

**Idaho Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

October 3, 2002

**Lewis-Clark State College, Lewiston
Williams Conference Center, Clearwater/Snake Rooms**

- A. Letter of Authorization Requests, Bob West**
- B. Idaho Comprehensive Literacy Assessment (ICLA), Dale Gentry and George Canney**
- C. Report on Schools with Less than 10 Students, Tim Hill**
- D. Annual Report - Hardship Elementary School, Tim Hill**
- E. Presentation of the Public School Budget for FY 2004, Tim Hill**
- F. Proposed Timeline for Comprehensive Accreditation Model, Shannon Page**
- G. Pupil Transportation Support Program - Cost Comparison and Efficiency, Rod McKnight**
- H. Superintendent's Report, Marilyn Howard**

A. SUBJECT:

Letter of Authorization Requests

BACKGROUND:

At its September 5-6, 2002, meeting, the Professional Standards Commission approved Letters of Authorization for recommendation to the State Board of Education for its final approval.

Pertinent to the Letters of Authorization, State Board of Education Rule IDAPA 08.02.02.070.01 states that, "The final recommendation of the Commission will be submitted to the State Board of Education by the Superintendent of Public Instruction."

RECOMMENDATIONS:

The State Department of Education recommends that the State Board of Education give final approval for the Letters of Authorization that have been submitted as approved by the Professional Standards Commission at its September 5-6, 2002, meeting.

BOARD ACTION:

The State Board carried to approve/disapprove/table the requests for Letters of Authorization as submitted by the Professional Standards Commission. Moved by _____, seconded by _____, and carried.

ATTACHMENTS:

1. Letter of Authorization approval list

Letter of Authorization Requests

REQUESTS			The district's request is for a:			New or Renewal
FTE	NAME	DIST	DISTRICT NAME	CERTIFICATE	ENDORSEMENT	
1	Alverson, Robert D.	151	Cassia Co.	Standard Elementary	Music (K-12)	Renewal
1	Bentz, Charlene		COSSA	Standard Exceptional Child	Generalist	Renewal
1	Bliss, Tiffany R.	331	Minidoka Co.	Pupil Personnel Services	School Psychologist	New
1	Campbell, Karen	331	Minidoka Co.	Pupil Personnel Services	School Psychologist	New
1	Carrick, Charlene	331	Minidoka Co.	Standard Elementary	all subjects	Renewal
1	Casiano, Idalia	331	Minidoka Co.	Standard Elementary	Early Childhood -- Special Ed	Renewal
1	Choate, Geianne	417	Castleford	Pupil Personnel Services	School Counselor	Renewal
1	Compton, Debby	412	Buhl	Standard Exceptional Child	Generalist	Renewal
1	Craner, Jerry A.	316	Richfield	Standard Exceptional Child	Generalist	Renewal
1	Groves, Danielle	412	Buhl	she already has her certificate	Social Studies	New
1	Hale, Kimberly		COSSA	Standard Exceptional Child	Generalist	Renewal
1	Johnson, Ann	331	Minidoka Co.	Standard Exceptional Child	Generalist	Renewal
1	Kappes, Axel A.		COSSA	Standard Exceptional Child	Seriously Emotionally Disturbed	New
1	Kurz-Blalock, Kelly	412	Buhl	she already has her certificate	Standard Mathematics	New
1	Meacham, Jeffrey A.	61	Blaine Co.	Standard Exceptional Child	Generalist	New
1	North, Lynda J.	371	Payette	Standard Exceptional Child	Generalist	New
1	Pattee, Penny	418	Murtaugh	Pupil Personnel Services	School Counselor	Renewal
1	Rasnick, Jaclynn	331	Minidoka Co.	Standard Secondary	Physical Education	New
1	Smith, Kenny	193	Mountain Home	Standard Exceptional Child	Generalist	New
1	Therien, Katherine		COSSA	Standard Exceptional Child	Generalist	New
1	Uscola, Tracey	331	Minidoka Co.	Standard Exceptional Child	Generalist	Renewal
1	VanEgmond, Thelma	3	Kuna	Standard Exceptional Child	Generalist	New
1	Woodward, Judy	331	Minidoka Co.	Standard Elementary	Early Childhood -- Special Ed	Renewal
1	Wills, Rebecca	418	Murtaugh	Standard Exceptional Child	Generalist	Renewal
1	Zago, Barbara A.	412	Buhl	ECE/ECSE Blended	Birth thru Grade 3	New

