

DOCUMENT RESUME

ED 407 814

EC 305 574

TITLE Serving Exceptional Children: A Report to the Idaho Legislature, January 1997.
INSTITUTION Idaho State Dept. of Education. Special Education Section.
PUB DATE Jan 97
NOTE 26p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disabilities; Disability Identification; Elementary Secondary Education; Federal Aid; *Financial Support; *Gifted; *Incidence; Preschool Education; Special Education; *Special Education Teachers; *Student Placement
IDENTIFIERS Idaho

ABSTRACT

This report provides information on the incidence of and services provided to students with disabilities or gifts and talents in Idaho in the school year 1995-96. Through charts, graphs, and text, information is provided on: (1) the number of students served by category of disability; (2) special instructional programs and services; (3) the educational placement of students with disabilities; (4) special education personnel employed by school districts; (5) exemplary programs; (6) state and local special education funding by school district; (7) federal flow-through funding from the Individuals with Disabilities Education Act for school age and preschool children by school district; (8) unmet needs of students with disabilities; (9) gifted and talented students serviced; (10) gifted and talented education services; (11) unmet needs of gifted and talented students; and (12) gifted and talented expenditures and number of students by district. The total number of students with disabilities served during the school year of 1995-96 was 23,855 along with 7,165 gifted and talented students. Eighty-five percent of the students with disabilities were educated in the regular classroom and school districts expended \$88,435,848 for special education services. A position statement on the placement of students with disabilities is also included. (CR)

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Serving Exceptional Children

A Report to the Idaho Legislature January 1997

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*Idaho State Department of
Education
Mission Statement*

The Mission of the Idaho State Department of Education is to promote a thorough system of public education by providing leadership and consultation to school districts, the public, and partner agencies. The State Department of Education will assist in delivering excellent programs and services, leading to success for all learners and meeting the letter and spirit of relevant laws, rules, and regulations. The focus of the State Department of Education is to promote best teaching practices that lead to high academic achievement.

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Non-discrimination 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 Dr. Anne C. Fox, State Superintendent of Public Instruction, P. O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

INTRODUCTION

The Idaho State Department of Education (SDE), Special Education Section, prepared this report pursuant to Idaho Code §33-1007 which specifies:

The state department of education shall report annually to the legislature the status of the exceptional education support program. The report shall include, but not be limited to, data concerning the number of persons served, both disabled and gifted, the districts which operate programs and the nature of the program, the money distributed pursuant to the provisions of the exceptional education support program, and estimated number of persons, both disabled and gifted, requiring but not receiving services.

This report provides information on 1995-96 school year activities. Exceptional students are those individuals with disabilities or gifts and talents who have unique needs that require specially designed instruction, administrative accommodations or curriculum modifications in order to receive an education appropriate for their needs. School district programs for students with disabilities are provided in accordance with the federal Individuals with Disabilities Education Act (IDEA), state law and regulations. Gifted and talented programs in Idaho are provided pursuant to Idaho Code §33-2001 and §33-2003, enacted in 1991 and amended in 1993.

SPECIAL EDUCATION SECTION ACCOMPLISHMENTS ON BEHALF OF STUDENTS WITH DISABILITIES

- Statewide and regional technical assistance and in-service training was provided to regular and special education teachers, drivers education instructors, classroom assistants, related services providers, administrators, parents and school board members. A variety of workshops addressed the needs of students with serious emotional disturbances, including assessment and individual education program (IEP) development, strategies and interventions, and school-wide management. Other topics included least restrictive environment requirements, curriculum adaptations, reauthorization of the IDEA, federal funding, the effect of Head Start regulation changes, drivers education for students with disabilities, assistive technology and secondary transition. Sign-in sheets indicated these trainings were attended by 1,470 participants.
- Regional special education consultants provided a variety of individually tailored training experiences, for districts or school sites, on request. Topics included IEP development, autism, interagency agreements and planning for students with serious emotional disturbances.

- In order to improve access to training in rural and remote areas of the state, the Special Education Section began offering video teleconferences via live satellite down links. Topics during 1995-96 included reauthorization of the IDEA, statewide achievement testing for students with disabilities, classroom management, dealing with violent and aggressive students and positive disciplinary options.
- Idaho continued to have one of the lowest special education due process hearing rates of any state. No due process hearings were requested in 1995-96. There were six requests for mediation, which resulted in four mediations being conducted. All four resulted in written agreements. Of the remaining two requests, both were resolved without mediation.
- The second year of a *Special Education Exemplary Programs* process was implemented in cooperation with the Idaho Association of Special Education Administrators. One exemplary program was selected for 1995-96 and is described on page 6 of this report.
- With assistance and support from the Special Education Section, the Special Education Advisory Panel adopted a new organizational structure that eliminates duplication and is more responsive to emerging trends and issues.
- A task force on students with serious emotional disturbance was formed as an ad hoc subgroup of the Special Education Advisory Panel. The task force formulated eight specific recommendations which have guided the work of the SDE in this area.
- The SDE developed and adopted a position statement on the placement of students with disabilities. A copy of this statement can be found on the inside back cover of this report.
- The Least Restrictive Environment (LRE) Stakeholders group was convened in January 1996. The group includes representatives of fifteen different education agencies and organizations. A series of ongoing meetings was facilitated by the Special Education Section and resulted in the development of a statewide plan to address issues and concerns surrounding the education of students with disabilities in general education classrooms.

SCHOOL DISTRICT PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES

Special Education Students Served

Special education services were provided to students who met established eligibility criteria for one or more of 14 different categories of disabilities. Approximately 9.7 percent of all public school students in Idaho, or 23,484 students, were served in special education programs.

