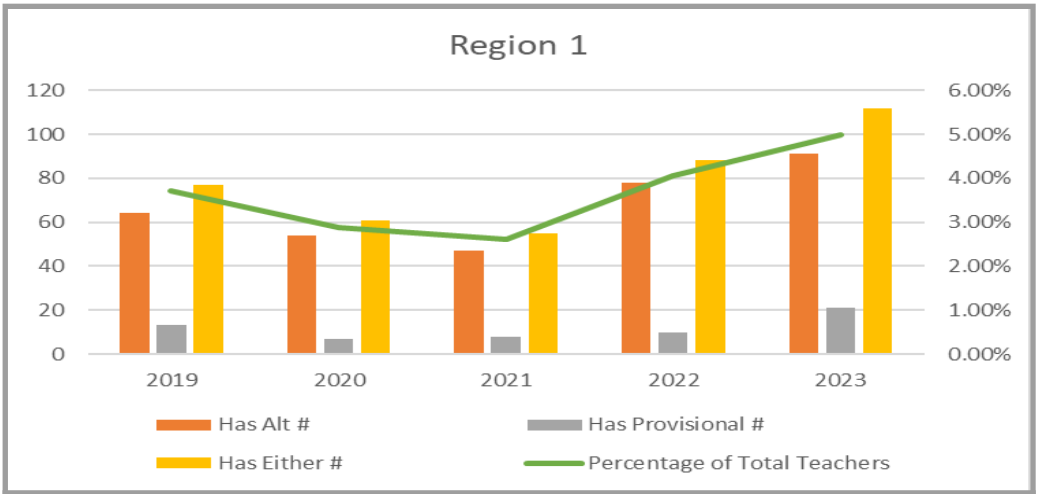


Figure 4: Region 1 Educator Alternative Authorizations and Emergency Provisional Certificates

Over 5% of the teacher certificates in region 1 are identified as an Alternative Authorization or Emergency Provisional certificate. Alternative Authorizations and/or Emergency Provisional certificates are issued when a local education agency has unfilled position.

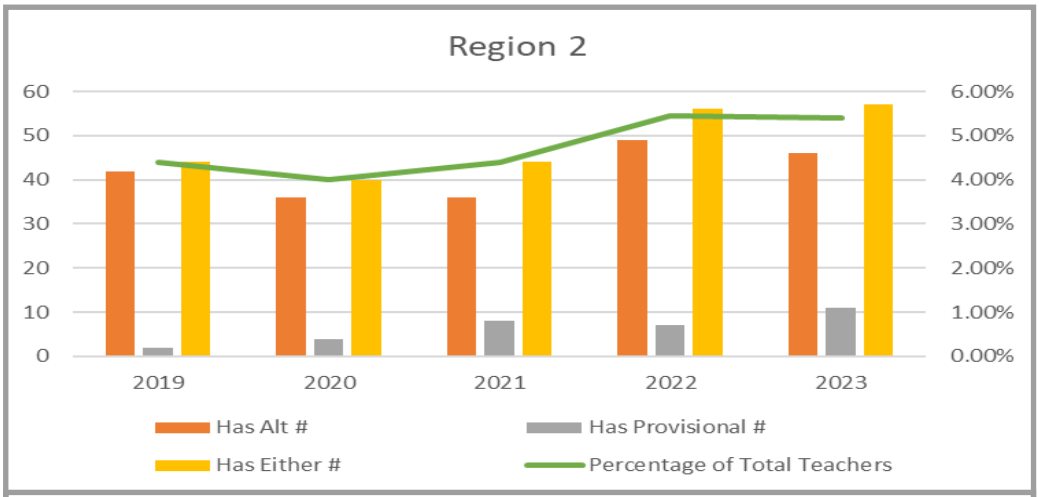


Figure 5: Region 2 Educator Alternative Authorizations and Emergency Provisional Certificates

Over 5% of the teacher certificates in region 2 are identified as an Alternative Authorization or Emergency Provisional certificate.

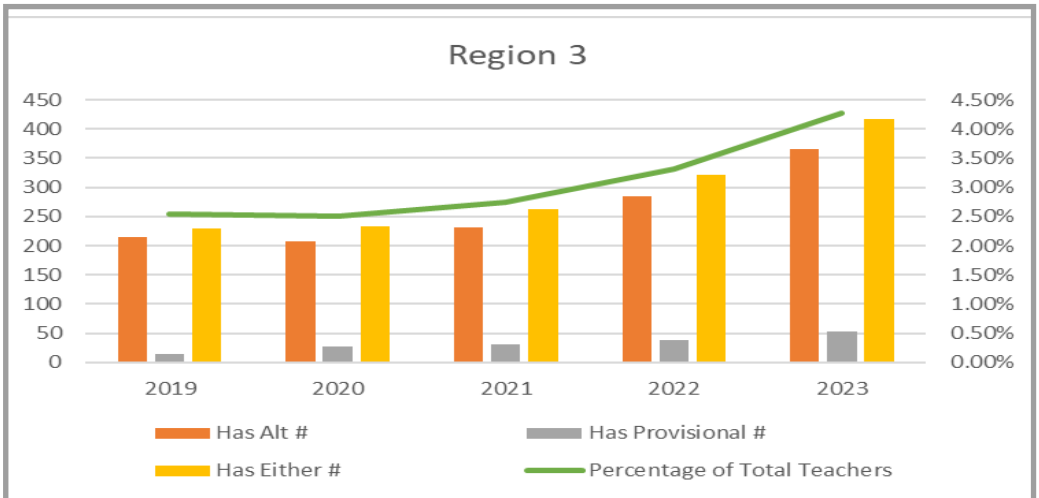


Figure 6: Region 3 Educator Alternative Authorizations and Emergency Provisional Certificates

Just over 4% of the teacher certificates in region 3 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 3 has the lowest percentage of Alternative Authorizations and Emergency Provisional certificates.

EDUCATOR ALTERNATIVE CERTIFICATES

Educator Alternative Certificates

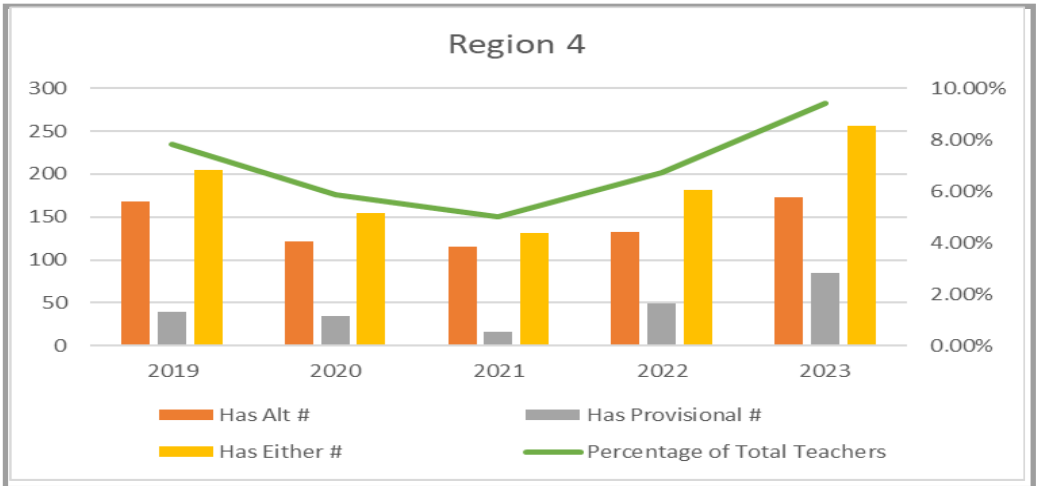


Figure 7: Region 4 Educator Alternative Authorizations and Emergency Provisional Certificates

Just over 8% of the teacher certificates in region 4 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 4 has the highest percentage of Alternative Authorizations and Emergency Provisional certificates.

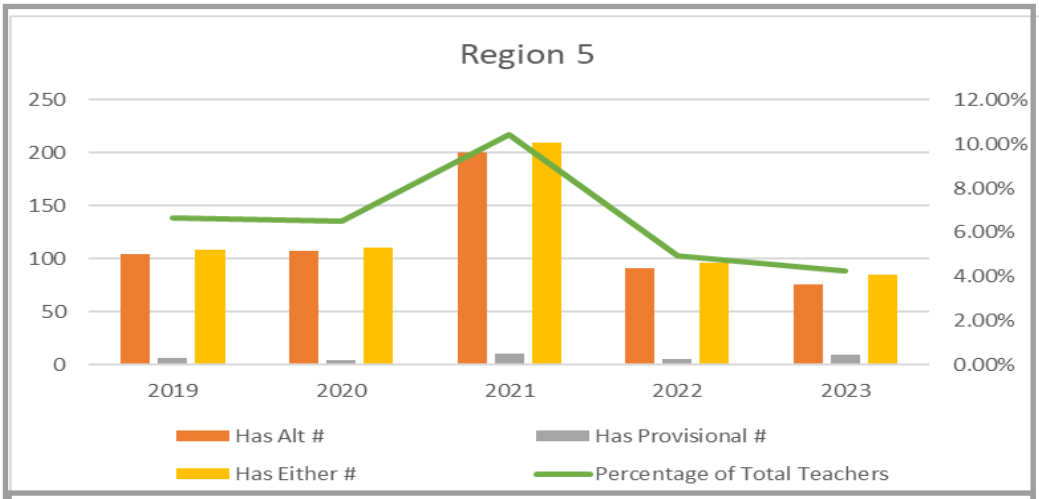


Figure 8: Region 5 Educator Alternative Authorizations and Emergency Provisional Certificates

About 4% of the teacher certificates in region 5 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 5 has the second lowest percentage of Alternative Authorizations and Emergency Provisional certificates.

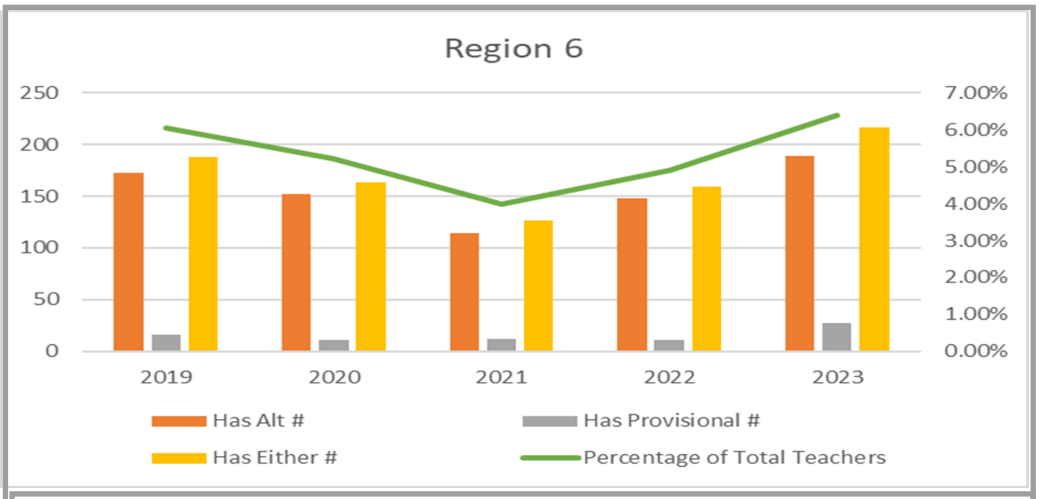


Figure 9: Region 6 Educator Alternative Authorizations and Emergency Provisional Certificates

About 6% of the teacher certificates in region 6 are identified as an Alternative Authorization or Emergency Provisional certificate. Region 6 has the second highest percentage of Alternative Authorizations and Emergency Provisional certificates.

TEACHER SHORTAGE AREAS

Teacher Shortage Area Report

Idaho submits a teacher shortage area report to the U.S. Department of Education each year. That report can be found at TSA (ed.gov). A summary of the findings is presented in Table 3 below. Educator shortage is a concern for states across the nation and educator shortages vary by state. Common teacher shortage areas include special education, math, science, career technical education, and English as a second language. Other common staffing shortages include speech and language pathologists, occupational therapists, physical therapists, psychologists, nurses, and social workers Not surprisingly, these same shortages are evidenced in Idaho.

Teacher Shortage Area Report 2023-2024		
Subject Matter	**Discipline**	**Grades**
Art and Music Education	**Visual and Performing Arts**	**Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12**
Career and Technical Education	**Agricultural Science and Technology**	**6, 7, 8, 9, 10, 11, 12**
Career and Technical Education	**Family and Consumer Science**	**6, 7, 8, 9, 10, 11, 12**
Core Subjects	**Elementary Education**	**Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8**
Health and Physical Fitness	**Physical Education**	**Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12**
Mathematics	**Basic and Advanced Mathematics**	**6, 7, 8, 9, 10, 11, 12**
Science	**General Science**	**6, 7, 8, 9, 10, 11, 12**
Special Education	**All Exceptionalities**	**Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12**
Support Staff	**Counseling**	**Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12**
Support Staff	**Psychologist**	**Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12**

Table 2: Teacher Shortage Area Report, 2023-2024

Idaho had teacher shortage areas before the pandemic, but the shortage areas were exacerbated by the pandemic. The extent to which the teacher shortages are localized indicates that these shortages are particularly worse in locations in which the salary is not competitive with nearby communities (i.e. boarder communities).

Despite the shortages, superintendents and school leaders must provide educational services and hire teachers to fill the vacancies. Hence, the increase in Alternative Authorizations and Emergency Provisional Certificates being issued.

Furthermore, the Idaho's Teacher Workforce report shows a gap between teacher employment projections and actual employment and is further shown in Figure 10.

PROJECTIONS AND PUBLIC K-12 STUDENT ENROLLMENT

Employment Projections

Idaho's Department of Labor produces 10-year employment projects and the most recent being the 2020-2030 period. When comparing projections to the actual instructor counts, there has been a gap for the last four years. The average annual growth rate for teacher occupations is projected to be 1.52% while the actual annual growth rate has been 1.87%. Idaho is not recruiting enough new teachers to the field to meet current employment needs. Figure 10 also shows that Idaho has an increased need for teachers well into 2030.

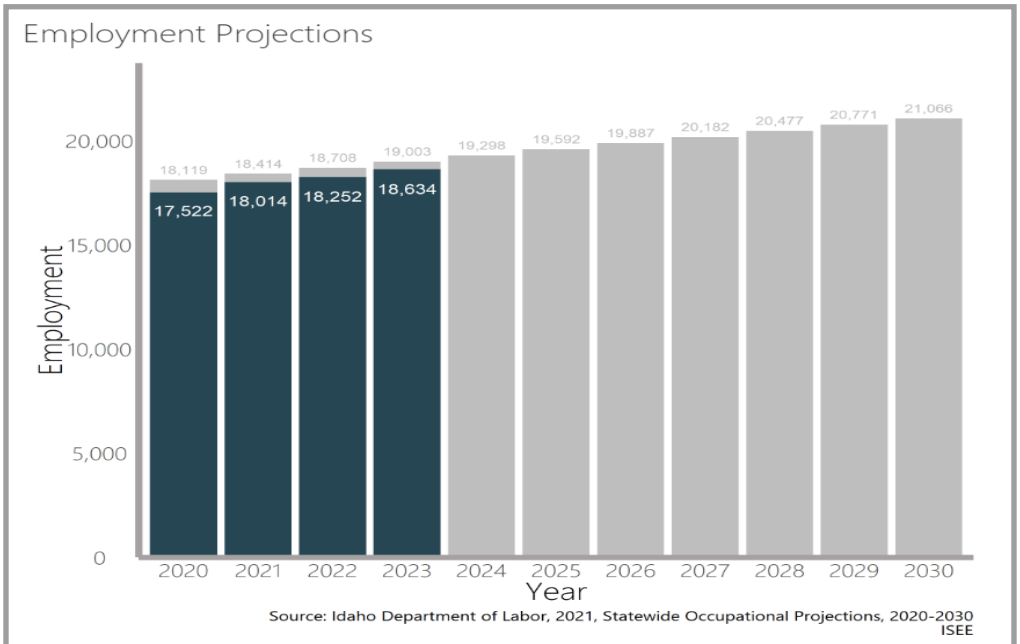


Figure 10: Teacher Employment Projections

K-12 Student Enrollment

An important factor in evaluating the educator pipeline is the rate of student enrollment in Idaho. The Idaho State Department of Education's data, Figure 11, reports a total public school enrollment of 318,979 in the 2022-23 school year. Despite a dip in enrollment during the pandemic, student enrollment in Idaho has increased significantly over the last five years.

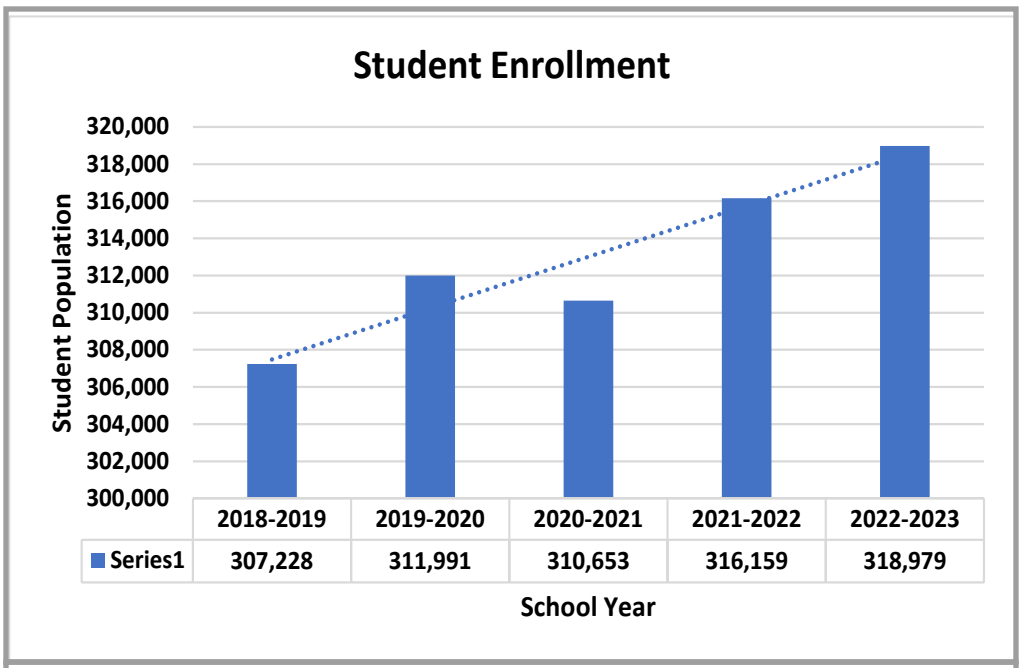


Figure 11: Idaho Public K-12 Student Enrollment

The rate of public K-12 student enrollment growth that has occurred in Idaho in recent years does not appear to be matched by the rate of completers of traditional programs alone. More teachers are needed to fill open positions now, and based on both the workforce projections of employment needs in the field and the steady growth of the K-12 student population, this need will likely continue to grow.

IDAHO POPULATION GROWTH

Idaho Population Growth

Idaho's population has grown significantly over the last few decades, increasing from a census count of 1,293,953 in 2000 to a count of 1,567,582 in 2010 and 1,839,106 in the 2020 census. Most of this growth, especially in the most recent decade, is due to domestic migration into the state, not to a high birth rate. In fact, the absolute annual number of births has been quite low and stable since the Great Recession despite sizable overall population growth. This suggests that future growth of the state's K-12 student population depends on continued in-migration of families with school age children. The Idaho Department of Labor projects a 1.1% annual population growth rate through 2031, raising the population to well over 2.1 million.

Where Does Growth Occur?

Though Boise's population has grown significantly over the last few decades—from 197,735 in 2001 to 237,446 in 2021—there has been much more explosive growth in its suburbs and exurbs, both in absolute and relative terms.

Meridian, currently the state's second largest city in terms of population, grew from a mere 41,255 residents in 2001 to a whopping 125,963 in 2021. Nampa, meanwhile, grew from a population of 57,536 in 2001 to 106,186 in 20-21.

As shown in the table to the right, growth continues to be strong in these cities and others in the region such as Kuna, Caldwell, Star, and Garden City. There is also robust growth in the northern cities of Post Falls, Sandpoint, and Coeur d'Alene and in Twin Falls.

Top Cities in Terms of Absolute Population Growth 2021-22

	City	2022 Population	Population Growth From 2021
1	Nampa	110,951	4,426
2	Meridian	129,736	3,962
3	Caldwell	65,920	2,039
4	Star	14,646	1,687
5	Post Falls	44,194	1,531
6	Twin Falls	54,300	803
7	Garden City	12,927	619
8	Sandpoint	9,777	617
9	Kuna	27,229	616
10	Coeur d'Alene	56,733	588

Table 3: Idaho Population Growth

If we assume that the new residents of these cities contain an average or above average proportion of K-12 age children, these will be the places where new teachers, other staff, and perhaps school buildings will be most necessary. However, there is some reason to question this assumption, especially in the northern cities on the list because northern Idaho has attracted a disproportionate number of retirees, who are unlikely to have school -age children.

It is of note to mention that Idaho's 10 year projected growth rate for teachers is 16.3% compared to 8.9% in the nation as indicated in the Idaho's Teacher Workforce. Idaho is in the top 10 of states with the highest projected growth rates for teachers. More specifically, Idaho is sixth. Only Utah, Colorado, Washington, Arizona, and New York have higher projected growth rates for teachers than Idaho.

TEACHER SALARIES

Salary Increases

In 2016, the Idaho Legislature established the Career Ladder for educator salaries in Section 33-1004B, Idaho Code. In recent years, this was amended to increase the base salary to $40,000. Overall, the average teacher salary in Idaho has increased rapidly over the past few years. Figure 12 illustrates this change. Current teacher salaries average between 54,000 and 56,000.

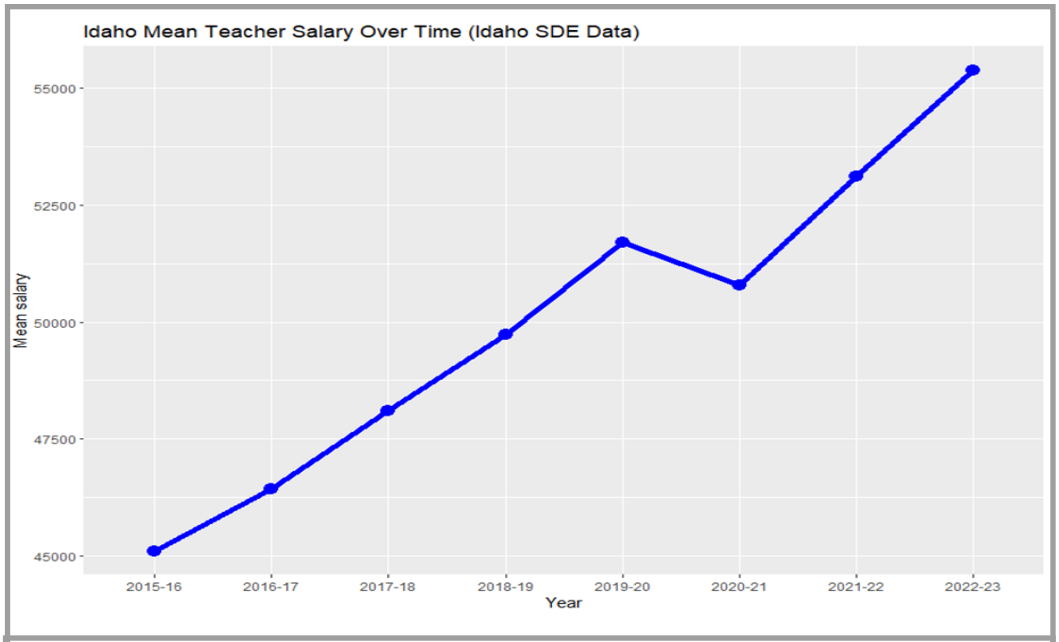


Figure 12: Idaho Mean Teacher Salary by Year

Salary Comparisons

Despite the steady increases in recent years, teacher salaries continue to compare unfavorably to those in other states. Figure 13 is a heat map of average teacher salaries across the country. Idaho's average teacher salary remains among the lowest.

While Montana does have a slightly lower mean salary, all other border states have significantly higher mean salaries. This may be a factor impacting teacher retention on the whole, and may pose a particular challenge for districts on the boarders of Idaho that are adjacent to larger communities in other states.

Figure 14, on the opposite page, illustrates Idaho's average teacher salary in a nationwide comparison. The national average teacher salary is $68,716, while the Idaho average salary is $54,105. This is significantly less the national average salary. Idaho also has a lower average salary compared to neighboring states, which makes Idaho less competitive states and particularly vulnerable to competition with Washington.

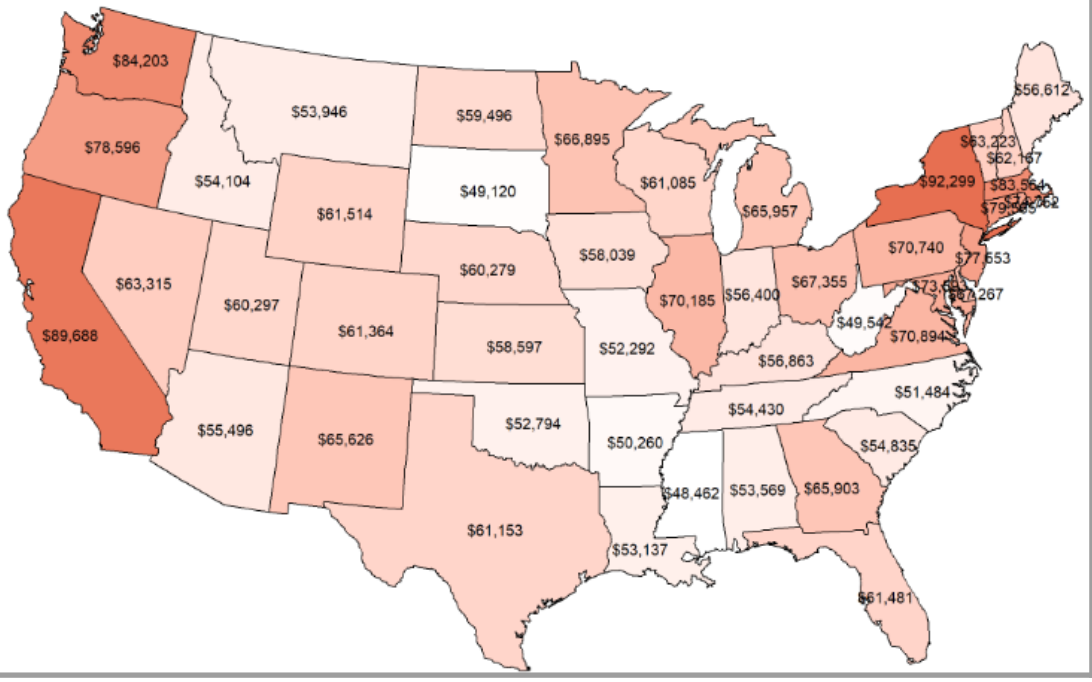


Figure 13: Idaho Average Teacher Salary by State

The average salary is based on the May 2022 estimates from the Bureau of Labor Statistics, Occupational Employment and Wage Statistics Survey.

TEACHER SALARIES

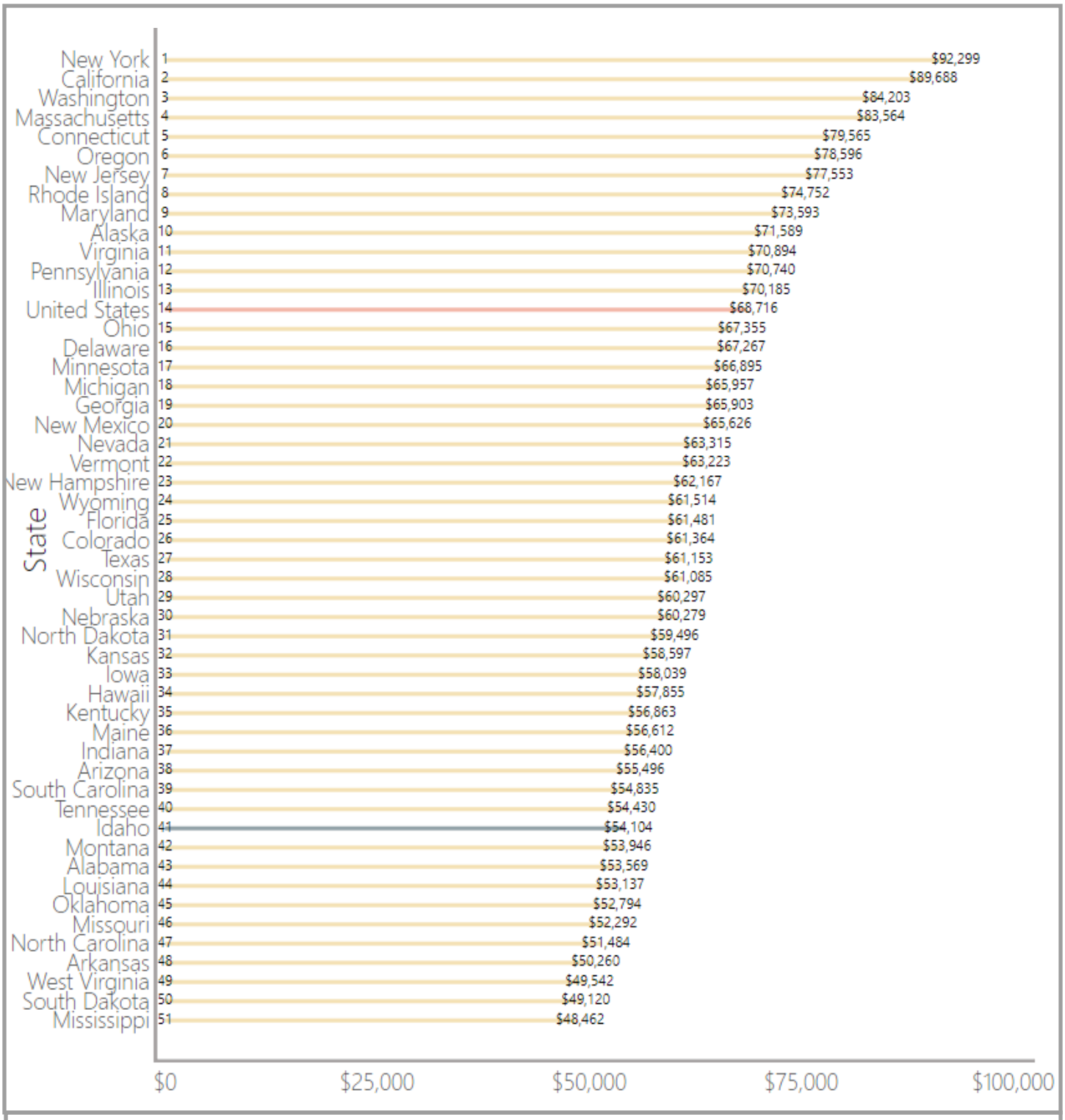


Figure 14: Idaho Average Teacher Salary State by State

The average salary is based on the May 2022 estimates from the Bureau of Labor Statistics, Occupational Employment and Wage Statistics Survey. Almost all of the states bordering Idaho report higher average annual salaries for teachers. Idaho is in the bottom 10 of states with the lowest average annual salary for teachers.