B. SUBJECT:

Idaho Comprehensive Literacy Assessment: Information Update

BACKGROUND:

Idaho Code §33-1207A(1) states, “The state board shall be responsible for the development of a single pre-service [literacy] assessment measure for all kindergarten through grade eight (8) teacher preparation programs.”

Idaho Code §33-1207A(1) also states, “By September 2002, all K-8 teacher candidates from an Idaho teacher preparation program shall pass this assessment in order to qualify for an Idaho standard elementary teaching certificate.”

DISCUSSION:

Under the direction of Dr. Dale Gentry, then dean of the College of Education at the University of Idaho, a committee representing various constituency groups was established to develop “The Idaho Comprehensive Literacy Course.”

Representation included members of the Idaho Education Association, the Idaho Association of School Administrators, the Idaho School Boards Association, higher education, public schools, the State Board of Education and the State Department of Education. More than 4,111 practicing teachers have completed the course to date as a certification renewal requirement. The course continues to be offered through a number of State Department of Education-approved providers.

Following the development of the course, an assessment was developed as a certification requirement by a group led by Dr. Dale Gentry that included Dr. George Canney from the University of Idaho, Dr. Bob Pehrsson from Idaho State University, and others from Colleges of Education throughout the state. The assessment instrument was piloted, authenticated for validity and reliability, and is ready for implementation to coincide with the September 1, 2002, effective date.

Successfully completing The Idaho Comprehensive Literacy Course or successfully challenging the course by taking the assessment will meet the requirements of the statute for re-certification purposes.

Dr. Dale Gentry will review the rudiments of the course, the assessment development, and what is planned for the future to maintain the integrity of the legislation.

ATTACHMENTS:

1. Development of the Idaho Comprehensive Literacy Assessment

Development of the Idaho Comprehensive Literacy Assessment
A Presentation to the Idaho State Board of Education
October 3, 2002

Purpose of this documentation and presentation to the State Board of Education

To inform SBOE members of progress on the Idaho Comprehensive Literacy Assessment for preservice teachers. Following is a brief listing of the progression of events and current status of literacy requirements for both practicing and preservice teachers.

Legislative and executive background

Beginning in 1997 the Idaho Legislature created reading committees to study reading in Idaho and to study reading practices. The 1997 and 1998 sessions of the Idaho Legislature also charged the State Board of Education and Idaho's Department of Education to study the status of reading in Idaho and to make recommendations to the legislature. The committee began the study of reading in Idaho schools. Its charges were to: (a) determine how well Idaho children read, (b) identify research based "best practices" in reading, and (c) recommend changes in reading instruction. The committee authorized a study of the reading status of Idaho's children and one on the status of reading instruction and preparation of Idaho's teachers to teach reading.

A scientific study of 938 fourth grade children in 41 Idaho classrooms was completed in 1998. The study indicated that 25-40% of Idaho children were reading below grade level, including substandard performance in reading comprehension. A disproportionate number of the children reading at the lowest level were considered "high risk." Concurrently, the Idaho Comprehensive Literacy Plan was developed, which identified the basic knowledge and skills to be included in kindergarten through third grade.