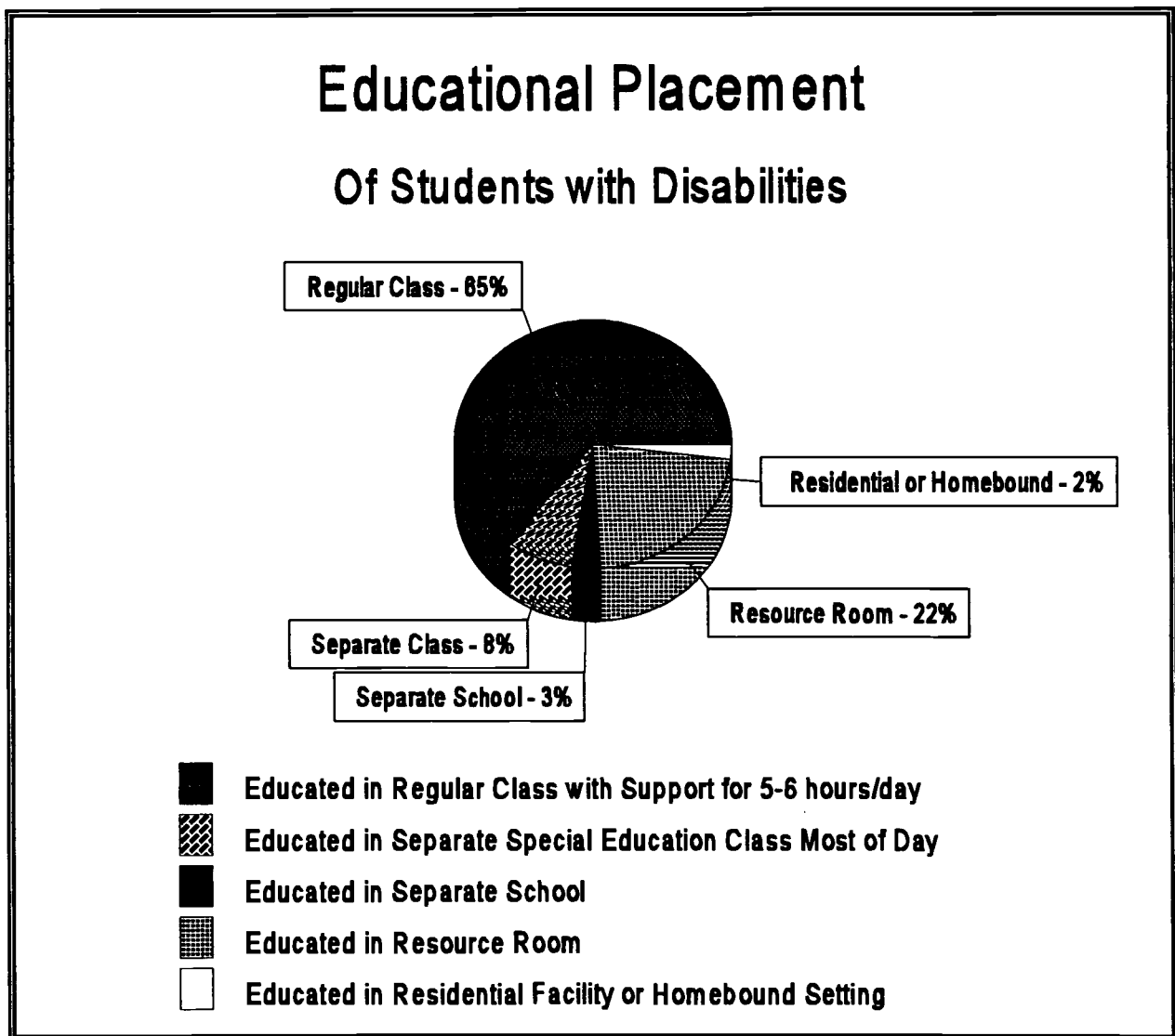
An additional 369 children with disabilities received special education and related services in programs operated by state and nonprofit agencies. The Idaho School for the Deaf and Blind served 134 students. The Juvenile Corrections Center, operated by the Department of Juvenile Corrections, provided special education services to 34 students. Regional Adult/Child Development Centers, operated by the Department of Health and Welfare, served 125 preschool students with disabilities. Federally funded Head Start programs provided special education to 53 four-year-olds with disabilities.

More special education students were identified as learning disabled than any of the other 14 categories. These students comprised 12,270 of the 23,855 students in special education, or 51 percent of all special education students. The chart below provides information on the number of students served by school districts and agencies in each eligibility category.

Number of Special Education Students Served in 1995-96 by Category of Disability	
Autistic	126
Deaf	112
Deaf/Blind	10
Developmentally Delayed	1,908
Hearing Impaired	234
Health Impaired	631
Learning Disabled	12,270
Multiply Disabled	426
Mentally Retarded	2,868
Orthopedically Impaired	161
Seriously Emotionally Disturbed	564
Speech/Language Impaired	4,323
Traumatic Brain Injured	122
Visually Impaired	100
Total	23,855

Special Instructional Programs and Services

Federal law and regulations require that exceptional children be educated in learning environments with their peers who do not have disabilities unless their needs cannot be met in that setting. Educational settings may include regular education classrooms with supplementary assistance, part-time special education classrooms, full-day special education classrooms or separate schools and facilities. Determination of the appropriate educational placement is made for each special education student by a child study team (CST). Participants on the child study team include school personnel, parents, the child (when appropriate), and other agency representatives when collaborative service planning is indicated. The pie chart below demonstrates the percentage of students who received services in the various settings.



Regulations under the IDEA require school districts to provide related services to students who need them to benefit from special education. The term "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 pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services, and parent counseling and training. (34 CFR 300.13 (a)).

In the 1995-96 school year, districts provided an assortment of related services to special education students. The highest demand was for speech/language therapy services, followed by psychological services, school social work services and physical/occupational therapy.