TEACHER RETENTION

Next-Year Retention Rate

Retention data can provide valuable information to guide policy and program decisions by helping to identify patterns in teacher career choices, particularly around the choice to leave the filed. Idaho's next-year teacher retention rate is comparable to the national average. This retention measure considers the percentage of teachers employed in one year that are reported as teacher of record the following year.

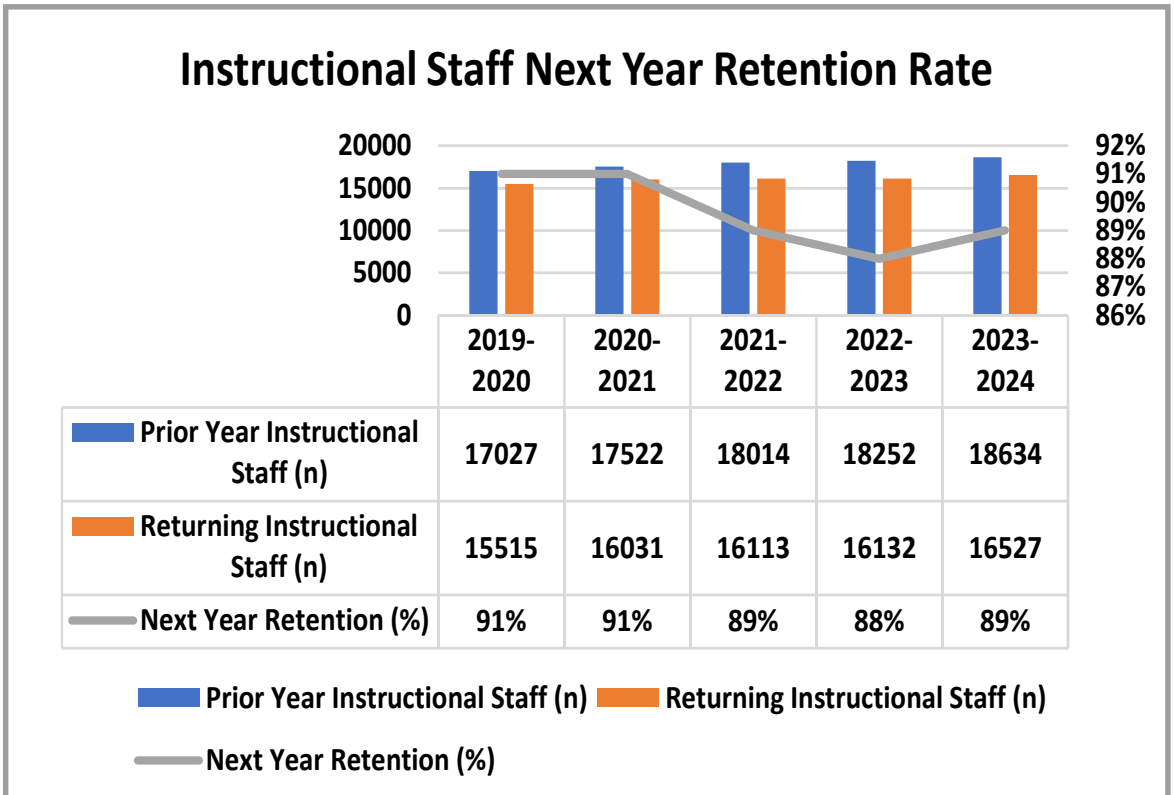
Idaho's next year teacher retention rate for the last five years is represented in Figure 16. The 2022-2023 next year retention rate in Idaho was 88% as compared to an averaged 2022-2023 national next year retention rate of 90% as reported by Rand Corporation.

It is important to also consider turnover rates. The pre-pandemic next-year teacher turnover rate was highest in the southern part of the country at 16.7% and the lowest in the northeast at 10.3% as reported by the Learning Policy Institute. With a turnover rate of 12%, Idaho's next-year teacher turnover rate is relatively low.

Unfortunately, Idaho is not only faced with solving for a 12% turnover rate on the whole, it is also faced with solving for a regular shortfall in meeting the workforce needs of the field, as well as a steadily growing K-12 student population.

High-quality training is an integral part of developing high-quality teachers. An emphasis on recruitment, preparation, training, and retention of teachers is of the utmost importance. Some important components of teacher retention include strong teacher preparation and support, competitive salaries, and supportive working environments that provide professional development and mentoring.

Although short-term retention rates are relatively high in Idaho, longer-term retention rates tell a different story.



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Prior Year Instructional Staff (n)	17027	17522	18014	18252	18634
Returning Instructional Staff (n)	15515	16031	16113	16132	16527
Next Year Retention (%)	91%	91%	89%	88%	89%

Figure 15: Instructional Staff Next Year Retention Rate

TEACHER RETENTION

Five Year Retention Rate

The five-year retention rate of early career teachers, while slightly higher than the national average, is still low and trending down. This poses an opportunity for policy makers to focus on implementing stronger mentorship programs for new teachers.

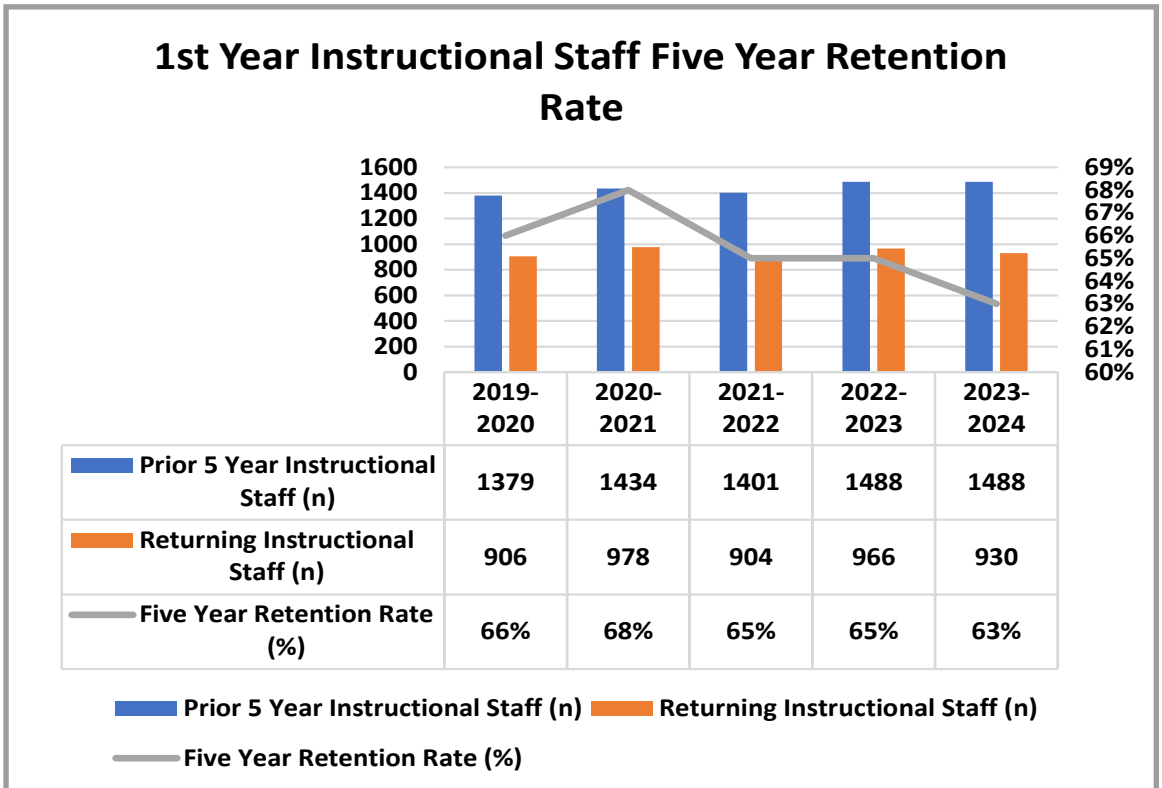
The five-year retention rate of first year teachers in Idaho has ranged between 63%-68% over the last five years. A national study conducted by the University of Pennsylvania reported that 10% of new teachers leave the occupation in one year, and that 44% of new teachers leave the occupation within five years.

A larger percentage of early career teachers, after completing all certification requirements, are still choosing to leave the field of education within five years. Not only does this pose a retention problem in a rapidly growing state, it also poses a problem of expertise and mentorship.

As 32-37% less teachers leave before they enter the middle of their career, this can create a gap of experience. It is important to increase retention of new teachers and provide development and support in order for those new teachers to become veteran teachers.

Mentorship Needs

Sections 33-1201A and 33-512, Idaho Code require all new teachers to be mentored by experienced teachers for the first three years of their careers. Several factors, including a school's rural location and the unfunded nature of the mandate, can make meeting this requirement a difficult task. Regardless, educators need access and opportunity to engage in professional development and mentorship that is appropriate to the stages of their careers in order to remain effective. With this in mind, the Board is launching a statewide mentorship and professional development platform in 2024. The program is funded for a 2-year pilot by federal covid relief funds. Implementation data will be monitored for impact on retention rates.



	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Prior 5 Year Instructional Staff (n)	1379	1434	1401	1488	1488
Returning Instructional Staff (n)	906	978	904	966	930
Five Year Retention Rate (%)	66%	68%	65%	65%	63%

Figure 16: 1st Year Instructional Staff Five Year Retention Rate

TEACHER RETENTION

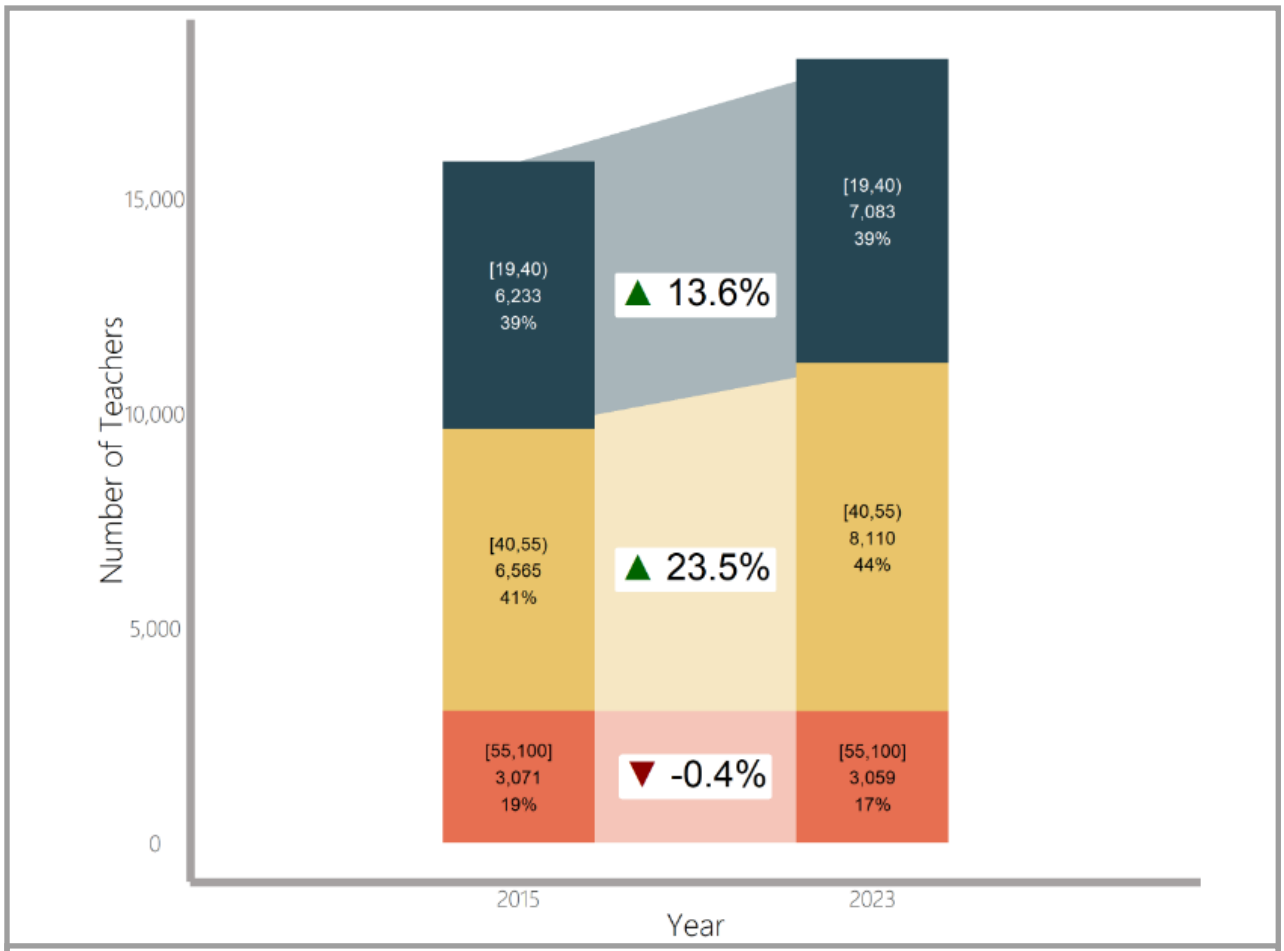


Figure 17: Number of Teachers by Age Group

Aging Teacher Population

A final important factor to consider when evaluating the educator pipeline is that Idaho's teacher population is aging. Figure 17 illustrate the change in teacher age by age band.

Between 2015-2022, the number of teachers between the age of 40-55 increased by 23.5%. In reviewing the teacher pipeline by age band, it is clear that the teacher population is aging. The age range 40-55 is increasing at a higher rate than other age groups and almost twice that of the increase seen in the age band of 20-40. These rates can be found in the Idaho's Teacher Workforce report.

If this trend continues, a substantial portion of Idaho's teachers are likely to retire in close succession to one another resulting in a larger teacher shortage. There is a critical need to recruit, prepare, train, and retain teachers in order to fill the retirement vacancies that will happen in close succession to one another. Furthermore, if Idaho continues to lose 32%-37% of new teachers by their fifth year, Idaho may see a widening experience gap.

Veteran teachers not only have extensive experience, but are on average more effective at raising student achievement than less experienced teachers. Teachers improve their skills and effectiveness through experience, professional development, and mentorship from more experienced and veteran teachers. Therefore, a focus on ongoing professional development and mentoring to increase the experienced teaching workforce and increased efforts to retain experienced and effective teachers is imperative.

NATIONAL RECOMMENDATIONS

Raise the Bar: Lead the World

Raise the Bar: Lead the World is the U.S. Department of Education's call to action to transform P-12 education and advance equity and excellence. The U.S. Department of Education believes that when the bar is raised, all of the nation's students will build skills to succeed inside and outside of school that will support students in reaching new heights in the classroom, careers, and lives.

This initiative identifies three primary areas of focus for policy makers around the country. These include: achieve academic excellence, boldly improve learning conditions, and create pathways for global engagement.

Under the umbrella of the three primary areas of focus, several recommendations for action are outlined. The five recommendations below are aligned to the U.S. Department of Education's strategies to recruit, prepare, train, and retain teachers.

- **Improve teacher compensation and working conditions**
  - Increasing teacher compensation is critical to effectively recruiting and retaining the teachers that schools need. Teachers make 24% less than comparable college graduates and this gap can inhibit people from choosing to become a teacher and/or staying in the profession.
- **Promote career ladders for teachers**
  - Career advancement and leadership opportunities that allow teachers to grow professionally and earn additional compensation while remaining in the classroom can support effective teacher recruitment, retention, and growth. With the appropriate supports, such as release time and additional compensation for additional responsibilities, teacher leadership and advancement can support improved student outcomes and teacher recruitment and retention.
- **Support effective new teacher induction and ongoing professional learning**
  - To succeed in the classroom, new teachers need not only high-quality educator preparation programs with robust clinical experience, they also need effective induction programs that provide job-embedded professional development and support. Effective induction and ongoing, high-quality professional learning are critical to teacher retention and to maximizing the impact of teachers on student achievement and other positive student outcomes.
- **Support high-quality and affordable educator preparation**
  - Expanding access to high-quality and affordable educator preparation is critical to eliminating educator shortages and providing students with the high-quality teachers they need to succeed.
  - Registered Apprenticeship Programs can be an effective, high-quality "earn-and-learn" model that allows candidates to obtain their teaching credential while earing a salary by combining coursework with structured, paid on-the-job learning experiences with a mentor teacher.
- **Promote educator diversity**
  - Increasing the diversity of our educator workforce is critical to supporting the academic success of all students. Studies suggest that all students, and particularly students of color, benefit from having teachers of color.

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2023 Math Work Group



Findings and Recommendations Report

January 2024

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Appendix A: Summary of LEA Survey Results

Appendix B: Proposed Middle School Math & CTE 7th - 8th Grade Programs Integration Project

DISCLAIMER

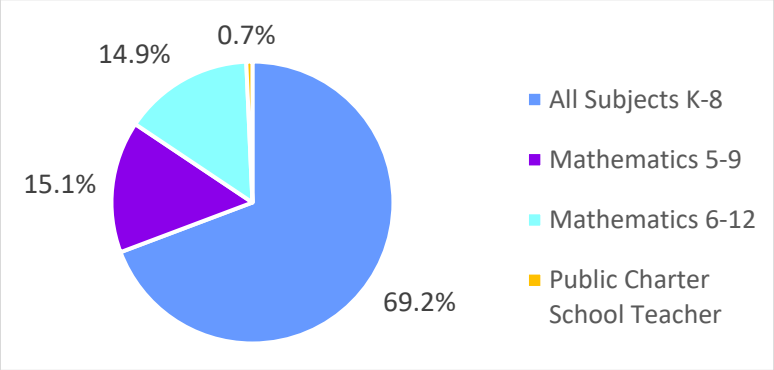
This report is a working document produced by the 2023 Math Work Group, a temporary work group convened to provide the Idaho State Board of Education with recommendations to improve math achievement. The recommendations presented here are the opinions of the 2023 Math Work Group and not necessarily that of the Board unless explicitly accepted by them.

SECTION 1: EXECUTIVE SUMMARY

The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the Middle Grades Math Work Group Report.

Educator Effectiveness

Figure 1: Certifications of MS / Jr High Math Teachers (n=1,447)



Findings

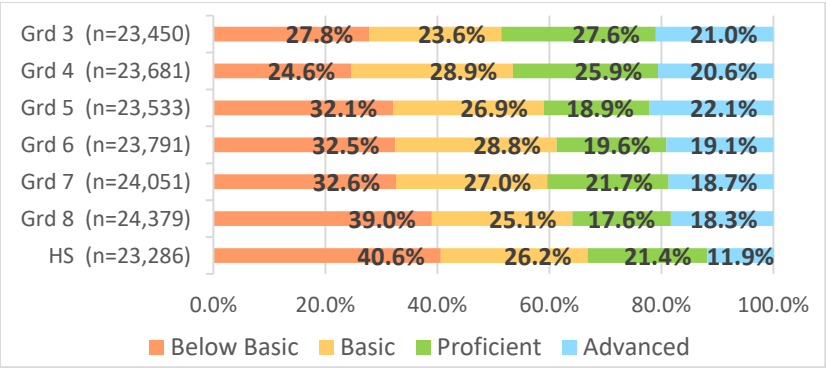
- The majority (69%) of middle school and junior high math teachers have an All Subjects K-8 certificate.
- Our data process does not currently enable tracking of non-endorsement math learning by educators.

Priority Recommendation

Work together with the Department and Regional Math Centers to develop professional learning pathways for educators to increase their mathematical knowledge for teaching. Consider use of microcredentialing within the pathways and adjust renewal requirements and/or processes to support implementation and incentivize educator participation.

Standards, Curriculum, Instruction, and Assessment

Figure 2: 2022-23 ISAT Math, by Grade and Performance Category



Findings

- Given that less than 50% of students in all tested scored proficient or advanced, it is clear that supports are needed to improve K-12 instruction and achievement.

Priority Recommendation

Engage a work group to develop a K-12 Comprehensive Math Plan and set a 5-year update cycle.

STEM and CTE Integration

Figure 3: Percentage of Students Engaged, 2018-2021

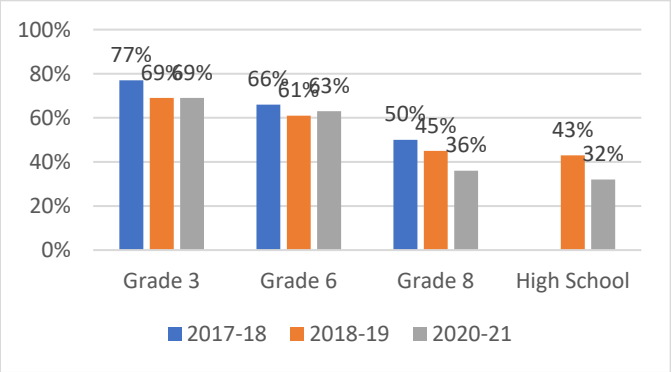
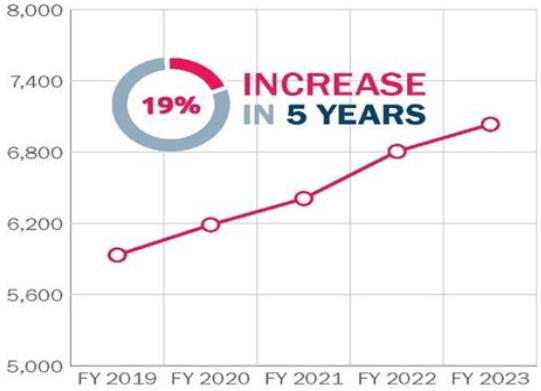


Figure 4: CTE Concentrators, 2018-2023



Findings

- Idaho educators face challenges in addressing student engagement and math self-perception and motivation. National data indicates these factors impact students' math achievement.[1]
- Engagement survey data from the FY 22 AOC Report (Figure 3) shows a decrease in student engagement in the middle and high school grades. However, CTE concentrations increased during this time and qualitative reports indicate engagement is strong in STEM programs.

Priority Recommendation

Build a cross-agency collaboration between the Board, SDE, CTE, STEM Action Center, Workforce Development Council, and the Regional Math Centers to create and implement a campaign to address math culture in the state.

Idaho Statute

Priority Recommendation

Update Idaho statute to align to key recommendations in this report. Promote the development of budgets that will support state and LEA efforts to improve math achievement.

Additional Information

The 2023 Math Work Group's Statute Subgroup will provide the Board office with proposed statutory language and a complementary Fiscal Impact related to the following:

- Establishment of the Comprehensive Math Plan and associated requirements for K-12 and higher education to align practices to it;
- Expectations for regional math centers and provision of professional learning to improve educators' mathematical knowledge for teaching; and
- Funds and support for LEAs to improve math achievement.

[1] Rimm et al, 2014; Xiao and Sun, 2021; Zhang et al, 2021

SECTION 2: RECOMMENDATIONS

Introduction

Organization of the Report

This report is organized into recommendations within the following categories:

- Educator Effectiveness
  - Preparation, Certification, and Renewal
  - Mentoring, Professional Development, and New Certifications or Endorsements
- Standards, Curriculum, Instruction, and Assessment
- Career Technical Education (CTE) and STEM Integration

Each category's section begins with summarized background information "Findings." This section is followed by the recommendations, which are divided between Policy Recommendations for the State Board of Education and Implementation Recommendations for the State Board of Education. The recommendations are further designated as Short-term Actions or Long-term Actions.

Recommendations Definitions

Based on Board staff's experience with the time and energy it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 2.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after the Board's approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

EDUCATOR EFFECTIVENESS

Middle Grades Educator Data

Figure 5: Certifications of MS / Jr High Math Teachers (n=1,447)

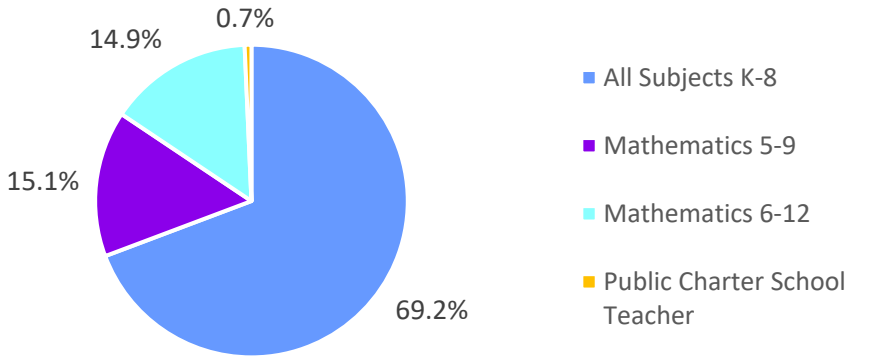


Figure 6: Traditional vs. Non-Traditional Certifications of Middle Grades Math Teachers (n=1,447)

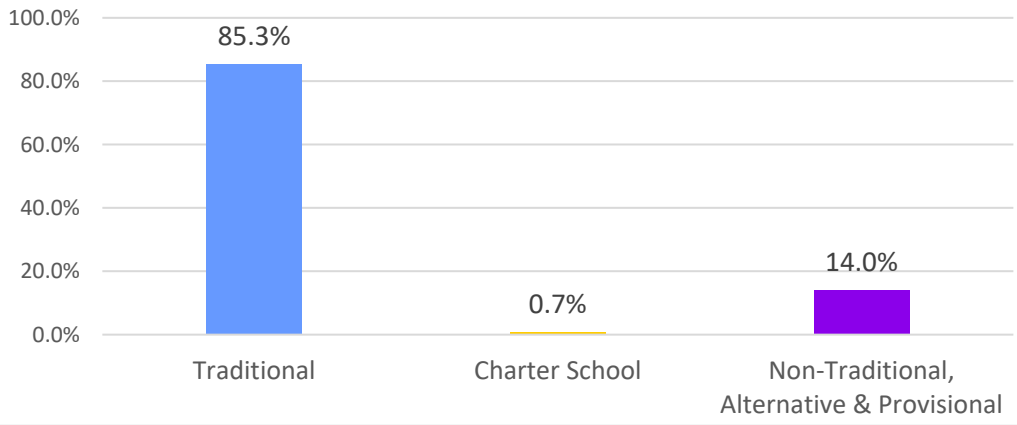
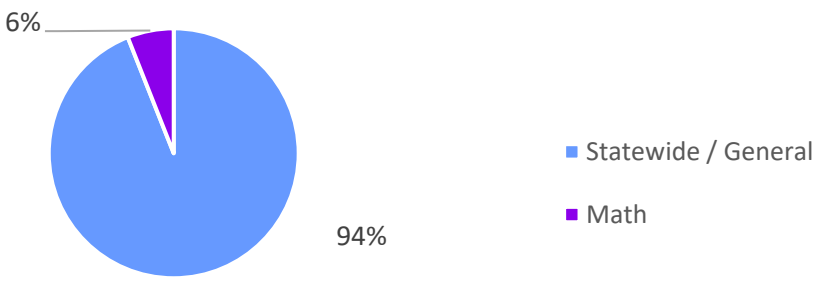


Figure 7: Endorsements of MS / Jr. High Administrators (n=314)



Findings

- As shown above, the majority (69%) of educators assigned to middle school and junior high mathematics courses have a K-8 generalist certification.
    - In Idaho, the K-8 generalist certificate is often achieved with only one math methods course (typically called Math for Elementary Teachers).
- 14% of middle grades math teachers have a non-traditional certification.
    - This is higher than the national average (10%) and of concern since research indicates that schools with high percentages of low socioeconomic students tend to have higher percentages of non-traditionally certified teachers.[2,3]
- Similarly, only a small percentage of middle school and junior high administrators have a math specific endorsement.

Educator Preparation and Certification

Findings

- Idaho's educator pipeline for mathematics is limited.
    - As outlined in the December 2023 Educator Pipeline report Idaho has reported a shortage of mathematics teachers, including basic and advanced math for grades 6 through 12. Further, while Idaho "had teacher shortage areas before the pandemic, but the shortage areas were exacerbated by the pandemic."[4]
    - Concerns related to the educator pipeline have prevented the Work Group from recommending more stringent certification requirements at this time.
    - The current model for funding departments of education is based on program enrollments. This may leave small, but crucial, teacher preparation programs vulnerable to closure before their impact can be realized.
- Mathematical Knowledge for Teaching (MKT) is essential for teachers to provide effective instruction, but Idaho's current certification system does not ensure that teachers receive adequate training in MKT during preparation.[5]

[2] National Center for Education Statistics, n.d.
[3] Sutcher, Darling-Hammond & Carver-Thomas, 2016; Carver-Thomas & Darling-Hammond, 2017
[4] Idaho State Board of Education, 2023
[5] Mathematical Knowledge for Teaching (MKT) is the specialized knowledge that teachers need to effectively teach mathematics (Hill & Ball, 2009). Effective teaching of mathematics requires more than just knowing the subject matter of mathematics; it also involves a deep understanding of how students learn and how to convey mathematical concepts in a way that makes sense to them (Hill et. al., 2008), and this knowledge impacts student math achievement (Hill et. al., 2005). Taking traditional college math courses does not sufficiently prepare teacher candidates to teach K-12 mathematics topics well.