Based upon the legislative resolutions, the Idaho State Board of Education and the Idaho Department of Education presented in January 1999, a "Report to the Legislature on Reading Education." During the 1999 legislative session, the legislature passed three bills directly related to reading. House Bill 176 established assessments at prescribed K-3 levels with the goal of improving students' reading skills. House Bill 177 provided for a minimum of 40 hours of extended learning opportunities for K-12 children reading below grade level, with the goal that every child would read fluently and comprehend text at grade level by the end of grade 3. House Bill 178 created a requirement that all K-8 teachers and principals complete an approved reading course or pass an Idaho literacy assessment for teachers. Further, beginning in August 2002, all preservice teachers would be required to pass a state approved literacy assessment.

Implementation

The legislative action resulted in the development of a new course on teaching literacy for teachers, which became known as the Idaho Comprehensive Literacy Course, and in the development of the Idaho Comprehensive Literacy Assessment. The course was developed in the spring and summer of 1999 and delivered beginning fall, 1999. Work on the literacy assessment was begun in fall of 1999. Both were based on the content of the Idaho Comprehensive Literacy Plan for K-3 students. The three main units of the Comprehensive Literacy Course were (a) language structure and literacy instruction based on current research, (b) reading comprehension instruction based on research and best practices, and (c) literacy assessment and intervention practices. Beginning in fall of 1999, most institutions of higher education in Idaho and a private provider delivered numerous sections of the Comprehensive Literacy course to teachers on campuses and in local districts throughout the state

Literacy Assessment Committee

In the late summer of 1999, then Executive Director of the Idaho State Board of Education, Dr. Greg Fitch, asked Dean Gentry to chair a statewide committee to develop the Idaho Comprehensive Literacy Assessment. No funding was associated with this charge.

A consortium of Idaho personnel was formed to develop the literacy assessment. Included in this consortium were faculty representatives from every public and private four-year college and university in Idaho, teachers, school administrators, representatives from professional education associations, and representatives of private sector organizations. Two measurement and test development experts were hired, and two internationally recognized consultants were asked to assist with the design and content of the assessment instrument. Members of the consortium/ committee have volunteered their time, have developed an extraordinary level of collegiality, and have shown a very strong commitment to development and implementation of the assessment.

Development of the instrument known as the Idaho Comprehensive Literacy Assessment

The committee charged with developing the assessment instrument became known as the Idaho Comprehensive Literacy Assessment Committee. Several working subcommittees were formed, and individuals and subcommittees completed most of the work required for developing the assessment. The main committee met approximately bimonthly, with other work being performed by individuals and subcommittees between meetings.

Over the course of time, from fall, 1999 to spring, 2001, the external consultants and members of the Idaho Comprehensive Literacy Assessment Committee designed and developed the assessment instrument and created items for pilot testing. A field test of

items was conducted in fall of 2000. Three pilot versions of the test were administered from March 2001 to February of 2002. The first full-scale administration was conducted in April of this year. After administration of each pilot version, teachers and faculty members of the committee scored the completed exams, and a series of statistical analyses were conducted. Members of the committee reviewed data and made decisions about item inclusion, refinement and exclusion, based on the statistical data. Each subsequent iteration of the assessment instrument reflected these changes. Two forms of the assessment instrument were developed and pilot tested simultaneously. A study guide has been developed and undergone considerable refinement. It is available online to assist students and teachers prepare for the assessment.

Instrument Structure

The assessment instrument consists of three standards that correspond to the three standards of the comprehensive literacy course, including language structure and literacy instruction, comprehension, and diagnosis and assessment. Each standard is divided into three sections--vocabulary knowledge, subject knowledge regarding research-based best practices, and two classroom scenarios requiring narrative responses. The responses to scenarios are intended to approximate performance-based analysis of childrens' reading abilities. Forty percent of the total score is allotted to scenario responses. The assessment takes three hours or less to complete.

Data Analysis

Each item was examined using pass rates and other data. Items that were considered too easy, too difficult, or which simply were poor items were discarded. A commonly used procedure for determining pass rates was used to establish passing scores for each section of each standard. Current versions of the test are resulting in first time pass rates of approximately 75%, with some variability. Students preparing to teach in K-8 settings must pass all three standards in order to be certified to teach.

