

IDAHO SPECIAL EDUCATION DEPARTMENTAL WORK EXPLAINED

Idaho System of Support & General Supervision



IDAHO STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION | GENERAL SUPPORT & SUPERVISION SYSTEM

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2023

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INTRODUCTION

The Office of Special Education Programs (OSEP) oversees states around the Individuals with Disabilities Education Act (IDEA). The mission of OSEP is to lead the nation's efforts to improve outcomes for children with disabilities, birth through 21, and their families, ensuring access to fair, equitable, and high-quality education and services. OSEP's vision is for a world in which individuals with disabilities have unlimited opportunities to learn and lead purposeful and fulfilling lives.

OSEP developed a model, "Components of General Supervision," which outlines the individual components of a state's Special Education system. This handbook is titled *Idaho's System of Support and General Supervision* to align with OSEP's model. The handbook's purpose is to describe, in easy-to-read language, the responsibility and work conducted within Idaho's Special Education Department focused on OSEP's vision.

The Individuals with Disabilities Act (IDEA), as mentioned above, is a law that makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The stated purpose of the IDEA is:

- to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- to ensure that the rights of children with disabilities and parents of such children are protected;
- to assist states, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- to assist states in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families; and
- to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services.

As a department within the Idaho State Department of Education (SDE), the Idaho Department of Special Education (Department) supports and monitors districts and charters, also known as local education agencies (LEAs), with IDEA implementation. We refer to our monitoring system as the Results Driven Accountability (RDA) Monitoring System. Our RDA Monitoring System mirrors the U.S. Department of Education's monitoring activities and the support provided to LEAs. RDA and support (general supervision) system improves outcomes for students with disabilities, focusing on improved results while continuing to assist LEAs in ensuring compliance with the IDEA requirements.

In Idaho, we view our role in the Department as one of servant leadership. We recognize the grave importance of ensuring compliance with IDEA. We believe that the best and most effective way of fulfilling this obligation is to emphasize support and guidance for parents, teachers, and administrators who engage directly in the special education process. Our monitoring practices help us prioritize and target the support we provide.

This value is reflected in the abundance of resources available through our [Idaho Special Education Support and Technical Assistance \(SESTA\)](#) partners and the [Idaho Training Clearinghouse \(ITC\)](#). It is also reflected in our state-level spending practices and positive relationships with the State's LEAs.

Our Department comprises a 13-member team working closely to support all our LEAs and the students they serve. Modeled around a tiered system of support, we provide support and monitoring activities in a differentiated structure to best meet the needs of the LEA, resulting in better outcomes for students with disabilities.

Idaho Department of Special Education Team

- **Special Education Director**- Providing direct supervision and oversight of the state's implementation of the Individuals with Disabilities Education Act (IDEA). Monitors Local Education Agency's (LEA's) adherence to the law, as well as to develop, implement, and manage initiatives of the Department and Division.
- **Administrative Assistant**- Providing support to the SDE Special Education director and team, assisting with administrative duties, meeting coordination, and providing essential information and department communications.
- **Support & Monitoring Coordinator**- Providing support and monitoring around file review, LEA Determinations, Significant Disproportionality, charter schools, private schools, and new special education directors.
- **Data & Reporting Coordinator & Part B Manager**- Providing support for data collection and reporting of special education data, Special Education related EDFacts files and clarifications, State Performance Plan/Annual Performance Report, public reporting, and improvement of data literacy.
- **MTSS & Data Analysis & Support Coordinator**- Ensuring that LEAs have the information and support necessary to serve students with disabilities and are in compliance with IDEA focused on the provisions related to problem-solving teams (MTSS) and the dissemination and utilization of data to support LEAs in improving outcomes for students with disabilities.
- **State Personnel Development Coordinator**- Managing Indicator 17- Cultivating Readers professional development project and providing support and technical assistance around program evaluation and data literacy.
- **Alternative Assessment, Low Incidence, Medicaid Coordinator**- Providing support and oversight on Idaho Alternate Assessment (IDAA) test item development, test administration, and supporting LEAs to administer the IDAA; monitoring and providing oversight and support to LEAs that exceed the 1.0% cap on IDAA participation; collaborating with the Idaho Department of Health and Welfare to support LEAs that provide and seek reimbursement for Medicaid School-Based Services, providing guidance and support to LEAs serving Idaho's students with the most significant cognitive impairments.

- **Financial Specialist Principal/Funding & Accountability Coordinator**- Ensures fiscal compliance with IDEA Part B funds by managing grant awards and budgets, evaluating grants, contracts, agreements, monitoring sub-grantee and contractors' performance, and providing technical assistance support and training to LEAs.
- **Contracts & Fiscal Specialist Senior**- Creates, implements and monitors special education-related contractual agreements, processes state grant reimbursement requests via fiscal review, and provides technical assistance to Local Education Agencies (LEAs) regarding special education-related financial systems.
- **Secondary Special Education Coordinator**- Providing training, support, and monitoring around secondary special education transition, graduation, dropout prevention, and improving post-secondary education, training, and employment outcomes of students with disabilities.
- **Early Childhood Coordinator**- Providing support, coordination, and guidance around early childhood special education. Provide oversight of the State Systematic Improvement activities, Multi-tiered Systems of Support for Reading, aimed to close the reading proficiency gap for students with disabilities.
- **Dispute Resolution Coordinator**- Providing support, technical assistance, coordination, and monitoring of informal and IDEA-mandated dispute resolution processes and the special education manual and policies and procedures.
- **Dispute Resolution Program Specialist Senior**- Providing support and monitoring of informal and IDEA-mandated processes for special education-related dispute resolution and maintenance of the Department's special education forms and resources.

Mission Statement/Goal

The special education team ensures the implementation of IDEA. To achieve this, we provide guidance and resources to our state's educators and families so they can engage in the vital work of providing Idaho students with disabilities the opportunity to learn, grow, and reach their potential.

Through collaboration with our education partners, we provide a support-focused framework that allows our educators and families to meaningfully engage in providing students with the quality education that all students deserve.

IDAHO SYSTEM OF SUPPORT & GENERAL SUPERVISION EXPLAINED

IDAHO SYSTEM OF SUPPORT & GENERAL SUPERVISION



As referenced in the handbook's introduction, the United States Department of Education (USDE), Office of Special Education Programs (OSEP), developed a model, "Components of General Supervision." Following OSEP's work and the focus on the interconnectedness of a smooth-running system, the Idaho Special Education Department (Department) developed a model illustrated through the tree infographic.

Idaho's System of Support and General Supervision is the framework that outlines our responsibility for enforcing the implementation of The Individuals with Disabilities Education Act (IDEA) and ensuring continuous improvement, resulting in;

- improved educational and functional outcomes for all children with disabilities,
- local education agencies (LEAs) meeting IDEA program requirements.

While monitoring compliance with IDEA requirements is critical to our role, we believe all monitoring activities should be accompanied by guidance, training, technical assistance, and follow-up. As such, we chose to add the word 'support' to the title of our supervision structure. Supporting LEAs is at the forefront of our work. The

Idaho special education team provides a framework to support Idaho educators in providing our students and their families with the meaningful and quality education all students deserve.

Idaho's general support and supervision tree symbolizes the relationship between the core components of our system. Our system is deeply rooted in IDEA while growing to meet the unique needs of Idaho's students with disabilities and their families. Our symbolic tree branches will grow in and around obstacles in their path – always finding another way while also reaching, growing, reshaping, and expanding knowledge and awareness around special education events, policies, and need.

The tree leaves show the eight components of Idaho's general support and supervision system. In the same way the branches and leaves of a tree move in the wind, the general support and supervision system also moves and changes in response to the needs of the LEAs and the students we serve.

The eight components of our general support and supervision system are:

1. State Performance Plan (SPP)/Annual Performance Report (APR)
2. Policies & Procedures
3. Technical Assistance & Professional Development
4. Integrated Monitoring
5. Compliance & Improvement
6. Data
7. Fiscal Management
8. Dispute Resolution

We pride ourselves in being responsive to parent, LEA, and educational partner needs. The Department takes pride in making ourselves available to answer questions and provide timely guidance and support. With the help of our Idaho SESTA partners, we connect with educators across the state to respond to their needs.