Special Education Personnel

The type and number of special education personnel employed by Idaho school districts are listed on the following chart:

Special Education Personnel Employed by Idaho School Districts 1995-96	
Special Education Teachers	1,374
Speech/Language Therapists	181
School Psychologists	121
Special Education Administrators	86
Occupational/Physical Therapists	59
Social Workers	53
Interpreters	27
Rehabilitation Counselors	16
Audiologists	10
Total Certificated	1,927
Instructional Assistants	1,549
Total Certificated and Noncertificated	3,476

For the second year in a row, Idaho school districts employed more instructional assistants than special education teachers. These special education staffing trends in Idaho parallel national trends. Although data on specific assignments of instructional assistants is not collected, it is believed that this increase is due to the use of inclusion assistants in general education classrooms.

Recruitment and retention of sufficient numbers of qualified special education teachers and related services providers continued to be problematic for school districts. School districts that are unable to fill vacancies with fully certified educators may apply for letters of authorization to hire individuals who are certified in other areas and are working toward the needed certificate. The positions for which letters of authorization were most frequently requested during 1995-96, in rank order, were counselor, special education teacher, speech/language pathologist, and early childhood special education teacher.

Exemplary Programs

The 1995-96 school year was the second year the *Special Education Exemplary Programs* process was implemented. Exemplary programs are evaluated in accordance with criteria established by a joint committee of Idaho Association of Special Education Administrators and SDE representatives. Twenty school districts were eligible to nominate a particular special education program for consideration. Six nominations were received, and two of these were selected for on-site verification visits. One of these two districts was awarded exemplary program status during the 1995-96 school year.

- The William Thomas Middle School in American Falls School District #381 was selected as a *Special Education Exemplary Program* for 1995-96. This program meets the individual needs of all children by combining the resources and expertise of general education teachers, special education teachers, and instructional assistants all functioning within the general education setting.

SPECIAL EDUCATION FUNDING

State and Local Funds

Idaho school districts expended \$88,435,848 for special education services during 1995-96. Approximately 50 percent of that amount came from state sources, 38 percent from local and 12 percent from federal sources. The funding formula for special education is defined in Idaho Code and State Board of Education Rules.

- Exceptional child support units are computed with a divisor of 14.5. Exceptional child support units provide districts with the same amount of funding as regular education units, but it takes fewer students to generate a special education unit. State Board of Education Rules for Public Schools specify that 6 percent of elementary students and 5.5 percent of

secondary students generate unit funding at the exceptional child divisor. Unit funding calculations for preschool children with disabilities are based on the amount of service received by these students.

- Pursuant to Senate Bill 1560, staff allocation funding is available to support all school district programs. This funding is based on the total number of support units generated by a school district in regular education, special education and alternative school programs. For each support unit districts qualify for reimbursement for 1.1 teachers, .075 administrators, and .375 classified staff. This reimbursement is subject to a statewide salary index that recognizes education and experience.
- The foundation program equalizes disparities in local wealth based on .004 of a district's adjusted market value. Most, but not all, districts request the full amount allowed by law. Some districts also have voter-approved supplemental levies.
- Reimbursement is provided to school districts for some of the costs of approved contracts for educational programs that are provided by other public and private agencies that meet state standards. The amount of future reimbursement available for an individual student's contracted program was reduced by House Bill 606, which went into effect July 1, 1996. H606 equalizes the disbursement of contract funds and provides the same level of state support for contracted students as for students served in public school programs.
- Districts that provide special education for students whose parents reside in another school district, may claim reimbursement for local tuition-equivalency allowances and also receive the exceptional child divisor for all such students. House Bill 606 also added an excess cost factor to assist these districts in meeting the needs of these high-cost students. This excess cost factor became available to school districts beginning in the 1996-97 school year.

State funds disbursed to Idaho districts during 1995-96, based on the special education funding formula, totaled \$45,733,315. This total included the state share of staff allocation and unit funding which equaled \$44,635,956 and the state share of district-to-agency contracts and special education tuition equivalency funds which was \$1,097,359.

The spread sheet on pages 8 -10 reports special education revenue and expenditure information for each school district for 1995-96. This information was reported to the SDE by school districts via the Idaho Financial Accounting and Reporting Management System. The local property taxes which would have been available for special education programs were calculated at .004 of adjusted market value.

It is important to note that each school district's board of trustees has the responsibility for setting budget and expenditure levels for special education programs. These levels may be higher or lower than the funds available from state and local sources.

1995-96 State and Local Special Education Funding

Dist. No.	District Name	Equalized State Unit and Staff Allocation Revenue Generated by Special Education Formula 1995-96	Local Revenue @ .004 of Adj. Market Value Pro-rated by Special Education Units 1995-96	Total State and Local Revenue Generated by Special Education Formula 1995-96	Actual Expenditures for Special Education from State & Local Sources 1995-96
1	Boise	\$4,170,397	\$2,467,830	\$6,638,227	\$11,639,331
2	Meridian	3,660,706	924,233	4,584,939	5,602,108
3	Kuna	499,852	77,911	577,762	686,318
11	Meadows Valley	53,754	23,406	77,160	99,359
13	Council	48,890	10,177	59,067	172,726
21	Marsh Valley	341,679	58,392	400,070	488,759
25	Pocatello	3,001,114	540,754	3,541,868	4,181,751
33	Bear Lake County	383,732	71,124	454,857	492,554
41	St. Maries	241,996	76,487	318,483	457,839
44	Plummer/Worley	0	58,670	58,670	253,136
52	Snake River	524,537	61,251	585,788	632,258
55	Blackfoot	997,976	120,013	1,117,988	1,457,483
58	Aberdeen	200,533	53,209	253,743	240,241
59	Firth	249,382	34,073	283,455	281,629
60	Shelley	480,530	57,375	537,905	685,208
61	Blaine County	75,736	927,354	1,003,090	1,433,465
71	Garden Valley	25,584	14,586	40,170	59,982
72	Basin	49,284	16,555	65,838	93,401
73	Horseshoe Bend	35,332	8,253	43,585	92,813
82	Bonner County	766,708	646,874	1,413,582	1,860,800
91	Idaho Falls	2,205,220	489,264	2,694,484	4,135,719
92	Swan Valley	0	6,891	6,891	0
93	Bonneville	1,578,610	192,238	1,770,848	2,579,333
101	Boundary County	288,278	115,794	404,073	546,389
111	Butte County	165,022	28,468	193,490	196,763
121	Camas County	46,920	12,484	59,404	49,644
131	Nampa	1,816,553	358,577	2,175,130	2,965,850
132	Caldwell	1,223,069	219,966	1,443,035	1,186,584
133	Wilder	72,392	16,780	89,171	171,017
134	Middleton	434,603	56,576	491,179	563,168
135	Notus	39,246	4,221	43,467	124,592
136	Melba	142,718	22,791	165,509	196,153
137	Parma	208,145	37,184	245,329	331,405
139	Vallivue	601,301	197,753	799,055	1,241,296
148	Grace	\$143,104	\$22,942	\$166,045	\$161,049