Future Needs and Plans

The state committee currently is working on adding additional forms of the assessment. Two new paper and pencil forms will be added to the current forms. A subcommittee also is working on a version that can be administered using the Internet. Both technical issues and security issues are being addressed. It is our belief that both the formal organization of this group must be addressed, as well as future funding for the work of the committee.

Prepared in behalf of the committee by Dale Gentry

C. SUBJECT:

Approval to operate an elementary school with less than ten (10) pupils in average daily attendance

BACKGROUND:

Idaho Code 33-1003 (2)(f) states, “Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.” At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education at the October meeting.

DISCUSSION:

All but one of the districts that requested approval to operate an elementary school during the 2002-2003 school year with less than ten (10) pupils in average daily attendance was approved for the 2001-2002 school year. One district has an elementary school with estimated enrollment of 14 for the upcoming year, and requested approval in the event that the average daily attendance falls below 10.

ACTION TAKEN:

Dr. Marilyn Howard approved all of the requests to operate an elementary school during the 2002-2003 school year with less than ten (10) pupils in average daily attendance (see attachment).

ATTACHMENTS:

1. List of approved districts/schools.

Schools Approved to Operate with Less Than 10 ADA
School Year 2002-2003

School District	School	Estimated Enrollment	Requested Approval Last Year?
Bear Lake County School District # 033	Geneva Elementary	10	YES
Garden Valley School District # 071	Lowman Elementary	14	YES
Soda Springs Joint School District # 150	Grays Lake Elementary	< 10	YES
Challis Joint School District # 181	Clayton Elementary	6	YES
Prairie Elementary School District # 191	Prairie Elementary - Junior High	< 10	YES
Mountain Home School District # 193	Pine Elementary - Junior High	< 10	YES
Grangeville Joint School District # 241	White Bird Primary	8	YES
Arbon Elementary School District # 383	Arbon Elementary	10	NO
Avery School District # 394	Calder Elementary - Junior High	< 10	YES

D. SUBJECT:

Annual Report - Hardship Elementary School - Cassia County School District #151, Albion Elementary School

BACKGROUND:

At the October 1999 meeting, the State Board of Education approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year, and required an annual report. However, the 2000 Legislature amended 33-1003 (2)(b) by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the State Board of Education chooses to rescind the hardship status.

DISCUSSION:

Conditions supporting the October 1999 decision to approve the Albion Elementary School as a Hardship Elementary School have not changed (see attachment D.1.).

RECOMMENDATION:

The Department of Education recommends that the State Board of Education does not rescind the hardship status of Albion Elementary School in Cassia County District #151.

BOARD ACTION:

No action is required unless the State Board of Education chooses to rescind the hardship status.

ATTACHMENTS:

1. Letter from Jerry Doggett to Dr. Marilyn Howard (September 29, 1999).
2. Letter from Mike Chesley to Dr. Marilyn Howard (September 12, 2002).

Note: Attachment #1 was not provided in electronic format. For a copy, contact Tim Hill 208-332-6840.



CASSIA SCHOOL DISTRICT NO. 151

237 EAST 19TH STREET • BURLEY, ID 83318-2444 • (208) 678-6600 • FAX (208) 678-4231

September 12, 2002

Michael V. Chesley
Superintendent

Don Gillett
Director of Curriculum

James L. Pehrson
Director of Operations

Richard Davidson
Director of Special Services

Michael J. Hoopes
Director of Technology

Dr. Marilyn Howard
State Superintendent of Public Instruction
P. O. Box 83720
Boise, Idaho 83720-0027

Dear Dr. Howard:

In the October, 1999 meeting of the State Board of Education (SBOE) it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education this status was granted for one year. It also identified the State Superintendent as the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter as a request for a hardship status for Albion Elementary School.

Thank you for your support of the children in Idaho. Please contact me if you need further information.