State Performance Plan (SPP)/Annual Performance Report (APR)



Each state is required to have a performance plan evaluating the implementation of The Individuals with Disabilities Education Act (IDEA) Part B, and the plan must describe how the state will improve the implementation of the plan. This plan is called the Part B State Performance Plan (SPP). The SPP is comprised of indicators that measure the state's performance. The Office of Special Education Programs (OSEP) established 17 state evaluation indicators. The indicators can be classified into **performance indicators** with targets set by each state and **compliance indicators** with targets set by OSEP.

States must report state performance data on each of the 17 indicators. For a detailed description of each indicator, go to the [SDE's webpage](#), and navigate to the [RDA Monitoring](#) page and the SPP/APR Indicators section under Resource Files. Selecting the desired Indicator Summary Sheet will describe why the indicator is important, where the data come from, how the indicator is calculated, how the indicator is used, and the State's progress toward the State's targets.

The 17 Indicators include:

Indicator 1- Graduation

Indicator 2- Dropout

Indicator 3- Assessment

Indicator 4- *Suspension*

Indicator 5- Educational Environment Ages 6-21

Indicator 6- Educational Environment Ages 3-5

Indicator 7- Early Childhood Outcomes

Indicator 8- Parent Involvement

Indicator 9- *Disproportionality – All Disabilities*

Indicator 10- *Disproportionality – Specific Disabilities*

Indicator 11- *Child Find*

Indicator 12- *Early Childhood Transition*

Indicator 13- *Secondary Transition*

Indicator 14- Post-School Outcomes

Indicator 15- Resolution Sessions

Indicator 16- Mediation

Indicator 17- State Systemic Improvement Plan (SSIP)

We also report annually to OSEP on our performance according to our SPP targets. This report is called the Part B Annual Performance Report (APR). [Idaho's State Performance Plan \(SPP\) and Annual Performance Report \(APR\)](#) are available on the [SDE website](#). Annual targets (benchmarks) for state improvement have been set by a group of statewide educational partners and the IDEA Part B Special Education Advisory Panel (SEAP). Another educational partner supporting this work is the Director's Advisory Council (DAC). DAC provides an

LEA perspective, assists with SPP/APR target-setting, and develops strategies for improving processes and outcomes for students with disabilities.

The Idaho Special Education Department (Department) uses the SPP/APR as the primary support structure for our LEAs around each component of the general supervision system. Through ongoing data collection and analysis, the Department and its partner, Idaho Special Education Support and Technical Assistance (SESTA), appropriately intervene and tailor guidance to meet each LEA's unique needs aligned with the indicators. The monitoring process around these indicators is further explained in the Integrated Monitoring section of this handbook.



Policies, Practices & Procedures

To fulfill the requirements of The Individuals with Disabilities Education Act (IDEA) and the State Performance Plan (SPP), states must have policies and procedures aligned with IDEA. The [*Idaho Special Education Manual \(2018\)*](#) is the primary policy manual guiding LEAs around the implementation of the requirements of IDEA. All public local education agencies (LEAs) must sign an assurance that the board of directors or trustees has adopted the most current [*Idaho Special Education Manual \(2018\)*](#) as its set of policies and procedures for special education.

Educational Partner Engagement

IDEA requires that every state establish a Special Education Advisory Panel (SEAP). SEAP advises the Idaho Special Education Department (Department) on educating children with disabilities (ages 3 through 21). The responsibilities of Idaho's SEAP, as defined in the IDEA Amendments of 2004, are as follows:

- advise the Department of unmet needs in the education of children with disabilities;
- comment publicly on rules or regulations proposed by the State regarding the education of children with disabilities;
- provide advice to Department staff in developing evaluations and reporting data to the Secretary of Education;
- advise the Department in developing corrective action plans to address findings identified in federal monitoring reports; and
- advise the Department in developing and implementing policies relating to the organization of services for children with disabilities.

The panel membership includes select organizations specifically focused on the needs of individuals with disabilities. Parents of children with disabilities (ages 3 through 21) are also vital members representing more than 50 percent of the panel. The panel's composition aims to include all major educational partners who can provide resources and support for individuals with disabilities. The SEAP meets quarterly, with additional meetings as needed.

Idaho also involves other educational partner groups. One such group is our Director Advisory Council (DAC). DAC comprises at least 14 special education directors nominated by their peers, with two representatives from each of Idaho's six regions and virtual and brick-and-mortar charter school directors. Membership criteria ensure representation of small, large, urban, rural, charter, and virtual charter LEAs to reflect the wide range of demographic groups across the state. Both groups are vital for setting targets, analyzing data, developing improvement strategies, and evaluating progress.

Interagency Agreements and Collaborative Partnerships

The Department's joint work also involves many agencies. Through interagency agreements and collaborative workgroups, we have formed partnerships with content experts from across the State who provide unique perspectives and expertise on various topics, such as early childhood and secondary transition. The agencies helping to support students and families include;

- Idaho Parents Unlimited
- Boise State University
- Idaho State University
- University of Idaho
- University of Idaho Center on Disabilities and Human Development
- Idaho Division of Career Technical Education
- Idaho's Higher Education Consortium
- Idaho Division of Vocational Rehabilitation
- Idaho Commission for the Blind and Visually Impaired
- Idaho Bureau of Educational Service for the Deaf and Blind
- Shoshone Bannock Tribes Child Find for Pre-K
- DisAbility Rights Idaho
- Idaho Department of Health and Welfare
 - Infant Toddler Program
 - Head Start Collaboration Office
 - Idaho Child Care Program
- Idaho State Independent Living Council
- Living Independence Network
- All of Idaho's Higher Education Consortium (2 and 4-year public colleges and universities)
- Brigham Young University- BYU Idaho

Idaho Department of Health and Welfare & SDE Partnership - Medicaid

Over 85% of Idaho LEAs seek reimbursement for Medicaid School-Based Services (SBS). The Department partners with the Idaho Department of Health and Welfare (DHW) under a memorandum of understanding to support LEAs that implement and bill for Medicaid SBS. The Department and DHW staff meet regularly to answer questions from the field and post those questions and responses to the searchable [Clarifications page](#). We work with DHW to revise the Medicaid SBS Reference Guide annually, which can be downloaded from the [School-Based Medicaid topic page](#). The *Medicaid SBS Reference Guide* organizes the rules and regulations outlined in the DHW's Medicaid Basic Plan Rules and explains them in layperson's terms. Together with DHW staff, we coordinate the Medicaid Advisory Committee (MAC) that meets quarterly. The MAC aims to facilitate collaboration among LEAs, the Department, and the DHW related to Medicaid School-Based Services (SBS) and providers. The MAC's role is to serve as a consulting body for matters of Medicaid SBS policy and practice and to recommend changes to Medicaid SBS policy within the scope of applicable state and federal rules.

Technical Assistance & Professional Development

Technical Assistance (TA), Targeted Technical Assistance (TTA), and Professional Development (PD) are ongoing activities and comprise the main components of our general support and supervision system. TA is designed to improve outcomes for students with disabilities. The TA links directly to The Individuals with Disabilities Education Act (IDEA) requirements, State Performance Plan (SPP) Annual Performance Report (APR) indicators, and improved outcomes for Idaho’s students with disabilities. In partnership with Idaho Special Education Support and Technical Assistance (SESTA), the Idaho Department of Special Education (Department) uses reporting and compliance data to inform the development and provision of resources and technical assistance to all LEAs in Idaho. Our comprehensive approach to TA enables us to differentiate the scope of services provided for LEAs based on local needs.



Data-Based Monitoring

As stated, Idaho structures its support and monitoring activities around a tiered support model. PD opportunities range from providing general guidance to targeted and intensive PD focused on data-driven school improvement in LEAs, schools, and classrooms. Successful, research-based PD often involves a system-wide commitment to a multi-year improvement process. Technical Assistance (TA), Targeted Technical Assistance (TTA), and PD are designed to build the capacity of individuals, schools, and LEAs to plan, implement, and support desired outcomes for their students. The Department makes TA and TTA available to all LEAs. LEAs can access and request TA, TTA, or PD to improve student outcomes by accessing SESTA's help desk.