1995-96 State and Local Special Education Funding

Dist. No.	District Name	Equalized State Unit and Staff Allocation Revenue Generated by Special Education Formula 1995-96	Local Revenue @ .004 of Adj. Market Value Pro-rated by Special Education Units 1995-96	Total State and Local Revenue Generated by Special Education Formula 1995-96	Actual Expenditures for Special Education from State & Local Sources 1995-96
149	North Gem	\$40,169	\$18,834	\$59,003	\$53,604
150	Soda Springs	183,778	109,394	293,172	358,118
151	Cassia County	1,107,828	229,248	1,337,076	1,477,346
161	Clark County	38,904	19,046	57,949	47,938
171	Orofino	324,894	97,203	422,097	730,766
181	Challis	56,923	37,293	94,215	125,581
182	Mackay	49,445	9,373	58,818	99,272
192	Glenns Ferry	124,887	38,878	163,765	162,210
193	Mountain Home	863,182	123,570	986,753	1,375,931
201	Preston	478,032	60,304	538,336	498,609
202	West Side	130,979	14,319	145,299	62,700
215	Fremont County	516,192	150,408	666,601	983,052
221	Emmett	526,629	117,924	644,552	801,570
231	Gooding	281,581	46,983	328,564	326,587
232	Wendell	237,393	36,485	273,878	256,329
233	Hagerman	44,898	9,977	54,875	43,663
234	Bliss	32,971	6,914	39,884	44,159
241	Grangeville	370,738	121,509	492,247	695,040
242	Cottonwood	108,947	23,429	132,376	172,070
251	Jefferson County	853,573	98,070	951,644	940,367
252	Ririe	175,851	16,688	192,539	192,392
253	West Jefferson	163,338	33,362	196,699	177,413
261	Jerome	602,956	132,937	735,893	832,775
262	Valley	116,749	34,304	151,053	81,118
271	Coeur d'Alene	1,124,570	894,338	2,018,908	2,446,461
272	Lakeland	566,299	223,121	789,421	870,840
273	Post Falls	693,967	263,756	957,723	1,219,141
274	Kootenai	20,817	26,262	47,079	151,844
281	Moscow	455,953	206,034	661,986	1,449,039
282	Genesee	31,811	13,483	45,294	111,506
283	Kendrick	51,114	12,098	63,212	117,213
285	Potlatch	80,312	20,681	100,993	309,003
286	Whitepine	70,525	20,890	91,415	448,954
291	Salmon	237,024	73,447	310,471	338,678
292	South Lemhi	\$32,023	\$8,032	\$40,055	\$41,853

1995-96 State and Local Special Education Funding

Dist. No.	District Name	Equalized State Unit and Staff Allocation Revenue Generated by Special Education Formula 1995-96	Local Revenue @ .004 of Adj. Market Value Pro-rated by Special Education Units 1995-96	Total State and Local Revenue Generated by Special Education Formula 1995-96	Actual Expenditures for Special Education from State & Local Sources 1995-96
302	Nezperce	\$40,622	\$19,270	\$59,893	\$100,824
304	Kamiah	148,416	28,493	176,909	225,570
305	Highland	31,681	12,329	44,010	107,934
312	Shoshone	55,568	10,397	65,964	119,968
314	Dietrich	25,343	2,765	28,108	41,418
316	Richfield	39,937	5,864	45,801	98,735
321	Madison	872,976	121,812	994,789	1,247,820
322	Sugar-Salem	344,005	35,159	379,164	358,352
331	Minidoka County	1,173,177	218,984	1,392,161	1,481,770
340	Lewiston	655,236	599,630	1,254,866	2,747,005
341	Lapwai	112,367	19,356	131,724	272,998
342	Culdesac	24,755	3,682	28,436	65,427
351	Oneida County	202,826	32,691	235,517	219,250
363	Marsing	103,161	11,938	115,099	236,919
365	Bruneau-Gr. View	89,187	37,520	126,707	141,460
370	Homedale	274,464	29,860	304,324	392,807
371	Payette	460,558	64,980	525,538	519,355
372	New Plymouth	231,674	33,986	265,660	267,077
373	Fruitland	242,687	51,723	294,410	309,701
381	American Falls	258,049	170,641	428,690	638,874
382	Rockland	37,725	5,444	43,169	75,095
391	Kellogg	309,242	73,387	382,629	675,284
392	Mullan	40,560	6,059	46,618	100,566
393	Wallace	158,702	37,193	195,896	429,259
401	Teton County	207,410	93,946	301,355	252,917
411	Twin Falls	1,468,656	419,761	1,888,416	1,736,206
412	Buhl	287,653	84,927	372,580	477,929
413	Filer	253,233	46,554	299,787	324,771
414	Kimberly	335,734	37,990	373,724	295,084
415	Hansen	53,526	11,956	65,483	78,116
417	Castlefords	46,787	10,038	56,825	95,337
418	Murtaugh	32,278	7,285	39,563	58,405
421	McCall-Donnelly	0	320,374	320,374	410,357
422	Cascade	35,120	42,845	77,965	149,919
431	Weiser	371,663	71,982	443,645	375,520
432	Cambridge	22,690	6,488	29,178	86,321
433	Midvale	20,136	9,432	29,568	53,339
Totals		\$44,635,956	\$14,175,788	\$58,811,744	\$78,670,954