Sincerely,

Michael Chesley, *Ed.D.*
Superintendent

MVC:kp

E. SUBJECT:

Presentation of the Public School Budget for FY 2004

BACKGROUND:

For the last quarter century, the Public School Coalition has met with the State Superintendent of Public Instruction to develop a public school funding budget request. "Membership" has changed over the years, but the core group – representing school administrators, parents, teachers, and elected school trustees – has remained intact. To prepare the FY 2004 request, the coalition met several times during the spring and summer, joined by representatives of the Office of the Governor, Legislative Budget Office, Division of Financial Management, Office of the State Board of Education, Idaho Tax Commission, and other related interests, to discuss and make specific budget recommendations to Dr. Howard. The FY 2004 Public Schools Budget Request is based on those recommendations.

DISCUSSION:

Mr. Tim Hill, Bureau Chief for Finance & Transportation, Department of Education, will present a description of the budget.

RECOMMENDATION:

The Department of Education recommends that the State Board of Education endorse and support the FY 2004 Public Schools Budget Request as submitted by the Superintendent of Public Instruction.

BOARD ACTION:

The State Board carried to approve/disapprove/table the request by Superintendent of Public Instruction Marilyn Howard, and the Public School Coalition, to endorse and support the Public Schools Budget Request for FY 2004 as submitted. Moved by _____, seconded by _____, and carried.

ATTACHMENTS:

1. FY 2004 Public Schools Support Budget Request

Public School Support Program
Distribution Factor

	2002-2003	2003-2004
1 STATE APPROPRIATION		
a. General Account	\$852,200,000	\$897,504,000
b. Property Tax Replacement	67,800,000	73,600,000
c. Dedicated Accounts	60,813,000	41,700,000
d. Cigarette and Lottery Taxes	4,700,000	4,700,000
	\$985,513,000	\$1,017,504,000
TOTAL REVENUES		
2 PROGRAM DISTRIBUTION		
a. Property Tax Replacement	\$68,935,700	\$73,600,000
b. Transportation	57,654,500	61,113,800
c. Border Contracts	1,000,000	800,000
d. Exceptional Contracts and Tuition Equivalents	3,500,000	4,000,000
e. Floor	1,300,000	1,300,000
f. Program Adjustments	300,000	300,000
g. Salary-based Apportionment	660,086,500	685,513,500
h. Governor's Initiative - Teacher Incentive Award	560,000	654,000
i. State Paid Employee Benefits	116,084,600	120,530,400
j. Early Retirement Payout	5,500,000	4,500,000
k. Substance Abuse	4,700,000	4,700,000
Building Student Success:		
l. Technology Grants	8,400,000	10,400,000
m. Idaho Reading Initiative	3,300,000	3,300,000
n. Limited English Proficient (LEP)	4,475,000	4,560,000
o. Classroom Supplies	2,000,000	0
p. Idaho Digital Learning Academy	0	600,000
Professional Development:		
q. Least Restrictive Environment (Teacher Training)	1,000,000	1,000,000
r. Gifted and Talented (Teacher Training)	500,000	500,000
s. Achievement Standards Implementation	4,000,000	4,000,000
t. Annual Contract Support Program	2,000,000	2,000,000
	\$945,296,300	\$983,371,700
TOTAL DISTRIBUTIONS		
3 NET STATE FUNDING AVAILABLE	\$40,216,700	\$34,132,300
4 SUPPORT UNITS	12,545.0	12,670.0
5 NET STATE FUNDING PER SUPPORT UNIT (includes \$300 for Safe Environment Provisions)		\$2,6
		\$21,240.81
6 EQUALIZATION		
Adjusted Market Value	\$68,935,716,207	\$73,600,000,000
Urban renewal	1,305,781,991	1,400,000,000
Rural Electric Association (REA)	125,000,000	135,000,000
Mines Net Profit Decrease	0	0
Total Market Value	\$70,366,498,198	\$75,135,000,000
Equalization Rate X	0.004	X 0.004
Total Equalization	\$281,465,993	\$300,540,000
District Taxes not Equalized	(15,000,000)	(17,500,000)
7 NET EQUALIZATION	\$266,465,993	\$283,040,000
8 NET EQUALIZATION PER SUPPORT UNIT		\$22,3
		\$24,446.61
9 DISTRIBUTION FACTOR		\$25,0