Data Based Support

The support-focused model the Department embraces is possible because of the structure we have developed with Idaho SESTA. Idaho SESTA is a statewide training and technical assistance project funded through the Department. Idaho SESTA provides information, resources, TA, and PD training to educational partners around the state to improve outcomes for students with disabilities in the State of Idaho. Tiered supports offered by Idaho SESTA include on-demand brief support, short-term support, long-term support, statewide training, and online resources.

In partnership with Boise State University and the University of Idaho, Idaho SESTA employs 11 statewide coordinators to support all state LEAs. Idaho SESTA also includes the Idaho Tiered Behavior Supports Project, the Idaho Training Clearinghouse, where online resources are housed, and the Idaho Assistive Technology Project. Each LEA in Idaho has an assigned SESTA coordinator they can call on to help support them.

Using our data-based model to support our LEAs, we recognized that some LEAs need more support than others. As a result, not all PD, TA, and TTA are voluntary. Some Idaho LEAs may be assigned TA and TTA based on the frequency or significance of monitoring findings and the level of experience within the LEA's special education and leadership staff. TA and TTA include more focused levels of support, such as directing root cause analysis and monitoring student-level and system-level noncompliance for those LEAs demonstrating need. Whether voluntary or assigned, successful TA requires an ongoing, negotiated, and collaborative relationship and includes a purposeful and planned series of activities resulting in policy, program, or operational changes supporting increased capacity at the system/school levels.



Data Drill Down

To connect indicator information back to the LEAs, we conduct a conference annually in the fall in each of our six regions. This conference is known as the Data Drill Down (DDD). The DDD aims to showcase state and LEA

data with a focus on improving student outcomes. Each year the DDD has a theme based on emerging issues and hot trends in the field; for example, in Fiscal Year 2022-2023, the theme was centered around student discipline.

The indicator data shared and discussed during the DDD primarily focuses on secondary and early childhood data. The DDD goes beyond indicator data by including IDEA requirements found during the prior year's student file review. LEAs are provided with both state and local data, and through explicit instructions and PD, LEA teams learn how to observe and interpret data and discuss possible implications. Our mission during the DDD is to provide LEAs with a robust professional development opportunity in the fall to establish data-based goals and action plans focused on results and compliance for the school year and beyond.

As part of the State's LEA Determination, an LEA's special education director or designee(s) is required to sign an electronic assurance that they attended the Department's Data Drill Down, receiving training around data literacy and identifying potential areas for improvement or the LEA's special education director and appropriate staff reviewed the LEA's Determination data and understood the data.



Integrated Monitoring Activities

In accordance with IDEA, the Department must employ general supervision activities that include monitoring of LEAs with a particular emphasis on improving educational results and functional outcomes for all students with disabilities. The Department's integrated monitoring activities directly align with the SPP while ensuring that LEAs meet the requirements of IDEA Part B.

The Department's monitoring process is completed during specific periods throughout the year using multiple sources of evidence. All of Idaho's LEAs undergo monitoring annually with a focus on components of IDEA conducted through file review as well as indicators 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, & 16. As mentioned, all LEAs are reviewed annually for all indicators, with subsequent reviews for LEAs failing to meet the state targets. Through the Department's tiered support system, the monitoring may be conducted onsite, through desk audit, or both based on monitoring outcomes. This tiered monitoring structure is part of the differentiated support provided to our LEAs. We are explicit in maintaining high expectations while supporting efforts in the improvement process.

While the Department does not use a formal risk assessment for monitoring, except in the case of fiscal monitoring, the Department, in partnership with Idaho SESTA, compiles information and data for each LEA around the key components of our monitoring system. By tracking LEA performance data, we can assess the health of an LEA's special education system and provide differentiated support as needed.

Our focused monitoring activities include GSFR, LEA Determinations, Significant Disproportionality, Dispute Resolution, Fiscal and Indicator 17 Cultivating Readers. Details around the individual monitoring components are as follows:

General Supervision File Review (GSFR)

GSFR focuses on LEAs processes and procedures around identification (eligibility) and service delivery (IEPs). From the list of self-reviewed student files, the Department selects and monitors student files to ensure compliance with IDEA, including Indicator 13 – Secondary Transition and Indicator 7 Preschool Outcomes.

Annually, each LEA must complete an internal review of a predetermined number of student files based on the LEA's Child Count data. All reviews, issuance of notifications of noncompliance, improvement activities, and verification of correction are completed within the Department's Compliance Tracking Tool (CTT).

Noncompliance notifications are issued on February 14. We instruct all LEAs to correct all noncompliance issues before June 30. It is the expectation that the correction(s) of noncompliance will be completed within 365 days.

LEA data is collected around issues of noncompliance. The data is focused on the number of issues of noncompliance as well as the specific issues of noncompliance found during the review. The number of items reviewed for each student depends on the type of review the LEA receives (abbreviated or comprehensive)

and the type of students we are reviewing. The Department and Idaho SESTA focus our review on a General Checklist, Secondary Checklist, Early-Childhood Checklist, and a Specific Learning Disability (SLD) Checklist.

Technical assistance and targeted technical assistance are provided to those LEAs identified as having noncompliance issues for 3 consecutive years or 13 or more issues during the most recent GSFR review period.

Support and Monitoring • GSFR		
Indicators: 5, 6, 7, 11, 12, 13		
Monitoring Activities: Self Assessment, Virtual and Onsite based on TA assignment		
Ongoing Proactive Support	Monitoring Process	Follow-up Support
<p><u>We provide all Idaho LEAs:</u></p> <ul style="list-style-type: none"> • Professional development opportunities on the IEP process • GSFR checklists • Modules for GSFR guidance • Guidance supporting all LEAs to complete an internal review of a predetermined number of student files based on the LEA's Child Count data • EDPlan access- Optional Statewide IEP platform 	<p><u>During the review process:</u></p> <ul style="list-style-type: none"> • Reviewer calibration occurs to ensure interrater reliability • Reviewers review student files for compliance with IDEA • LEAs access the Compliance Tracking Tool (CTT) to document all requirements 	<p><u>For LEAs found out of compliance:</u></p> <ul style="list-style-type: none"> • SESTA coordinators provide technical support to ensure LEAs understand noncompliance issues and that appropriate correction processes are followed • SESTA coordinators provide technical support to ensure appropriate system-level checks • SESTA coordinators provide technical support to ensure appropriate improvement activities/assurances are completed • SESTA coordinators provide technical support to ensure appropriate TA and TTA based on district outcomes

The GSFR Timetable	
Timeline	Activity
September -November	LEAs are encouraged to complete self-reviews of student files using the checklists provided on the SDE website and the ITC .
November 1	The LEA's list of reviewed students must be entered in the CTT.
4 th Week of November	The Department will review the LEA-generated list and select the student files that will undergo a comprehensive or abbreviated file review. Once selected, the LEAs

	will receive an email notification from the CTT instructing them to log into the CTT to see which students have been selected for review.
CTT Notification – 2 nd Monday in December	LEAs upload files to the CTT or provide access to their EDPlan platform.
2 nd full week in December	The Department and Idaho SESTA review submitted files from all LEAs across the state.
Early January-End of January	LEAs are notified of areas of concern found during the file review. LEAs are given a small window to upload existing supporting evidence that might verify compliance.
February 14	The official notification on noncompliance issued to LEAs.

Indicators 11 & 12, deal with timelines around initial determination or eligibility meeting dates. Indicator 11 addresses Child Find and the 60-day timeline requirements. Indicator 12 addresses Early Childhood Transition. Both indicators are reported in the CTT but follow a different timeline than GSFR. Indicators 11 & 12 timeline data is acquired through the Idaho System of Educational Excellence (ISEE). The data collection period for indicators 11 & 12 runs from July 1- June 30 to capture all initial eligibility meetings conducted during a fiscal calendar year. LEAs are responsible for tracking and reporting all initial eligibility determinations during this time. LEAs must report the date of the student's initial eligibility determination, regardless of qualification outcome. Idaho aims to have 100% compliance around Indicators 11 & 12. LEAs not meeting the State target are notified of noncompliance in September and are required to conduct improvement activities and assurances of activities, specifically addressing the reasons for the noncompliance.