Federal Funds

The IDEA provides for a free, appropriate, public education for all school-age children with disabilities. Two separate federal grants are authorized under Title VI-B of this act. These grants are provided annually to all states, based on the number of children with disabilities served in the preceding year. School Age Title VI-B funds are determined by the number of children, aged 3 through 21, served in special education programs in each school district. Preschool Title VI-B funds are available for students aged 3 through 5 who receive preschool special education services. These federal funds must be used to supplement, not supplant, existing state and local funding for special education services.

Idaho's total School Age Title VI-B award for the 1995-96 school year was \$9,537,071. The total Preschool Title VI-B award was \$2,030,031. A maximum of 5 percent of each grant award may be used to support administrative activities, which include grant administration, monitoring, complaint investigations and due process hearing management.

Not less than 75 percent of each grant must flow through to school districts. The amount of School Age Title VI-B federal flow-through funding awarded to Idaho school districts in 1995-96 was \$7,910,397. This represented approximately 83 percent of Idaho's total School Age Title VI-B award. Preschool grant flow-through funds equaled \$1,658,675, or 82 percent of that grant. Most school districts use the majority of flow-through funds for special education staff salaries and benefits and related services contracts. Funds can also be used for supplies, materials and training. The spread sheet, which begins on page 12, details each school district's flow-through award for 1995-96 School Age and Preschool Title VI-B funds.

The remaining portion of the grants--after paying administrative and flow-through costs--can be used by the state for other direct and support services to students with disabilities. In Idaho, approximately 5.5 percent of the School Age grant was allocated to statewide training and support to school districts, and approximately 6.5 percent was used to respond to emergency funding requests from school districts.

1995-96 Federal Flow-Through Funding from IDEA School Age and Preschool Grants

Dist. No.	District Name	Special Education Child Count 12-1-95	1995-96 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-Thru 1995-96	IDEA Title VI-B Preschool Flow-Thru 1995-96	Total Title VI-B School Age and Preschool Flow-Thru 1995-96
1	Boise	2,560	26714	9.6%	\$902,397	\$176,587	\$1,078,984
2	Meridian	1,658	18641	8.9%	521,780	81,135	602,915
3	Kuna	211	2463	8.6%	75,711	14,314	90,025
11	Meadows Valley	29	259	11.2%	11,594	6,887	18,481
13	Council	46	414	11.1%	15,918	1,371	17,290
21	Marsh Valley	172	1744	9.9%	64,933	17,751	82,684
25	Pocatello	1,675	13820	12.1%	579,032	127,925	706,957
33	Bear Lake County	165	1848	8.9%	58,698	19,598	78,296
41	St. Maries	155	1347	11.5%	56,297	15,192	71,490
44	Plummer/Worley	69	567	12.2%	22,597	6,317	28,914
52	Snake River	236	2414	9.8%	80,812	20,738	101,550
55	Blackfoot	431	4594	9.4%	140,704	38,133	178,837
58	Aberdeen	79	1056	7.5%	29,276	9,784	39,060
59	Firth	106	1098	9.7%	39,159	11,755	50,914
60	Shelley	191	2344	8.1%	65,172	22,233	87,405
61	Blaine County	301	2852	10.6%	94,276	15,192	109,468
71	Garden Valley	22	307	7.2%	11,070	2,511	13,581
72	Basin	35	477	7.3%	14,061	2,250	16,311
73	Horseshoe Bend	26	300	8.7%	9,412	724	10,136
82	Bonner County	439	6167	7.1%	152,894	27,856	180,751
91	Idaho Falls	1,154	11211	10.3%	379,928	68,950	448,879
92	Swan Valley	9	76	11.8%	3,907	1,787	5,694
93	Bonneville	710	7736	9.2%	247,727	42,710	290,437
101	Boundary County	132	1736	7.6%	53,333	15,175	68,508
111	Butte County	70	691	10.1%	28,693	10,401	39,093
121	Camas County	21	210	10.0%	6,905	1,787	8,692
131	Nampa	926	8771	10.6%	339,178	67,005	406,183
132	Caldwell	497	4988	10.0%	175,983	76,974	252,956
133	Wilder	44	518	8.5%	13,126	4,993	18,118
134	Middleton	220	1996	11.0%	81,263	20,138	101,400
135	Notus	34	383	8.9%	12,960	647	13,607
136	Melba	73	693	10.5%	27,247	8,258	35,505
137	Parma	120	984	12.2%	36,473	5,254	41,727
139	Vallivue	418	2970	14.1%	164,853	38,874	203,727
148	Grace	54	663	8.1%	\$17,032	\$6,163	\$23,195