F. SUBJECT:

Proposed Timeline for Comprehensive Accreditation Model

BACKGROUND:

A draft of a proposed annual accreditation report was presented to the State Board in April 2001. The Department was granted approval to field test the instrument in the fall.

The Department of Education's Coordinator of Accreditation & Elementary Services, Shannon Page, conducted the field test in October 2001. Six school districts (one from each region of the state), as well as two private, one state and one charter school, were asked to participate in the field test for a total of 55 schools. Feedback regarding the proposed accreditation process and the new annual report was gathered from the participating school administrators by a written survey followed by regional on-site visits for more in-depth discussion.

Ms. Page presented an updated concept for a comprehensive state accreditation process at the April 2002 State Board of Education meeting based on the field test feedback and also on internal discussions among bureaus/sections within the Department of Education that place school improvement and accountability requirements on Idaho schools.

DISCUSSION:

As part of her April presentation to the Board, Ms. Page outlined a number of action steps that would be necessary to fully develop and implement the proposed comprehensive state accreditation model. Board President, Blake Hall, requested that the Department of Education return to the Board with a timeline for completion of the aforementioned action steps.

ATTACHMENTS:

1. Idaho Comprehensive Accreditation Model Timeline

**IDAHO COMPREHENSIVE ACCREDITATION MODEL
TIMELINE**

ACTIVITY	BEGINNING AND/OR COMPLETION DATES
ACTIVITY 1: Develop school report card to meet federal requirements	August – November 2002 (in progress) First reports in January 2003
ACTIVITY 2: Design comprehensive school improvement planning (SIP) model encompassing all SIP efforts required by State Department of Education (SDE)	October 2002 – February 2003
ACTIVITY 3: Update current state accreditation standards and requirements and	January 2003 - March 2003
ACTIVITY 4: Seek feedback from school staff regarding SIP template and revised accreditation standards	March 2003 – April 2003
ACTIVITY 5: Initiate and complete Idaho Administrative Procedures Act rule making process for new state accreditation standards and requirements	May 2003 – May 2004
ACTIVITY 6: Develop annual accreditation report and scoring rubrics (hard copy)	May 2003 – August 2003
ACTIVITY 7: Conduct field test of annual accreditation report	September - November 2003
ACTIVITY 8: Incorporate developed assessments & accountability measures into accreditation report	No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Formula – September 2002
ACTIVITY 9: Revise report card, as needed, to incorporate state accountability measures	State Assessments (ISAT) – May 2003 (in progress)
ACTIVITY 10: Change Idaho Code 33-119 to require all schools, K-12, to be state accredited	State Board of Education (SBOE) Accountability Plan - July 2003 (in progress) July 2003 – December 2003
ACTIVITY 11: Develop materials and delivery model for school improvement planning (SIP) professional development	2004 Legislative Session January 2004 – April 2004

ACTIVITY 12: Develop online accreditation reporting format	January 2004 – August 2004
ACTIVITY 13: Deliver regional SIP trainings to school administrators and school leadership teams	May 2004 – September 2004
ACTIVITY 14: Develop plan for SIP technical assistance	September 2004 – October 2004
ACTIVITY 15: Revise state accreditation committee roles and responsibilities	October 2004 – February 2005
ACTIVITY 16: Train administrators regarding online annual reporting process and implement for all schools	September 2005 - October 2005
ACTIVITY 17: Develop comprehensive on-site state audit protocol/scoring rubrics	November 2005 - June 2006
ACTIVITY 18: Begin comprehensive on-site state audits	September 2006

G. SUBJECT:

Pupil Transportation Support Program - Cost Comparison & Efficiency

BACKGROUND:

Idaho Code 33-1006 states that the “State Board of Education shall determine what costs of transporting pupils . . . shall be allowable in computing the transportation support program of school districts.”

