

# March 2025 Special Education Board Report

## Resolution

### Removal of the State's Exception Rule Idaho Code 08.02.03.109.03



LEAs will have 60 calendar days from the date of consent to evaluate and determine eligibility.

- The timeline begins the day after the signed, written consent to assess form is received by the LEA.

As we finish up the 2024-2025 school year we are busy getting all of potential referrals for evaluation submitted to the special education teams prior to Spring Break. This is especially important this school year due to the change in 60 day timeline requirements.

During the Office of Special Education Programs review of Idaho's policies regarding

### Put Practices in Place Early!



For the 2024-2025 school year, we recommended that teams hold themselves accountable to the 60-calendar-day timeline in preparation for the new ruling.

special education, one of the things found to be an issue is the state's 60 day timeline rules. The resolution that the SDE has been very transparent about that as of August 20, 2025, 60 days is 60 days. We can no longer stop the 60 day timeline for breaks in the school calendar. For example, if a student has a signed consent in

May, that eligibility would need to be completed over the summer to avoid being out of compliance as of August 20, 2025. As we do not have staffing over the summer to complete evaluations, being aware of this is critical for our RTI teams. Our school psychologists have been working diligently with teams in notifying them of this change, but are getting some resistance in some buildings. Any support you can give in this area would be greatly appreciated.

SSED Directors Webinar - February 6, 2025

### Keep the Good Work Going

If you have students in Tier 3 who are making little to no progress, don't delay the referral process.

Try to have assessments completed before summer break.

Directors' Webinar 2/6/2025

## Training for Staff and Administration:

As we are looking to next year and the PD development for our staff, the Mentor Teacher and Special Education Director have had some training opportunities to continue to support our staff in supporting students with special needs.

# GRAND CANYON UNIVERSITY

## Grand Canyon University Visit:

On February 26-28 the University provided an all expenses paid opportunity for the Special Education Director to look at opportunities for students and staff to support on-going learning. The opportunity really allowed an opportunity to look at this through multiple lenses for student in special education, the academy, and also the vocational tech programs. Some of the most beneficial things that can be provided are:

- Reduced Tuition for paras to seek a teaching degree (32%)
- Dual Credit opportunities for students at 52.50 per credit
- Reduced Tuition for students (\$2,250 minimum award per academic year)
- Complimentary test prep for certification and licensure tests
- Professional Development Opportunities for Staff
- Live Lessons for Juniors and Seniors

I highly encourage districts to look into the opportunity to partner with the University at no cost to provide opportunities for students, families, and staff.

### Crisis Prevention Intervention Training:

On March 5th, the Special Education Director attended a 1 day training in Boise to renew her training certification for Crisis Prevention Intervention. This allows us to stay up to date on best practices and to train staff through-out the consortium to remain in compliant with the state laws regarding training for staff in regards to restraint and seclusion.



### Idaho Association of Special Education Administrators (IASSEA) Blue Jeans Conference:

On March 10th-12th the Special Education Director and the Mentor Teacher attended this conference. Topics covered include but were not limited:

- AI to Build Special Education Capacity and Effectiveness: Workshop with Playground IEP
  - Proactive Practices for Preventing Litigation in Special Education
  - How to Draft Legally Defensible IEPs
  - Language Difference or Disability, Sorting the Muddy Waters
  - How do we differentiate?
  - School Choice and Impact on Public School's Obligations Under the IDEA
- This opportunity also gave an opportunity to talk with neighboring districts about successes and challenges they are facing and how they are implementing change to support all students.

## Caseload and Staffing Outlook for 2025-2026 School Year

Here is where our current caseloads are and the projections so far for the 2025-2026 school year. Again these numbers will be fluid based upon additional referrals and student movement in and out of the consortium.

District	School	Current Caseload	Students Out	Students IN	Estimate 25-26 Caseload	Teacher 24-25	Teacher Staffing 25-26	Paras 24-25	Paras 25-26	1:1 Staffing
Homedale	Elementary ERR	20	0	1	21	1	1	3	3	1
	Elementary	24	10	4	18	1	1	1	1	1

	RR			Referrals						
	Elementary SDC	10	0	5	15	1	1	5	10	3
	Middle School	47	9	10	48	1.5	2	2	2	
	High School	32	13	9	28	1	1	1.5	1	
Marsing	PK	10	5	11 Referrals	16	1	1	1	1	
	Elementary RR	21	6	5 +11 Referrals	31	1	1	2	2	
	Middle RR	11	2	6 + 3 Referrals	18	1		1	1	
	Middle ERR	11	0	2	9	1		1	1	
	High School	23	3	2	22	1	1	1	1	1
Notus	PK	22	7	? +5 Referrals	20	1	1	2.2	3	
	Elementary RR	19	6	4 Referrals	17	1	1	2	2	1
	Jr/Sr. High RR	19	3	6	22	1	1	2	2	1
Wilder	Elementary RR	19	5	1 +3 Referrals	23	1	1	1	1	
	Elementary TLC	5	0	2 Potential Parma	7	1	1	2	3	
	Jr/Sr High	28	0	5 +5 Referrals	38	1	1	1	1	
	WAVE	63	14	2 referrals	51	NA	NA	NA	NA	NA
	SDC	17	0	0	17	2	2	3	5	2
Parma	Elementary ERR	9	3	1	7	1	1	1	1	
	Elementary RR	36	9	1 +3 Referrals	31	1	1	3	3	1

	Middle RR	27	5	9 + 2 Referrals	33	1	1	1	1	
	Middle ERR	24	2	3	25	1	1	3	3	
	High School	25	1	5 + 2 Referrals	31	1	1	1	1	
COSSA	TLC	12	1	0	11	1	1	2	3	1
	ERR	14	3	2	13	1	1	1	2	
Total DOES NOT Include Speech ONLY Students					572					
Speech ONLY Students +56					628					
Total Staffing Not Including Contracted SLP, OT, PT Services						25.5	25	43.7	54	12.2
Additional Staffing					School Psychs	4	4			
					Consultin g Teachers	1.5	2			
					Medicaid Clerk			1	1	
					Director	1	1			