Recommendations – Educator Preparation and Certification

Policy Recommendations – State Board of Education

Short-term Actions

1. Create a Math Educator Preparation Work Group.
   a. The work group should be primarily comprised of experts in math educator preparation and in-the-field educators.
   b. The work group's first area of focus should be to review preparation and identify how to ensure educators develop sufficient mathematical knowledge for teaching (MKT).
      - Review the preparation requirements of traditional preparation programs and alternate route programs.
        - Consider alternative methods to onboarding teachers (i.e. look at CTE onboarding approach and/or allow some PD to be completed during certification and possibly count for certification).
        - Review the requirements for teachers certified out of state.
   c. The work group's second area of focus should be to review the approach currently used for funding Idaho's public departments of education and, if applicable, make recommendations for improvement.
      - Review other approaches to funding and identify whether a method that aligns with the purpose of educator preparation programs.

Long-term Actions

1. Based on recommendations of the Math Preparation Work Group, develop and implement plans to increase the amount of MKT training educators receive during preparation.
2. Based on recommendation of the Educator Preparation Funding Work Group, work with the institutions of higher education to develop and implement plans adjust how colleges / departments of education are funded.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Participate in the Math Preparation Work Group

Long-term Actions

1. Based on recommendations of the Math Preparation Work Group, develop and implement plans to increase the amount of MKT training educators receive during preparation.

Ongoing Professional Learning:

Mentoring, Professional Development, Renewal, and New Certifications / Endorsements

Findings

- The Math Educator data shows a systematic gap in the level of MKT training K-8 educators receive pre-service; considerable mentoring and professional development is needed.
- Some K-8 generalists have worked to increase their math instructional practices, but have not pursued a math endorsement.
    - Current data tracking does not allow us to identify non-math endorsed K-8 generalists with substantial MKT.
    - Potential reasons educators may not complete the endorsement could include cost and availability of coursework.
    - Board policy III.E. includes a definition of microcredentials and could act as a foundation for tracking educators' microcredentials related to math.[6]

Recommendations – Ongoing Professional Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Jointly develop budgets with the SDE and request legislature support for funds to expand math professional learning.
2. Prioritize math in the new mentoring / professional development platform.
3. Outline professional learning expectations in the Comprehensive Math Plan.
4. Work with the SDE and RMCs to support the development of MKT professional development pathways for educators.
    a. The pathways could include microcredentials and may or may not result in math endorsements.
    b. Require or incentivize MKT sequence courses for renewal certification for educators with the following certificates who are teaching math: K-8 generalists, K-12 special education, secondary math.

Long-term Actions

1. Consider incentivizing and/or requiring Idaho's Teacher Leader- Mathematics endorsement or microcredentialing for math instructional coaches and mentors of math teachers.

[6] State Board of Education, 2022

Implementation Recommendations – State Department of Education

Short-term Actions

1. Identify and implement actions to improve mentoring for math teachers (K-8).
    a. Reinforce the Idaho mentoring standards to ensure mentor pairings are content-specific.
    b. Explore ways to facilitate mentoring and coaching across LEAs.
    c. Identify the training expectations of mentors to ensure effectiveness. Provide trainings via multiple mediums (in-person, online, and at varied times).
2. Identify teachers with strong MKT to build a wider network of mentors and coaches.
    a. Ensure the initial cadre of mentors in the state's new mentoring platform includes educators with strong MKT.
3. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction.
    a. Professional development efforts must be embedded and content connected.
        – Promote use of the ISAT interims and data to support instruction.
        – Train educators to engage in the depth and rigor of the standards.
        – Train LEAs on developing an effective PLC system.
    b. Ensure professional development is appropriately differentiated across roles (teachers, vs. administrators, etc.).
4. Work with the Board and RMCs to develop professional development pathways to help educators gain MKT.
    a. Limit implementation of the pathways to the RMCs and consider a pilot program or incentivized cohort model.
    b. Identify appropriate ways to integrate CTE educators into the pathways.
    c. Support any identified renewal requirements and work with RMCs and providers to ensure course availability.

Long-term Actions

1. Work with the Board to use funds in alignment with statute and the mentoring and professional development recommendations in the Comprehensive Math Plan.

STANDARDS, CURRICULUM, INSTRUCTION, AND ASSESSMENT

ISAT Math Data

Figure 8: Longitudinal Comparison of Mean Scale Score vs. Proficiency, 2021-22 Grade 7 Cohort (n = 18,550)

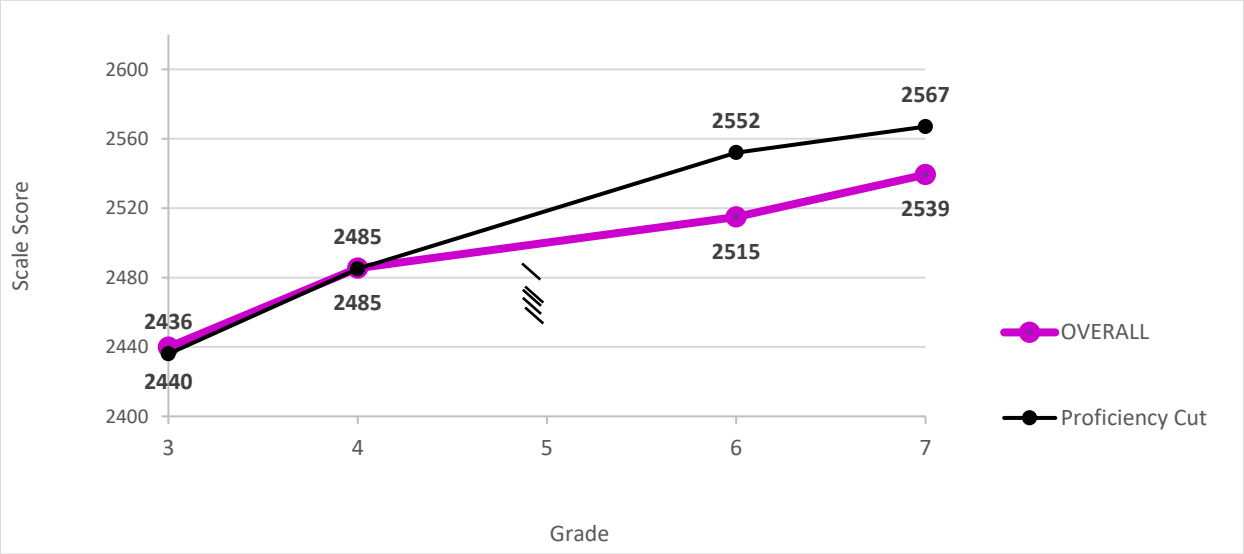


Figure 9: 2022-23 ISAT Math, by Grade and Performance Category

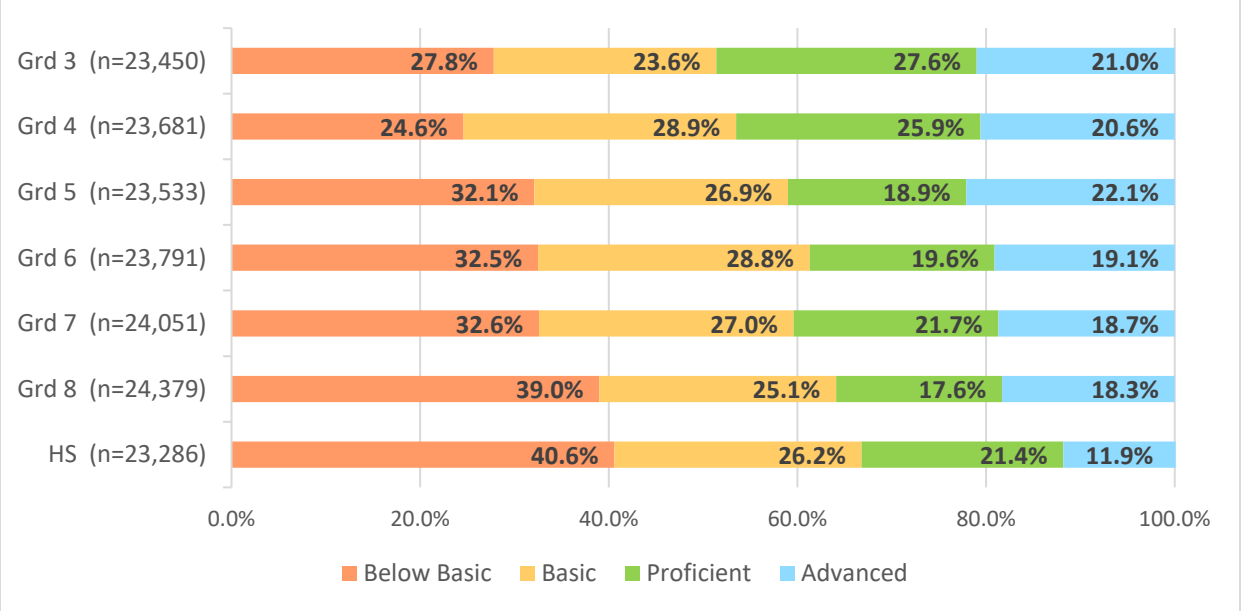


Figure 10: 2022-23 ISAT Math, by Ethnicity, all grades (3-8 and 11)

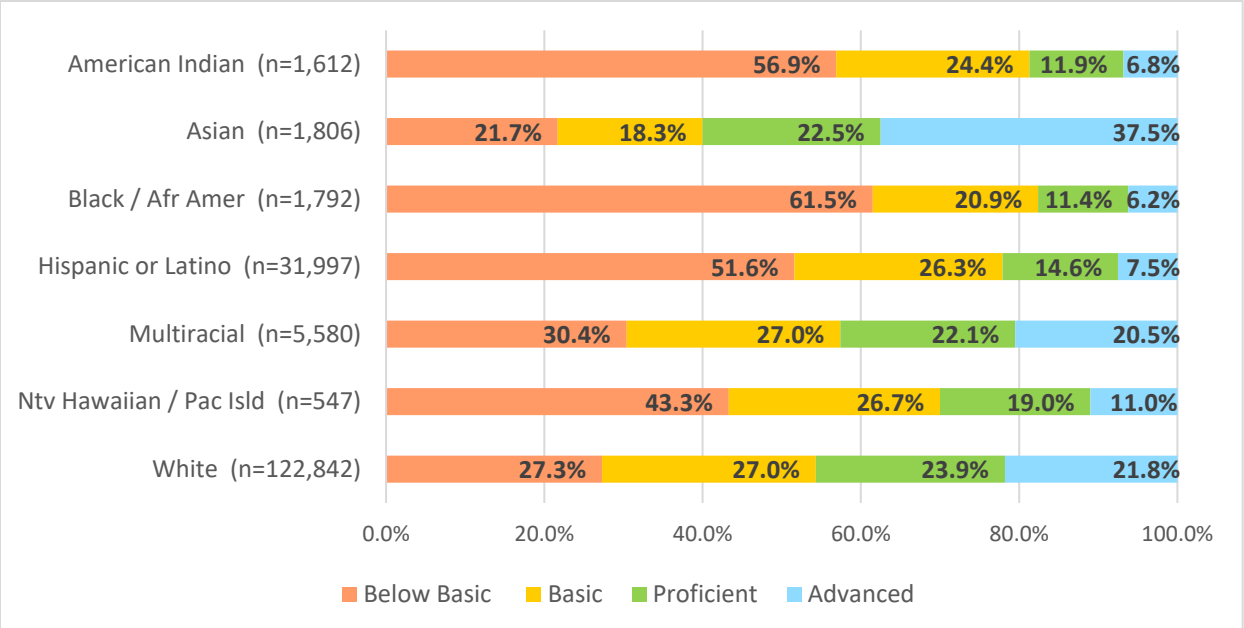
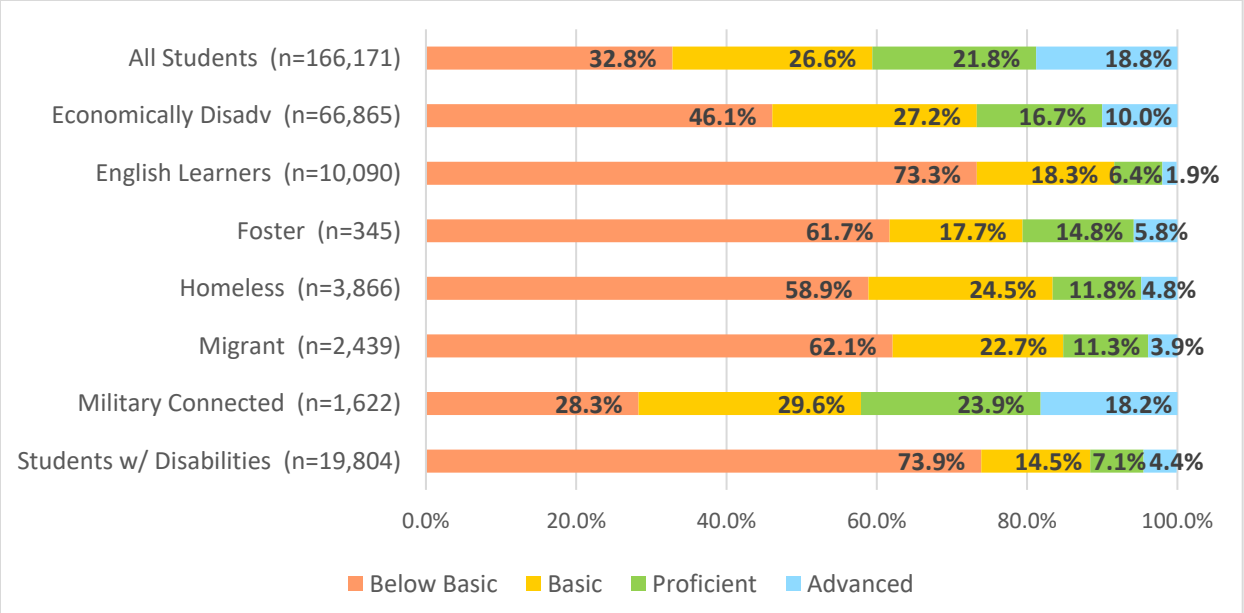


Figure 11: 2022-23 ISAT Math, by Student Group, all grades (3-8 and 11)



Findings

- Across multiple cohorts of data (shown in Figure 4 and provided in the FY 23 AOC Report), Idaho students' mean math scale score is at or very near the proficiency cut in grades 3 and 4, but drops below the cut by grade 5 and continues to follow away from the proficiency cut score as students progress through the K-12 system.

- While scores show the biggest declines beginning in the middle grades, only 48.6% of 3rd grade students were proficient in 2023 (Figure 5). Thus, lower scores in the middle and upper grades likely stem from issues starting earlier in elementary (i.e. K-3).
- There are substantial differences in student performance based on ethnicity, with performance gaps between white students and students of color ranging from 3.1 to 28.1 percentage points.
    - The state's second largest ethnicity group, Hispanic or Latin, had 22.1% of students score proficient or advanced in 2022-23, a rate 23.6 percentage points below their White peers.
    - 18.7% of identified American Indian students scored proficient or advanced in 2022-23, a rate 27 percentage points lower than their White peers.
- ISAT Math performance gaps also exist between the all student population and students in specific subgroups, with differences ranging from 13.9 to 32.3 percentage points.
    - English Learners had the lowest rate of math proficiency amongst student groups, at 8.3%. Students' ability to participate in a language-based mathematics test likely impacts their scores.
    - Students who are economically disadvantaged, the state's largest subgroup, had a ISAT math proficiency rate of 26.7%, 13,9 percentage points lower than the all students subgroup.
    - 11.5% of students with disabilities (those receiving special education services) scored proficient or advanced in 2022-23, a rate 29.1 percentage points lower than the all students group.

Recommendations – Standards, Curriculum, Instruction, and Assessment

Policy Recommendations – State Board of Education

Short-term Actions

1. Collaboratively develop budgets with the SDE and request legislative support for funds for LEAs to improve math core instruction and interventions.
2. Engage a work group to develop an Idaho Comprehensive Math Plan and set a 5 year cycle for updating it.
    a. The work group should include robust representation from individuals with expertise in math education research.
    b. The work group should include representation and/or feedback from stakeholder groups committed to serving specific student populations (EL, SPED, racial / ethnicity groups, etc.).
    c. This plan should address both core math instruction and interventions.
    d. This plan should include recommendations related to the amount of and use of math instructional time.
3. Maintain commitment to high quality assessment that measures deeper mathematical knowledge and skills by continuing to administer the ISAT by Smarter Balanced.
    a. Consider incentivizing use of the interim assessments and/or other resources provided through the consortium.

Long-term Actions

1. Continue to work to maintain and expand state funding focused on improving math core instruction and interventions.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Work with the Board to develop budgets and engage with the legislature to request funds to support LEAs in improving math core instruction and interventions.

Long-term Actions

1. Work with the Board to ensure LEAs are using funds in alignment with statute and the Idaho Comprehensive Math Plan.

2. Adjust process for review of math curricular materials to provide more specific guidance regarding which materials are most aligned to Idaho Math Instructional Framework.
    a. Clearly identify if there are curricula / instructional materials that districts should avoid due to substantial misalignment with Idaho's Content Standards or Instructional Framework.
3. Ensure all students are receiving on grade level core instruction.
    a. Conduct a study (internally or via a contractor) to examine the prevalence of ability grouping during core (Tier 1) math instruction in elementary schools.
    b. Work with LEAs to ensure all students (including subgroups such as SPED, EL, Title I) receive grade-level core math instruction.
4. Ensure math performance data is widely shared and provide targeted data literacy professional development.
    a. Provide training to support educators in understanding different types of assessments and how to consistently and effectively use data.
    b. Districts and schools need to understand how to use ISAT claim and target level analyses to guide professional development and curricular and instructional changes.
5. Conduct outreach to increase use of the full suite of tools and resources available through the ISAT by Smarter Balanced (interims, Tools for Teachers, etc.) and provide training on effective use.
6. Gather and provide resources to LEAs regarding best practices around implementing subject departmentalization within elementary schools[7].
7. Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies.

2. Based on the results of the study on ability tracking, develop and implement plans to reduce its prevalence in core math instruction, particularly in the elementary grades.
3. Continue to fund statewide intervention / extension materials (Ex. Imagine Learning) and provide professional development to expand LEAs' capacity of LEAs to use these materials.
4. Continue to work with Smarter Balanced staff and partner states to provide expanded support for multilingual learners (English Learners) within the ISAT.

[7] Chan & Jarman, 2004; Gerretson et. al., 2008; Hood, 2010

CAREER TECHNICAL EDUCATION AND STEM INTEGRATION

Career Technical Education (CTE) Data

Figure 12: CTE Concentrators, 2018-2023

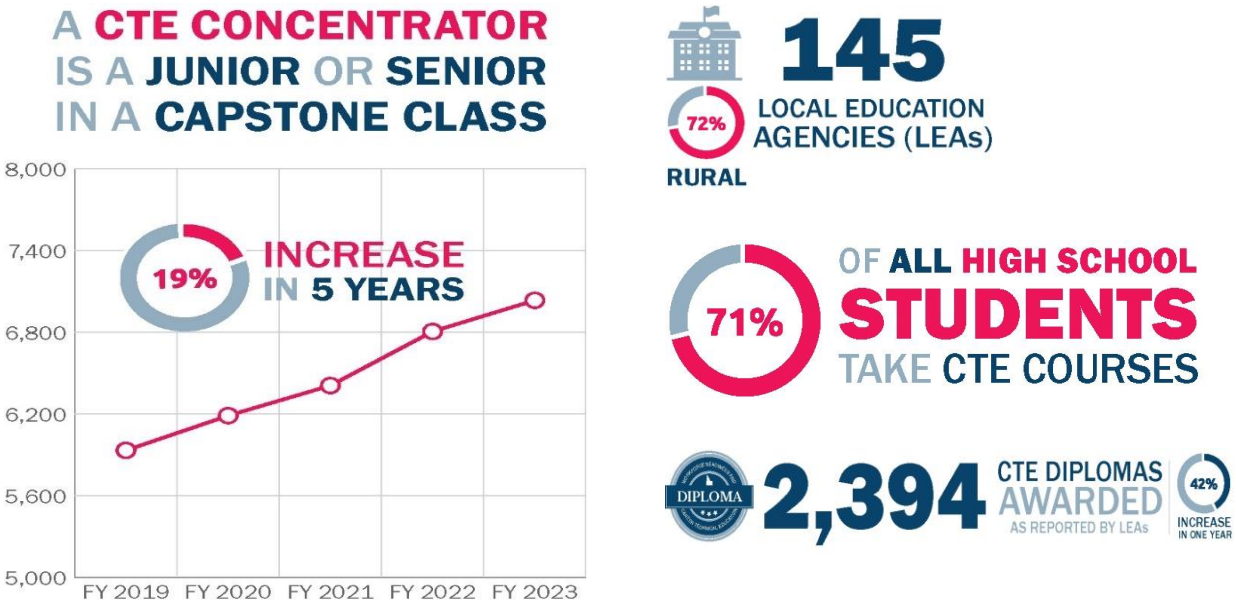
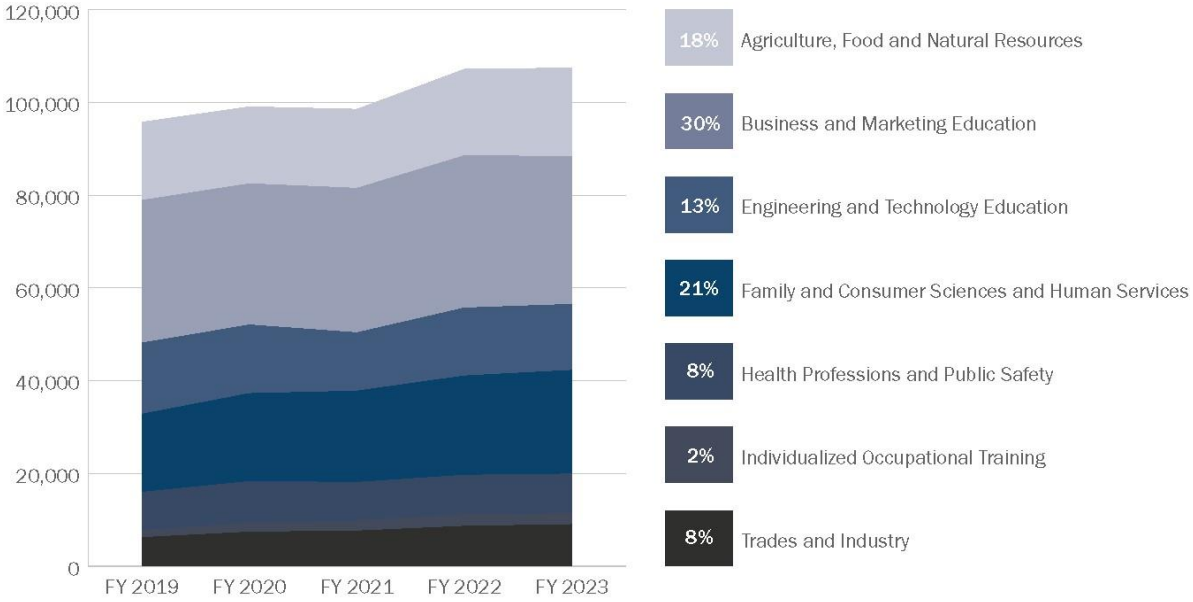


Figure 13: 2019 through 2023 CTE students by Focus Area



STEM Action Center – i-STEM Trainings Data

368
i-STEM 2023 Participants

79.6%
of Participants Completed Surveys

6
Regional i-STEM Sites

Figure 14: Subjects Taught by i-STEM 2023 Participants (duplicated)

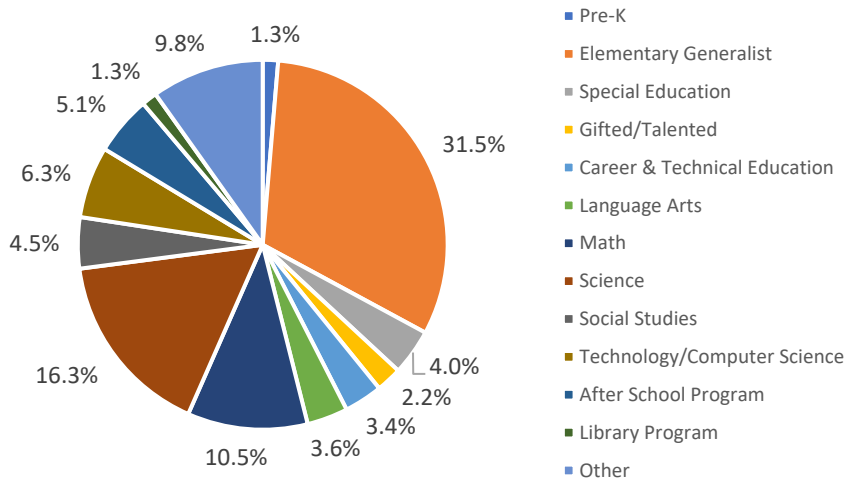
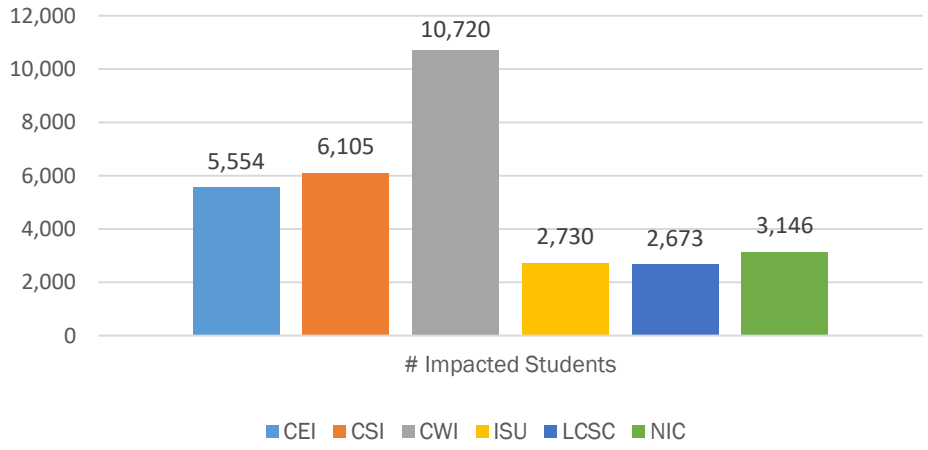


Figure 15: Minimum i-STEM Student Impact by Site, based on teacher surveys



Findings

- An increasing number of Idaho students are participating in CTE, so ensuring CTE math is solid, relevant, and engaging is critical.
- The Idaho STEM Action Center's i-STEM Summer Institutes, the annual STEM conference, and the Division of Career Technical Education's (CTE) Summer Conferences are well-established vendors for professional development that have regional branding.

Recommendations – Career Technical Education and STEM Integration

Policy Recommendations – State Board of Education

Short-term Actions

1. Work with CTE to ensure that guidance and templates provided to LEAs for students' career pathway plans (in alignment with I.C. 33-1614) include a section regarding the math students will need to achieve their future plans.
2. Work with the STEM Action Center to ensure that the STEM Strategic Plan and Comprehensive Math Plan are appropriately aligned.
3. Review Next Steps Idaho to identify places where future math coursework should be more detailed.

Long-term Actions

1. Work with CTE to develop budgets and engage with the legislature to request full funding for middle school CTE programs.
2. Based on the review of Next Steps Idaho, implement changes to address any identified gaps by making future math coursework information more detailed.

Implementation Recommendations – State Department of Education

Short-term Actions

1. In coordination with CTE, develop a plan to integrate math instruction with the development of 7th - 8th Grade CTE programs (see Appendix B).
2. Collaborate with CTE to ensure that math instruction provided through CTE is on-grade level and appropriately aligned to the state's math content standards.
   a. Work with CTE to facilitate cross-training between traditional and CTE educators to improve understanding of connections between the standards.
4. Capitalize on existing, successful professional development structures within the STEM Action Center and CTE to provide expanded, integrated math training content.

Long-term Actions

1. Work with the Board to support the development of budgets that sustain funding for CTE and STEM integration efforts.
2. Implement the initiative to integrate math instruction with middle school CTE programs.
3. In coordination with the Board, CTE, STEM Action Center, Workforce Development Council, and RMCs, create and implement a campaign to address math culture in the state.
   a. The campaign should include: every person is a math person; why math is important; how people use math in a variety of contexts and careers.

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APPENDIX A

Summary of LEA Survey Results

Methodology

The What's Working Subgroup issued a survey to approximately 30 public school districts and public charter schools (or local education agencies – LEAs) who had outperformed the State of Idaho averages on the middle school math ISAT exam two out of the past three years, or who had shown above average growth during that time. Issues with the state's free and reduced lunch data (used to identify low socioeconomic students) during the pandemic years prevented the subgroup from controlling for this demographic factor.

Demographics of Surveyed LEAs:

- 18 LEAs responded to the survey
- LEA size varied between 1A and 5A
- All LEAs had below 50% low socioeconomic students

The purpose of this survey was to identify commonalities that could be characterized as indicators of success. Most districts reported that the composition of their teacher populations were experienced to veteran and that their math departments have experienced average to above average stability in personnel over the past five years. Most districts reported offering professional development opportunities specifically to math instruction or math curriculum over the past five years, and many districts identified a collaborative professional environment as part of the professional development focus. Many districts responded that their above average performance in mathematics could in part be attributed to alignment of standards and curriculum horizontally and vertically, and an MTSS type structure to monitor individual student achievement and needs. Most districts acknowledged that while they were encouraged by performing above state averages, they felt they had room for improvement and continued growth regarding student achievement in mathematics. The survey results are summarized in Figure 1.

After reviewing the survey results, LEAs were invited to participate in a virtual "round-table" to further discuss and explain factors that have been contributing to their district's success. Nine districts participated in this discussion. Feedback gathered during this session is demonstrated in Figure 2.

APPENDIX A

Highlighted Results

The following are all of the factors from the survey that had an average score of 3.5 or higher.