For each student with noncompliance, the LEA must show documentation that the student received an initial eligibility determination and, if the student was eligible, had an IEP developed and services provided. The LEA must then prove their system is compliant by uploading to the Compliance Tracking Tool a predetermined number of *Consent for Assessment* forms and corresponding *Eligibility Report* forms to show compliance around the timeline requirements.

The Department recently began tracking historical data around indicators 11 & 12. Following the same process as GSFR, we will provide technical assistance and targeted technical assistance to those LEAs identified as having noncompliance issues for 2 or more consecutive years.

LEA Determination

Annually, we review each LEA's performance on a preidentified set of results indicators, compliance indicators, and special conditions areas to meet general supervision requirements. Data is compiled into an LEA Determination Report, and LEAs are placed into one of three Differentiated Levels of Support according to the score on the LEA Determination Report. We provide tiered technical assistance according to LEA needs. Superintendents and LEA Special Education Directors receive their LEA Determination on the second Friday in June. The LEA Determination includes results and compliance indicators.

LEAs earn points for each indicator within the areas of Results and Compliance. A percentage is calculated, and the Department uses the LEA Determination percentile to rank order the LEAs and assign a level of determination and support. LEAs are sorted as follows:

- Level 1 - Meets Requirements, Top 80%
- Level 2 - Needs Assistance, Bottom 15%
- Level 3 - Needs Intervention, Bottom 5%
- Level 4 - Needs Substantial Intervention, Determined on a case-by-case basis

Support and Monitoring • LEA Determinations		
Indicators: 1, 2, 3, 4B, 9, 10, 11, 12, 13,		
Monitoring Activities: Desk Audit, Virtual, Onsite		
Ongoing Proactive Support	Monitoring Process	Follow-up Support
<p><u>We provide all Idaho LEAs:</u></p> <ul style="list-style-type: none"> • Professional development opportunities aligned with areas of disproportionality • Webinars, guidance documents, and online modules • Support on the completion of self-assessment(s) by SDE staff & SESTA coordinators • Onsite meeting by request 	<p><u>During the review process:</u></p> <ul style="list-style-type: none"> • LEAs receive a three-year data report annually • LEAs receive notifications for at-risk status when exceeding the threshold for 1-2 years • LEAs receive notification for formal identification of Significant Disproportionality when exceeding the threshold for 3 or more years • LEAs are provided calculation tools to complete internal tracking of data 	<p><u>For LEAs found to be "at risk" or out of compliance:</u></p> <ul style="list-style-type: none"> • SDE staff & SESTA provide onsite information-gathering meetings • SDE staff & SESTA coordinators provide support on the completion of self-assessment(s) • SDE staff & SESTA coordinators assist LEAs with the review and identification of practices impacting outcomes • SDE staff & SESTA coordinators review files for best practices (upon request) • SDE staff & SESTA coordinators provide ongoing support for LEAs exceeding the threshold for 3+ years of identification

The follow-up support and requirements issued to the LEAs are scaffolded based on the LEA's Determination. Those LEAs falling in the bottom 5% are required to participate in a 3-year goal-setting project based on specific needs found within the LEA with support from the SDE and SESTA aligned to the requirement. Those LEAs with a determination of Needs Substantial Intervention, determined on a case-by-case basis will participate in formal action planning to improve outcomes for students with disabilities and complete activities mandated by the SDE to address findings in the implementation of requirements of Part B of the IDEA. The LEA will receive direct support from SDE and SESTA.

There are fiscal implications when an LEA falls into the categories of Needs Assistance: Level 2 – *Assisting and Mentoring*, Needs Intervention: Level 3 – *Directing* or Needs Substantial Intervention – determined on a case-by-case basis. One such restriction is the inability to qualify for the Adjustment to Local Effort. Under IDEA 2004, LEAs can reduce their local Maintenance of Effort (MOE) in funding special education by an amount

equal to up to 50% of any increase in federal IDEA Part B funding. In order to qualify for this adjustment, or reduction to local effort, LEAs need to meet certain requirements under IDEA.

The SDE may use a variety of actions to facilitate improved compliance by their LEAs including those that are available to them and described under IDEA. Enforcement actions may include training, technical assistance and coaching new or existing local staff, or placing a State-designated management team at the local level to develop and implement the policies, procedures, and practices necessary to bring the agency into compliance.

Equity in IDEA Significant Disproportionality

IDEA requires each state to annually examine whether significant disproportionality based on race and ethnicity is occurring in the state and LEAs. The Department has developed a robust system to assist LEAs in addressing factors contributing to Significant Disproportionality. The system focuses on a proactive approach. LEAs receive a copy of their Significant Disproportionality Report annually, documenting three years of calculations. Suppose an LEA exceeds the threshold in one or more areas.

In that case, they will receive a notification specifying whether they are "at-risk" (exceeding the threshold for 1 or 2 years) or formally identified for Significant Disproportionality (exceeding the threshold for 3 or 3+ years). LEAs that have exceeded the State's threshold for three consecutive years and are identified as having Significant Disproportionality must comply with the following requirements:

- provide for the review and, if appropriate, revision of policies, practices, and
- procedures within the LEA to ensure compliance with the requirements of IDEA;
- publicly report on the revision of policies, practices, and
- set aside 15 percent of its IDEA, Part B (sections 611 and 619) funds to provide comprehensive, coordinated early intervening services (comprehensive CEIS) to address factors contributing to the significant disproportionality.
 - Comprehensive CEIS plans reviewed and approved by the Department and documented in the IDEA Part B grant application.

LEAs identified at-risk in year two must participate in an onsite information-gathering meeting between the Department, SESTA, and LEA educational partners, followed by the requirement to complete a self-assessment to determine the root cause. The LEA must also formulate a proactive, comprehensive CEIS plan around disproportionality.

Support and Monitoring • Significant Disproportionality		
IDEA		
Monitoring Activities: Onsite, Virtual, Desk Audit, Self Assessment		
Ongoing Proactive Support	Monitoring Process	Follow-up Support
<p><u>We provide all Idaho LEAs:</u></p> <ul style="list-style-type: none"> • Professional development opportunities aligned with areas of disproportionality 	<p><u>During the review process:</u></p> <ul style="list-style-type: none"> • LEAs receive a three-year data report annually 	<p><u>For LEAs found to be "at risk" or out of compliance:</u></p>

<ul style="list-style-type: none"> • Webinars, guidance documents, and online modules • Support on the completion of self-assessment(s) by SDE staff & SESTA coordinators • Onsite meeting by request 	<ul style="list-style-type: none"> • LEAs receive notifications for at-risk status when exceeding the threshold for 1-2 years • LEAs receive notification for formal identification of Significant Disproportionality when exceeding the threshold for 3 or more years • LEAs are provided calculation tools to complete internal tracking of data 	<ul style="list-style-type: none"> • SDE staff & SESTA provide onsite information-gathering meetings • SDE staff & SESTA coordinators provide support on the completion of self-assessment(s) • SDE staff & SESTA coordinators assist LEAs with the review and identification of practices impacting outcomes • SDE staff & SESTA coordinators review files for best practices (upon request) • SDE staff & SESTA coordinators provide ongoing support for LEAs exceeding the threshold for 3+ years of identification
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Fiscal Monitoring

Idaho employs proactive, systematic analysis of LEA systems and practices to ensure alignment with evidence-based best practices and efficiencies that adhere to state and federal policies and regulations. Through a tiered monitoring system, LEAs are provided with support systems to improve practices and student outcomes that reflect their full potential.

The Department is the prime recipient of IDEA Part B grant awards under the Special Education – Grants to States Program and the Special Education Preschool Grants Program. Idaho’s fiscal component of the general supervision system includes mechanisms for administrative oversight in distributing and using funds according to federal and state requirements.

The Department must ensure fiscal accountability at each phase in distributing and using IDEA Part B and Preschool funds. We have established policies and procedures for calculating, allocating, requesting, accessing, reporting, and verifying IDEA Part B flow-through and discretionary funds. We provide a comprehensive overview of fiscal policies, procedures, and mechanisms by which the Department accounts for IDEA funds requirements in the IDEA Part B Funding Manual, including:

- Use of amounts

- Allowable costs
- Private School Proportionate share
- Coordinated Early Intervening Services
- Schoolwide Programs
- Other fiscal-specific requirements under the Uniform Grant Guidance and EDGAR.