Prior to July 1, 2002, State Board of Education Administrative Rule IDAPA 08.02.02.190 stated that "The State Board of Education has adopted rules that set forth the fiscal reporting requirements and define allowable transportation costs for all school districts that operate a school transportation system."

In June 1995, the Joint Legislative Oversight Committee (JLOC) directed the Office of Performance Evaluations (OPE) to conduct an evaluation of three issues (safety busing, transportation contracting, and routing software) related to school district pupil transportation. The request arose from ongoing concerns over the state’s funding for pupil transportation.

OPE disseminated *Safety Busing in Idaho School Districts* and *Oversight of Pupil Transportation Contracts* in February 1996, and *Use of Bus Routing Software in Idaho School Districts* and *Contracted Versus District-Operated Pupil Transportation Programs* in May 1996.

In June 1996, a Work Group was created subsequent to the four reports being distributed by the Office of Performance Evaluations. The Work Group addressed JLOC’s concerns in a series of five meetings and ultimately reported its findings, conclusions and recommendations related to pupil transportation efficiency, capping pupil transportation reimbursement, adjusting reimbursement for contracting school districts, reducing the statutory reimbursement percentage, adopting Utah’s distribution and funding formula, and pursuing separate appropriations for pupil transportation.

On November 27, 1996, the Work Group on State Funding of Pupil Transportation made four separate recommendations to the Department of Education.

- That the Department continue to train district transportation personnel to identify and implement changes that will increase the cost effective management of individual district pupil transportation systems.
- That the Department explore methods to reward districts that demonstrate routing efficiencies.
- That the Department include a narrative paragraph in the annual pupil transportation financial summary to explain the reasons why contracting and non-contracting comparative cost measurements differ.
- That the Department calculate the reimbursable bus cost per reimbursable pupil mile and add this measurement to the annual pupil transportation financial summary for comparative cost purposes.

The Department appropriately responded to the Work Group recommendations. In spite of the above history, however, the State Department of Education Pupil Transportation section continued to receive inquiries asking for clarification of reimbursable and non-reimbursable items secondary to the antiquated rule. Issues related to routing efficiencies and reimbursement inequities periodically surfaced, along with suggestions on how to best fund pupil transportation costs.

Consequently, the Department of Education Pupil Transportation section embarked upon a lengthy and sometimes controversial correctional voyage. That laborious journey adhered to the Administrative Procedures Act and involved many key policy makers and stakeholders. Subsequent to several prerequisite but informal meetings and discussions, the Department requested and received State Board of Education approval to enter into a “negotiated rulemaking” phase in October 2000. Secondary to the negotiated rulemaking phase the State Board of Education approved a “proposed rule” and “referenced document” at its August 2001 board meeting. The State Board of Education approved the “pending rule” and “referenced document” at its November 2001 meeting. Following the 2002 legislative session the “pending rule” and “referenced document” (SISBO) became “final” on July 1, 2002.

Subsequent to July 1, 2002, State Board of Education Administrative Rule IDAPA 08.02.02.190 states that "School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, . . . shall be delineated in Standards for Idaho School Buses and Operations as approved on November 15, 2001. *Standards for Idaho School Buses and Operations*, Pupil Transportation Financial Summaries, Withdrawal from Service Standards and a Reimbursement Matrix are posted on the Department's web site.

Notwithstanding this ongoing history, discussion related to safety busing, funding criteria, and issues of efficiency surfaced during the State Board of Education meeting in August 2002. Part of the discussion also involved recent cost cutting measures of the Department of Health and Welfare and the possible use of public transit systems to transport public school students.