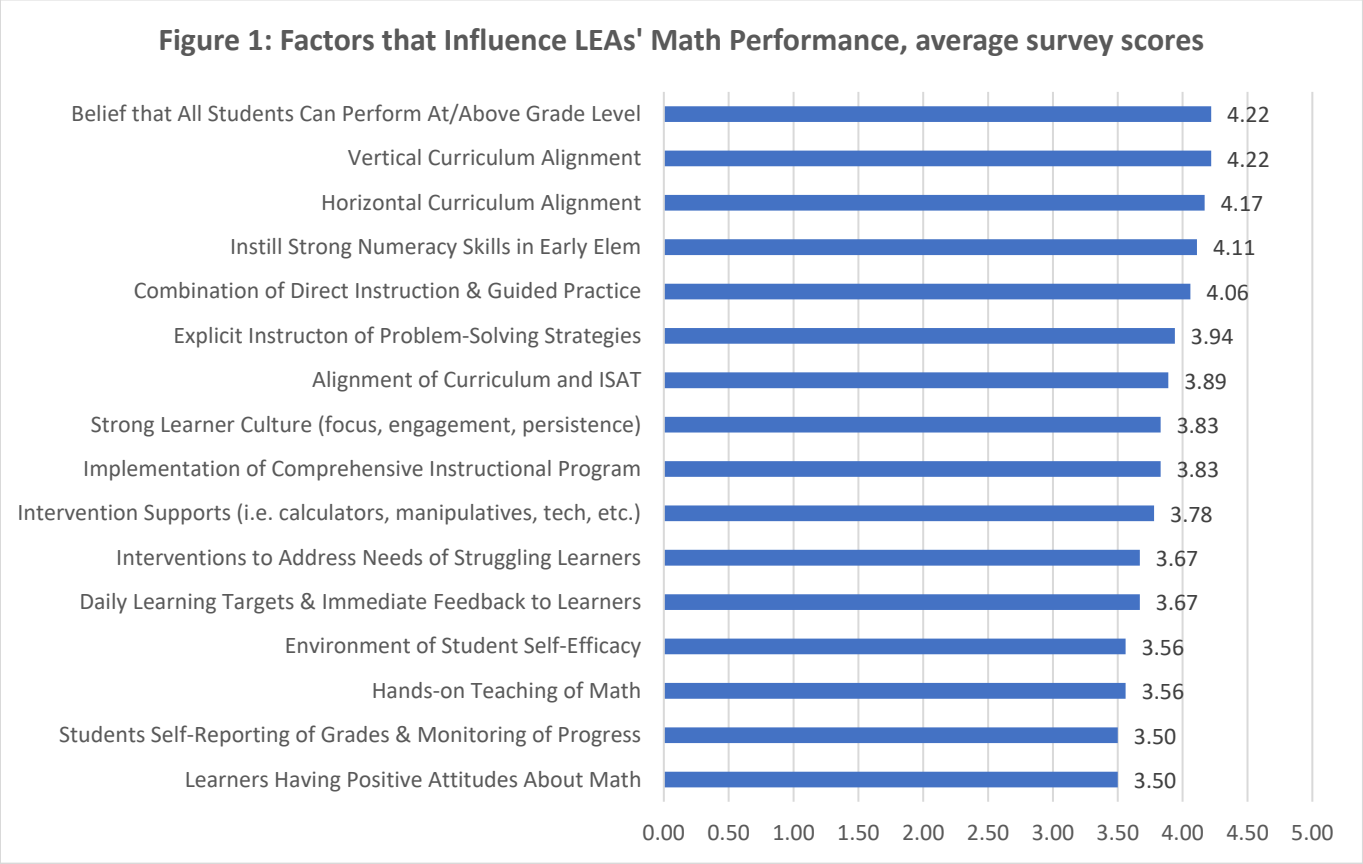


Figure 2: Common LEA Practices Impacting Success, based on round-table discussion



APPENDIX B

Proposed Middle School Math & CTE 7th – 8th Grade Programs Integration Project

Project Goal: Foster middle school career exploration through engaging middle school mathematics instruction.

Inputs	Activities	Outputs	Outcomes	Impacts
Political support: • Legislative • OSBE • CTE • SDE Funding: $2 million / yr for 3 years = $6 million • Project Manager and Administrative Assistant Support. • Development of Middle School CTE programs that will integrate mathematics instruction. • Professional Development costs, teacher time, credits and travel costs. Math content specialists who create resources and provide professional development for MS Math and CTE teachers.	• Create a vision graphic to articulate a statewide vision for cross-disciplinary middle school mathematics instruction. • Create standards crosswalks that show how middle school math standards and CTE standards align. • Provide focused professional development for MS CTE and Mathematics teachers that engages them in cross-disciplinary planning, delivery of instruction and supporting students who struggle. • Create a collection of resources to support MS Math and CTE teachers. • Enhance Next Steps platform to create middle school resources and more specific guidance on math courses needed for careers.	• Improved teacher confidence in teaching mathematics. • Increased understanding of middle school math standards and alignment. • Engaging, cross-disciplinary, math lessons. • Student math portfolios. • Student Career plans that include their “math path” for high school and awareness of how math will be a part of their chosen career.	**Short-term Outcomes** • Increased student interest in mathematics • Career Exploration • Improved mathematics instruction **Long-term Outcomes** • Improving math instruction • Supporting teachers in rural high schools • Improved student learning opportunities in mathematics. • Improved student engagement in mathematics • Improved student math identity • Increase in CTE enrollment at the middle school level	• Gains in student achievement • Improvement in student math identity • Enhanced CTE courses at the middle school level

Idaho State Board of Education

FY2025-FY2029
Idaho K-20 Public Education – Strategic Plan

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

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

GOAL 1: EDUCATIONAL READINESS 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 Opps Increase high-school student participation in advanced opportunities.	**Objective B – 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 Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials.		
Objective A – Retention Increase the retention rate of first-year students into the second year.	**Objective B–Timely Completion** Increase on-time degree completion.	**Objective C – Attainment** Increase completion of certificates and degrees through Idaho's educational system.

FY2025-FY2029

Idaho K-20 Public Education – Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

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

VISION STATEMENT

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

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

MID-TERM PRIORITY FOCUS AREAS

Elementary and Secondary Education

- Literacy Proficiency and Growth – Kindergarten through grade 3
- Mathematics Proficiency and Growth – Grades 6 through 9
- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

Postsecondary Education

- Recruitment and Access
- Retention
- Transfer and Completion

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. L

Performance Measures:

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).**
Benchmark: 75%[1]

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.**
Benchmark: New Measure[2]

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

Performance Measures:

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).**
Benchmark: 43%[3]

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.**

Benchmark: New Measure

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

Performance Measures:

I. **5-Year Adjusted Cohort Graduation Rate (ACGR)[4]**
Benchmark: 87% or more

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.

HS	R/A

Performance Measures:

I. **Percent of high school graduates who were funded for or more advanced opportunities.**
Benchmark: 90% or more

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

HS	R/A

Performance Measures:

I. **Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more

II. **Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.**
Benchmark: New Measure

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

HS	R/A

Performance Measures:

I. **Percent of high school graduates who enroll in an Idaho public postsecondary institution in the fall immediately following graduation.**
Benchmark: 60%[5] or more

II. **Percent of high school graduates who enroll in an Idaho public postsecondary institution** Within 36 months of high school graduation.
Benchmark: 80%[6] or more

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a 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.

R

Performance Measures:

I. **Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.**
Benchmark: 75%[7] or more

II. **Percent of undergraduate, degree-seeking students completing two full-time semesters[8] per academic year at the institution reporting.**
Benchmark: 55%[9] or more

Objective B: Timely Degree Completion – Increase on-time degree completion.

T/C

Performance Measures:

I. **Percent of full-time first-time freshman graduating within 100% of the allotted time (e.g. 4-year degree in 4 years; 2-year degree in 2 years).**
Benchmark: 30%

II. **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).**
Benchmark: 50%

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

T/C

Performance Measures:

I. **Percent of total credentials conferred in STEM fields[10].**
Benchmark: 25%

II. **Unduplicated headcount of graduates, by highest level attained.**
Benchmark: 18,000[11]

KEY EXTERNAL FACTORS

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality educational system with opportunities and access for all Idaho residents regardless of where they intersect with the educational system. The structure of public education in Idaho provides an opportunity of focusing work towards common goals, however, the work of communicating out these common focus areas and helping each segment of the public education system to understand and make progress in those areas can be difficult when the system or parts of the system are not adequately resourced or there is not a common vision of success or accountability.

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.

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[1] Benchmark is based on the FY2023 statewide, spring administration, all students, composite outcome of 66%.
[2] New measures are expected to collect baseline data in the first year, and to establish a target and report outcomes in the second year.
[3] Benchmark is based on Accountability Oversight Committee recommendations and reflects the FY23 6-8 aggregated baseline proficiency ate of 38.8%.
[4] 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.
[5] Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 42%. The benchmark remains at 60%.
[6] Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 52%. The benchmark remains at 80%.
[7] The 2021-2022 systemwide outcome was 70%.
[8] A full-time semester at a four-year institution is 30 credit hours. A full-time semester at a two-year institution is 24 credit hours.
[9] The 2021-2022 systemwide outcome was 50%.
[10] For the purpose of this measure, STEM fields will use the CCA/IPEDS Definition.
[11] 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.

TAB	DESCRIPTION	ACTION
1	BAHR – REPORT ON NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ACADEMIC PROGRESS RATE (APR) SCORES FOR BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY AND UNIVERSITY OF IDAHO AND NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA) RETURN ON ATHLETICS (ROA) REPORT FOR LEWIS-CLARK STATE COLLEGE	Information Item
2	IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE ANNUAL REPORT	Information Item
3	IRSA – SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Information Item
4	PPGA – ACCELERATED MATH LEARNING COLLABORATIVE REPORT	Information Item
5	PPGA - IDAHO PUBLIC TELEVISION ANNUAL REPORT	Information Item
6	IDE - NOTIFICATION OF SCHOOLS APPROVED TO OPERATE WITH LESS THAT TEN (10) STUDENTS REPORTED IN AVERAGE DAILY ATTENDANCE	Information Item
7	IDE - ANNUAL UPDATE RE. ALBION ELEMENTARY HARDSHIP STATUS	Information Item

NCAA ACADEMIC PROGRESS RATE REPORTS

SUBJECT

Report on National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores for Boise State University, Idaho State University and University of Idaho and National Association of Intercollegiate Athletics (NAIA) Return on Athletics (ROA) Report for Lewis-Clark State College

BACKGROUND/DISCUSSION

APR Report (Boise State University, Idaho State University, University of Idaho)

NCAA instituted the APR tracking system in 2004 in response to public concerns over academic performance and graduation rates among student-athletes. The APR is determined by using eligibility and retention data for each student-athlete on scholarship during an academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The single and multi-year APR is determined as a percentage of points earned divided by total points possible for that cohort, with the resulting number multiplied by 1,000. The highest possible score for a team is 1,000 (as calculated by the process described in the paragraph below). The NCAA calculates the APR rate as a four-year rolling average. Currently, the benchmark minimum score for each sport is 930, which the NCAA equates with a 50% graduation rate. Teams that fall below the 930 minimum are subject to sanctions which may include loss of scholarships. APR averages which fall below 900 over time may also include restrictions on practice time, loss of post-season competition eligibility, and other penalties.

Calculation of the APR. A team's APR cohort for a given year is composed of student-athletes who receive financial aid based on athletic ability; if a team does not offer financial aid, then the cohort consists of those student-athletes who are listed on the varsity roster on the first day of competition. Each student-athlete in the APR cohort has the ability to earn two points for each regular academic term of full-time enrollment. One point is awarded if the student-athlete is academically eligible to compete in the following regular academic term. The other point is awarded if the student-athlete is retained by the institution (i.e., returns to school as a full-time student) in the next regular academic term. Student-athletes who graduate are given both the eligibility and retention points for the term. Teams can also earn a delayed graduation point if a student-athlete who left the institution without graduating returns to the institution and graduates. At the start of each academic year, each Division I team's APR is calculated by adding all points earned by student-athletes in the team's cohorts in each of the previous four years, dividing that total by the number of possible points the student-athletes could have earned and multiplying by 1,000. Thus, an APR of 950 means that the student-athletes in the cohort earned 95 percent of the eligibility and retention points that they could have earned.

Eligibility and Retention Rates. A team's eligibility rate is calculated by taking all of the eligibility points earned during the previous four years, dividing that total by the number of eligibility points that could have been earned during that time and multiplying by 1,000. A team's retention rate is calculated similarly using retention points earned and retention points possible.

Return on Athletics (ROA) Report (Lewis-Clark State College)

In 2019-20, the National Association of Intercollegiate Athletics (NAIA) implemented ROA to report on the sports and athletes at the colleges and universities which are members of NAIA. ROA is the NAIA's proprietary approach to the management of collegiate athletics. This approach is aimed at demonstrating how athletics have a positive impact on institutions' ability to identify opportunities to drive enrollment, improve student success, and grow net return on athletics.

The return on athletics information is reported in three areas:

- Institutional data which includes annual enrollment by gender, resident (in-state) tuition, non-resident (out-state, out of area) tuition, and other tuition rates that are specific to individual institutions such as LC State's Asotin County resident tuition. Other information collected includes the cost of room, board, and books for students attending an institution
- Data by sport includes revenues and expenses associated with the offering of each sport at the reporting institution
- Student data reports on athlete demographics including gender, race/ethnicity, first generation student status, tuition classification (resident, non-resident, other tuition), living on or off campus, academic exemption, athlete retention and graduation, and the different kinds of financial aid received by the athlete.

The NAIA uses academic exemptions to reward high achieving student-athletes throughout the year by not counting half of the financial aid toward the institution's allowable countable aid limits for those achieving 3.30-3.59 cumulative GPA, and reducing in whole the financial aid amount for those achieving 3.60-4.00 cumulative GPA on the institution's limits on financial aid. The NAIA, like the NCAA, has limits on institutional aid that can be awarded to student-athletes who participate in an institution's sport program. Unlike the NCAA, the NAIA uses academic exemptions to allow institutions to expand rosters, thus allowing more students to participate and additional aid to be awarded to more students.

IMPACT

APR reports from the three NCAA member institutions are provided. All three institutions report that they are meeting the 930 APR benchmark.

Each provides two formats for the APR reports. Both reports show the single and multi-year APR scores. The first report by Subgroup shows the percentile rank within the sport, all sports, Division I, public institutions, Football Bowl Subdivision,

Football Championship Subdivision, and finally Division I (non-football). The second report includes the Multi-year Rate Upper Confidence Boundary and the multiyear and single year APR scores for Eligibility/Graduation and for Retention.

Multiyear Rate Upper Confidence Boundary. A squad-size adjustment is a statistical margin of error, or confidence interval, applied by the NCAA when limited data are available to estimate a team's APR with appropriate confidence. The adjustment helps ensure that small squads are not penalized unfairly based on a small set of observations. Confidence intervals, commonly used in statistics, roughly represent a range of scores within which the true APR likely resides. The upper confidence boundary of a team's APR must be below 925 for that team to be subject to APR penalties. The squad-size adjustment currently only applies to squads with three or fewer years of data or four-year cohorts of fewer than 30 student-athletes.

ATTACHMENTS

Attachment 1 Boise State University APR Summary
Attachment 2 Boise State University APR Report with Eligibility and Retention
Attachment 3 Boise State University APR by Subgroup
Attachment 4 Idaho State University APR Summary
Attachment 5 Idaho State University APR Report with Eligibility and Retention
Attachment 6 Idaho State University APR by Subgroup
Attachment 7 University of Idaho APR Summary
Attachment 8 University of Idaho APR Report with Eligibility and Retention
Attachment 9 University of Idaho APR by Subgroup
Attachment 10 Lewis-Clark State College ROA Summary

STAFF COMMENTS AND RECOMMENDATIONS

The APR system is a useful element in institutions' toolkits to track and encourage academic success for student athletes. When coupled with additional measures, such as grade point averages and graduation/degree completion results, the APR can provide performance metrics to support data-informed decisions and effective engagement by athletic departments and senior university leadership in support of the Board's academic goals.

Although Lewis-Clark State College does not fall under the same reporting requirements as the three universities, their report demonstrates LC State's desire to support the Board's academic goals in a comparable manner to the other three institutions.

BOARD ACTION

This item is for informational purposes only.

Boise State University

Spring 2024 NCAA Academic Progress Rate (APR) Report Summary

Boise State Athletics recorded a multi-year all-department Academic Progress Rate (APR) score of 991 in the NCAA's most recent release of the data. Seven Bronco programs recorded perfect multi-year scores of 1,000, including beach volleyball, women's golf, gymnastics, softball, men's tennis, women's tennis, men's track & field, and volleyball. These teams received the 2023-24 NCAA Public Recognition Award for Ranking in Top 10% for their sport in the NCAA.

Gymnastics now has ten-consecutive years with a single-year score of 1,000 and beach volleyball has earned every available APR point in the program's existence.

The football team's multi-year APR of 983 is ranked second in the Mountain West Conference and 28th nationally among programs in the Football Bowl Subdivision.

NCAA Division I 2023 - 2024 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 06/20/2024

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2020-21, 2021 -22, 2022-23 and 2023-24 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2023 - 2024 (N)	Multiyear Rate	2023 - 2024	Multiyear Rate	2023 - 2024
Men's Basketball	954 (40)	N/A	N/A	936 *	N/A	946 *	N/A
Men's Cross Country	993 (45)	N/A	N/A	1,000 *	N/A	983 *	N/A
Football	983 (292)	N/A	N/A	990 *	N/A	965 *	N/A
Men's Golf	988 (22)	998	N/A	977 *	N/A	1,000 *	N/A
Men's Tennis	1,000 (27)	1,000	N/A	1,000 *	N/A	1,000 *	N/A
Men's Track	1,000 (57)	N/A	N/A	1,000 *	N/A	987 *	N/A
Women's Basketball	994 (43)	N/A	N/A	988 *	N/A	986 *	N/A
Women's Cross Country	996 (62)	N/A	N/A	992 *	N/A	1,000 *	N/A
Women's Golf	980 (28)	994	N/A	981 *	N/A	978 *	N/A
Women's Gymnastics	1,000 (39)	N/A	N/A	1,000 *	N/A	1,000 *	N/A
Women's Softball	1,000 (70)	N/A	N/A	993 *	N/A	1,000 *	N/A
Women's Soccer	987 (103)	N/A	N/A	974 *	N/A	989 *	N/A
Women's Beach Volleyball	1,000 (32)	N/A	N/A	1,000 *	N/A	1,000 *	N/A
Women's Tennis	1,000 (24)	1,000	N/A	1,000 *	N/A	1,000 *	N/A

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.
N/A = No APR or not applicable.
N = Number of student-athletes represented.

[1] Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

[2] Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

[3] Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[4] Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

[5] Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[6] Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[7] Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[8] Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

[9] Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2023 - 2024 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 06/20/2024

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2023 - 2024 (N)	Multiyear Rate	2023 - 2024	Multiyear Rate	2023 - 2024
Women's Track	997 (80)	N/A	N/A	993 *	N/A	1,000 *	N/A
Women's Volleyball	1,000 (37)	N/A	N/A	1,000 *	N/A	1,000 *	N/A

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.
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[8] Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

[9] Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 04/23/2024

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2019-20, 2020 -21, 2021-22 and 2022-23 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (357)	965	959	40th-50th	10th-20th	967	964	972	971	963	965
Men's Cross Country (318)	995	983	60th-70th	70th-80th	983	980	989	985	979	987
Football (257)	983	976	80th-90th	30th-40th	962	959	971	967	957	NA
Men's Golf (297)	992	969	40th-50th	60th-70th	989	988	990	990	988	986
Men's Tennis (236)	1,000	1,000	90th-100th	80th-90th	987	986	988	988	986	988
Men's Track (294)	1,000	984	90th-100th	70th-80th	974	969	984	976	970	978
By Sport - Women's										
Women's Basketball (355)	995	1,000	70th-80th	70th-80th	981	979	985	984	978	981
Women's Cross Country (354)	990	987	40th-50th	50th-60th	989	988	992	991	986	990
Women's Golf (267)	985	1,000	10th-20th	40th-50th	993	993	992	995	993	991

[1] Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.
[2] The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
[3] Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team`s Graduation Success Rate.
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[9] The team`s Postseason ineligibility has been waived.
[10] The institution's penalty waiver request is pending.
[11] Denotes that team`s APR data is under review.

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 04/23/2024

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Gymnastics (61)	1,000	1,000	90th-100th	70th-80th	994	995	987	995	992	977
Softball (300)	1,000	1,000	90th-100th	70th-80th	988	987	990	991	985	988
Women's Soccer (341)	986	983	20th-30th	40th-50th	989	987	993	990	988	988
Women's Beach Volleyball (54)	1,000	1,000	90th-100th	70th-80th	993	994	989	992	994	992
Women's Tennis (306)	1,000	1,000	90th-100th	80th-90th	991	991	991	992	989	994
Women's Track (346)	992	990	60th-70th	60th-70th	983	980	988	985	980	984
Women's Volleyball (339)	1,000	1,000	90th-100th	80th-90th	990	989	991	992	986	990
By Sport - Co-Ed										

[1] Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.
[2] The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
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[11] Denotes that team`s APR data is under review.

Idaho State University
Spring 2024 APR Summary Report for 2022.23 Academic Year

The 2022.23 single-year score for the Idaho State Department of Athletics was 977; this is a 28-point increase from the 2021.22 academic year (AY). The single-year Eligibility Score for the department was 974 (17-point increase from 2021.22 AY), and the single-year Retention Score was 948 (27-point increase from 2021.22 AY).

- 8 of ISU's 13 teams scored a perfect 1000
    - Men's Basketball
    - Men's Tennis
    - Women's Cross Country
    - Women's Golf
    - Women's Softball
    - Women's Tennis
    - Women's Track
    - Women's Volleyball

- The Men's Tennis(1000), Women's Tennis(1000) and Women's Cross Country(1000) single-year scores have remained the same for the second year in a row
- The following teams saw an increase to their 2022.23 single-year score:
    - Men's Basketball
    - Football
    - Men's Track
    - Women's Golf
    - Women's Softball
    - Women's Soccer
    - Women's Track
    - Women's Volleyball

- The following teams saw a decrease to their 2022.23 single-year score:
    - Men's Cross Country
    - Women's Basketball

The 2022.23 multiyear score for the whole department was 961; this is a 4-point increase from the 2021.22 AY. The multiyear Eligibility Score was 962 (5-point increase from 2021.22 AY), and multiyear Retention Score was 956 (3-point increase from 2021.22 AY).

- The Football(933), Men's Tennis(981), and Women's Volleyball(989) multi-year scores have remained the same for the second year in a row
- The following teams saw an increase to their 2022.23 multiyear score:
    - Men's Basketball
    - Women's Cross Country
    - Women's Golf
    - Women's Softball

    - Women's Tennis
    - Women's Track
- The following teams saw a decrease to their 2022.23 multiyear score:
    - Men's Cross Country
    - Men's Track
    - Women's Basketball
    - Women's Soccer
- Of all 13 teams, Women's Golf saw the greatest improvement in their multiyear score—21.22 AY: 968 to 22.23 AY: 993
- Of all 13 teams, Men's Cross Country had the greatest decline in their multiyear score—21.22 AY: 950 to 22.23 AY: 931

Summary

- Eight team's single-year scores improved from the year before
- Two team's single-year scores decreased from the year before
- Three team's single-year scores remained unchanged from the year before
- Six teams improved their multiyear score from the previous year
- Four team's multiyear scores decreased from the previous year
- Three team's multiyear scores remained unchanged from the previous year
- The departmental single and multiyear scores both increased from the previous academic year (32 points combined; 28 points single-year & 4 points multiyear)

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 02/21/2024

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2019-20, 2020 -21, 2021-22 and 2022-23 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2022 - 2023 (N)	Multiyear Rate	2022 - 2023	Multiyear Rate	2022 - 2023
Men's Basketball	970 (55)	N/A	1,000 (13)	982	1,000	955	1,000
Men's Cross Country	931 (28)	965	933 (8)	943	933	917	933
Football	933 (353)	N/A	943 (94)	931	940	929	947
Men's Tennis	981 (32)	N/A	1,000 (7)	982	1,000	980	1,000
Men's Track	940 (87)	N/A	959 (25)	947	980	932	939
Women's Basketball	991 (64)	N/A	982 (16)	992	969	990	1,000
Women's Cross Country	990 (51)	N/A	1,000 (7)	990	1,000	989	1,000
Women's Golf	993 (38)	N/A	1,000 (7)	974	1,000	986	1,000
Women's Softball	978 (85)	N/A	1,000 (23)	982	1,000	973	1,000
Women's Soccer	955 (109)	N/A	990 (30)	960	982	950	1,000
Women's Tennis	992 (35)	N/A	1,000 (8)	985	1,000	1,000	1,000
Women's Track	980 (133)	N/A	1,000 (27)	981	1,000	978	1,000
Women's Volleyball	989 (54)	N/A	1,000 (15)	989	1,000	988	1,000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.
N/A = No APR or not applicable.
N = Number of student-athletes represented.

[1] Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

[2] Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

[3] Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[4] Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

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[6] Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[7] Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[8] Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

[9] Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 04/23/2024

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2019-20, 2020 -21, 2021-22 and 2022-23 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (357)	970	1,000	40th-50th	10th-20th	967	964	972	971	963	965
Men's Cross Country (318)	931	933	1st-10th	1st-10th	983	980	989	985	979	987
Football (257)	933	943	1st-10th	1st-10th	962	959	971	967	957	NA
Men's Tennis (236)	981	1,000	20th-30th	30th-40th	987	986	988	988	986	988
Men's Track (294)	940	959	1st-10th	1st-10th	974	969	984	976	970	978
By Sport - Women's										
Women's Basketball (355)	991	982	60th-70th	50th-60th	981	979	985	984	978	981
Women's Cross Country (354)	990	1,000	40th-50th	50th-60th	989	988	992	991	986	990
Women's Golf (267)	993	1,000	40th-50th	60th-70th	993	993	992	995	993	991

[1] Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.
[2] The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
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[9] The team`s Postseason ineligibility has been waived.
[10] The institution's penalty waiver request is pending.
[11] Denotes that team`s APR data is under review.

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 04/23/2024

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Softball (300)	978	1,000	10th-20th	20th-30th	988	987	990	991	985	988
Women's Soccer (341)	955	990	1st-10th	1st-10th	989	987	993	990	988	988
Women's Tennis (306)	992	1,000	40th-50th	60th-70th	991	991	991	992	989	994
Women's Track (346)	980	1,000	30th-40th	30th-40th	983	980	988	985	980	984
Women's Volleyball (339)	989	1,000	30th-40th	50th-60th	990	989	991	992	986	990
By Sport - Co-Ed										

[1] Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.
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University of Idaho Athletics
2022-2023 Academic Performance Program

The purpose of the NCAA Division I Academic Performance Program (APP) is to collect and submit yearly data that calculates an institution's Graduation Success Rate (GSR) and Academic Progress Rate (APR). As an NCAA member institution Idaho is dedicated to our student-athlete's educational pursuits, graduation and experiences supporting the academic mission of our institution.

The University of Idaho sponsors sixteen NCAA sports. APR is a real-time rate, calculated on semester-by-semester basis. Points are awarded for eligibility/graduation and retention. For Idaho, APR is calculated in fourteen sports with Indoor Track combined with Outdoor Track for both men and women. In the 2022-2023 academic year, Idaho had nine teams earn a perfect APR score (eight teams last year).

- Men's Cross Country
- Men's Golf
- Men's Tennis
- Men's Track
- Women's Cross Country
- Women's Golf
- Women's Soccer
- Women's Tennis
- Women's Volleyball

The average team's APR scores continue to remain consistent. Idaho had eleven of fourteen teams remain constant or improve from 2021-2022. The overall single-year average improved to 989 and the overall multi-year saw an increase moving to 987. We had three teams place in the top 10 percent of the NCAA; Men's Golf, Women's Cross Country & Women's Golf.

Graduation Success Rate (GSR) measures the outcome at the end of a six-year period and is reported as a four-year rate. The most recent graduate rate saw increases from 88% to 94%. Idaho had a GSR rate of 100% for the following seven teams:

- Men's Golf (100%)
- Women's Basketball (100%)
- Women's Track (100%)
- Women's Golf (100%)
- Women's Soccer (100%)
- Women's Tennis (100%)
- Volleyball (100%)

The transfer portal has continued to open more movement across our rosters and sport programs. We will continue to be vigilant in our pursuit of graduating those who are committed to staying at Idaho and working to support our transfers so that they leave both eligible and in good standing.

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/10/2024

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2019-20, 2020 -21, 2021-22 and 2022-23 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2022 - 2023 (N)	Multiyear Rate	2022 - 2023	Multiyear Rate	2022 - 2023
Men's Basketball	964 (52)	N/A	958 (13)	971	1,000	944	909
Men's Cross Country	981 (26)	995	1,000 (5)	981	1,000	981	1,000
Football	958 (373)	N/A	960 (90)	960	961	955	959
Men's Golf	1,000 (32)	N/A	1,000 (9)	1,000	1,000	1,000	1,000
Men's Tennis	992 (36)	N/A	1,000 (9)	1,000	1,000	985	1,000
Men's Track	988 (89)	N/A	1,000 (21)	989	1,000	988	1,000
Women's Basketball	995 (57)	N/A	979 (14)	1,000	1,000	989	952
Women's Cross Country	1,000 (47)	N/A	1,000 (12)	1,000	1,000	1,000	1,000
Women's Golf	1,000 (26)	1,000	1,000 (6)	1,000	1,000	1,000	1,000
Women's Soccer	990 (111)	N/A	1,000 (23)	995	1,000	985	1,000
Women's Swimming	988 (108)	N/A	982 (28)	986	982	990	982
Women's Tennis	984 (33)	N/A	1,000 (8)	984	1,000	983	1,000
Women's Track	994 (127)	N/A	979 (28)	992	981	996	977
Women's Volleyball	988 (51)	N/A	1,000 (14)	989	1,000	987	1,000

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[1] Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

[2] Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

[3] Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

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NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/10/2024

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NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 04/23/2024

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2019-20, 2020 -21, 2021-22 and 2022-23 academic years.