The Department provides fiscal accountability, management, and oversight to LEAs and subrecipients through fiscal monitoring, training, and technical assistance. As a requirement of the Office of Management and Budget, Uniform Grant Guidance, fiscal monitoring is conducted by the Idaho State Department of Education, Special Education - Funding and Fiscal Accountability Office, to ensure Local Education Agencies (LEAs) or LEAs are compliant with federal, state, and local laws and regulations.

Support and Monitoring • Fiscal		
IDEA		
Monitoring Activities: Onsite, Desk Audit, Self-Assessment with built in Risk Assessment		
Ongoing Proactive Support	Monitoring Process	Follow-up Support
<p><u>We provide all Idaho LEAs:</u></p> <ul style="list-style-type: none"> • Professional development on federal grant management, Uniform Grant Guidance (UGG), and Education Department of General Administrative Regulations (EDGAR) through monthly webinars under the Federal Fiscal Grants Communities of Practice and in-person conferences. • Support and targeted training and resources • Training resources on federal grant management, the UGG, Idaho policies & reporting measures. 	<p><u>During the review process:</u></p> <ul style="list-style-type: none"> • Refer to fiscal risk assessment of audited financial reporting data, LEA reported budget vs. expenditure reporting, reimbursement requests, LEA Administration employee turnover, policies & practices. • Annual Maintenance of Effort (MOE) review for compliance and eligibility tests. • Detailed review of: Fiscal and program records for compliance with IDEA Part B requirements, adherence to UGG, EDGAR, generally accepted accounting principles, and internal control best practices. Items subject to review include single audit and other LEA Certified Public Accountant (CPA) audit findings, time & effort, procurement, contracting, cash 	<p><u>For LEAs requiring support:</u></p> <ul style="list-style-type: none"> • Comprehensive findings reports are communicated with LEA administrative staff. • LEAs are provided suggested corrective actions to take to regain compliance and improve systems and practices. • LEAs are provided Corrective Action Plan review and approval for final actions. • Specific LEA staff are provided targeted fiscal technical assistance and training. • LEAs are provided follow-up secondary monitoring in subsequent years when applicable.

	management, inventory, and record retention.	
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Dispute Resolution (DR) Monitoring

The Dispute Resolution office provides ongoing support to parents and LEAs by taking calls to answer questions or address concerns related to policy, practices, and procedures specific to IDEA. DR staff then connects individuals with resources, people, or dispute resolution options (facilitation, mediation, state administrative complaints, and due process hearings) that will provide them with support to resolve their concerns at the lowest level appropriate.

Trends found through state administrative complaints and due process hearings, or noted through intake calls and identified as issues in mediation or facilitations requests, are shared with our special education team members. The team then collaborates to determine possible needed next steps, such as providing or developing information, professional development, targeted assistance, or adjustment to other state monitoring and general supervision activities.

Corrective Action Plans (CAPs) ordered through state complaint investigations allow for specific remedies for individual students and targeted support through training and redevelopment of district policies, practices, and procedures that ensure ongoing IDEA compliance for all students.

Support and Monitoring • Dispute Resolution		
Indicators: Indicators are addressed based on the nature of the issues or complaints brought before the DR office.		
Monitoring Activities: Onsite, desk audit, phone interview & virtual meetings		
Ongoing Proactive Support	Monitoring Process	Follow-up Support
<p><u>We provide all Idaho LEAs:</u></p> <ul style="list-style-type: none"> • Ongoing outreach about DR processes, including free early interventions such as facilitation and mediation • Information on hot topics in the DR department with resources on best practices • Highly qualified SDE contractors who receive ongoing training in current special education, legislative, and DR trends <p><u>Students/families requiring support are provided:</u></p>	<p><u>We provide:</u></p> <ul style="list-style-type: none"> • Outreach to parents and LEAs • Ongoing collection and analysis of data related to DR cases (type of matter, demographic trends, trends in allegations) • Consultation and coordination with other offices within the Department to identify and address the intersection of issues impacting multiple indicators • Consultation and collaboration with all education partners (parents, Districts, SDE colleagues, outside agencies) 	<p><u>For LEAs requiring support, we provide:</u></p> <ul style="list-style-type: none"> • Support and monitor corrective action plans • Coordination with Idaho SESTA and other resources • Ongoing development of targeted resources for LEAs <p><u>For students/families requiring support:</u></p> <ul style="list-style-type: none"> • Ongoing availability of DR processes and resources

<ul style="list-style-type: none"> • The opportunity to discuss questions or concerns related to any IDEA processes • Assistance accessing forms • Referral information for parent-friendly resources related to IDEA and dispute resolution • Ongoing development resources in collaboration with SESTA • Ongoing outreach through IPUL and DRI • Live telephone operators 	<p>to identify and offer guidance/resources for issues at any level (ranging from the individual student to statewide)</p> <p><u>For students/families requiring support:</u></p> <ul style="list-style-type: none"> • Through CAP monitoring, our office ensures that students receive DR-ordered compensatory services and other elements of a FAPE 	
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SPP Indicator 17

Idaho's State Systemic Improvement Plan (SSIP) is designed to "increase the percentage of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently Idaho Standards Achievement Test (ISAT) by Smarter Balanced." Based on input from a broad base of educational partners, the Department selected a multi-strand, multi-year program where participating LEAs/schools implement evidence-based practices (EBPs) to positively impact students' reading. EBPs are implemented on two levels: state/LEA level - Implementation Science and continuous improvement strategies; and coaching/instructional level – professional development related to the five foundational reading skills, explicit instruction, and instructional coaching.

The Department's SSIP is well known in Idaho as *Cultivating Readers*. *Cultivating Readers* is a voluntary 4-year professional development opportunity designed to improve the delivery of reading instruction to all students, kindergarten through third grade. We use training, coaching, and team-building support to increase teachers' ability to deliver explicit instruction when teaching reading.

Support and Monitoring • Indicator 17 (Cultivating Readers)		
Indicators: 3, 17		
Monitoring Activities: Data collection via surveys, focus groups, observations, group discussions, training attendance, and student outcome data analysis		
Ongoing Proactive Support	Monitoring Process	Follow-up Support
<p><u>We provide participating Idaho LEAs:</u></p> <ul style="list-style-type: none"> • Support in the Implementation of Multi-Tiered Systems of Support for Reading (MTSS-R) 	<p><u>During the review process:</u></p> <ul style="list-style-type: none"> • State implementation team collects data via surveys, observation tools, and self-assessments • Teachers videotape their instruction 	<p><u>For LEAs requiring support:</u></p> <ul style="list-style-type: none"> • State implementation team provides individualized PD/TA • State coaches provide onsite 1:1 support

<ul style="list-style-type: none"> • PD/TA to increase LEA's capacity to support an effective instructional coach • PD/TA for improving teachers' skills to deliver high-quality reading instruction with fidelity • Support sustaining and scaling up teaching practices across all elementary schools within participating districts 	<ul style="list-style-type: none"> • LEA/school coaches observe teachers and use explicit instruction fidelity rubrics to guide coaching • LEA/school coaches videotape their coaching • State coaches observe LEA/school coaches and use coaching fidelity rubric to guide improvement planning • School teams self-assess their Multi-tiered Systems of Support for Reading (MTSS-R) 	<ul style="list-style-type: none"> • Administrators, coaches, and instructional staff attend monthly virtual training and technical assistance meetings • State implementation team attends MTSS-R leadership team meetings to support goal setting, data interpretation and analysis, and implementation of evidence-based practices
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Additional Monitoring Components

While we have focused-monitoring activities that emphasize specific indicators and compliance requirements, we have also developed unique monitoring activities around special education components needed in Idaho.