1995-96 Federal Flow-Through Funding from IDEA School Age and Preschool Grants

Dist. No.	District Name	Special Education Child Count 12-1-95	1995-96 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-Thru 1995-96	IDEA Title VI-B Preschool Flow-Thru 1995-96	Total Title VI-B School Age and Preschool Flow-Thru 1995-96
149	North Gem	29	214	13.6%	\$7,097	\$647	\$7,744
150	Soda Springs	133	1299	10.2%	39,663	7,350	47,013
151	Cassia County	443	5397	8.2%	176,334	46,438	222,772
161	Clark County	26	225	11.6%	9,246	4,684	13,930
171	Orofino	173	1728	10.0%	55,442	18,150	73,591
181	Challis	87	705	12.3%	26,398	8,288	34,686
182	Mackay	26	294	8.8%	13,942	5,717	19,658
192	Glenns Ferry	68	716	9.5%	28,242	5,147	33,388
193	Mountain Home	418	4255	9.8%	129,926	24,638	154,563
201	Preston	121	2335	5.2%	44,299	12,372	56,671
202	West Side	64	606	10.6%	22,113	7,504	29,617
215	Fremont County	299	2634	11.4%	106,327	26,116	132,443
221	Emmett	275	2827	9.7%	87,006	18,119	105,126
231	Gooding	110	1244	8.8%	37,839	17,241	55,080
232	Wendell	116	1082	10.7%	39,484	9,968	49,452
233	Hagerman	34	413	8.2%	11,527	3,420	14,947
234	Bliss	24	191	12.6%	8,662	2,096	10,758
241	Grangeville	192	2103	9.1%	71,851	15,300	87,150
242	Cottonwood	54	528	10.2%	19,533	5,023	24,556
251	Jefferson County	280	4171	6.7%	93,991	15,608	109,599
252	Ririe	85	815	10.4%	24,680	7,950	32,630
253	West Jefferson	57	799	7.1%	20,030	8,413	28,443
261	Jerome	268	3154	8.5%	92,200	25,036	117,236
262	Valley	67	757	8.9%	15,102	3,960	19,062
271	Coeur d'Alene	631	8496	7.4%	211,785	20,939	232,725
272	Lakeland	306	3529	8.7%	99,635	8,674	108,309
273	Post Falls	371	3931	9.4%	114,240	17,425	131,665
274	Kootenai	38	324	11.7%	12,469	154	12,624
281	Moscow	261	2709	9.6%	87,119	20,476	107,596
282	Genesee	19	333	5.7%	7,031	724	7,755
283	Kendrick	48	392	12.2%	16,900	4,114	21,014
285	Potlatch	98	668	14.7%	30,702	8,567	39,269
286	Whitepine	90	688	13.1%	28,467	647	29,114
291	Salmon	161	1375	11.7%	57,916	9,784	67,700
292	South Lemhi	7	149	4.7%	\$5,923	\$1,787	\$7,710

1995-96 Federal Flow-Through Funding from IDEA School Age and Preschool Grants

Dist. No.	District Name	Special Education Child Count 12-1-95	1995-96 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-Thru 1995-96	IDEA Title VI-B Preschool Flow-Thru 1995-96	Total Title VI-B School Age and Preschool Flow-Thru 1995-96
302	Nezperce	32	232	13.8%	\$5,087	\$1,448	\$6,536
304	Kamiah	80	692	11.6%	26,113	4,761	30,874
305	Highland	36	327	11.0%	14,585	3,158	17,744
312	Shoshone	53	446	11.9%	18,817	3,883	22,699
314	Dietrich	17	209	8.1%	9,703	5,331	15,035
316	Richfield	29	223	13.0%	12,602	8,335	20,937
321	Madison	418	4337	9.6%	148,610	31,169	179,779
322	Sugar-Salem	122	1584	7.7%	41,878	9,861	51,739
331	Minidoka County	549	5295	10.4%	171,366	23,866	195,233
340	Lewiston	453	5103	8.9%	134,489	19,937	154,426
341	Lapwai	74	555	13.3%	24,554	1,294	25,848
342	Culdesac	18	246	7.3%	8,629	1,448	10,077
351	Oneida County	98	1030	9.5%	30,417	9,291	39,708
363	Marsing	83	686	12.1%	25,754	4,607	30,361
365	Bruneau-Gr. View	69	625	11.0%	20,581	4,868	25,449
370	Homedale	116	1219	9.5%	40,213	11,571	51,784
371	Payette	191	1992	9.6%	58,327	15,870	74,196
372	New Plymouth	102	941	10.8%	30,158	9,891	40,050
373	Fruitland	97	1298	7.5%	31,365	1,217	32,583
381	American Falls	238	1704	14.0%	80,865	14,837	95,701
382	Rockland	13	158	8.2%	3,621	1,526	5,147
391	Kellogg	196	1660	11.8%	69,835	11,263	81,097
392	Mullan	20	205	9.8%	10,287	0	10,287
393	Wallace	112	848	13.2%	42,648	11,031	53,679
401	Teton County	124	1169	10.6%	35,325	8,983	44,308
411	Twin Falls	607	7057	8.6%	212,229	43,065	255,295
412	Buhl	139	1563	8.9%	57,080	15,038	72,118
413	Filer	138	1267	10.9%	37,030	9,938	46,968
414	Kimberly	162	1248	13.0%	60,529	22,928	83,457
415	Hansen	58	393	14.8%	20,641	14,991	35,632
417	Castleford	45	364	12.4%	12,768	1,294	14,062
418	Murtaugh	25	300	8.3%	10,287	2,511	12,799
421	McCall-Donnelly	135	1258	10.7%	45,971	7,997	53,967
422	Cascade	69	446	15.5%	24,899	7,534	32,433
431	Weiser	148	1748	8.5%	44,896	11,031	55,927
432	Cambridge	36	301	12.0%	13,285	2,974	16,259
433	Midvale	15	116	12.9%	3,257	77	3,334
Totals		23,484	242,983	9.7%	\$8,026,220	\$1,738,674	\$9,764,894

UNMET NEEDS OF STUDENTS WITH DISABILITIES

1. In September 1994, the U.S. Department of Education conducted a compliance review of the Idaho Department of Education and identified deficiencies in six general areas. One of those areas was related to the lack of special education services for school-age inmates in Idaho's correctional facilities. The relevant finding from the U.S. Department of Education was stated as follows:

Idaho State Department of Education must ensure that all individuals with disabilities, birth through 21, including those who are incarcerated, are identified, located and evaluated (34 CFR 300.128), and that those ages three to 21 have available to them a free appropriate public education (FAPE). (34 CFR 300.122 and 300.300).