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The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (357)	964	958	30th-40th	10th-20th	967	964	972	971	963	965
Men's Cross Country (318)	981	1,000	30th-40th	30th-40th	983	980	989	985	979	987
Football (257)	958	960	40th-50th	1st-10th	962	959	971	967	957	NA
Men's Golf (297)	1,000	1,000	90th-100th	80th-90th	989	988	990	990	988	986
Men's Tennis (236)	992	1,000	60th-70th	60th-70th	987	986	988	988	986	988
Men's Track (294)	988	1,000	70th-80th	40th-50th	974	969	984	976	970	978
By Sport - Women's										
Women's Basketball (355)	995	979	70th-80th	70th-80th	981	979	985	984	978	981
Women's Cross Country (354)	1,000	1,000	90th-100th	80th-90th	989	988	992	991	986	990

[1] Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.
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NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 04/23/2024

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Golf (267)	1,000	1,000	90th-100th	80th-90th	993	993	992	995	993	991
Women's Soccer (341)	990	1,000	40th-50th	50th-60th	989	987	993	990	988	988
Women's Swimming and Diving (196)	988	982	20th-30th	40th-50th	992	991	993	992	994	990
Women's Tennis (306)	984	1,000	20th-30th	30th-40th	991	991	991	992	989	994
Women's Track (346)	994	979	70th-80th	60th-70th	983	980	988	985	980	984
Women's Volleyball (339)	988	1,000	30th-40th	40th-50th	990	989	991	992	986	990
By Sport - Co-Ed										

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[9] The team`s Postseason ineligibility has been waived.
[10] The institution's penalty waiver request is pending.
[11] Denotes that team`s APR data is under review.

LEWIS CLARK STATE COLLEGE

Athletic Academic Progress Summary

The National Association of Intercollegiate Athletics (NAIA) evaluates and names Scholar Teams each year for their excellence in the classroom. Overall, the teams and athletes at LC State were quite successful during 2023-24. At the end of spring term, 2024, over 8% of student athletes had achieved a perfect 4.0 cumulative GPA, 49% a 3.5 cumulative GPA or better and 79% a 3.0 cumulative GPA or better. The overall cumulative GPA was 3.4 for all LC State student athletes collectively.

The NAIA Scholar Team Award recognizes excellence in the classroom by NAIA teams. Teams must have a minimum 3.0 GPA to receive this award. For the academic year 2023-24, all thirteen of LC State's teams collectively achieved above 3.0 GPA's and are expected to be named as NAIA Scholars Teams (typically released in September):

Men's Sports recognized as Scholars Teams	Women's Sports recognized as Scholars Teams
Baseball	Basketball
Basketball	Cross Country
Golf	Golf
Track & Field (Indoor & Outdoor)	Track & Field (Indoor & Outdoor)
Tennis	Tennis
Cross Country	Volleyball
	Dance

Table 1: LC State Scholar Teams as calculated per NAIA definitions and submitted June 1st, 2024, for AY 2023-24.

LC State student athletes are often first generation college students and retain as students from year to year at exceptional rates.

Sport	% First Generation	% Retained*
Baseball	39%	80%
(M) Basketball	47%	80%
(W) Basketball	23%	100%
(M) Cross Country	56%	89%
(W) Cross Country	36%	100%
(M) Golf	22%	78%
(W) Golf	13%	63%
(M) Tennis	6%	88%
(W) Tennis	0%	77%
(M) Track	48%	100%
(W) Track	47%	97%
(W) Volleyball	22%	83%
Total	33%	86%

Table 2: AY22-23 First Generation Status and Retention by Team.

**Retention is measured by:*
[(Returning fall '23 + graduating athletes) / Total student athletes] x 100.

SUBJECT

Graduate Medical Education Committee Annual Report

REFERENCE

December 2017	Board approved ten-year strategic plan for Graduate Medical Education.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
August 2019	Board received an update on the status of graduate medical education in Idaho and the Board's ten-year graduate medical education plan.
August 2020	Board received an update on the implementation of the Board's graduate medical education plan.
September 2020	Board approved revision to FY 22 budget for graduate medical education.
August 2021	Board received an update on the implementation of the Board's graduate medical education plan.
August 2022	Board received an update on the implementation of the Board's graduate medical education plan.
August 2023	Board received an update on the implementation of the Board's graduate medical education plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.

BACKGROUND/DISCUSSION

Graduate Medical Education (GME) represents the period of professional medical training after medical school (students) in which a physician (residents) learns to be an independent, competent, safe and skilled clinician who will become licensed and certified in their particular specialty. This training period typically lasts from 3-7 years of training after medical school. Medical students are recruited from medical schools nationally and globally to Idaho GME programs. Completion of the residency program also marks completion of the necessary physician training for medical students to become future skilled and caring physicians. In order to become a practicing physician, licensure depends on completing a residency.

Idaho currently ranks 45th in the United States for physicians per capita and 47th in the U.S. for number of GME "residency" positions per capita. Since 50-75% of residency program graduates live within 100 miles of where they graduate, there is a direct correlation between the number of GME programs, the number of GME residents in training and the retention rate of the physician workforce in a state. GME therefore becomes the essential ingredient to focus on to help build Idaho's current and future healthcare workforce.

IMPACT

A Ten-Year GME Strategic Plan was created in 2017 to increase the number of

GME programs in Idaho from 9 to 21 over the course of a decade. Additionally, there will be an expansion from four fellowships to nine during this time frame. Fellowships consist of extended GME training for medical students after they have completed residency in a specialized area. This will increase the number of residents and fellows in training from 141 (2017) to 356 in 2028. This will result in the number of graduates each year from Idaho's GME programs going from 52 per year (2017) to 124 per year in 2028.

The impact of the GME Ten-Year Plan will be to produce an additional 1,440 physicians over what would have been produced without this Ten-Year Plan. The State of Idaho will only contribute one-third of the expense to train a physician and will eventually pay approximately $14 million/year when the plan is fully built out. At least 50% of these physicians will be retained in the State of Idaho. Since each physician will generate approximately $1.9M per year in economic impact and 12 jobs per physician, the economic impact to Idaho will be approximately $1.9 billion and 12,000 new jobs. This will represent a 15.9 to 1 return on investment to Idaho while at the same time ensuring more accessible and affordable care that is of high quality and at a lower cost to the citizens of Idaho.

The last several years have created challenges in advancing the objective of the Ten-Year Plan. Governor Little has been very supporting of the GME work, but limited funding has created challenges in the ability to meet the current timeline. The Graduate Medical Education (GME) Committee's executive team will review the progress on the Ten-Year Plan throughout this year to assure that programs continue to advance.

The GME Committee will coordinate implementation of the Ten-Year Plan, including assessment and evaluation of the plan toward meeting desired outcomes associated with expanding the delivery of medical care across the state.

ATTACHMENTS

Attachment 1 – Idaho 2024 Graduate Medical Education Committee Annual Report to the State Board of Education
Attachment 2 – GME Programs and Resident and Fellow Locations in Idaho as of July 1, 2024
Attachment 3 – Draft of FY 2026 GME Budget Request
Attachment 4 – Modified FY 2026 Budget Request with 3% Governor Cap
Attachment 5 – Table of Idaho GME Programs with Current and Proposed Residents and Fellows
Attachment 6 – Idaho GME Program Dashboard and Metrics

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Graduate Medical Education Committee has made adjustments in the last several years due to the limitations of resources that occurred with the COVID-19 pandemic, and the Ten-Year Plan experienced some slowing in the ability to meet planned targets. Attachment 1 describes the work that the Graduate Medical Committee has achieved from 2017 to present.

The FY 2026 budget guidance requires a 3% cap in General Fund requests, resulting in some further slowing in addressing the objectives of the plan. The committee has been grateful for the support of the Governor's Office and has submitted a budget in alignment with the directives of the Division of Financial Management. That proposed budget FY2026 is contained in Attachment 4 and will be the budget submitted for the state to stay within the 3% cap.

BOARD ACTION

This item is for informational purposes only.

July 15, 2024

The Idaho 2024 Graduate Medical Education Committee Annual Report to the State Board of Education

Ted Epperly, M.D., GME Coordinator
Moe Hagman, M.D., Chairman
Mary Barinaga, M.D. Vice Chair

EXECUTIVE SUMMARY:

As the Idaho Ten Year Graduate Medical Education (GME) Strategic Plan enters its seventh year, it has been very successful in meeting its purpose and vision. The Plan has been widely accepted by Idaho policymakers as the blueprint for strategic investment in expanding the state's physician workforce. In just these six years, the plan has grown new GME (residency) programs from nine to 16 (78% increase), new fellowship programs from four to ten (150% increase) and has also expanded the number of residents and fellows in training from 134 to 264 (97% increase).

With this growth, Idaho has climbed from 49th to 45th in the United States for the number of primary care physicians per 100,000 people.[1] Additionally, Idaho has improved from 49th to 47th for the number of GME resident physician positions per 100,000 people -- this is significant progress![2] In fact, Idaho's percent increase in residents and fellows in ACGME accredited programs from 2010-2022 places us 3rd in the United States for GME growth.[3] However, the rapid growth of Idaho's population and the aging of our population threatens to push Idaho back to last in all categories as was witnessed by Idaho's total physicians per capita dropping back to 50th position.[4] With the support of the Idaho State Board of Education, Governor Little, and the Idaho Legislature, the FY 2025 appropriation funded 14 new residents and fellows in existing programs and will develop one new residency program in the next year.

The Idaho Graduate Medical Education Committee (GMEC) provides oversight of the Ten Year GME Strategic Plan and oversees the metric dashboard that holds all programs accountable for meeting our desired outcomes. Nearly all programs are

[1] *Association of American Medical Colleges (AAMC) 2021 State Physician Work Force Data Report – January 2022*
[2] Ibid.
[3] Ibid.
[4] *Beckers Hospital Review – March 2022*

meeting the goals of accreditation, which include 100% resident position fill rates and are of excellent quality achieving high Board certification pass rates.

Nearly all programs have over 50% of their graduates staying in Idaho. Additionally, almost all programs have 30% or more of their graduates staying in rural and urban underserved communities in Idaho. Ultimately these programs provide increased access to care for many Idahoans and will continue to do so for decades to come. Additionally, these programs provide economic benefit to their communities and to the state.

The Ten Year GME Strategic Plan continues to meet its commitment to grow and enhance the physician workforce in Idaho and to provide improved health and healthcare to many Idahoans. The Idaho GMEC would like to thank the Idaho State Board of Education and staff (in particular outgoing Executive Director Matt Freeman whose steadfast support has been very important to these efforts), Governors Little and Otter, the Division of Financial Management, the Joint Finance-Appropriations Committee, members of the Idaho House and Senate, the Idaho Medical Association (IMA), the Idaho Hospital Association (IHA) and the Idaho Academy of Family Physicians (IAFP) for their steadfast support.

1. **Current Status:**

July 1, 2024, marks the beginning of the seventh year of the Idaho Ten Year GME Strategic Plan. Our strategic plan is innovative and garners national attention as a way to help states increase their physician workforce. This is particularly true in rural and frontier states like Idaho. The Ten Year GME Strategic plan was approved by the Idaho State Board of Education on December 5, 2017, and as previously mentioned, has stimulated the growth of GME (residency) programs in the state of Idaho as well as the expansion of the number of GME residents and fellows in training from 134 to 264 in our state. Our current GME programs can be seen on Attachment One and consist of ten Family Medicine residency programs, two Internal Medicine residency programs, three Psychiatry programs, one Pediatrics program and one Preliminary year program. Additionally, there are a total of twelve fellowships (Sports Medicine, Obstetrics, Geriatrics, Hospitalist Medicine, HIV Medicine, Addiction Medicine, two fellowships in Rural Health, two fellowships in Behavioral Health/Primary Care Psychiatry and the newest fellowships in Faculty Development and Wilderness Fellowships).

The Ten Year GME Strategic Plan calls for the build out to 21 core GME residency programs with 389 residents/fellows in training each year in Idaho over the next

decade.[5] When the plan was developed, Idaho ranked 49th in the nation for the number of primary care physicians per 100,000 population and 49th for the number of GME resident positions per 100,000 population. According to the most recent data from the American Association of Medical Colleges (AAMC), Idaho has now advanced from 49th to 45th for the number of primary care physicians per capita and from 49th to 47th for the number of GME residents per capita.[6] However, with the rapid growth of Idaho's population, unfortunately, our state has slipped back to 50th for the number of active physicians per 100,000 population.[7] The State Board of Education reviewed and approved the midpoint update of the Ten Year GME Strategic Plan on February 16, 2023, by unanimous vote.

2. Fiscal Year 2025 Funding

The fiscal year 2025 budget that was recommended by Governor Little and approved by the Joint Finance-Appropriations Committee (JFAC) and ultimately by the Idaho State Legislature, was $480,000 that will fund 14 new resident and fellow positions.

Five of these 14 new positions are in Family Medicine, four are in Psychiatry, four in Pediatrics and one in Internal Medicine. These new resident positions are in the communities of Caldwell, Idaho Falls, Pocatello, Rupert, Boise, and Coeur d'Alene.

Six of the 14 new GME positions are funded by the Federal Government through the federal Health Resources and Services Administration (HRSA) as Full Circle Health is a Federally Qualified Teaching Health Center. Therefore, these six positions were not included in the fiscal year 2024 budget.

3. Next Year's Budget Request (Fiscal Year 2026)

The state of Idaho will be entering into the eighth year of Idaho's Ten Year GME Strategic Plan with the contemplation of the fiscal year 2026 GME budget request. The Idaho GMEC prepared a $840,000 request for fiscal year 2026, which was considered and approved at its July 2024 quarterly meeting. This initial request will create 19 new residents and fellows in training but only cost the state 14; this is because of the HRSA Teaching Health Center GME funding as previously noted. This funding includes the continued development of the Pediatrics residency in Boise and the Psychiatry residency in Idaho Falls. Please see Attachment Two for the FY 2026 Budget request of the Ten Year GME Strategic Plan to see these new positions. Both of these programs

[5] *2017 Idaho Graduate Medical Education Ten Year Strategic Plan; https://boardofed.idaho.gov/board-facts/board-planning/graduate-medical-education-gme-in-idaho-10-year-plan/*
[6] *Association of American Medical Colleges (AAMC) 2021 State Physician Work Force Data Report – January 2022*
[7] *Ibid.*

have four residents per class. There will also be continued expansion of residency positions in Family Medicine at the Caldwell, Pocatello, and Rupert programs. There will be a new Family Medicine program starting in Nampa at Saint Alphonsus in conjunction with the Mountain States Institute of Graduate Medical Education and Research (MSIGMER).

While the request of the GMEC is funding for the 14 new resident positions described above at $60K per position, the Governors 3% budget cap would cap the request at $494,400. At this 3% cap, the per resident amount (PRA) would only be $35, 285 per resident (see Attachment Three), $24,715 (41%) less than the $60K per position needed to bring the new positions to fruition. This amount is far too low for PRA so the Idaho GMEC will ask the Governor's Division of Financial Management for a waiver of the budget cap.

In addition to funding for new positions, the GMEC recommends increasing funding for already existing resident/fellow positions from $42K to $45K per position. The 3% cap will require removal of the this planned increased funding of these already underfunded residency positions.

Please see Attachment Four for a table that shows Idaho residency and fellowship programs and their current and new physician trainees. The 19 new positions added in fiscal year 2026 will join residents and fellows already in training, bringing the total to 283. This will help meet the ongoing needs of an expanding, aging population hampered by an aging physician workforce in a rural state where there is a critical need to expand access to primary care and mental health professionals.

4. Current Location of Idaho GME Programs and Idaho's Resident Physicians

Please refer to Attachments One and Four to see where the current Idaho GME programs, residents and fellows are located. Please note colors in green represent the 264 current residents and fellows in place as of the FY 2025 budget, and those in red represent the 19 new residents anticipated in FY 2026. This will bring the total to 283 by July 1, 2025, as noted in red. This growth places Idaho well on its way to the anticipated goal of 347 physicians in training by the end of the Ten Year GME plan. As noted earlier, this investment in GME by the State of Idaho ranks 3rd in the U.S. for percent increase in GME.

5. New GME Programs on the Near Horizon

There are four new programs currently in development. The first three programs are under the Mountain States Institute of Graduate Medical Education and Research (MSIGMER). MSIGMER is working with Saint Alphonsus Health System in Boise and Nampa to develop programs in Internal Medicine, Family Medicine, and Transitional Year. The Nampa Family Medicine Program has been accredited. A Child Psychiatry Program in conjunction with the University of Utah and ISU is being contemplated, but funding remains a challenge. Three programs are still 2-3 years out from beginning and are not yet accredited by the ACGME.

One of the programs is a new rural Family Medicine training track program, or rural program, sponsored by Full Circle Health out of the Nampa Family Medicine Residency. The first year of training will take place in Nampa and the remaining two years in a rural location. This program will have two residents per class.

Further on the horizon are considerations for a General Surgery residency, an Emergency Medicine residency, an additional rural residency program in southeast Idaho, as well as several new fellowships.

6. Graduate Medical Education Outcomes - Metrics and Dashboard

Please see Attachment Five, which represents the dashboard of the Idaho GMEC. This demonstrates the agreed upon metrics to move the Idaho Ten Year GME Strategic Plan forward with outcomes that are meaningful and relevant to the State of Idaho. As demonstrated on the dashboard, nearly all programs have 100% fill rates from the thousands of applicants that want to come to these programs. Almost all programs exceed the rolling five-year average of the percent of physicians retained in Idaho at greater than 50%. Also, almost all programs have done an excellent job in having greater than 30% of their graduates serve in rural Idaho or in urban underserved Idaho. Some of the programs are new and will take several years to achieve their five-year rolling averages. Finally, as noted on the dashboard, all programs are of high quality, and all exceed the threshold for success in board certification pass rates as measured by a rolling five-year average.

7. Summary:

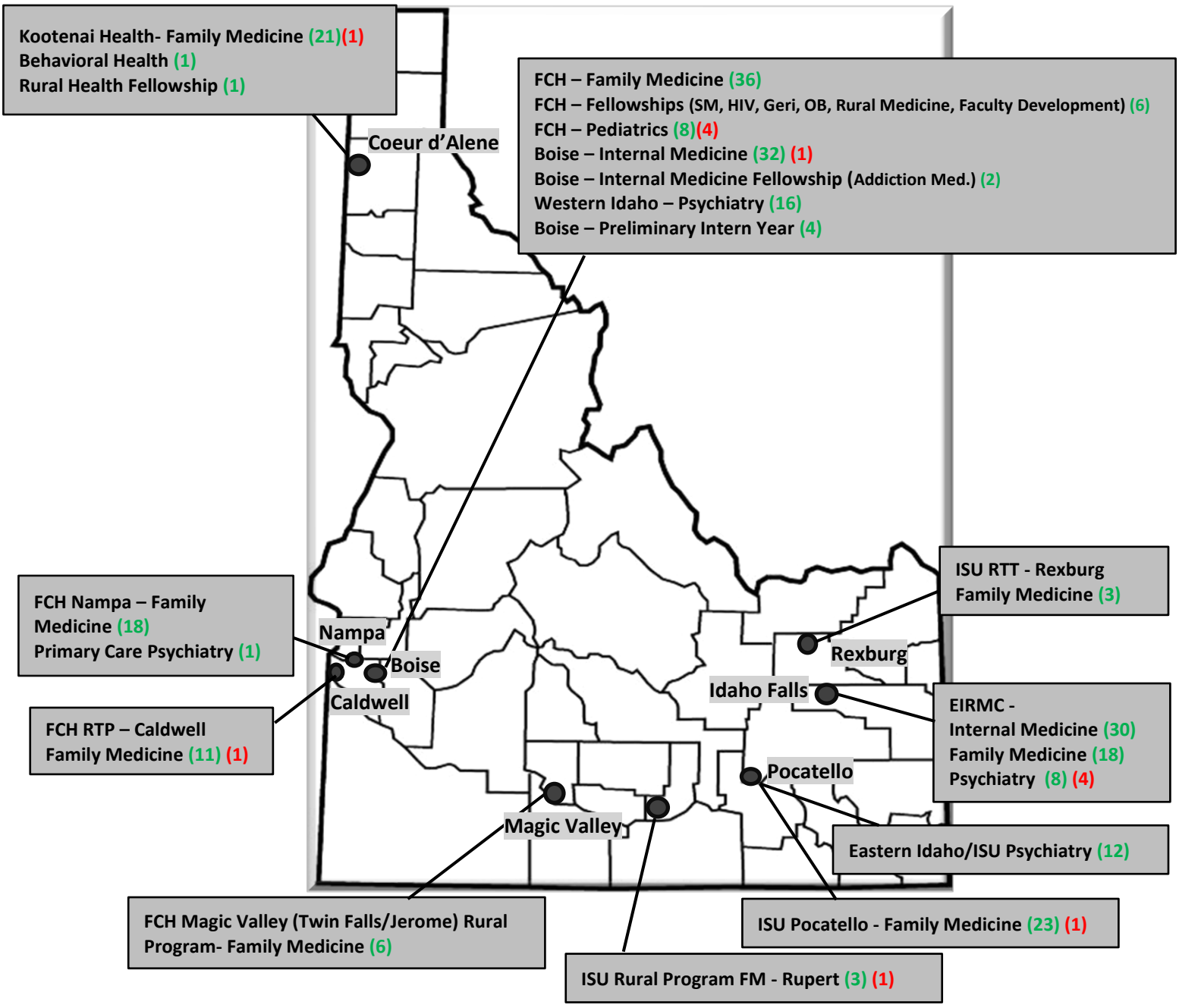
The State of Idaho's Ten Year Graduate Medical Education Strategic Plan has been a demonstrable success. Despite shifting state funding priorities and a global pandemic,

the Plan has continued to grow new GME residency and fellowship programs and train new residents and fellows in these programs for the state of Idaho. The Ten Year GME Strategic Plan has grown from nine core residency programs to 16 core programs and 12 Fellowships. The number of residents in training has gone from 134 in 2017 to 264 in 2024 and will grow by 19 more in fiscal year 2026 to 283. New programs are in the pipeline. These include Internal Medicine, Child Psychiatry, Family Medicine and Transitional Year training, specialties that are much needed in our state. By all metrics, the Ten Year GME Strategic Plan has demonstrated marked improvement in the outcomes of primary care physicians per capita in Idaho, the number of resident physicians per capita in Idaho, retention rates of graduates that exceed 50% for the state and in the high-quality residents being trained. As a direct consequence of these programs, there has been increased access to timely care for our citizens and communities, which will continue for decades to come. Additionally, these programs provide many jobs and economic benefit to their communities across the state.

The Idaho GMEC would like to thank the Idaho State Board of Education for its steadfast support and vision to help create a stable and growing physician workforce for Idaho. Without the support and encouragement of the Board of Education members as well as from the Office of the State Board of Education (OSBE), this plan may have never seen the light of day. In particular the Office of the State Board of Education Executive Director, Matt Freeman, whose tenure is ending, has been instrumental in the success of all that has been accomplished for GME in the State of Idaho. Additional thanks go to Governor Little and Governor Otter, the Division of Financial Management, the Joint Finance-Appropriations Committee and the Idaho Legislature for their steadfast support and encouragement of moving the Idaho Ten Year GME Strategic Plan forward for the benefit of the people of Idaho. Finally, a big thank you is due to the Idaho Medical Association, the Idaho Academy of Family Physicians and the Idaho Hospital Association for their strong advocacy and support of the Ten-Year GME Strategic Plan and the much-needed physician workforce in Idaho.

Attachment One – GME Programs and Resident and Fellow Locations in Idaho as of July 1, 2024

Program and Fellowship Locations (2024)



Current Resident and Fellows in Idaho as of July 1, 2024 = 262

Potential New Residents and Fellows in Idaho as of July 1, 2025 = 20

Total Number of Residents and Fellows if FY 2026 budget for new Residents and Fellows Approved = 282

Attachment Two- FY 2026 Draft Budget Request with the Governor's 3% Budget Cap (July 2024)

Ten Year GME FY 2026 Budget Increase Request

Program	Current Funding per FTE	Existing Residents/Fellows (FY2024) FTEs	Existing Residents/Fellows (FY2024) Keep current FTEs	New Residents / Fellows (FY 2025) FTEs	New Residents / Fellows (FY 2025) Funding at $55831	Other FTEs	Other	Total FY 2026 Requested Funding Increase
Full Circle Health	$ 42,000							
Boise Family Medicine		36					$ -	
Caldwell FM Rural Training Track		11		1*	THCGME		-	
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18						
Boise Pediatrics		8		4*	THCGME			
Fellowships (SM, HIV, GER, OB, RM, PcP, Facutly Development)		6		1	60,000			60,000
	Total	85		6/5*	THCGME			$ 60,000
Idaho State University	$ 42,000							
Pocatello Family Medicine		23		1	$ 60,000		$ -	$ 60,000
RTT Rexburg Resident		3			-		-	-
RTP Rupert / Burley		3		1	60,000			60,000
	Total	29		2	$ 120,000		$ -	$ 120,000
Kootenai	$ 42,000							
Coeur d'Alene Family Medicine		21		1	$ 60,000		$ -	$ 32,960
FM/Behavioral Health Fellowship		1*						
Rural Fellowship		1						
	Total	23		1	$ 60,000		$ -	$ 32,960
Boise Internal Medicine	$ 22,000							
Boise Internal Medicine		32		1	$ 60,000			$ 60,000
Preliminary Year Intern Program		4					-	-
IM Chief Resident		3						
Addiction Medicine Fellowship		2					-	
	Total	41		1	$ 60,000		$ -	$ 60,000
Western Idaho Psychiatry	$ 49,725							
Boise Core Program		16					$ -	
	Total	16	$ -				$ -	$ -
Eastern Idaho Regional Medical Center	$ 50,000		(Already funded above $45K)					
Internal Medicine		30						
Family Medicine		18						
Psychiatry		8		4	$ 240,000			$ 240,000
	Total	56		4	$ 240,000		$ -	$ 240,000
Eastern Idaho / ISU/Psychiatry	$ 60,000		(Already funded above $45K)					
UU/ISU Psychiatry		12					$ -	$ -
UU/ISU Child Psychiatry		-		0	$ -			$ -
	Total	12		0	$ -		$ -	$ -
MSIGMER / SA'S								
Internal Medicine								
Family Medicine - Nampa		-		6	$ 360,000			$ 360,000
Transitional Year	Total	-						
	Grand Total	262		20**	$ 900,000			**$ 900,000**

* Funded through Teaching Health Center - GME

* Approved positions but 0 filled

**20 New FTE's but only 15 need State funding (others with THCGME funding)

Ten Year GME FY 2021 Budget Increase Request

Draft 3/25/2019

Program	Current Funding per FTE	Existing Residents (FY2021) FTEs	Existing Residents (FY2021) Increase Funding to $45K	New Residents / Fellows (FY 2021) FTEs	New Residents / Fellows (FY 2021) Funding at $60K	Other FTEs	Other	Total FY 2021 Requested Funding Increase
Family Medicine Residency of Idaho	$ 40,000							
Boise Family Medicine		33	$ 165,000	1	$ 60,000		$ -	$ 225,000
Caldwell FM Rural Training Track		9	45,000		-		-	45,000
Magic Valley FM Rural Training Track		6	30,000		-		-	30,000
Nampa Family Medicine		6	*funded*	6	*funded*			
Boise Pharm D Resident						1	30,000	30,000
Psychology Intern		-	-			1	25,000	25,000
	Total	54	$ 240,000	7	$ 60,000		$ 55,000	$ 355,000
Idaho State University	$ 40,000							
Pocatello Family Medicine		21	$ 105,000		$ -		$ -	$ 105,000
RTT Rexburg Resident		1	*funded*	1	60,000		-	60,000
ISU Offset							-	-
	Total	22	$ 105,000	1	$ 60,000		$ -	$ 165,000
Kootenai	$ 40,000							
Coeur d'Alene Family Medicine		18	$ 90,000		$ -		$ -	$ 90,000
	Total	18	$ 90,000	-	$ -		$ -	$ 90,000
University of Washington/VA	$ 20,000	Increase to 22,500						
Internal Medicine		25	$ 62,500	3	$ 180,000	3	$ 30,000	$ 272,500
Preliminary Year Intern Program		4	10,000				-	10,000
IM Chief Resident		2	5,000	1	60,000		-	65,000
	Total	31	$ 77,500	4	$ 240,000	3	$ 30,000	$ 347,500
University of Washington - Psychiatry	$ 49,725							
Seattle/Boise Core Program		8	$ -	4	$ 240,000		$ -	$ 240,000
	Total	8	$ -	4	$ 240,000		$ -	$ 240,000
Bingham Internal Medicine	$ 40,000							
Blackfoot Internal Medicine		12	$ 60,000	1	$ 60,000	1	$ 10,000	$ 130,000
Emergency Medicine Fellowship				1	$ 60,000			$ 60,000
	Total	12	$ 60,000	2	$ 120,000	1	$ 10,000	$ 190,000
Eastern Idaho Regional Medical Center	$ 40,000							
Idaho Falls - Internal Medicine		10	$ 50,000	10	$ 600,000	10	$ 100,000	$ 750,000
	Total	10	$ 50,000	10	$ 600,000		$ 100,000	$ 750,000
University of Utah / ISU	$ 60,000							
Salt Lake City/Pocatello Core Program		3	*funded*	3	$ 180,000		$ -	$ 180,000
	Total	3	$ -	3	$ 180,000		$ -	$ 180,000
	Grand Total	158	$ 622,500	30	$ 1,500,000	16	$ 195,000	$ 2,317,500

1. Three new resident(s) in FY 2020 paid for @ $50K/resident instead of $60K/resident. Hence 3 x $10K = $30K
2. One new resident in FY 2020 paid for @ $50K/resident instead of $60K/resident. Hence 1 X $10K = $10K
3. Ten new resident(s) in FY 2020 paid for @ $50K/resident instead of $60K/resident. Hence 10 X $10K = $100K

Attachment Three- FY 2026 Draft Budget Request with the Governor's 3% Budget Cap (July 2024)