Examples of Idaho-specific monitoring activities include:

- onsite monitoring and electronic verification for newly opened charter schools around special education;
- onsite and electronic verification for private schools authorized to serve special education students in the state;
- onsite monitoring and verification for LEAs with systemic issues discovered through our DR department;
- virtual and onsite monitoring and support to LEAs exceeding the 1% cap on the alternative assessment participation; and,
- virtual and onsite monitoring and support to LEAs ensuring alternate assessment criteria are appropriately applied.
- Onsite and virtual monitoring and support to LEAs on the addition of Individualized Distance Learning Plans (IDLDP)
- Self-Assessment, virtual, desk and onsite monitoring and support to correctional facilities
- data-driven intervention around Specific Learning Disability (SLD) identification

Compliance & Improvement



Supporting improvement and ensuring correction are critical components of any general supervision system. As previously mentioned, the Department has focused monitoring activities on General Supervision File Review (GSFR), LEA Determinations, Significant Disproportionality, Fiscal, and Dispute Resolution. Each component is treated individually, with requirements and timelines for correction explicitly issued to the area of noncompliance. However, we make a concerted effort to examine individual components of our overall monitoring process to determine if local education agencies (LEAs) need additional support beyond what is typically provided. Together with Idaho Special Education Support and Technical Assistance (SESTA), LEA data is collected with technical assistance (TA) and targeted technical assistance (TTA) provided to the LEA based on the level of concern found during our data analysis.

Student-Level (Prong 1), System-Level (Prong 2), Improvement Plan(s) & Assurance(s)

The Office of Special Education Programs (OSEP) requires that noncompliance be addressed at the student level, which they identify as prong 1, and at the system level, which they identify as prong 2. In Idaho, we monitor each LEA annually for compliance. If we issue a finding of noncompliance for an LEA, the LEA must correct the noncompliance (student-level) as soon as possible but no later than one year (365 days) from the date of notification. The LEA must also provide evidence from additional student files that the issue of noncompliance is not systemic within the LEA (system-level). Failure to provide system-level assurance will require technical assistance from the LEAs assigned Idaho SESTA Coordinator. For each area of noncompliance, the LEA must provide internal professional development (PD) or will be assigned PD based on the issue of noncompliance and historical data showing long-standing noncompliance issues. In some cases, the LEA will be required to complete a self-assessment to identify the root cause of the area(s) of noncompliance, and the LEA may be required to develop an improvement plan which may involve the review and revision of policies, practices, and procedures.

We follow this basic structure for all noncompliance issues or findings to the greatest extent possible, altering certain requirements as necessary. The table below displays our areas of compliance and the corresponding requirements and support.

Type of Finding	Student-Level Prong 1	System-Level Prong 2	Activities (PD)
General Supervision File Review (GSFR)	LEA provides corrections to the student(s)' file for each area of noncompliance identified	LEA provides evidence from 2 additional student files showcasing compliant practices for the area(s) of noncompliance identified	LEA provides internal PD to staff and an assurance of what and when the activity took place
Indicator 4b	NA	LEA provides evidence from 2 additional student files showcasing compliant practices for the area(s) of noncompliance identified	LEA provides a revision of policies, practices and/or procedures contributing to the noncompliance
Indicator 9	NA	LEA provides evidence from 2 additional student files showcasing compliant practices for the area(s) of noncompliance identified	LEA provides a revision of policies, practices and/or procedures contributing to the noncompliance
Indicator 10	NA	LEA provides evidence from 2 additional student files showcasing compliant practices for the area(s) of noncompliance identified	LEA provides a revision of policies, practices and/or procedures contributing to the noncompliance
Indicator 11	LEA provides evidence that the student(s) received an initial eligibility determination and, if the student(s) was eligible, had an IEP developed and services provided	LEA provides evidence of <i>Consent for Assessment</i> and corresponding <i>Eligibility Report</i> forms to show compliance with the timeline requirements	LEA provides internal PD to staff and an assurance of what and when the activity took place
Indicator 12	LEA provides evidence that the student(s) received an initial eligibility determination and, if the student(s) was eligible, had an IEP developed and services provided	LEA provides evidence of <i>Consent for Assessment</i> and corresponding <i>Eligibility Report</i> forms to show compliance with the timeline requirements	LEA provides internal PD to staff and an assurance of what and when the activity took place
Indicator 13	LEA provides corrections to the student(s)' file for each area of noncompliance identified	LEA provides evidence from 2 additional student files showcasing compliant practices for the area(s) of noncompliance identified	LEA provides internal PD to staff and an assurance of what and when the activity took place
Fiscal	NA	LEA provides evidence of the corrections to noncompliance and all findings issued from the findings report.	LEA provides evidence of the corrections to noncompliance via the fiscal monitoring corrective actions plan, which applies to all current and prior fiscal years where the findings may be applicable.

Type of Finding	Student-Level Prong 1	System-Level Prong 2	Activities (PD)
Corrective Action Plan through Dispute Resolution	Depending on the facts of a specific investigation, a CAPs may include compensatory services, reimbursement, or require a team to correct or update aspects of a student’s eligibility, IEP, manifestation determination, behavior intervention plan, transition plan, etc., which may include an impartial team member and/or facilitator	Depending on the facts of a specific investigation, a CAPs will include technical assistance and training to address the issues that led to noncompliance, and may also require the LEA to review, update, or adopt new policies and procedures consistent with IDEA	LEA provides documentation of its completion of each corrective action as outlined and required through the CAPs

Webinars, SMART Goals, & Improvement Plans

LEAs with identified areas of noncompliance are required to participate in a variety of activities dependent on the identified area(s) of noncompliance and the frequency and gravity of the issue(s) of noncompliance.

Examples of required activities include but are not limited to:

- attend webinars hosted by the Department to discuss data, requirements, and support;
- attend conferences sponsored by SESTA;
- work directly with the assigned SESTA Coordinator;
- develop a SMART goal or improvement plan addressing the areas of noncompliance and;
 - include improvement strategies to ensure correction,
 - methods of internal monitoring,
 - person(s) responsible for the implementation,
 - date(s) of implementation,
 - data supporting the goal,
- onsite meetings with LEA teams; and
- fiscal obligation to direct IDEA funds to address issues (Comprehensive CEIS).

The Department and SESTA are available to LEAs throughout the year for support.

Tiered Levels of Idaho's Support

The monitoring activities covering most of the 17 Indicators are GSFR and LEA determination. Both of these monitoring processes have built-in tiered levels of support. As part of the file review process, GSFR Technical Assistance and GSFR Targeted Technical Assistance are assigned to LEAs with systemic noncompliance issues. The Department and Idaho SESTA team members complete a qualitative review of various indicators related to the LEA's system to determine the technical assistance requirements. Some of the areas we analyze when completing the qualitative review may include, but are not limited to, the following:

- GSFR results over three or more years;

- staffing issues within the LEA (retention, certification, unfilled positions, subs, etc.);
- collaboration efforts with the SESTA coordinator(s) and the Department; and
- timely and accurate submission of special education data.

Following the qualitative review, we work with each LEA to complete an action plan and align resources and technical assistance to support growth. The support provided to LEAs in the LEA Determination monitoring activities is based on the LEAs identified level of determination. The specific levels of support can be found in the [LEA Determination & Differentiated Levels of Support](#) module.

Failure to Meet Compliance

It is always the goal of the Department to work with LEAs so issues of noncompliance are resolved within 365 days of notification. The list of LEAs who approach this deadline is typically very small. Because of our close relationship with our LEAs, emails and phone calls with support and guidance are provided to the directors of each LEA in jeopardy of surpassing the timeline. However, on the rare occurrence when an LEA has issues of noncompliance that go unresolved beyond 365 days, our response is to schedule a meeting with the LEA's Special Education Director, Superintendent, and/or Board Chair. The purpose of the meeting is to review the issue(s) of noncompliance, the steps needed to clear the issues and to determine what additional support is needed to assist the LEA in complying with the requirements. During this meeting, the LEA is notified that their IDEA Part B grant funds will be withheld until all noncompliance issues have been resolved and verified by the appropriate Department staff. Once all issues of noncompliance have been cleared and verified, the LEA's IDEA Part B grant funds are released for drawdown.



Data

The Department collects data related to students with disabilities in three ways.

1. Statewide longitudinal data system
2. Early Childhood Data Collection System
3. Surveys

The majority of data the Department collects on students with disabilities is built into the statewide longitudinal data collection system, the Idaho System for Educational Excellence (ISEE). LEAs upload their data to ISEE six times during the regular school year. The data uploads are cumulative, with each dataset building on data submitted from the previous upload. ISEE data reports start at the beginning of the school year and stop on the sixth data report in June. Each upload has validation rules so that LEAs are warned or prevented from sending the State inconsistent data. The Department provides annual and time-based training to support LEAs in submitting accurate information.