The SDE developed and implemented a corrective action plan to address these deficiencies. The corrective action plan proposes that special education services to eligible inmates will begin July 1, 1997. The SDE has previously negotiated with the U. S. Department of Education and was granted two extensions of the time line for providing services. Therefore, the possibility of negotiating further extensions is uncertain if the July 1, 1997, time line is not met.

If Idaho does not establish special education services to eligible inmates with disabilities by July 1, 1997, the continued receipt of approximately \$11.5 million in federal special education funds may be in jeopardy.

2. School districts struggle to provide appropriate services to students with serious emotional disturbance (SED) because of the high cost of these services and the resource limitations of school districts. House Bill 606 was designed to provide additional funding to assist school districts who identify and serve high numbers of children with serious emotional disturbance. Although school districts find these extra funds helpful, most report that they are not sufficient to offset the extraordinary costs of educating these students.

SPECIAL EDUCATION SECTION ACCOMPLISHMENTS ON BEHALF OF GIFTED/TALENTED STUDENTS

- Numerous training and technical assistance opportunities were provided for school personnel by the Gifted/Talented (G/T) Specialist to assist districts in understanding and meeting Idaho's G/T mandate.
- Additional selections were added to the G/T loaning library which is available to teachers, students and parents.
- The G/T Specialist, working in conjunction with Idaho's institutions of higher education, identified a core of five classes in gifted education. In the future, these classes can be offered on campus, through in-service opportunities, or through independent study and could be used as a core for an endorsement in G/T education.

SCHOOL DISTRICT PROGRAMS AND SERVICES FOR GIFTED/TALENTED STUDENTS

Gifted/Talented Students Served

Idaho's G/T mandate requires school districts to identify and serve G/T students between the ages of 5 and 18 who qualify in one or more of the following areas: intellectual, specific academic, leadership, creativity, and visual or performing arts. Each year on December 1, school districts report the number of students who qualify and are served in gifted programs. During the 1995-96 school year, 7,165 Idaho students were identified as gifted/talented. This is an increase of 1,989 students from the previous school year. This represented 2.9 percent of all students enrolled in public schools during the 1995-96 school year, compared to 2.15 percent of all public school students for the previous year. A spread sheet, which begins on page 18, identifies the number of G/T students identified and served by Idaho school districts and the amount of funds expended to provide those programs.

Gifted/Talented Education Services

- During the 1995-96 school year, 80 districts identified and reported G/T students on their annual child count; this compares to 72 districts for the 1994-95 school year.
- The number of G/T facilitators employed by school districts increased between 1994-95 and 1995-96 from 128 to 167.
- Districts that were already providing services to G/T students demonstrated increased efforts to identify students in talent areas in addition to academic.

- School district G/T expenditures increased from \$3,954,363 in the 1994-95 school year to \$4,289,511 in the 1995-96 school year.

UNMET NEEDS OF GIFTED/TALENTED STUDENTS

Only 6 percent of school districts identified students in all five talent areas identified by Idaho's G/T mandate. Another 7 percent identified and served students in four of five talent areas. Districts report a lack of funds as the major reason they were unable to provide appropriate services to all G/T students. Districts are in need of additional resources to employ G/T facilitators and to purchase materials and supplies for the program.

1995-96 Gifted/Talented Expenditures and Number of Students

Dist. No.	District Name	Gifted/Talented Child Count 12-1-95	1995-96 Total Enrollment	Percent of Identified G/T Students in District	Gifted/Talented Expenditures from State and Local Funds
1	Boise	388	26714	1.5%	\$686,992
2	Meridian	2,224	18641	11.9%	440,887
3	Kuna	95	2463	3.9%	48,107
11	Meadows Valley	7	259	2.7%	0
13	Council	9	414	2.2%	0
21	Marsh Valley	43	1744	2.5%	39,136
25	Pocatello	216	13820	1.6%	139,858
33	Bear Lake County	23	1848	1.2%	0
41	St. Maries	0	1347	0.0%	24
44	Plummer/Worley	3	567	0.5%	0
52	Snake River	109	2414	4.5%	49,422
55	Blackfoot	71	4594	1.5%	0
58	Aberdeen	19	1056	1.8%	23,152
59	Firth	42	1098	3.8%	0
60	Shelley	43	2344	1.8%	43,250
61	Blaine County	136	2852	4.8%	192,746
71	Garden Valley	0	307	0.0%	0
72	Basin	32	477	6.7%	0
73	Horseshoe Bend	8	300	2.7%	0
82	Bonner County	127	6167	2.1%	960
91	Idaho Falls	352	11211	3.1%	265,865
92	Swan Valley	0	76	0.0%	0
93	Bonneville	281	7736	3.6%	107,289
101	Boundary County	36	1736	2.1%	28,809
111	Butte County	0	691	0.0%	0
121	Camas County	0	210	0.0%	0
131	Nampa	80	8771	0.9%	108,018
132	Caldwell	30	4988	0.6%	173,979
133	Wilder	14	518	2.7%	0
134	Middleton	63	1996	3.2%	20,249
135	Notus	14	383	3.7%	35,731
136	Melba	37	693	5.3%	19,321
137	Parma	12	984	1.2%	0
139	Vallivue	22	2970	0.7%	44,520
148	Grace	9	663	1.4%	\$0