Ten Year GME FY 2026 Budget Increase Request

Program	Current Funding per FTE	Existing Residents/Fellows (FY2024) FTEs	Existing Residents/Fellows (FY2024) Keep current FTEs	New Residents / Fellows (FY 2025) FTEs	New Residents / Fellows (FY 2025) Funding at $55831	Other FTEs	Other	Total FY 2026 Requested Funding Increase
Full Circle Health	$ 42,000							
Boise Family Medicine		36					$ -	
Caldwell FM Rural Training Track		11		1*	THCGME		-	
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18						
Boise Pediatrics		8		4*	THCGME			
Fellowships (SM, HIV, GER, OB, RM, PcP, Facutly Development)		6		1	32,960			32,960
	Total	85		6/5*	THCGME			$ 32,960
Idaho State University	$ 42,000							
Pocatello Family Medicine		23		1	$ 32,960		$ -	$ 32,960
RTT Rexburg Resident		3			-		-	-
RTP Rupert / Burley		3		1	32,960			32,960
	Total	29		2	$ 65,920		$ -	$ 65,920
Kootenai	$ 42,000							
Coeur d'Alene Family Medicine		21		1	$ 32,960		$ -	$ 32,960
FM/Behavioral Health Fellowship		1*						
Rural Fellowship		1						
	Total	23		1	$ 32,960		$ -	$ 32,960
Boise Internal Medicine	$ 22,000							
Boise Internal Medicine		32		1	$ 32,960			$ 32,960
Preliminary Year Intern Program		4					-	-
IM Chief Resident		3						
Addiction Medicine Fellowship		2					-	
	Total	41		1	$ 32,960		$ -	$ 32,960
Western Idaho Psychiatry	$ 49,725							
Boise Core Program		16					$ -	
	Total	16	$ -				$ -	$ -
Eastern Idaho Regional Medical Center	$ 50,000		(Already funded above $45K)					
Internal Medicine		30						
Family Medicine		18						
Psychiatry		8		4	$ 130,760			$ 130,760
	Total	56		4	$ 130,760		$ -	$ 130,760
Eastern Idaho / ISU/Psychiatry	$ 60,000		(Already funded above $45K)					
UU/ISU Psychiatry		12					$ -	$ -
UU/ISU Child Psychiatry		-		0	$ -			$ -
	Total	12		0	$ -		$ -	$ -
MSIGMER / SA'S								
Internal Medicine								
Family Medicine - Nampa		-		6	$ 197,760			$ 197,760
Transitional Year	Total	-						
	Grand Total	262		20**	$ 494,000			**$ 494,000**

* Funded through Teaching Health Center - GME

* Approved positions but 0 filled

**20 New FTE's but only 15 need State funding (others with THCGME funding)

Ten Year GME FY 2021 Budget Increase Request

Draft 3/25/2019

Program	Current Funding per FTE	Existing Residents (FY2021) FTEs	Existing Residents (FY2021) Increase Funding to $45K	New Residents / Fellows (FY 2021) FTEs	New Residents / Fellows (FY 2021) Funding at $60K	Other FTEs	Other	Total FY 2021 Requested Funding Increase
Family Medicine Residency of Idaho	$ 40,000							
Boise Family Medicine		33	$ 165,000	1	$ 60,000		$ -	$ 225,000
Caldwell FM Rural Training Track		9	45,000		-		-	45,000
Magic Valley FM Rural Training Track		6	30,000		-		-	30,000
Nampa Family Medicine		6	*funded*	6	*funded*			
Boise Pharm D Resident						1	30,000	30,000
Psychology Intern		-	-			1	25,000	25,000
	Total	54	$ 240,000	7	$ 60,000		$ 55,000	$ 355,000
Idaho State University	$ 40,000							
Pocatello Family Medicine		21	$ 105,000		$ -		$ -	$ 105,000
RTT Rexburg Resident		1	*funded*	1	60,000		-	60,000
ISU Offset							-	-
	Total	22	$ 105,000	1	$ 60,000		$ -	$ 165,000
Kootenai	$ 40,000							
Coeur d'Alene Family Medicine		18	$ 90,000		$ -		$ -	$ 90,000
	Total	18	$ 90,000	-	$ -		$ -	$ 90,000
University of Washington/VA	$ 20,000	Increase to 22,500						
Internal Medicine		25	$ 62,500	3	$ 180,000	3	$ 30,000	$ 272,500
Preliminary Year Intern Program		4	10,000				-	10,000
IM Chief Resident		2	5,000	1	60,000		-	65,000
	Total	31	$ 77,500	4	$ 240,000	3	$ 30,000	$ 347,500
University of Washington - Psychiatry	$ 49,725							
Seattle/Boise Core Program		8	$ -	4	$ 240,000		$ -	$ 240,000
	Total	8	$ -	4	$ 240,000		$ -	$ 240,000
Bingham Internal Medicine	$ 40,000							
Blackfoot Internal Medicine		12	$ 60,000	1	$ 60,000	1	$ 10,000	$ 130,000
Emergency Medicine Fellowship				1	$ 60,000			$ 60,000
	Total	12	$ 60,000	2	$ 120,000	1	$ 10,000	$ 190,000
Eastern Idaho Regional Medical Center	$ 40,000							
Idaho Falls - Internal Medicine		10	$ 50,000	10	$ 600,000	10	$ 100,000	$ 750,000
	Total	10	$ 50,000	10	$ 600,000		$ 100,000	$ 750,000
University of Utah / ISU	$ 60,000							
Salt Lake City/Pocatello Core Program		3	*funded*	3	$ 180,000		$ -	$ 180,000
	Total	3	$ -	3	$ 180,000		$ -	$ 180,000
	Grand Total	158	$ 622,500	30	$ 1,500,000	16	$ 195,000	$ 2,317,500

1. Three new resident(s) in FY 2020 paid for @ $50K/resident instead of $60K/resident. Hence 3 x $10K = $30K
2. One new resident in FY 2020 paid for @ $50K/resident instead of $60K/resident. Hence 1 X $10K = $10K
3. Ten new resident(s) in FY 2020 paid for @ $50K/resident instead of $60K/resident. Hence 10 X $10K = $100K

Attachment Four – Table of Idaho GME Programs with Current and Proposed Residents and Fellows

	Existing Residents / Fellows (July 1, 2024)	New Residents / Fellows (July 1, 2025)	Other (FY2024)
Full Circle Health			
Boise Family Medicine	36		
Caldwell FM Rural Training Track	11	1*	
Magic Valley FM Rural Training Track	6		
Nampa Family Medicine	18		
Pediatrics (Boise)	8	4*	
Fellowships (SM, HIV, GER, OB, Rural, PcP, Faculty Development)	6	1	
Total	***85***	***6/5****	
Idaho State University			
Pocatello Family Medicine	23	1	
RTT Rexburg Resident	3		
RTP Rupert	3	1	
Total	***29***	***2***	
Kootenai			
Coeur d'Alene Family Medicine	21	1	
FM/Behavioral Health Fellowship	1		
FM/Rural Fellowship	1		
Total	***23***	***1***	
Boise Internal Medicine			
Boise Internal Medicine	32	1	
Preliminary Year Intern Program	4		
IM Chief Resident	3		
Addiction Medicine Fellowship	2		
Total	***41***	***1***	
Western Idaho Psychiatry			
Boise Core Program	16		
Total	***16***		
Eastern Idaho Regional Medical Center			
Internal Medicine	30		
Family Medicine	18		
Psychiatry	8	4	
Total	***56***	***4***	
Eastern Idaho / ISU/Psychiatry			
UU/ISU Psychiatry	12		
Total	***12***		
MSIGMER / SA'S			
Family Medicine - Nampa	***0***	***6***	
Total	***0***	***6***	
Grand Total	***262***	***20****	

***20 New GME positions, only 15 of which will be funded by Idaho**

Attachment Five: Idaho Graduate Medical Education (GME) Program Dashboard and Metrics
Report to SBOE from GME Committee – Dashboard – 5/2024

Program	First Graduating Class	100% Fill Rate for Incoming Class	ACGME Accreditation	Graduates Practicing in Idaho as Measured by Rolling 5-year Average ≥50% - Fam Med ≥40% - Int Med ≥30% - Psych ≥30% - Emerg Med ≥30% - Surgery	Graduates in continued fellowship training outside of Idaho *	≥30% of Graduates in Idaho Serve in Rural or Underserved Areas by Rolling 5-year Average		≥80% Board Certification based on Rolling 5-year Average for First-Time Test Takers
						Rural**	Urban Underserved#	
Full Circle – Boise FM	1976	100%	Yes	32 of 58 / 55%	1	7 of 32 / 22%	23 of 32 / 72%	100%
Full Circle – Fellowships	1999	100%	Yes	16 of 28 / 57%	0	2 of 16 / 13%	11 of 16 / 69%	NA
Full Circle – Caldwell RTT	1998	100%	Yes	9 of 14 / 64%	1	2 of 9 / 22%	5 of 9 / 56%	100%
Full Circle – Magic Valley Family Medicine RTT	2012	100%	Yes	7 of 9 / 78%	0	4 of 7 / 57%	2 of 7 / 29%	100%
Full Circle – Nampa FM	2022	100%	Yes	12 of 18 / 67%	0	4 of 12 / 33%	7 of 12 / 58%	100%
Full Circle – Pediatrics	2025	100%	Yes/Initial	NA	NA	NA	NA	NA
ISU – Pocatello Fam Med	1994	100%	Yes	21 of 35 / 60%	0	6 of 21 / 29%	12 of 21 / 57%	35 of 35 / 100%
ISU – Rexburg RTT	2022	100%	Yes	2 of 3 / 66% (3 years of data)	0	0 of 2 / 0% (3 years of data)	2 of 2 / 100% (3 years of data)	3 of 3 / 100% (3 years of data)
Kootenai Family Medicine	2017	100%	Yes	20 of 42 / 48%	0	3 of 20 / 15%	17 of 20 / 85%	42 of 42 / 100%
Boise Internal Medicine	2014	100%	Yes	25 of 49 / 51%	0	0 of 25 / 0%	4 of 25 / 16%	40 of 46 / 87%
Boise Addiction Medicine	2022	100%	Yes	1 of 3 / 33% (3 years of data)	0	0 of 1 / 0% (3 years of data)	1 of 1 / 100% (3 years of data)	3 of 3 / 100% (3 year of data)
Western Idaho Psychiatry	2010	100%	Yes	9 of 19 / 47%	1	1 of 9 / 11%	8 of 9 / 89%	17 of 19 / 89%
EIRMC Internal Medicine	2021	100%	Yes	10 of 24 / 42% (3 years of data)	5	0 of 10 / 0% (3 years of data)	10 of 10/ 100% (3 years of data)	13 of 25 / 52% (3 years of data)
EIRMC Family Medicine	2023	100%	Yes	2 of 5 / 40% (1 year of data)	0	0 of 2 / 0% (1 year of data)	2 of 2 / 100% (1 year of data)	6 of 6 / 100% (1 year of data)
EIRMC Psychiatry	2026	100%	Yes/Initial	NA	NA	NA	NA	NA
U of U/ISU Psychiatry	2024	100%	Yes	2 of 2 (100%) (1 year of data)	1	2 of 2 / 100% (1 year of data)	0 of 2 / 0% (1 year of data)	NA (2024 Results Pending)

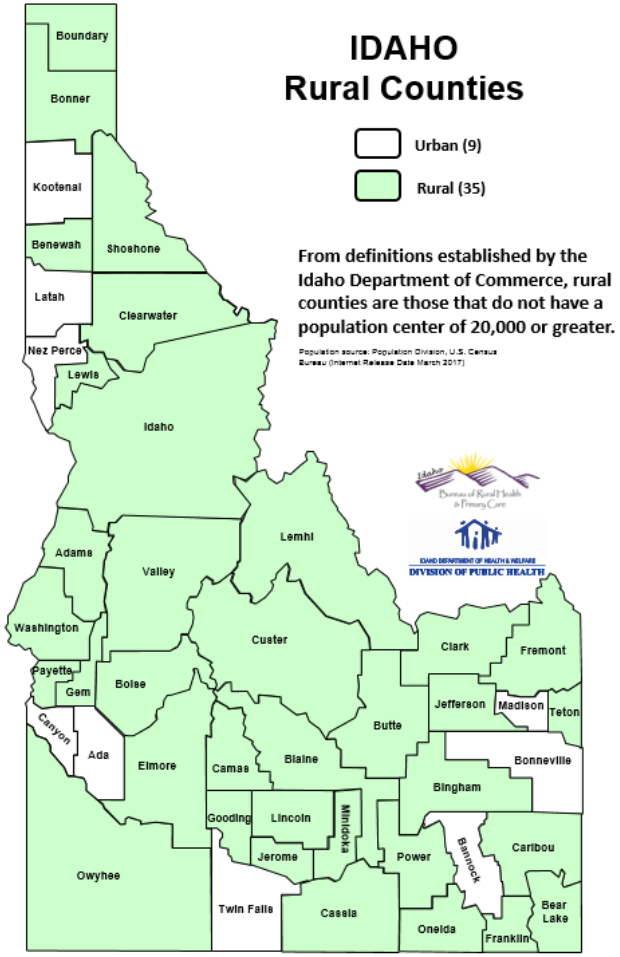
Key: Green – measure met Yellow – measure nearly met Red – not meeting measure

*Fellowship training outside of Idaho does not count in the denominator for a program until the resident finishes fellowship training. Programs will track these fellows. If they do not return to Idaho, they will then be added to the denominator for percentage calculations.

**Definition of Rural Idaho – According to the Idaho Department of Commerce, rural counties in Idaho are defined as those with <20,000 population. 35 of 44 counties in Idaho are rural by this definition. Non-rural counties are: Ada, Bannock, Bonneville, Canyon, Kootenai, Latah, Madison, Nez Perce, and Twin Falls.

#Definitions of Underserved Idaho

1. Primary Care Underserved - 97% of all of Idaho qualifies as a Health Professional Shortage Area (HPSA) for primary care. The only areas without a primary care HPSA designation are Ada County, half of Blaine County (Sun Valley area), and half of Bonneville County (Idaho Falls area).
2. Mental Health Care - 100% of Idaho (all counties and areas) are mental health HPSA's.
3. All FQHCs and Community Health Centers serve underserved Idaho.



Bureau of Rural Health and Primary Care, Division of Public Health, Department of Health and Welfare, 4/18 – please contact (208) 334-0669 for updates

SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

February 2021	Board received the semi-annual report
August 2021	Board received the semi-annual report
February 2022	Board received the semi-annual report
August 2022	Board received the semi-annual report
February 2023	Board received the semi-annual report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G., Postsecondary Program Review and Approval.

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.a.ii and 4.b., prior to implementation, the Executive Director, State Administrator or designees may approve actions related to academic and career technical programs or units as identified in those subsections.

Consistent with Board Policy III.G.9.a., the Board office is providing a semi-annual report of academic and career technical program requests from Idaho's public postsecondary institutions that were approved by the Executive Director, State Administrator or their designees between January 1, 2024, and July 1, 2024. A report of program changes requests approved by the full Board for the same time period, as well as a longitudinal view of program approvals and discontinuations over the past several years, are also included for informational and contextual purposes.

ATTACHMENTS

Attachment 1 – Semi-Annual Report of Approved Program Requests
Attachment 2 – Longitudinal View of Program Approvals and Discontinuations

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The report provides a list of new academic or career technical programs and certificates approved by the Executive Director, State Administrator or their designees consistent with Board Policy III.G. This includes other instructional activity such as modifications to existing programs. Other non-substantial changes that require notification to the Board office are also included in the report.

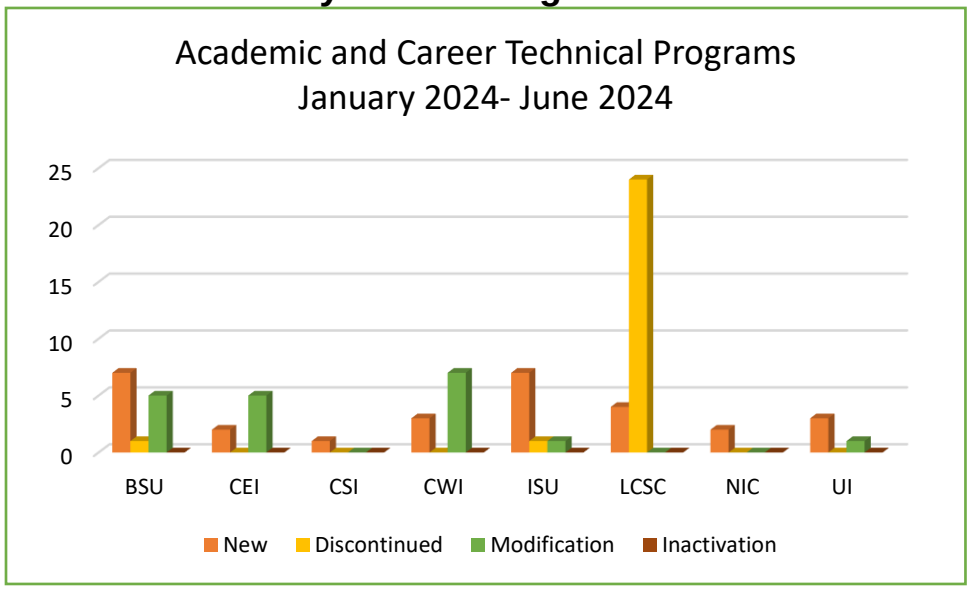
For this current reporting cycle, there was an increase in program requests submitted for review and approval. Staff notes there was an increase in new baccalaureate degrees and undergraduate certificates established compared to the previous academic year and an increase in discontinuations. The discontinuations were primarily a reorganization effort by Lewis-Clark State College to replace stand-alone specific Bachelor of Applied Science degrees with

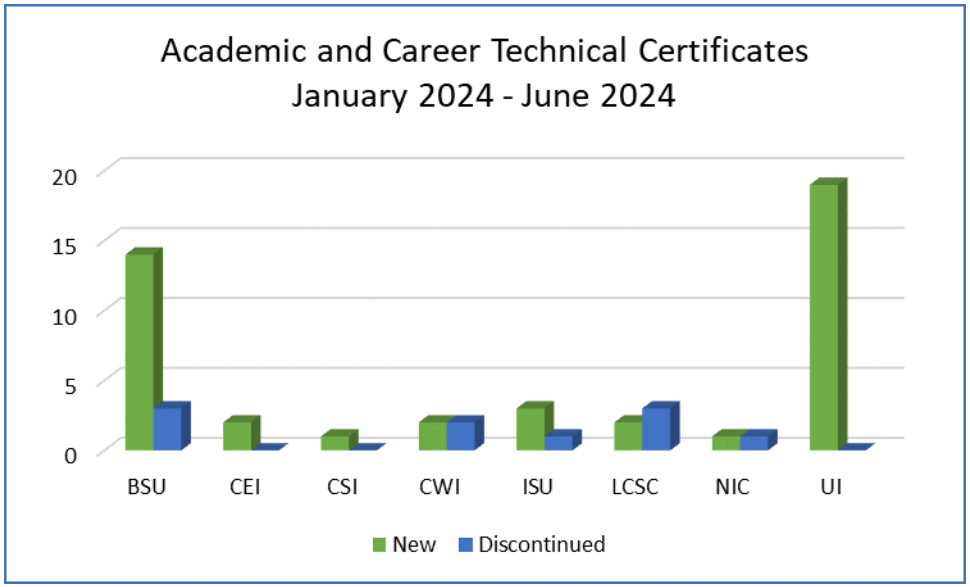
a more general applied baccalaureate degree that would provide students with opportunities to customize the degree, using electives, to create a similar pathway. There was also an increase in new graduate programs with more than half being graduate certificates. Others included the approval of two master's programs for Lewis-Clark State College, two graduate programs for Boise State University, three master's programs for University of Idaho, and one graduate program for Idaho State University.

BOARD ACTION

This item is for informational purposes.

Semi-Annual Report of Approved Program Requests
January 2024 through June 2024





List of Academic Program and Unit Requests Approved by Executive Director or Designee

INST.	Request Type	Program Title	Type	Date
BSU	Consolidation of Instructional Unit	College of Education Restructure	N/A	6/21/2024
BSU	Discontinue	Social Work (offered in Coeur d'Alene)	MSW	5/22/2024
BSU	New	Exercise, Physical Activity, and Sport	BS	5/3/2024
BSU	New	Digital Communications Management	MA	4/22/2024
BSU	New	Health Data Analytics	BS	2/16/2024
BSU	New instructional/administrative unit	School for the Digital Future	N/A	2/5/2024
CSI	New	Engineering	AE	1/29/2024
ISU	New	Software Engineering	BS	1/29/2024
ISU	New	Information Technology Systems	BAS	1/29/2024
ISU	Discontinue	Sociology	MA	1/17/2024
ISU	Discontinue	Sociology (online)	MA	1/17/2024
ISU	Discontinue	Sociology: Criminology	MA	1/17/2024
ISU	New	MPH/PharmD	MPH	1/16/2024
ISU	New	Interdisciplinary Studies	BA | BS	1/9/2024
ISU	New	Dental Hygiene Bachelor's Completion Program (online)	BS	1/9/2024
ISU	New	Dental Hygiene - Associate to Master's Accelerated program (online)	MS	1/9/2024
LCSC	Discontinue	Business Management and Marketing	BAS	6/3/2024
LCSC	Discontinue	Administrative Medical Assistant	BAS	5/8/2024
LCSC	Discontinue	Administrative Management	BAS	5/8/2024
LCSC	Discontinue	Applied Accounting	BAS	5/8/2024
LCSC	Discontinue	Applied Technology	BAS	5/8/2024
LCSC	Discontinue	Auto Mechanics Technology	BAS	5/8/2024
LCSC	Discontinue	CNC Machining Technology	BAS	5/8/2024
LCSC	Discontinue	Collision Repair Technology	BAS	5/8/2024
LCSC	Discontinue	Diesel Technology	BAS	5/8/2024
LCSC	Discontinue	Early Childhood Development	BAS	5/8/2024
LCSC	Discontinue	Electrical Apprenticeship	BAS	5/8/2024
LCSC	Discontinue	Fire Service Technology	BAS	5/8/2024
LCSC	Discontinue	Graphic Communications	BAS	5/8/2024
LCSC	Discontinue	Hospitality Management	BAS	5/8/2024
LCSC	Discontinue	Heating, Venting, Air Conditioning, and Refrigeration	BAS	5/8/2024
LCSC	Discontinue	Industrial Electronics Technology	BAS	5/8/2024

INST.	Request Type	Program Title	Type	Date
LCSC	Discontinue	Industrial Maintenance/Millwright	BAS	5/8/2024
LCSC	Discontinue	Information Technology	BAS	5/8/2024
LCSC	Discontinue	Legal Practice Assistant	BAS	5/8/2024
LCSC	Discontinue	Medical Assistant	BAS	5/8/2024
LCSC	Discontinue	Plumbing Apprenticeship	BAS	5/8/2024
LCSC	Discontinue	Web Design and Development	BAS	5/8/2024
LCSC	Discontinue	Welding Technology	BAS	5/8/2024
LCSC	New	Cyber Accounting	MS	3/11/2024
LCSC	New	Health Studies	BA/BS	2/22/2024
LCSC	New	Computer Science Software Engineering	BA/BS	1/29/2024
UI	New	Child Development	MS	2/7/2024
UI	New	Emerging Media	MA	1/17/2024

List of Other Academic Program/Unit Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Certificate Type	Date
BSU	Discontinuance	Adult Gerontology, Acute Care	Graduate Certificate	4/30/2024
BSU	Discontinuance	Adult-Gerontology, Primary Care	Graduate Certificate	4/30/2024
BSU	New	Semiconductor Materials	Undergraduate Certificate	4/12/2024
BSU	New	Early Childhood Program Administration and Leadership	Undergraduate Certificate	4/12/2024
BSU	Discontinuance	Creative Influence	Undergraduate Certificate	4/5/2024
BSU	New	AI for All (Hybrid and Online)	Undergraduate Certificate	3/13/2024
BSU	New	Generative AI in Education	Graduate Certificate	2/13/2024
BSU	New	Dance	Undergraduate Certificate	1/30/2024
BSU	New	Disaster Preparedness and Response	Undergraduate Certificate	1/30/2024
BSU	New	Applied Emotional Intelligence and Well-Being	Undergraduate Certificate	1/22/2024
BSU	New	Design Thinking for Professional Purpose and Fulfillment	Undergraduate Certificate	1/22/2024
BSU	New	Community Driven Health Solutions	Undergraduate Certificate	1/22/2024
BSU	New	Evidence-Based Public Health	Undergraduate Certificate	1/22/2024
BSU	New	Foundations of Public Health	Undergraduate Certificate	1/22/2024
BSU	New	Health and Human Behavior	Undergraduate Certificate	1/22/2024
BSU	New	Organizational Development	Graduate Certificate	1/22/2024

INST.	Request Type	Program Title	Certificate Type	Date
CWI	Expansion	Surgical First Assistant	Associate of Arts	5/3/2024
CWI	Discontinuance	Swift Programming	Undergraduate Certificate	4/8/2024
ISU	Modification	Rural Health – add online option	Graduate Certificate	4/8/2024
ISU	New	Community and Public Health: Addiction Studies (online)	Graduate Certificate	1/16/2024
ISU	New	Addiction Studies	Graduate Certificate	1/9/2024
ISU	New	Career & Technical Education	Graduate Certificate	1/3/2024
LCSC	Discontinuance	Human Resource Management	Undergraduate Certificate	3/11/2024
LCSC	Discontinuance	Leadership	Undergraduate Certificate	3/11/2024
LCSC	New	Business Essentials	Certificate	2/5/2024
UI	New	Nuclear Materials Engineering	Graduate Certificate	5/20/2024
UI	New	Design for Inclusion and Well-Being	Undergraduate Certificate	4/29/2024
UI	New	Child Feeding	Undergraduate Certificate	4/29/2024
UI	New	Bioethics	Undergraduate Certificate	4/26/2024
UI	New	Artificial Intelligence and Machine Learning	Undergraduate Certificate	4/22/2024
UI	New	Artificial Intelligence and Machine Learning	Graduate Certificate	4/22/2024
UI	New	Biomedical Engineering	Undergraduate Certificate	3/11/2024
UI	New	Graphic Design	Undergraduate Certificate	3/11/2024
UI	New	Indigenous Research and Education	Graduate Certificate	3/11/2024
UI	New	Advanced Semiconductor Design	Graduate Certificate	2/23/2024
UI	New	Advanced Microelectronics Fabrication	Graduate Certificate	2/23/2024
UI	New	Smart Grid Cybersecurity	Graduate Certificate	2/23/2024
UI	New	Semiconductor Design	Undergraduate Certificate	2/23/2024
UI	New	High-Speed Circuits and Systems	Graduate Certificate	2/23/2024
UI	New	Microelectronics Fabrication	Undergraduate Certificate	2/23/2024
UI	New	Scientific Communication and Leadership	Graduate Certificate	1/19/2024
UI	New	Economics of Public Policy	Undergraduate Certificate	1/17/2024
UI	New	Marketing Analytics	Undergraduate Certificate	1/8/2024
UI	New	International Economics	Undergraduate Certificate	1/3/2024

Other Academic Program Changes

INST.	Request Type	Program Title	Program Type	Date
BSU	Relocate	Gender Studies Minor from College of Arts and Sciences to Department of Sociology	Minor	6/14/2024
BSU	Relocate	Department of Counselor Education and programs, Master of Arts in Counseling and Ph.D. in Counselor Education and Supervision to College of Health Sciences	MA/Ph.D.	5/31/2024
BSU	Modification	Geophysics- change to face-to-face delivery from hybrid	MS	4/29/2024
BSU	Modification	Geophysics- change to face-to-face delivery from hybrid	Ph.D.	4/29/2024
BSU	Modification	Literacy Instruction for Students with Exceptional Needs – change to online from face-to-face delivery	Graduate Certificate	4/29/2024
BSU	New	User Research emphasis, under Digital Communications Management	MA emphasis	4/17/2024
BSU	New	Conflict emphasis, under Digital Communications Management	MA emphasis	4/17/2024
BSU	Name change	Professional and Public Writing	BA	4/15/2024
BSU	Name change	Teaching Government	BA	2/9/2024
BSU	Relocate	Graduate Certificate, Human-Environment Systems to School of the Environment	N/A	4/2/2024
BSU	Relocate	Middle Level (5-9) Science Teaching Endorsement to Department of Curriculum, Instruction, and Foundational Studies	N/A	4/2/2024
BSU	New	Heath Administration Emphasis	BAS emphasis	3/13/2024
BSU	New	Public Health Emphasis	BAS emphasis	3/13/2024
BSU	New	Cybersecurity Career Technical Education Emphasis	BS emphasis	3/13/2024
BSU	New	Cybersecurity Career Technical Education Emphasis	BAS emphasis	3/13/2024
BSU	New	Neuroscience	Minor	3/13/2024
BSU	Relocate	Canadian Studies minor to School of Public Service	N/A	2/9/2024
BSU	New	Semiconductor emphasis under Electrical and Computer Engineering	MS Emphasis	2/5/2024
BSU	New	Theatre Design and Event Management	Minor	1/30/2024
BSU	Discontinue	Health Informatics and Information Management emphasis	Emphasis	1/29/2024
BSU	Discontinue	General emphasis under Public Health program	BS emphasis	1/29/2024
BSU	Name change	Science emphasis under Health Studies program to Medical and Healthcare Science emphasis	BS emphasis	1/29/2024
BSU	Name change	Health Education and Promotion emphasis under Public Health to Community Health Promotion emphasis	BS emphasis	1/29/2024
BSU	Modification	Theatre Arts Secondary Education program– change to hybrid from face-to-face delivery	BA	1/26/2024
BSU	Modification	Theatre Arts program– change to hybrid from face-to-face delivery	BA	1/26/2024
BSU	New	Theatre Design and Event Management	Minor	1/26/2024