Cumulative Upload Example:

- October ISEE upload – (Start of the school year to October 1.)
- November ISEE upload – (Start of the school year to the first Friday in November)- The November upload includes the period covered by the October upload and newer data, so the new upload replaces the data provided in the last upload.
- December ISEE upload – (Start of the school year to the first Friday in December.) December data replaces the data reported in November.

Data from the end-of-year collection are used for various federal reporting and compliance and performance indicators. The compliance and performance indicators aim to improve the academic and functional outcomes for students with disabilities and ensure that local education agencies and the State follow the rules in the Individuals with Disabilities Education Act. These reports and indicators include:

- Special Education Program Exit
 - Indicator 1 – Graduation
 - Indicator 2 – Drop out
- Indicator 11 – Child Find (60-day timeline)
- Indicator 12 – Early Childhood Transition
- Disciplinary Action
 - Equity measures
 - Indicator 4 – Significant discrepancy in long-term out-of-school suspensions and expulsions
 - Significant Disproportionality (Disciplinary Action)
- Special Education Personnel

Many reports require information about the whole school year, but one of the most important single reports is the Special Education Child Count (Child Count). This report looks at a snapshot in time showing the count of students with disabilities receiving services on the first Friday in November. Child Count is not just a count of students receiving services. It also provides other key information about Idaho's students with disabilities, including age, grade level, disability category, and least restrictive environment (LRE).

Before the collection opens, the Department provides virtual training, walking LEAs through processes for Child Count, including applications and common issues. Child Count data is collected in a three-part process. First, the LEA uploads their regular November ISEE upload. They then review the data through the Special Education Data Collection System and Child Count tool. Department staff are ready to provide technical assistance for any LEA questions throughout the process. If errors are identified, the LEA can correct this data by submitting a corrected ISEE upload no later than the first Friday in December. The LEA can certify their data through the Child Count tool as soon as the data are accurate. Certification is the final step in submitting Child Count.

After completing a full review of Child Count, the Department uses the data to calculate performance, compliance, and equity to ensure that Idaho's educational system is appropriately identifying and serving students of different race/ethnicities appropriately. Indicators and measures that are based on data from Child Count include:

- Placement in the Least Restrictive Environment (LRE)
 - Indicator 5 – School Age LRE
 - Indicator 6 – Early Childhood LRE
- Indicator 8 – Parent Involvement Survey (sampling)
- Equity Measures
 - Indicator 4 – Significant Discrepancy in Long Term Out of School Suspensions and Expulsion
 - Indicator 9 – Disproportionate Representation by Race/Ethnicity in Special Education
 - Indicator 10 - Disproportionate Representation by Race/Ethnicity in Specific Disability Categories
 - Significant Disproportionality (Identification, Placement, and Disciplinary Action)

Another way the Department collects data is through the Early Childhood Data Collection System. This application allows teams to record information on early childhood students with disabilities ages three through five who are not yet kindergarten-age eligible. Data are recorded at entry and exit from the special education program. Early Childhood Outcome ratings show where the students are functioning in relation to their typically developing peers in positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs. Ratings are only reported for students receiving services for at least six months. These ratings are used not to evaluate students but to see how well schools support students.

The final way the Department collects information is through the survey. Only two areas are collected through a survey, Parent Involvement, and Post-School Outcomes. Parent Involvement surveying splits local education agencies into two groups separating them by region, size, and other demographics to ensure that the State has equal representation in both groups. Samples are created based on that school year's Child Count data. LEAs in the survey group with 105 students with disabilities or less have the survey offered as a census. LEAs with more than 105 students with disabilities are sampled, and results will be weighted relative to the LEA's size so that the survey results are representative. The Parent Involvement survey is sent to about 5000 families every year. It asks questions to determine how much families and parents feel their school has involved them in their student's education. This survey is used to complete data collection for Indicator 8 –

Parent Involvement. It helps the State and LEAs better understand what areas need improvement regarding communicating and engaging parents in their student's education.

Post-School Outcomes surveys all past students one year after exit who exited special education and related services by;

- Graduating by meeting regular state requirements;
- Completing adapted requirements;
- Meeting maximum age; or
- Dropping out.

The survey aims to see what past students are involved in one year after exiting their secondary program and special education and related services. LEAs can opt-in to conduct first-round survey interviews directly or may choose to have the survey conducted by the state's vendor. The Department encourages LEAs to opt-in to collect the information by providing financial incentives. Local-level surveying improves the number of past students responding and makes the collection more meaningful. They connect past students and teachers. This information is used to help the State and educators know how well they support students with disabilities to be involved in higher education, competitive employment, or some form of training or employment after exiting secondary school.

Fiscal Management

Idaho receives IDEA Part B Formula Grants through the Office of Special Education Programs (OSEP), designed to assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities, ages three through 21. After reserving grant funds for state-level activities, Idaho follows the federal formula to distribute funding to eligible LEAs, including charter school LEAs. The Department must ensure fiscal accountability at each phase in distributing and using IDEA Part B and Preschool funds.



The SDE Special Education - Funding and Fiscal Accountability Office routinely use tools to assess the risk posed by an LEA or sub-grantee. These activities consist of but are not limited to:

- Review of Financial and Compliance Audit
- State Audit of Federal Programs
- LEA Audits
- SDE Accounting & Finance Annual Reports
- Single Audits
- Limited Scope Audits
- LEA Self-Assessment
- IDEA Part B and Preschool Application Review
- Maintenance of Effort Budget
- Coordinated Early Intervening Services
- Excess Costs
- Private School Proportionate Share
- LEA Sponsored Charter School
- Schoolwide Programs
- Statement of Assurance and
- Self-Assessment checklist

Fiscal Monitoring, Findings & Improvement Plans

LEAs are monitored throughout the year through budget submissions, expenditure reporting, and each grant reimbursement claim. The full LEA fiscal monitoring program begins with an annual risk assessment which consists of indicators and graded rubrics using several metrics in line with federal compliance requirements, generally accepted accounting principles, and internal controls best practices.

The Department's Special Education Funding and Accountability Coordinator will determine whether the LEAs selected will be subject to selection under risk assessment or as part of the sequential sampling process. Sequential sampling is a non-probability sampling technique consisting of picking a single or a group of subjects in a given time interval. This sampling method will ensure that the Department's Funding and Fiscal

Accountability Office monitors all LEAs and sub-recipients receiving IDEA Part B 611 & 619 (Preschool) Funds at any given point of time in a four-year cycle at a minimum.

Fiscal monitoring includes a comprehensive review of policies and practices including:

- Administrative Review & Grant Administration
- Cost Principles and Expenditures Testing for Allowability
- Time and Effort
- IDEA Specific Requirements
- Inventory Management
- Contract and Procurement Review
- Fiscal Record Retention
- Financial Systems and Cash Management
- Full LEA-Wide Financial Audits
- Written Fiscal Policies and Procedures

Fiscal monitoring efforts are conducted to gauge and measure compliance of LEA to grant rules and regulations to:

- Monitor activities to ensure grant funds are used for authorized purposes in compliance with laws and regulations.
- Assess the organization's internal controls to ensure reliable financial reporting and accountability.
- Assist and recommend areas of improvement and provide guidance to improve administrative efficiencies and programmatic effectiveness.

The Department conducts fiscal monitoring and prepares a report stating the monitoring's objectives, scope, and methodology. Should an LEA's Fiscal Monitoring Findings Report indicate fiscal compliance and accountability requirements violations, the ISDE will notify the LEA of the noncompliance, including a background and reference to the regulations determining the finding(s). The findings report also suggests corrective actions that an LEA may take. LEAs must submit a formal Corrective Action Plan to the SDE Fiscal Accountability Coordinator and coordinate to provide evidence of corrective actions. Depending on the risk level posed by the noncompliance issue(s), the LEA might be scheduled for training and technical assistance in the months following the fiscal monitoring if deemed necessary.