1995-96 Gifted/Talented Expenditures and Number of Students

Dist. No.	District Name	Gifted/Talented Child Count 12-1-95	1995-96 Total Enrollment	Percent of Identified G/T Students in District	Gifted/Talented Expenditures from State and Local Funds
149	North Gem	0	214	0.0%	\$0
150	Soda Springs	47	1299	3.6%	18,973
151	Cassia County	52	5397	1.0%	58,234
161	Clark County	75	225	33.3%	1,806
171	Orofino	54	1728	3.1%	56,622
181	Challis	0	705	0.0%	0
182	Mackay	0	294	0.0%	0
192	Glenns Ferry	9	716	1.3%	19,396
193	Mountain Home	41	4255	1.0%	40,394
201	Preston	39	2335	1.7%	49,997
202	West Side	0	606	0.0%	0
215	Fremont County	43	2634	1.6%	81,484
221	Emmett	141	2827	5.0%	0
231	Gooding	10	1244	0.8%	17,133
232	Wendell	43	1082	4.0%	44,104
233	Hagerman	1	413	0.2%	0
234	Bliss	0	191	0.0%	18
241	Grangeville	0	2103	0.0%	0
242	Cottonwood	17	528	3.2%	2,930
251	Jefferson County	87	4171	2.1%	48,544
252	Ririe	27	815	3.3%	20
253	West Jefferson	26	799	3.3%	7,416
261	Jerome	15	3154	0.5%	52,184
262	Valley	0	757	0.0%	0
271	Coeur d'Alene	0	8496	0.0%	154,368
272	Lakeland	41	3529	1.2%	70,684
273	Post Falls	70	3931	1.8%	62,942
274	Kootenai	32	324	9.9%	7,017
281	Moscow	212	2709	7.8%	165,378
282	Genesee	13	333	3.9%	8,088
283	Kendrick	0	392	0.0%	386
285	Potlatch	57	668	8.5%	9,030
286	Whitepine	62	688	9.0%	10,965
291	Salmon	0	1375	0.0%	6,627
292	South Lemhi	0	149	0.0%	\$0

1995-96 Gifted/Talented Expenditures and Number of Students

Dist. No.	District Name	Gifted/Talented Child Count 12-1-95	1995-96 Total Enrollment	Percent of Identified G/T Students in District	Gifted/Talented Expenditures from State and Local Funds
302	Nezperce	0	232	0.0%	\$0
304	Kamiah	9	692	1.3%	10,059
305	Highland	3	327	0.9%	0
312	Shoshone	0	446	0.0%	0
314	Dietrich	0	209	0.0%	0
316	Richfield	0	223	0.0%	0
321	Madison	191	4337	4.4%	79,216
322	Sugar-Salem	25	1584	1.6%	38,905
331	Minidoka County	81	5295	1.5%	107,732
340	Lewiston	66	5103	1.3%	222,796
341	Lapwai	0	555	0.0%	42
342	Culdesac	0	246	0.0%	0
351	Oneida County	29	1030	2.8%	0
363	Marsing	33	686	4.8%	0
365	Bruneau-Gr. View	0	625	0.0%	0
370	Homedale	64	1219	5.3%	0
371	Payette	154	1992	7.7%	39,537
372	New Plymouth	17	941	1.8%	15,120
373	Fruitland	0	1298	0.0%	0
381	American Falls	38	1704	2.2%	24,041
382	Rockland	0	158	0.0%	0
391	Kellogg	76	1660	4.6%	47,819
392	Mullan	6	205	2.9%	336
393	Wallace	42	848	5.0%	44,151
401	Teton County	21	1169	1.8%	13,088
411	Twin Falls	183	7057	2.6%	95,109
412	Buhl	23	1563	1.5%	19,512
413	Filer	22	1267	1.7%	21,619
414	Kimberly	156	1248	12.5%	2,711
415	Hansen	0	393	0.0%	0
417	Castleford	0	364	0.0%	0
418	Murtaugh	20	300	6.7%	0
421	McCall-Donnelly	67	1258	5.3%	3,936
422	Cascade	12	446	2.7%	626
431	Weiser	57	1748	3.3%	40,101
432	Cambridge	3	301	1.0%	0
433	Midvale	8	116	6.9%	0
Totals		7,165	242,983	2.9%	\$4,289,511

POSITION STATEMENT

The Placement of Student with Disabilities

The Mission of the Idaho State Department of Education is to promote a thorough system of public education by providing leadership and consultation to school districts, the public and partner agencies. The State Department of Education will assist in delivering excellent programs and services, leading to success for all learners and meeting the letter and spirit of relevant laws, rules and regulations. The focus of the State Department of Education is to promote best teaching practices that lead to high academic achievement.

To this end, part of the Department's mission is to assist school districts and others with understanding and implementing the placement requirements of the Individuals with Disabilities Education Act, or IDEA.

The IDEA states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. Students with disabilities should be enrolled in the school they would attend if they did not have a disability, unless their individual education plan requires another arrangement. School districts must have a continuum of alternative placement options available to meet the needs of each student's individual education plan. Placement decisions are made individually for each student by a team that includes the student's parents, teacher, school administrator and other individuals as appropriate.

The IDEA allows for removal of students with disabilities from regular educational environments only when the nature or severity of the disability is such that education in the regular classroom cannot be achieved satisfactorily with the use of supplementary aids and services. Supplementary aids and services might include curriculum modifications, assistance from a special education teacher, training for the general education teacher, assistive technology devices, note takers or resource room services. If supplementary aids and services have been provided, and a student is unsuccessful or so disruptive that the education of other students is significantly impaired, the Child Study Team should review the student's placement. The purpose of the review is to determine if additional supplementary aids and services are needed and/or if the student's placement should be changed to a more appropriate setting.

IDEA provisions have been interpreted by a large body of case law which continues to change over time. Part of the mission of the Department of Education is to provide information to school districts on current and relevant case law.

We believe that the successful placement of students with disabilities into general education classrooms requires planning and preparation. Educators must be empowered with research-based information and skills necessary to meet the needs of all students in the classroom, including students with disabilities. The State Department of Education, in its strategic plan, has set a goal to work in cooperation with school districts and higher education institutions to coordinate training opportunities. We must work collaboratively to provide training so educators can obtain the knowledge and skills they need to meet the current and future needs of all students.



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
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