INST.	Request Type	Program Title	Program Type	Date
BSU	Discontinue	Dance	Minor	1/26/2024
BSU	New	Family Nurse Practitioner	Emphasis	1/11/2024
BSU	New	Adult-Gerontology, Nurse Practitioner, Acute Care	Emphasis	1/11/2024
CWI	Modification	Engineering (change from an AS to an AE)	AE	3/27/2024
CWI	Modification	Agriculture Business, Leadership and Education -increase minimum credit requires to 61	AA	3/27/2024
CWI	CIP Code	Media Arts – change CIP Code to 09.0702	AA	3/5/2024
CWI	CIP Code	Communication – change CIP Code to 09.0101	AA	3/5/2024
CWI	Modification	General Education – increase minimum credit requirements to 37	Certificate	3/5/2024
CWI	Name change	Liberal Arts to General Studies	AA	3/5/2024
CWI	Modification	Biotechnology Laboratory Assistant – increase minimum credit requirements from 12 to 39	Certificate	3/5/2024
CWI	CIP Code	Biotechnology Laboratory Assistant – change CIP Code to 41.0000	Certificate	3/5/2024
CWI	CIP Code	STEM – change CIP Code to 30.1801	AS	3/5/2024
CWI	Modification	Nursing – Registered – increase minimum credit requirements from 70 to 71	AS	1/23/2024
ISU	Name change	Rehabilitation and Communication Sciences to Rehabilitation and Health Sciences	Ph.D.	3/8/2024
ISU	CIP Code	Economics – change CIP Code to 45.0601	BS	4/4/2024
ISU	Name change	Land Surveying to Professional Land Surveying	Certificate	4/4/2024
LCSC	CIP Code	Fitness – Change CIP Code to 31.0501	Undergraduate Certificate	6/24/2024
LCSC	CIP Code	Movement Psychology – Change CIP Code to 42.2815	Undergraduate Certificate	6/24/2024
LCSC	CIP Code	Sport Marketing – Change CIP Code to 52.1401	Undergraduate Certificate	6/24/2024
LCSC	CIP Code	Communication Arts: Secondary Education – Change CIP Code to 13.1331	BA/BS	6/24/2024
LCSC	CIP Code	Computed Tomography – Add CIP Code 51.0910	BA/BS	6/24/2024
LCSC	CIP Code	General Studies: Business – Change CIP Code to 52.0201	BA/BS	6/24/2024
LCSC	CIP Code	General Studies: Education – Change CIP Code to 13.0101	BS	6/24/2024
LCSC	CIP Code	General Studies: Natural Science & Math – Change CIP Code to 30.1801	BS	6/24/2024
LCSC	CIP Code	General Studies: Social Sciences – Change CIP Code to 45.0101	BS	6/24/2024
LCSC	CIP Code	General Studies: Education: Early Childhood Education – Change CIP Code to 24.0102	BS	6/24/2024
LCSC	CIP Code	Business Management – Change CIP Code to 52.0213	BA/BS	5/29/2024

INST.	Request Type	Program Title	Program Type	Date
LCSC	CIP Code	Interdisciplinary – change CIP Code 24.0101	BAS	5/29/2024
LCSC	CIP Code	Applied Science – change CIP Code to 52.0216	BAS	5/29/2024
LCSC	CIP Code	Business – change CIP Code to 52.0213	BAS	5/29/2024
LCSC	CIP Code	Business Management – change CIP Code to 52.0213	BA/BS	5/29/2024
LCSC	New	Music Studies	Minor	1/31/2024
NIC	CIP Code	Construction Management – change CIP Code to 52.2001	AS	2/1/2024
UI	Name change	Business Management	BS	5/31/2024
UI	Modification	Elementary Education (course changes and added online option)	BS	4/30/2024
UI	Modification	Geology – added Energy Resiliency and Sustainable Mining options	BS	4/10/2024
UI	Expansion	Environmental Science – add online	MS	3/29/2024
UI	Name change	Kinesiology and Leisure Sciences	MS	2/23/2024
UI	Name change	General Management to Business Administration (online)	MBA	2/7/2024
UI	Name change	Africana Studies to Black Studies	Minor	1/4/2024

List of Career Technical Program Requests Approved by State Administrator (by Type)

INST.	Request Type	Program Title	Program Type	Date
CEI	New	Medical Laboratory Technology	AAS	6/17/2024
CEI	New	Mechatronics Engineering Technology	AAS	1/29/2024
CEI	New	Phlebotomy	BTC	1/29/2024
CEI	New	Medical Office Specialist	BTC	1/29/2024
CSI	New	Electronic Engineering Technician	AAS	3/6/2024
CWI	Expansion	Semiconductor Manufacturing Technology	BTC	5/29/2024
CWI	Expansion	Practical Nursing	AAS	5/14/2024
CWI	Expansion	Unmanned Aerial Systems	AAS	5/14/2024
CWI	New	Artificial Intelligence and Cloud Computing	AAS	4/8/2024
CWI	Other	Network and System Administration/Cloud Computing	Specialized Certificate	4/8/2024
ISU	Discontinue	Cloud Computing (online)	BTC	6/12/2024
ISU	New	On-site Power Generation Technology	Specialized Certificate	1/4/2024
LCSC	Discontinue	Business Management and Marketing	AAS	6/3/2024
LCSC	Discontinue	Business Management and Marketing	ATC	6/3/2024
LCSC	Consolidation	Business Technology and Service	N/A	2/14/2024
LCSC	New	Bookkeeping/Accounting	BTC	1/22/2024
NIC	Expansion	Construction Management	BTC	4/8/2024
NIC	New	Applied Technology and Apprenticeship – Heavy Equipment	AAS	3/25/2024
NIC	New	Applied Technology and Apprenticeship - Construction	AAS	3/25/2024
NIC	Discontinue	Carpentry and Construction Technology	ITC	2/5/2024

List of Other CTE Program Changes Notified to State Administrator

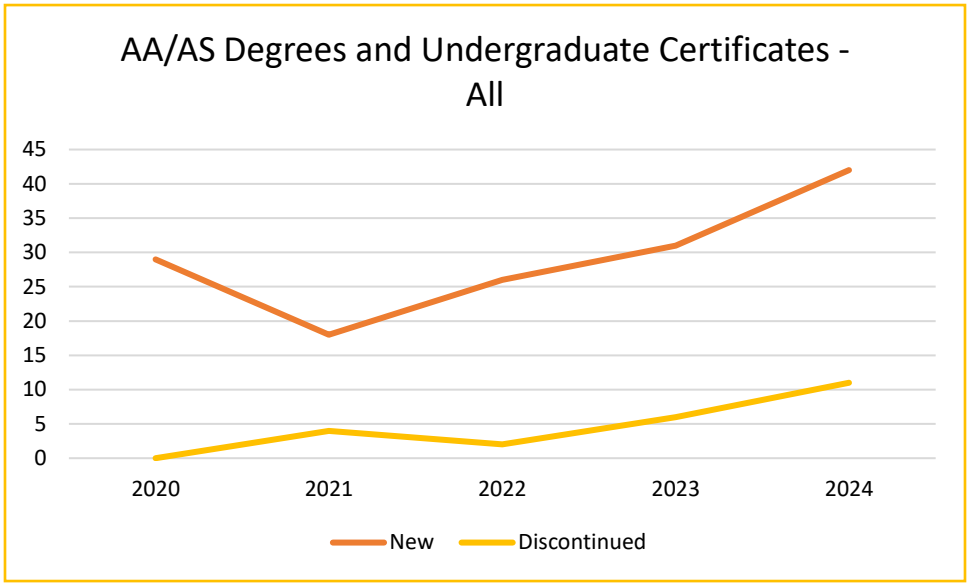
The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

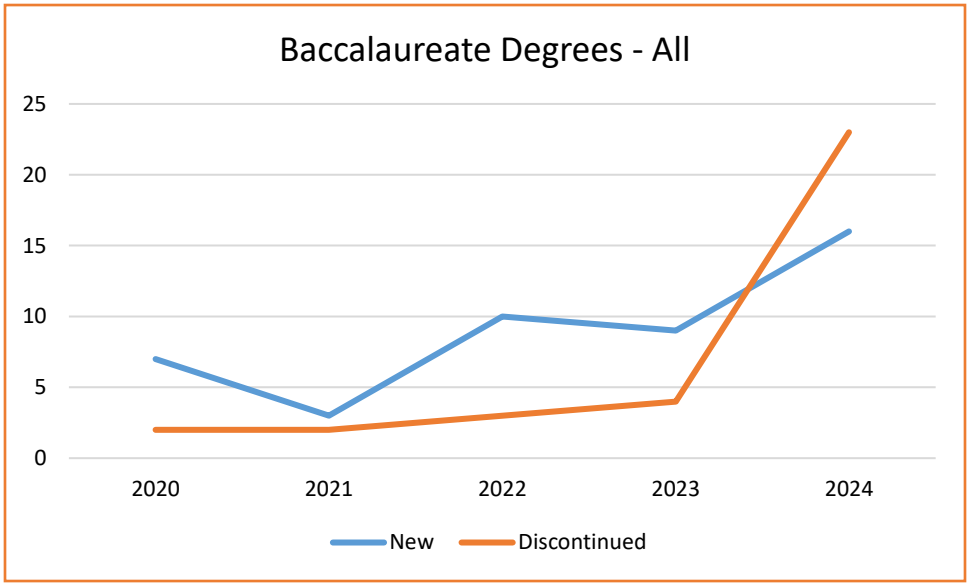
INST.	Request Type	Program Title	Degree	Date
CSI	Name change	Accounting/Bookkeeping to Applied Accounting/Bookkeeping	AAS	2/2/2024
CEI	Name change	Division of Career and Technical Education to Business, Technology and Trades	N/A	4/1/2024
CEI	Modification	Legal Studies and Paralegal Training – course and CIP code changes	AAS	2/21/2024
CEI	Modification	Legal Studies and Paralegal Training – course and CIP code changes	BTC	2/21/2024
CEI	Modification	Legal Studies and Paralegal Training – course and CIP code changes	ITC	2/21/2024

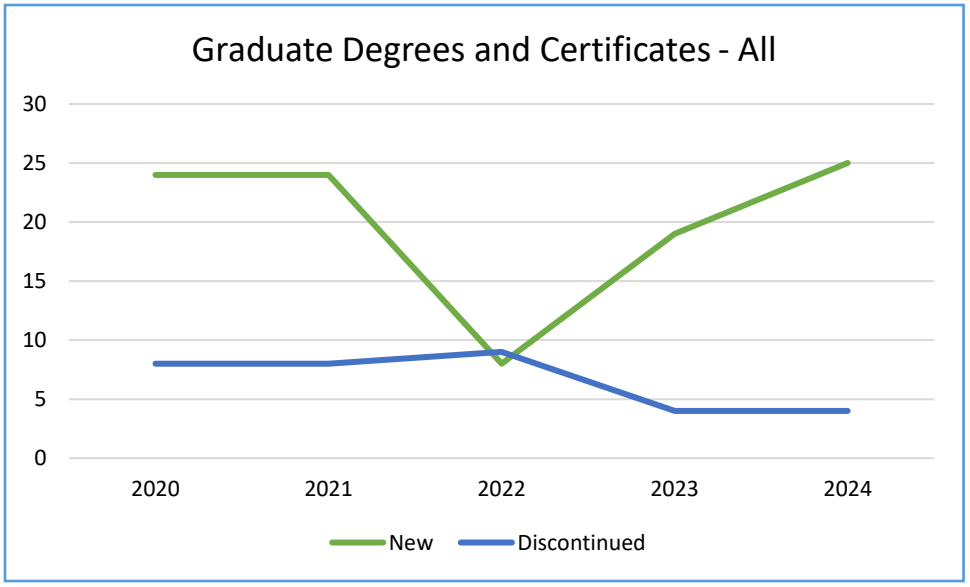
INST.	Request Type	Program Title	Degree	Date
CEI	Modification	Entrepreneurship -course and CIP code changes	ITC	2/21/2024
CEI	Modification	Business Management – course and CIP code changes	ITC	2/21/2024
CWI	Modification	Semiconductor Manufacturing Technology – reduce number of credits	AAS	4/4/2024
CWI	Modification	Cybersecurity – add online to these options	AAS, ATC	1/3/2024
LCSC	CIP Code	Medical Biller/Coder – change CIP Code to 51.0714	ITC	6/24/2024
LCSC	CIP Code	CNC Machining Technology – change CIP Code to 48.0510	AAS, ITC, ATC	6/24/2024
LCSC	CIP Code	Graphic Communications - change CIP Code to 50.0409	AAS	6/24/2024
LCSC	CIP Code	Interdisciplinary – change CIP Code to 24.0101	AAS	5/29/2024

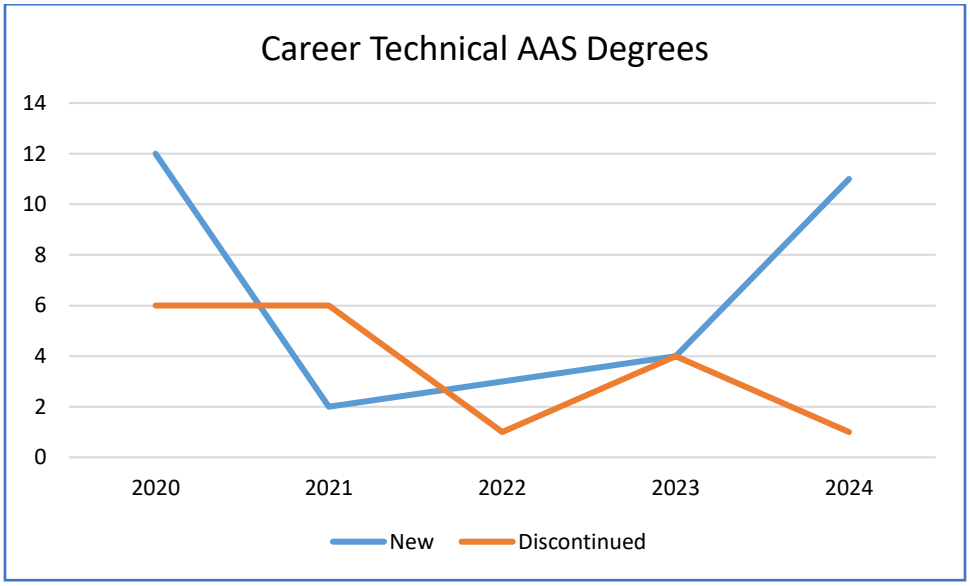
List of Academic Program Requests Approved by the Board

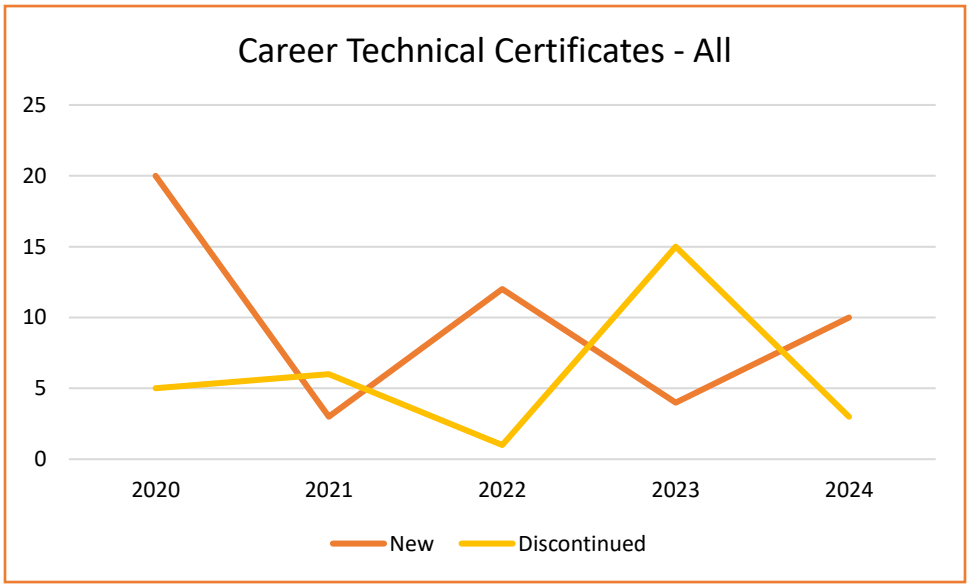
INST.	Request Type	Program Title	Degree	Date
BSU	New	Engineering	Ph.D.	2/27/2024
BSU	New	Neuroscience	B.S.	6/14/2024
BSU	New	Public Service Leadership	B.A. | B.A.S.	6/14/2024
ISU	New	Nurse Anesthesia Practice	DNAP	5/22/2024
LCSC	New	Nursing Leadership in Healthcare	MSN	2/27/2024
UI	New	Gerontology	M.S.	6/20/2024
UI	New	School of Health and Medical Professions	N/A	6/18/2024


AA/AS Degrees and Undergraduate Certificates - All
45
40
35
30
25
20
15
10
5
0
2020
2021
2022
2023
2024
New
Discontinued


Baccalaureate Degrees - All
25
20
15
10
5
0
2020
2021
2022
2023
2024
New
Discontinued


Graduate Degrees and Certificates - All
30
25
20
15
10
5
0
2020
2021
2022
2023
2024
New
Discontinued


Career Technical AAS Degrees
14
12
10
8
6
4
2
0
2020
2021
2022
2023
2024
New
Discontinued


Career Technical Certificates - All
25
20
15
10
5
0
2020
2021
2022
2023
2024
New
Discontinued

SUBJECT

Accelerated Math Collaborative Update Report

REFERENCE

October 2021	Idaho State Board of Education (Board) approved use of ARP ESSER SEA Set Aside funds for the Accountability Oversight Committee's use and an Accelerated Math Collaborative and approved the distribution methodology for 2.5% of the funds for LEA's who receive no or low funds through the US DOE Title I methodology.
January 2022	Board approved allocations of the ESSER SEA Set Aside funds, including: the Dyslexia Handbook; a statewide professional development and mentoring platform; ISEE improvements; and a collaborative between the STEM Action Center, Commission for Libraries, and the Idaho Out-of-School Network to support summer programs and after school programs.
February 2022	Board approved additional allocation of ARP ESSER SEA Set Aside funds to the Summer and After School Collaborative (STEM Action Center, Commission for Libraries, and Idaho Out-of-School Network).
June 2023	Board approved allocation of ESSER SEA Set Aside funds for Ampact Reading Coaches.
December 2023	Board approved the distribution of additional ARP ESSER SEA Set Aside funds to the Summer and After School Collaborative and the Accelerated Math Collaborative at Boise State University, Idaho State University, and University of Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-110
American Rescue Plan Act of 2021, Public Law 117-2

BACKGROUND/DISCUSSION

The federal American Rescue Plan (ARP) Act was enacted on March 11, 2021. It provided a third installment of funding for Elementary and Secondary Emergency Relief, referred to as ARP ESSER. Idaho's original allocation was $439,942,041; this was later adjusted to $440,131,920. Of the funds allocated to Idaho, 90% ($396,118,728) was required to be distributed directly to local education agencies based on the US Department of Education's Title I methodology and 10% ($44,013,192) could be set aside to be used by the state education agency (SEA). The funds are available for "obligation" by SEAs and sub-recipients through September 30, 2023. Idaho Code § 33-110 designates the State Board of

Education as Idaho's SEA. The 10% SEA Set Aside is required to be used in the following manner:

- 5% of total ARP ESSER for implementation of evidence-based interventions aimed specifically at addressing learning loss
- 1% of total ARP ESSER for evidence-based summer enrichment programs
- 1% of total ARP ESSER for evidence-based comprehensive after school programs
- Up to ½ of 1% of total ARP ESSER for administrative costs and emergency needs ($2,200,660)
- The remainder (at least 2.5%) "for emergency needs as determined by the SEA to address issues responding to coronavirus, which may be addressed through the use of grants or contracts."

Based on K-12 student achievement data, there was a greater level of mathematics learning loss due to the pandemic than was seen with English Language Arts. As a result, the Board has provided learning loss funds to the Accelerated Math Collaborative, a project managed by the Regional Math Centers at Boise State University, Idaho State University, and the University of Idaho. While each of the projects have distinct approaches, they all share a common goal- to support Idaho educators in providing effective mathematics instruction that accelerates student learning and addresses learning gaps caused by the pandemic. The Regional Math Centers supported their initial teacher cohorts during the 2023-24 school year and are currently engaging in research and evaluation of their projects as well as planning for the 2024-25 school year.

The Accelerate Math Learning Collaborative (AMLC) through Boise State University provides professional development opportunities to collaborative teams of educators in Regions 3 and 4. Each participating school identifies an AMLC team that includes an administrator or instructional coach and teachers. Schools then have the opportunity to choose the professional development courses that best meet the needs of their educators and students, while specific math leaders on the team engage in graduate level coursework and receive additional support. Boise State University facilitates collaboration within and across schools' AMLC teams. During year one, 174 AMLC team members across 37 schools participated in the project.

The Idaho State University (ISU) Accelerate Math Learning Program has distinct strands to provide support to educators in Regions 5 and 6. The Learning Strand is focused on an in-person workshop that guides educators through learning strategies to engage students and address learning loss. During year one, ISU had 186 Learning Strand participants from 34 districts. Participants in the Collaboration and Coaching Strand engage with each other through in-person meetings, record and analyze math instruction, and receive coaching from math specialists. This strand had 36 participants during year one. Finally, 10 principals participated the Administrator Strand, which included in-person building walk throughs and asynchronous video reviews where math specialists provided guided practice to

principals to improve ability to identify and analyze math instruction and support teachers in their buildings in improving their instructional practices.

The University of Idaho's Coaching to Accelerate the Learning of Mathematics (CALM) Project provides one-on-one, online coaching to teachers in Regions 1 and 2. The project had 18 teachers from six districts in Cohort 1. The group's year one activities included informative courses, video analysis of math instruction and student learning, and one-on-one coaching. Cohort 1 will continue their participation for a second year with both ongoing one-on-one coaching and small group collaborations.

IMPACT

This report is an information item only.

ATTACHMENTS

Attachment 1 – Boise State University Update Report
Attachment 2 – Idaho State University Update Report
Attachment 3 – University of Idaho Update Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has received positive feedback from Accelerated Math Collaborative participants and would like to recognize the Regional Math Centers for implementing effective professional development strategies that are backed by research. Staff look forward to reviewing the results of research related to this work.

Due to the timing of the original Memorandums of Understanding and funding distribution of funding, the Accelerated Math Collaborative work began in the 2023-24 school year. The Board Office will be requesting a liquidation extension for funds associated with this project to allow the Regional Math Centers to continue their work through the 2024-25 school year.

Accelerate Math Learning Collaborative (AMLC)

Boise State University - Summer 2024 Report

Prepared by Michele Carney, Professor of Math Education, michelecarney@boisestate.edu

Objectives

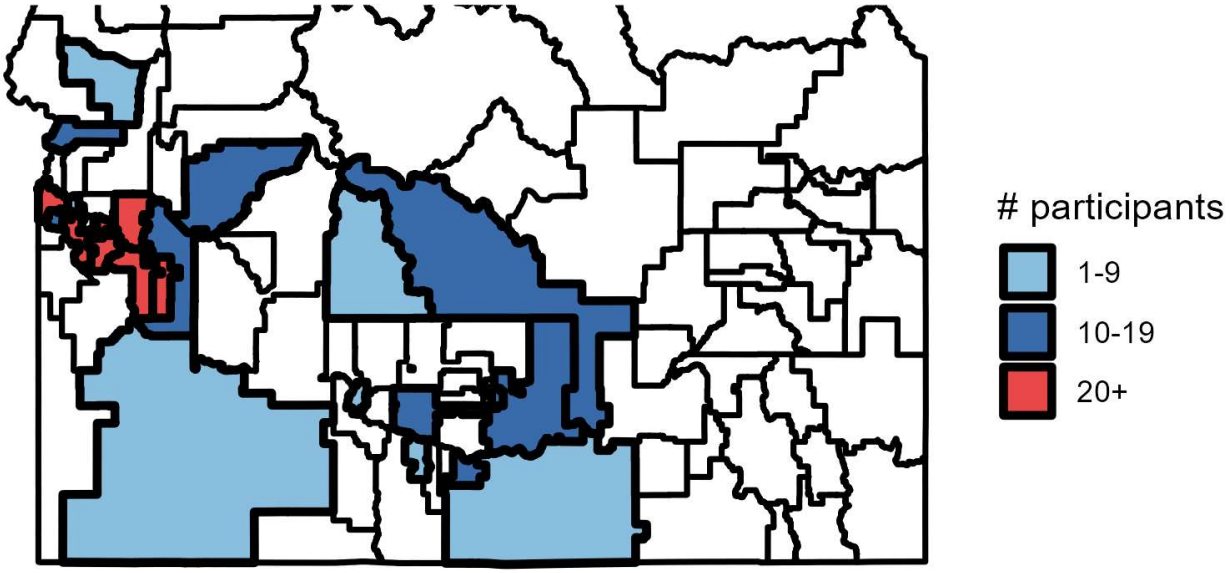
1. Support schools to **accelerate students' math achievement** within their local context.
2. **Identify evidence-based practices** that work to accelerate student math achievement
3. **Inform Idaho educators** of these practices

Key Strategies

- Offer schools choices from a menu of high quality professional development options
- Develop math leaders at schools with intensive graduate courses and added support
- Provide for networked collaboration within and across districts

Participants

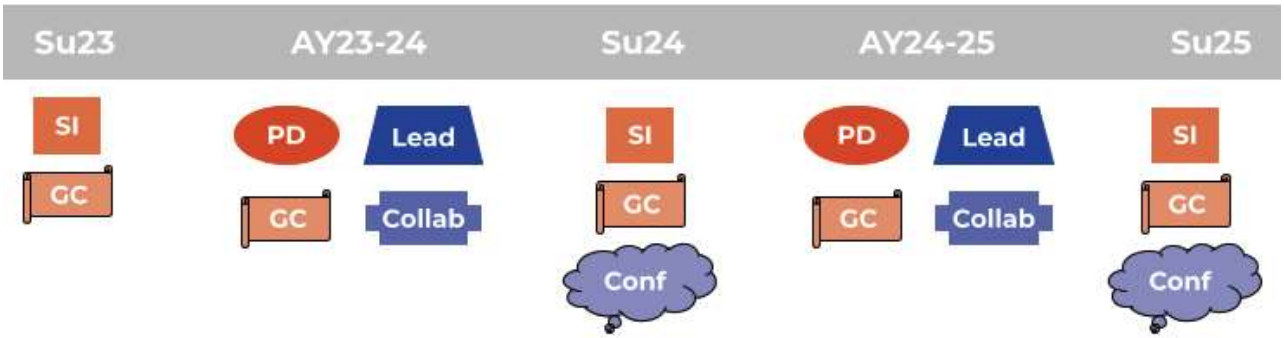
- 26 AMLC Teams, each with Regional Math Specialist (RMS), Admin or Instructional Coach, Team Lead, 2-6 additional teachers
- 37 schools (22 in region 3 and 15 in region 4)
- 174 team members



Year 1 Highlights

- **Professional Development.** 270+ days of in-school PD support
- **Graduate Certificate.** 29 AMLC teachers funded through four courses
- **Team Leads.** 350 hrs of support for AMLC team leads
- **Summer Institute.** 120+ AMLC educators attend each summer
- **Collaboration.** 200 hrs of cross-school supported collaboration
- **Conference.** 250+ Idaho teachers attended

Timeline of Activities



PD **Professional Development.** Each School Team identifies and engages their school is a selected professional development (PD) support option.

SI **Summer Institute.** AMLC team members attend a summer institute focused on (a) strategies and structures to improving student learning, and (b) collaboration across schools on what is working in their school setting.

GC **Graduate Certificate.** The courses for the Graduate Certificate in Math Instruction, Learning, and Leadership program (GC-MILL) enhances participants instruction and leadership skills to help sustain post-project efforts.

Lead **Lead.** Three leadership meetings are held each year to support the Team Leads in organizing the work at their school and further developing their leadership skills.

Collab **Collaboration**. Each AMLC school team attends bi-yearly collaboration meetings to learn about evidence-based practices and talk to each other about what is working in their school settings that may transfer..

Conf **Conference.** Boise State hosts the free Math Teaching Conference each summer for Idaho educators. We use the conference as a venue to disseminate information learned from the AMLC project to other educators.

Notes on AMLC School Teams

- **Admin.** A key finding from year 1 is that active participation by the administrator in PD is crucial for supporting school and educator efforts to help struggling students.
- **Team Lead.** The Team Lead manages communication, schedules, and attends AMLC leadership meetings three times annually (often the GC-MILL participant).
- **GC-MILL.** GC-MILL participants receive funding for four graduate courses to enhance their math instruction and leadership skills. (Many schools waived their school stipend to support a teacher in completing three additional courses.)
- **Team Members.** Each school has 2-6 additional teacher team members depending on the needs and context of the school.
- **Regional Math Specialist.** Each school has an assigned Regional Math Specialist from Boise State.

PD Support

Each AMLC School Team meets with a dedicated Regional Math Specialist to discuss their school's professional development needs. Schools choose from and adapt one of several professional development options (below) to meet their needs.