Suppose an LEA receives a report with fiscal monitoring findings. In that case, the issue generally needs to be addressed within 90 days, or the Special Education Funding and Fiscal Accountability Coordinator may determine a schedule of dates to complete necessary actions. The Department will consider all findings resolved after the LEA has provided sufficient evidence that the corrective action plan has been fully implemented and the noncompliance issues have been successfully remediated. At such point, the Special Education Funding and Fiscal Accountability Coordinator will issue a closeout letter to the sub-recipient to indicate that all findings have been resolved and to document that conditions/restrictions have been lifted.

Failure to Meet Compliance

Failure to address the findings within a designated period could lead the SDE Special Education Department to use enforcement mechanisms such as issuing a management decision, technical assistance with recommended corrective action plan, additional restrictions on the grant, the freezing of federal funding, or the withholding of funds.

The SDE may withhold an LEA's IDEA Part B grant in whole or in part with provisional terms and conditions. The SDE's system of progressive sanctions and enforcement provisions could include placing a State-designated management team at the local level to develop and implement the policies, procedures, and practices necessary to bring the agency into compliance to establish and maintain programs of FAPE that meet Part B requirements. This model can include training, technical assistance, and coaching new or existing local staff so they can resume operations and the State can gradually reduce its support. Although not defined in IDEA or its implementing regulations, in this context, sanctions are generally understood to be the adverse actions that the State uses to ensure that the requirements of the IDEA and the applicable regulations are met.



Dispute Resolution

The Individuals with Disabilities Education Act (IDEA) requires states to provide a formal process for parents and districts to resolve special education-related disputes. The Department's Dispute Resolution (DR) office provides facilitation and mediation services for special education meetings and oversees state administrative complaint and due process

hearing actions.

Facilitation

Facilitation is a process offered to help special education teams reach agreements and decisions related to students' individual education programs. Any special education team meetings may benefit from skilled and capable facilitators who can assist the team in working together. The facilitator is neutral, is not a team member, and makes no decisions for the team. The facilitator is knowledgeable about special education, skilled at running effective meetings, and adept at managing challenging issues that may arise when teams disagree. There is no charge for facilitation to either the district or the parent.

Facilitation is mutually exclusive from the other dispute resolution processes of mediation, state complaint, or due process hearing. Facilitation can be requested at any time.

Mediation

Mediation is a voluntary process where an Idaho Special Education Department (Department) trained neutral and third-party provides a structure for parents/adult students and district personnel to identify points of agreement. They work to resolve points of disagreement concerning the identification, evaluation, educational placement, or provision of free appropriate public education (FAPE). Mediation aims to build positive working relationships, encourages mutual understanding, and helps the parties focus on their common interest – the student. There is no charge for mediation to either the district or the parent.

Mediation is mutually exclusive from the other dispute resolution processes of facilitation, state complaint, or due process hearing. Mediation can be requested at any time. Additionally, mediation is offered when a complaint or due process hearing is filed.

State Administrative Complaints

State administrative complaints can be filed by any individual or organization alleging any violation of IDEA, including an alleged failure to comply with a previous due process hearing decision. State complaint procedures are outlined in IDEA regulations requiring that, in part, a complaint must allege a violation that occurred no more than one year before the date the complaint was received.

The timeline for the resolution of a state complaint is 60 days. The Department will resolve the complaint by:

- Carrying out an independent onsite investigation if it determines such an investigation is necessary;
- Allowing the complainant to submit additional information, either orally or in writing, about the allegation(s) in the complaint;

- Review all relevant information and make a determination as to whether the district is violating a requirement of Part B of the IDEA;
- Issuing a written decision (with a copy sent to the complainant, the state director of special education, the district’s superintendent, the special education director, and the board chair) that addresses each allegation in the complaint and contains findings of fact, conclusions, and reasons for the Department’s final decision(s); and
- Permit an extension of the time limit if exceptional circumstances exist or if the district and the complainant agree to extend the time to engage in mediation or another dispute resolution process available in the state.

The Department will issue a written corrective action plan addressing how the district shall remediate any denial of services and provide training or other technical support to ensure the district has solved any noncompliance.

Due Process Hearings

A due process hearing request involves an allegation or a series of allegations filed with the Department by either parent/adult student or the district on issues relating to the identification, evaluation, educational placement, and the provision of FAPE.

A due process hearing is a formal complaint regarding the identification, evaluation, educational placement, or provision of FAPE for a student with a disability or suspected of having a disability. A due process hearing is a request to have an independent hearing officer determine a special education decision.

A due process hearing is conducted by a hearing officer appointed by the Department who will take evidence from both parties and make a decision about a dispute. The hearing officer will conduct the hearing under the Idaho Rules of Administrative Procedure of the Attorney General (IDAPA), IDEA requirements, and the [Idaho Special Education Manual](#).

A due process complaint must be filed within two (2) years of the date you knew or should have known, about the alleged action/violation that is the reason for the complaint. There are limited exceptions to this timeline.

Expedited Due Process Hearings

An expedited due process hearing is an administrative hearing to resolve disputes concerning the discipline of a student with disabilities. An expedited due process hearing is a request to have an independent hearing officer review a disciplinary decision within twenty (20) school days, with a decision rendered within ten (10) days of the hearing.

In addition, the DR office provides ongoing support, technical assistance, and guidance to parents and LEAs by taking calls, answering emails, collaborating with a variety of educational partners, and developing and distributing resources that address commonly asked questions or concerns specific to dispute resolution and compliance under the IDEA.

The DR office aims to ensure that all processes are initiated and completed promptly and collects, analyzes, and retains data to ensure effective, high-quality services and support are provided to special education teams. Working with LEAs and assigned SESTA coordinators, the DR provides individualized support as LEAs make decisions and develop programs to provide students with appropriate services that address each individual's educational needs. DR data processes enable the Department to;

- track identified issues,
- identify statewide or LEA trends,
- inform the State's TA/PD system,
- identify priorities for monitoring, and
- evaluate the effectiveness of DR's resolution services over time

DR data is shared with the Department team to inform the team when developing collective guidance resources, monitoring, and training that addresses common issues and concerns.

Closing

While Idaho's System of Support and General Supervision is rooted in IDEA and ensures continuous improvement, it also branches out to provide individualized support and system-wide growth. This structure allows us to work together cooperatively with ongoing communication, providing a support-focused framework that allows Idaho's students with disabilities the quality education that all students deserve.



IDAHO
SYSTEM OF SUPPORT & GENERAL SUPERVISION



Glossary

Annual Performance Report - (APR)
Certified Public Accountant (CPA)
Compliance Tracking Tool - (CTT)
Coordinated Early Intervening Services - (CEIS)
Corrective Action Plans - (CAPs)
Data Drill Down - (DDD)
Director's Advisory Council - (DAC)
Dispute Resolution - (DR)
Education Department Of General Administrative Regulations - (EDGAR)
Evidence-Based Practices - (EBP)
Free Appropriate Public Education - (FAPE)
General Supervision File Review - (GSFR)
Idaho Alternate Assessment - (IDAA)
Idaho Department Of Health And Welfare - (DHW)
Idaho Department Of Special Education - (Department)
Idaho Rules of Administrative Procedure of the Attorney General (IDAPA)
Idaho Standards Achievement Test (ISAT)
Idaho State Department Of Education - (SDE)
Idaho System For Educational Excellence - (ISEE)
Idaho Training Clearinghouse - (ITC)
Individualized Distance Learning Plan - (IDLDP)
Individualized Educational Program - (IEP)
Least Restrictive Environment - (LRE)
Local Education Agencies - (LEAs)
Local Education Agency - (LEA)
Maintenance Of Effort - (MOE)
Medicaid Advisory Committee - (MAC)
Multi-Tiered Systems Of Support - (MTSS)
Office Of Special Education Policy - (OSEP)
Professional Development - (PD)
Results Driven Accountability - (RDA)
School-Based Services - (SBS)
Special Education Advisory Panel - (SEAP)
Special Education Support And Technical Assistance - (SESTA)
Specific Learning Disability - (SLD)
State Performance Plan - (SPP)
State Systemic Improvement Plan - (SSIP)
Targeted Technical Assistance - (TTA)
Technical Assistance - (TA)

The Individuals With Disabilities Education Act - (IDEA)

Uniform Grant Guidance - (UGG)

United States Department Of Education - (USDE)