	Activity	Goal	Capacity	Format
Content Modules	Dig into key math content, linking pedagogy with student reasoning	Develop deep knowledge of a specific math topic in a grade band.	8-25 participants, single grade band	15 hours, typically 5 sessions; face-to-face, hybrid, online
Formative Assessment Cycles	Collaborate to use student work for improving key math learning outcomes	Improve instruction by unpacking student thinking	2-8 participants, single grade level	About 8 biweekly cycles per year, with one-hour meetings
Unit Study	Unpack curriculum, optimize use of materials, and adapt effective practices	Better utilize and adapt a curricular unit for a local context	2-8 participants, single grade level	3-4 hour meeting at least two weeks prior to the start of each desired unit
Lesson Study	Research, plan, implement, revise, reteach, and reflect on a math lesson	Improve instruction through a focus on student thinking	2-8 participants, single grade level or grade band	½-1 planning day, 1 day to teach and reflect, about 2 cycles per year
Problem Solving Cycle	Select and analyze a task, teach the task, analyze instruction using video	Improve instruction through analysis of teaching videos	2-8 participants, single grade level or grade band	Three 3-hour workshops; about 2 cycles per year
Numeracy Project	Use diagnostics to develop students' number sense in K-8 intervention setting	Respond to students using progressions for number sense	school-wide, or a targeted group of teachers and/or instructional staff	1 day kick-off workshop, up to 5 in-school cycles as needed
Consulting	Co-design custom support to address local math learning goals and needs	Adapt evidence-based practices to accelerate student learning	School-wide, or a targeted group of teachers and/or instructional staff	Up to 8 days of in-school support

Spending to date

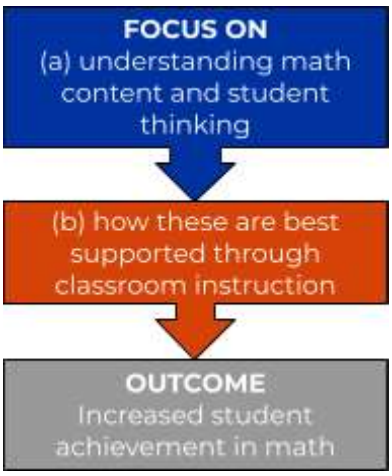
We have spent approximately $725k of $1.45 million budgeted funds. Spending is on track to complete activities within budget by June 2025. Expenditures include:

- $500k on salaries and fringe (primarily regional math specialists position)
- $210k on program expenses (teacher and school stipends, graduate and PD credits, summer institute expenses)
- $15k on in-state travel

Year 1 Takeaways

Preliminary results suggest several factors influence positive outcomes in AMLC teams:

1. Active involvement of administrators in PD activities
2. PD emphasis on mathematics content, student thinking, and classroom instruction
3. Offer choice in school-based professional development to meet needs of school context
4. Develop school-based math teacher leaders
5. Establish professional development plans and schedules at the beginning of the year



Boise State Team

Michele Carney, Professor and Project Director
Joe Champion, Professor and Project Co-director
Ashley Keil, Project Manager
Angie Crawford, Research Support

Regional Math Specialists

Region 3
Jenny Mattravers
Miranda Lambert
Ramey Uriarte
Emily Leckie
Lucas Younger
Giselle Isbell
Christa Carver

Region 4
Rhonda Birne
Sean Spagnolo
Josh Fife
Bethany Gochnour

Project Website: boisestate.edu/mec/amlc/

Please contact michelecarney@boisestate.edu with any questions.

INFORMATIONAL
AUGUST 21, 2024

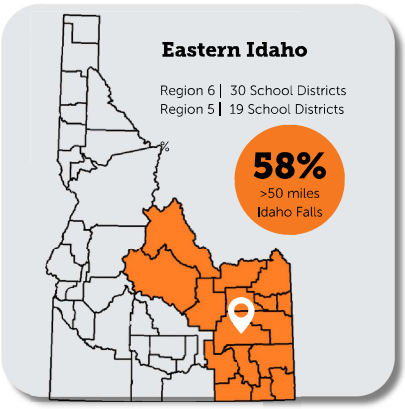
Accelerate Math Learning

PROGRAM OVERVIEW

Idaho State University

Purpose

The pandemic and the unplanned shift to remote learning widened the opportunity gap for many students across the state. This program will support Eastern Idaho math educators with learning opportunities and classroom coaching as they work to accelerate student math learning.



What will you learn?

Teachers will learn evidence-based practices to accelerate math learning in order to help students recover from the loss due to the pandemic. "Just in time" scaffolds allow students to move forward with grade-level content while bridging the gap of unfinished learning.

Administrators will discuss the system-level supports and pedagogy that will accelerate math achievement in their buildings.

Program Structure

Learning Strand
Kickoff Workshop

- What is Acceleration?
- What changes can I make right now?
- What support will be available to help me make these changes?
- Build IPLP

Collaboration Strand
Monthly Meeting

- What is Acceleration?
- What changes can I make right now?
- What support will be available to help me make these changes?
- Build IPLP

Coaching Strand
Onsite Support

- One-on-one coaching with our math specialists in your classroom to support your math goals for teaching. (no cost)

Administrator Strand
Building Support

- Specialized administrator support.
- Walk-Thrus (school sites)
- Charlotte Danielson
- Effective Math Teaching Practices

INFORMATIONAL -

TAB 3 ROAR

INFORMATIONAL
AUGUST 21, 2024

Idaho State University

Learning Strand

Kickoff Workshop

GOAL

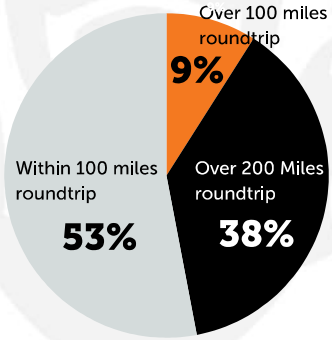
Increase engagement for all students through high leverage instructional strategies.





Key Points

- 186 participants
- 34 Districts
- Travel Stipend paid for almost half of the participants
- 100% created a goal to be built into their IPLP
- "Overall, this training was useful to you."
  - Average score: 4.6/5
  - 95% Agree



Districts Represented

"Perfectly aligned with my math goals!, Interested in more support. It was great! Like to see this done school wide with my colleagues."

"I will be a better communicator and have a spark back in my teaching."dy

"Advertise this class with more clarity so more teachers know how good it is."

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AUGUST 21, 2024

Idaho State University

Collaboration Strand

Monthly Meeting

- What is Acceleration?
- What changes can I make right now?
- What support will be available to help me make these changes?
- Build IPLP

Coaching Strand

Onsite Support

- One-on-one coaching with our math specialists in your classroom to support your math goals for teaching. (no cost)

Funds supported 2 full-time math specialists, plus others in part.



- "Everything I learned this year has validated me in so many ways. I feel like now I have the data to back up what I always thought was right. It has given me confidence that I'm not leading students astray. I think some of those concepts that were foreign to me, feel more solidified and concrete that I can give it a try and do better as a teacher. I seriously love being apart of this program! I want everyone to join from kindergarten teachers to my superintendent!"
- "I have met my goals and I am now in the habit of using assessment, in more ways than just written. Also, my classroom is a culture for learning. I am also using all the information that April gave me.. I have more success in my class than ever before."
- "Having students create norms for team collaboration, tomorrow! When students are collaborating this frees me up to provide feedback to students as well. I want to continue to move towards a student centered classroom where I facilitate the learning but they are doing the thinking and sharing as they uncover connections between strategies and various ways to represent the math. They are doing well with their smart talk and are ready to move to the next level."
- "The biggest change I have made is that I do not get up to teach a lesson, instead I ask a question or write something on the board and ask the kids about it. Then we discuss and work on the problem. Then the students explain their thinking while I ask questions and have students ask questions. I also have students explain others' work. The kids discover the patterns and the repeated reasonings."

25 Educators

$1000 Stipend

- Attend all Collaboration Strand monthly meetings.
- Complete Taking Action items from monthly meetings
- Record and reflect on at least 14 hours of classroom implementation
- Coaching support available

IPLP submission required

11 Educators

$500 Stipend

- Attend 3-5 Collaboration Strand monthly meetings.
- Complete Taking Action items from monthly meetings
- Record and reflect on at least 7 hours of classroom implementation
- Coaching support available

IPLP submission required

INFORMATIONAL
AUGUST 21, 2024

Idaho State University

Administrator Strand

Building Support

- Specialized administrator support.
- Walk-Thrus (school sites)
- Charlotte Danielson
- Effective Math Teaching Practices

Sep
In-Person
Accelerated Math
Conference Introduction

Oct
Asynchronous
Vision
Idaho Math Framework
HLP 1 & 2
Teacher Video

Nov
In-Person
Building Walk-Thrus
HLP 1 & 2

Dec
Asynchronous
Vision
Idaho Math Framework
HLP 3 & 4
Teacher Video

Jan
In-Person
Building Walk-Thrus
HLP 3 & 4

Feb
Asynchronous
Structures
Idaho Framework
HLP 5 & 6
Teacher Video

Mar
In-Person
Building Walk-Thrus
HLP 5 &6

Apr
Asynchronous
Structures
Idaho Framework
HLP 7 & 8
Teacher Video

May
In-Person
Building Walk-Thrus
HLP 7 & 8



Levi Jaynes, EdS
Administrator Specialist



Angie Godfrey
Accelerate Math Project Lead

Worked with 10 principals throughout the year. 2 principals completed the full program to earn the stipend.

Project CALM
Coaching to Accelerate the Learning of Mathematics

University of Idaho

Project Goals
The purpose of Project CALM is to provide Idaho mathematics teachers (grades 4 – 9) with innovative online professional learning opportunities. In this project, teachers learn about, experiment with, and reflect upon using the teaching practices in the Idaho Mathematics Instructional Framework with the ultimate goal of improving and accelerating students' learning of mathematics.

Project Leadership
Project CALM is led by Dr. Ryan Gillespie (Principal Investigator) and Dr. Julie Amador (Co-Principal Investigator) from the University of Idaho. Sarah Tegeler, the Program Manager for Project CALM, supports Dr. Gillespie and Dr. Amador in planning, implementing, and researching all project activities.

Project Background
The online professional learning activities within Project CALM were developed, tested, and refined through a prior project funded by the National Science Foundation. In this prior project, Dr. Gillespie and Dr. Amador, along with a team of professional development specialists and researchers from the University of Rochester, transferred research-supported, in-person professional development activities into online spaces. This prior project aimed to provide all mathematics teachers with access to high-quality professional learning regardless of their physical location. Thanks to funding from the Idaho State Board of Education (~$863K), Project CALM is an opportunity to offer these high-quality, online professional learning experiences to mathematics teachers across Idaho.

Professional Development Model
The central goals of the professional learning activities in Project CALM are to help teachers:

- *Learn about* the teaching practices in the Idaho Mathematics Instructional Framework,
- *Experiment with* these practices with one-on-one support from an experienced coach, and
- *Reflect on* using new teaching practices with an emphasis on how these practices can improve and accelerate students' mathematical learning.

Project CALM serves two cohorts of teachers, with each cohort participating in professional learning activities over a two-year period.

Year One Professional Learning Activities
In year one of participation, Project CALM provides teachers with three, fully-online professional learning activities that are strategically interwoven:

- *Course Sessions:* Six sessions in which teachers collaboratively learn about the teaching practices in the Idaho Mathematics Instructional Framework,

- *Video Clubs:* Three sessions in which teachers collaboratively analyze videos of project personnel using these practices when teaching mathematics lessons in Idaho classrooms, and
- *One-on-one Coaching Cycles:* In three cycles, experienced mathematics coaches provide teachers with individualized support when attempting to use new teaching practices in their classroom. Each coaching cycle is a three-part process in which a coach helps a teacher plan, teach and record, and reflect on a mathematics lesson.

The teacher's time commitment for all these professional learning experiences is approximately 40 hours distributed across the school year. To honor this time and effort for participating in year one activities, teachers receive three professional development credits from the University of Idaho and a stipend.

Year Two Professional Learning Activities

In year two of participation, Project CALM provides teachers with choice in follow-up professional learning activities to help ensure new teaching practices from the Idaho Mathematics Instructional Framework (learned in year one) become regular and sustainable aspects of typical classroom instruction. Project CALM teachers have two choices to continue their learning:

- *One-on-one Coaching Cycles:* Three coaching cycles that are identical to year one, and/or
- *Small Group Collaborations:* Monthly meetings in which small groups of 4 to 6 teachers and project facilitators meet to:
    - Give and receive feedback on lesson plans,
    - Discuss challenges with using new teaching practices, and/or
    - Select, read, and discuss pieces of text to support further improvements to teaching and learning.

The teacher's time commitment for the *One-on-one Coaching Cycles* or the *Small Group Collaborations* is approximately 15 hours distributed across the school year. To honor this time and effort for participating in year two activities, teachers receive one professional development credit from the University of Idaho and a stipend.

Participating Teachers: Cohort One

Cohort One had 18 mathematics teachers from the following districts in Regions I and II: Coeur d'Alene, Kamiah, Lakeland, Palouse Prairie, Troy, and West Bonner. Cohort One Teachers participated in year one activities during the 2023-2024 school year. We are currently working with Cohort One Teachers to select their professional learning activities for year two, which will occur in the 2024-2025 school year.

Participating Teachers: Cohort Two

We are currently recruiting a new group of Cohort Two Teachers to begin participating in year one activities during the 2024-2025 school year. Currently, 18 mathematics teachers from the following districts in Regions I and II have committed to be part of Cohort Two: Coeur d'Alene, Lake Pend Oreille, Lakeland, Post Falls, and Potlatch. We anticipate having 21 teachers in

Cohort Two. Pending a potential extension of the spending deadline from June 2025 to March 2026, Cohort Two Teachers will be able to participate in year two activities during the 2025-2026 school year.

Preliminary Outcomes from Year One with Cohort One Teachers

We recently completed year one activities with Cohort One Teachers during the 2023-2024 school year. Thus, we are currently organizing and preparing for multiple research studies to understand how participation in Project CALM supported teachers to grow professionally and influenced student learning. Although these research efforts are just beginning, we include two examples of initial research activity to illustrate some preliminary outcomes with Cohort One Teachers.

Example One: Participant Interviews

We share a subset of teachers' responses to two post-participation interview questions to illustrate the diverse ways Project CALM supported improvements to teaching and student learning.

Interview Question One: What did you learn or take away from participating in Project CALM?

- "I really felt this project helped me grow and my students to learn. It really changed the way that I teach math and my questioning techniques with assessing and advancing questions. Now, before I teach a lesson, I can anticipate student strategies or solutions, and then have a game plan of what do I do if they're not understanding. Or if they are understanding, I can be ready to advance their thinking."
- "This helped me really focus on practical application of the math teaching practices. Specifically, my coach and I focused on how to incorporate these teaching practices into everyday routines."
- "I learned much more efficient ways of being able to monitor student thinking during the student work time, and how to capture different parts of the students' thinking that I wanted to lift out for a summary discussion at the end of the lesson."
- "I learned the power of a rich math task and how to facilitate student discourse, how rich tasks can combine with fluency practice to create discussion and conceptual understanding."
- "The thing that helped me instantly in my classroom, as far as the conversations and the deeper thinking that my students have, was how I've questioned them or prompt them to think about our standards."
- "I feel like I became more self-reflective. I can notice when good mathematical practices are happening in the classroom. While I'm teaching, noticing, 'This would be a point where I could tweak things' so I could get a lot more depth in students' conversation and discussion, and their learning overall."

Interview Question #2: To what extent did your students' learning of mathematics change as a result of your participation in Project CALM?

- "My students are now more accountable for their own learning and more engaged in the math."
- "My students' learning of mathematics changed completely. Last year, students would say, 'I hate math, I hate math, I hate math. Can we just do it and be done?' This year, students are having more discussions, and asking questions. 'Why is it this way? Or could I do this?' Now, students ask other students questions and have discussions amongst themselves, and I think they learned more. They had more fun learning math this year, more than I've ever seen any students ever. I never once heard, 'I hate math' this year."
- "I would say students kept their knowledge throughout the year. I'm confident that they're going to remember a lot more of the things that we did this year because of them consistently doing the speaking in the conversations and having deeper thoughts."
- "I think my students are having way deeper conversations about mathematics."
- "It helped me get my kids to be real problem solvers. I can now launch a task without telling too much. Students are now mathematicians, learning by practicing and doing."

Example Two: Changes in How Teachers Noticed Student Thinking

Prior to and after participation in year one activities, Cohort One Teachers engaged in a *Noticing Experience* which involved watching and annotating three video clips from different phases of the same lesson. The clips featured a teacher using teaching practices from the Idaho Mathematics Instructional Framework and students' mathematical thinking when engaging in a cognitively demanding task. We found ***teachers developed an increased ability to notice, attend to, and interpret students' mathematical thinking*** which is a key practice in the Idaho Mathematics Instructional Framework**.** Table 1 shows the analytic stance of how the teachers commented on students' thinking when watching lesson video before and after participating in year one activities within Project CALM.

Table 1. Counts of Teacher Comments on Students' Thinking (n = 327 Teacher Annotations)

Analytic Stance (How Teachers Commented on Students' Thinking)				
	Describe	Evaluate	Interpret	Question
Pre-Participation	117	41	78	11
Post-Participation	139	15	91	4
Difference	22	-26	13	-7

As evidenced in Table 1, from the beginning of Project CALM to the completion of year one activities, teachers became increasingly descriptive and interpretive in their video annotations, whereas instances of evaluation and questions decreased — aspects that indicate a greater awareness of how teachers reasoned about students' mathematical understanding and ultimately make instructional decisions to support their development (van Es, 2011).

IDAHO PUBLIC TELEVISION

SUBJECT
Idaho Public Television (IPTV) Annual Report

REFERENCE

August 2020	Board received Idaho Public Television's Annual Report.
October 2021	Board appointed Jeff Tucker as the new General Manager of Idaho Public Television.
April 2022	Board received Idaho Public Television's Annual Report.
April 2023	Board received Idaho Public Television'

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section I.M.3.

BACKGROUND/DISCUSSION
This agenda item fulfills the Board's requirement for IPTV to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Jeff Tucker, General Manager of Idaho Public Television, provided a presentation for the PPGA Committee on 8/2/2024.

ATTACHMENTS
Attachment 1 – 5 Ways Idaho Public Television Serves the Gem State

BOARD ACTION
This item is for informational purposes only.

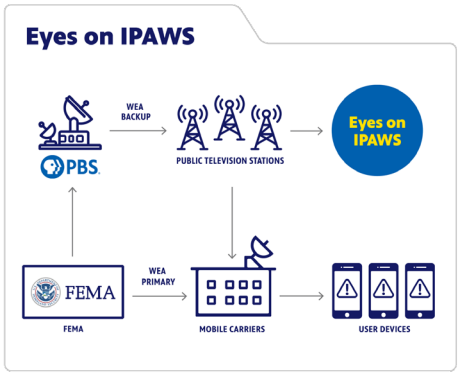
IDAHO PUBLIC TELEVISION PBS 5 WAYS IDAHO PUBLIC TELEVISION SERVES THE GEM STATE

#1 Provides Statewide Public Safety Infrastructure

Works with Idaho Office of Emergency Management to provides leadership on the State Emergency Communications Commission for the development and maintenance of the State of Idaho EAS Plan and technical assistance from IPTV engineering staff to communications related issues that arise during disasters and emergencies.

EYES ON IPAWS

Eyes on IPAWS is a situational awareness tool that provides emergency managers full access to all Wireless Emergency Alerts (WEAs) in real time. Sourced directly from FEMA's Integrated Public Alert and Warning System (IPAWS), the alerts are delivered over broadcast airwaves by local PBS member stations and are not subject to network congestion or typical outages.



PARTNERSHIPS WITH OTHERS

Feeds of legislature, debates, State of the State

Co-located equipment with commercial broadcasters at translator/transmitter sites

Serve as backup facility for area commercial broadcaster

Moscow Police Emergency Radio System (in process)

FEED CABLE/SATELLITE SYSTEMS FOR ALL REGIONS OF THE STATE

#2 Produces Long-Form Content About Idaho & Idahoans

Outdoor Idaho, Idaho Experience and Dialogue showcase Idaho's history, culture and scenic beauty.

Now entering its 25th season, Science Trek teaches STEM concepts to grade school students and sees over **1.7 million** visits to its website each year. In September, a new improved website debuted.

createid

This "digital now" production of Idaho Public Television celebrates the unique talents of Idaho creators with lively online video pieces and social media posts.

Idaho Reports goes beyond sound bites to provide thoughtful, nonpartisan coverage of the statehouse. For more than three decades, Idaho Public Television has been Idaho's "station of record" for candidate debates.

The Idaho DEBATES

Ahead of primary and November general elections, we continue that tradition with debates for statewide and federal offices.

Idaho in Session is a collaborative effort among Idaho Public Television, the Legislative Services Office, the Idaho Legislature, and the Idaho Department of Administration. IIS has partnered with Transparent Idaho and Townhall Idaho to make it easier to understand and engage with their government.

BRINGING DIVERSE VOICES TO OUR VIEWERS:

Idaho Public Television has a long history of providing broadcast time and production support to **independent filmmakers**.

Local, independently produced programs include:

Hymns of Thanksgiving; University of Idaho Holiday Concert; A BYU-Idaho Christmas; Remembering Bear River; I Married the War; The Bozeman Trail: A Rush to Montana's Gold; Beyond the Mirage: The Future of Water in the West; Wilder Than Wild: Fire, Forests and the Future; Fabulous History of Skiing; Higgins Ridge.

Idaho Public Television is proud to serve Idaho's rural communities with programs that explore recreation, agriculture, wildlife and regional cultures featuring programming from Utah, Wyoming, Nevada, Oregon, Montana, and North and South Dakota.

IdahoPTVInfo092823

#3 Promotes Education in Classrooms & Communities

At Idaho Public Television we believe parents should nurture and direct their children's learning as they see fit. We understand the arguments brought up in recent years. Nothing in our resources forces parents or children to adopt, affirm or adhere to any beliefs.

In FY 2023 IdahoPTV visited **96 COMMUNITIES** and saw more than **18,000 PEOPLE**

PARENTAL CHOICE WEBSITES

Idaho Public Television Parents puts program descriptions, learning goals, activities and discussion questions for PBS KIDS programs in one place, allowing parents to customize their child's learning based on their goals and priorities. Learn more at **IdahoPTV.org/parents**.



On the In Your Neighborhood website, parents and educators share how they use PBS KIDS and Idaho Public Television educational material — whether in public, private, or homeschool settings — demonstrating ways parents can take charge of their child's learning. Learn more at **IdahoPTV.org/neighborhood**.



IDAHO PUBLIC TELEVISION PBS 5 WAYS IDAHO PUBLIC TELEVISION SERVES THE GEM STATE

#4 Partners for Professional Development and Lifelong Learning

WORKFORCE DEVELOPMENT

The **American Graduate: Jobs Explained** program features ten social media accounts spread across the country, including Idaho, each highlighting a different high-demand industry. Recognizing a shift in teenagers' media consumption habits, we've embraced short-form vertical videos on Instagram and YouTube to meet our audience where they are. We are partnering with the State Board of Education/ Next Steps Idaho, the Idaho Workforce Development Council, the Idaho Department of Labor, and Idaho CTE.

KNOW VAPE CAMPAIGN

With funding provided by the Idaho Millennium Fund, IdahoPTV is producing content to talk to tweens and teens about the dangers of vaping. An online documentary called **Nic Sick**, featuring students, and a large social media campaign were produced in FY 2023. We're working with state health districts and will make educational vaping awareness materials available online and to organizations like libraries and boys and girls clubs around the state. In FY 2024 we will visit schools and create additional content for teachers as well as a teacher professional development series.

LOCAL EDUCATIONAL CONTENT ON PBS LEARNINGMEDIA

Each year, Idaho teachers write lesson plans based on Idaho Public Television science and history content from **Outdoor Idaho, Science Trek, createid** and **Idaho Experience.** Teachers and students around the country can access this content on PBS LearningMedia, a free website for preK-12 education containing thousands of digital resources aligned to national and Idaho state standards

RESILIENCE: HOPE LIVES HERE

Raising Resilient Kids: Mental Health Matters is an IdahoPTV documentary featuring some of Idaho's top mental health experts. **Resilience: Hope Lives Here** focuses on addressing adverse childhood experiences (ACEs).

PROFESSIONAL DEVELOPMENT

IdahoPTV is more than just a TV station. We also offer FREE professional development to teachers across the Gem State. From media literacy to establishing trauma-informed classrooms using content from the locally produced documentary **Resilience: Hope Lives Here**, Idaho Public Television continues to provide educators across the state with free educational support.

#5 Continued Trust and Increased Viewership

IDAHO PUBLIC TELEVISION

7.3 MILLION MONTHLY VIEWS

Nearly 830,000 unique viewers watch Idaho Public Television broadcast and streaming content each month, resulting in **7.3 million** monthly views. 12% increase in viewership from 2022 to 2023 (Nielsen Research, TRAC Media)

Over **60%** of Idahoans regularly watch Idaho Public Television.

We have dedicated viewers and donors in every Idaho county.

Of Idaho Public Television viewers, **42%** watch via over-the-air broadcast.

80% of Idaho Public Television viewers say that the value provided by Idaho Public Television to the community is excellent or good. (2021 IPI viewer survey)

2023 TRUST SURVEY FOR PBS AND PBS KIDS

For the 20th year in a row, Americans rank PBS and its member stations the most-trusted media institution, rated higher than commercial cable and broadcast television, newspapers and streaming services.

PBS KIDS is the **#1 educational media brand for children** (83%) and helps prepare children for success in school (81%), significantly higher than any other children's media outlet. A vast majority (74%) of respondents said they trust PBS "a great deal" or "somewhat" compared to other institutions.

87% agree that PBS stations provide an excellent value to communities. When asked if the funding for public broadcasting was adequate, nearly

85% say PBS has an important role in providing AMBER alerts, along with other emergency alerts, to the public.

85% of parents agree that PBS KIDS is a safe and trusted source for kids to watch television and play digital games and apps.

IDAHOPTV IS LOOKING STRATEGICALLY TO THE FUTURE

- We are making an investment in the organization's future leaders so that IdahoPTV remains strong and well supported by both the State of Idaho and by private donors, foundations and corporations.
- We will continue to invest in our broadcast distribution system, both over the air and through live streaming, in order to keep our viewers informed, entertained and safe.
- As an active part of education in Idaho, we will continue to partner with educational institutions and outlets statewide, including those in nontraditional educational settings.
- We will invest in content for new audiences and engage with our viewers and donors for our future financial strength.

SUBJECT

Notification of Schools Approved to Operate with Less Than Ten (10) Students Reported in Average Daily Attendance

REFERENCE

October 2017	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.
October 2018	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2019	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2020	Superintendent reported to the Board that six (6) schools had requested approval and six (6) were approved.
October 2021	Superintendent reported to the Board that five (5) schools had requested approval and five (5) were approved.
October 2022	Superintendent reported to the Board that five (6) schools had requested approval and five (6) were approved.
August 2023	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-1003(2)(f)

BACKGROUND/DISCUSSION

Idaho Code 33-1003(2)(f) states that *"Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education."* At the November 18, 1999 meeting, the State Board of Education (Board) delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. This motion also required an annual update to the Board reporting which schools made a request to operate with less than ten (10) students in average daily attendance for the upcoming school year.

Idaho Code 33-1003(2)(f) requires that any school operating with less than ten (10) average daily attendance shall only be allowed to participate in state or county financial support programs if the school has been approved to operate by the State Board of Education.

A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the Board at a meeting.

Ten (10) schools have requested to operate with less than ten (10) average daily attendance during the 2024-2025 school year. Superintendent Critchfield has approved all the requests. (Attachment 1)

The Superintendent's approval is presented to the Board for verification.

IMPACT

These approved schools will generate state funding for their school districts, per Chapter 10, Title 33, Idaho Code.

ATTACHMENTS

Attachment 1 – Superintendent Critchfield's approval and list of approved schools

BOARD ACTION

This item is for informational purposes only.

Idaho Department of Education

Date: June 11, 2024

To: Superintendent Critchfield

From: Julie Oberle

Subject : Approval of Elementary Schools Having Less Than 10 ADA

Idaho Code 33-1003(2)(f) states:

Minimum Pupils Required. Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.

At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance and to report those that were requested and received approval to the State Board of Education.

The attached list contains school districts and elementary schools that have requested approval to operate during the 2024-2025 school year, anticipating there could be less than ten average daily attendance. Upon receiving your approval, I will prepare materials for the August State Board of Education meeting as well as an email to each school district advising them of your approval.

Please let me know if you have any questions or if you would like to discuss.

I, Debbie Critchfield, Superintendent of Public Instruction, approve the attached list of schools to operate during the 2024-2025 school year with less than ten (10) average daily attendance.

Debbie Critchfield

_____

2024-2025 Elementary Schools Approved to Operate with Less than 10 ADA
Idaho Code 33-1003(2)(f)

School District Name	Building Number	Building Name	Estimated Enrollment	Superintendent / Contact
071 Garden Valley	398	Lowman Elementary	4	Pat Goff
111 Butte County	438	Howe Elementary	4	Joe Steele
191 Prairie	491	Prairie Elem-Jr High	5	Randy Davison (Board Chair)
221 Emmett	710	Ola Elementary	11	Craig Woods
244 Mountain View	1287	Elk City School	8-10	Kim Spacek
261 Jerome	297	Jerome Academy	10	Pat Charlton
292 S. Lemhi	765	Tendoy Elementary	< 10	Kevin Ramsey
364 Pleasant Valley	800	Pleasant Valley Elem-Jr High	12	Heather Williams
394 Avery	820	Calder School	9	Megan Sindt
416 Three Creek	835	Three Creek Elem-Jr High	5	Shannon Ault (Head Teacher)

SUBJECT

Annual Update re. Albion Elementary Hardship Status

REFERENCE

June 2015	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2017	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2018	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2019	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
August 2020	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2021	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2022	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2023	The Board received an update regarding Albion Elementary School and its continued need for hardship status.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

IMPACT

Cassia School District #151 would have received approximately $126,400 less in FY 2024 if Albion Elementary School had not been considered a separate school.

ATTACHMENTS

Attachment 1 – Letter from Cassia School District #151 Superintendent Sandra Miller to Superintendent Critchfield dated April 11, 2024.

BOARD ACTION

This item is for informational purposes only.

Cassia County Joint School District No. 151

Board Members
Ryan Cranney, Chairman
Darin Moon, Vice Chairman
Monica Mower, Trustee
Mandy Baker, Trustee
Kent Kidd, Trustee

CASSIA SCHOOL DISTRICT 151

Administration
Sandra Miller, Superintendent
Chester Bradshaw, Asst. Superintendent
Chris James, Director of Fiscal Affairs
Kim Bedke, Federal Programs Director
Ryun Payne, Student Services Director

April 11, 2024

Mrs. Debbie Critchfield
State Superintendent of Public Schools
PO Box 83720
Boise, Idaho 83720-0027

Dear Mrs. Critchfield,

Albion Elementary School was granted remote school status by the State Board of Education in October of 1999. This status is granted on an annual basis and must be submitted to the State Board of Education each year by the person elected to serve as the state superintendent of schools.

This letter serves as a request for remote school status for Albion Elementary School (school number 111) for the 2024-2025 school year. The conditions for such status have not changed and remain as the basis for this request. We appreciate your willingness to acknowledge the challenges of small, rural educational facilitates throughout the state.

Thank you, and the State Board of Education, for your continued support of the children of Cassia County and Idaho.

Respectfully,

Sandra Miller

Sandra Miller
Superintendent

CC: Dean Reich

3650 Overland Ave. Burley, ID 83318 ❖ Telephone: (208) 878-6600 ❖ Fax: (208) 878-4231 ❖ www.cassiaschools.org