DISCUSSION:

SDE believes the pupil transportation support program has been strengthened and improved. Secondary to the history and APA process described above, rule language currently encourages efficiency and establishes mechanisms for greater reimbursement equity and accountability. An example of specific improvements is provided as an attachment.

Defining pupil transportation efficiency and setting benchmarks remains complex because of the number of variables involved, political considerations, and the potential cost in gathering essential data. Nevertheless, SDE Pupil Transportation continues to move forward in assisting district pupil transportation personnel in identifying and implementing changes that will increase the cost-effective management of individual district pupil transportation systems.

SDE Pupil Transportation has contributed to efforts of an Interagency Working Group (IWG) for several years. The statute mandated IWG has been instrumental in the development and success of a pilot project located in southeast Idaho. A cost comparison of Medicaid transportation costs and pupil transportation costs shows the district operated pupil transportation systems are significantly more cost effective than Medicaid transportation systems.

RECOMMENDATION:

SDE recommends the State Board of Education:

1. and the State Department of Education continue to find ways to promote efficiency, accountability, safety, and equity in pupil transportation.
2. support the State Department's efforts to provide the resources necessary to:
 - adequately train school district transportation personnel to identify and implement changes that promote efficiency, accountability, safety, and equity, and
 - to more effectively conduct spot inspections and timely reviews of school district transportation operations in accord with the recommendations of the Office of Performance Evaluation, State Board of Education Rule (Standards for Idaho School Buses and Operations), and Idaho Code, Sections 33-1006 and 33-1501 through 1512.
3. and the State Department continue to support efforts to provide the necessary resources to create alliances with private, state, and federally funded transportation systems, and to explore cost cutting potentials for agencies coordinating transportation together (ACTT, a State of Idaho Interagency Working Group).

WEB-BASED RESOURCES:

1. Standards for Idaho School Buses and Operations, November 15, 2001
www.sde.state.id.us/finance/transport/regulations.htm
2. Safety Busing Model Measuring Instrument for Walking Students
www.sde.state.id.us/finance/transport/docs/forms/RatingSheetForWalkingStudents.doc
3. School Bus Withdrawal from Service Standards
www.sde.state.id.us/finance/transport/docs/regs/SchoolBusWithdrawalFromServiceStandards.pdf
4. Pupil Transportation Reimbursement Matrix
www.sde.state.id.us/finance/transport/docs/regs/ReimbursementandNon-ReimbursementMatrix.pdf
5. Pupil Transportation Financial Summary for FY01
www.sde.state.id.us/finance/transport/docs/FINSUM01.pdf

6. Enhancing School Bus Safety and Pupil Transportation Safety
www.nasdpts.org/documents/EnhancingSchoolBusPupilTransportationSafety.pdf

ATTACHMENTS:

1. Standards for Idaho School Buses and Operations (some pages intentionally omitted)
2. *Changes and Improvement in Rule
3. Safety Busing Model Measuring Instrument for Walking Students
4. Idaho School Bus Withdrawal from Service Standards
5. Pupil Transportation Reimbursement Matrix
6. *Pupil Transportation Costs Comparisons for FY95-FY01
7. *Medicaid vs. Pupil Transportation Costs
8. *Pupil Transportation Support Program Cost Trends - Graphs
9. *Dynamic Disproportionate Cost Contributors

Note: Only those documents listed above with an asterisk (*) have been included with this agenda. See “Web-Based Resources” for direct links to the other on-line documents.

CHANGES AND IMPROVEMENT IN RULE

Designed To Promote Efficiency, Accountability, Safety, and Equity (EASE)

Construction Standards:

- Increased delivery requirements on suppliers of new school buses. (SISBO, page 3)
- Requires new school bus manufacturers to certify compliance. (SISBO, page 8)
- Clearly identifies non-reimbursable new school bus options. (SISBO, page 6 and throughout)
- Standardizes appearance of new school buses. (SISBO, page 8 and throughout)
- Clearly identifies “out-of-service” criteria (see attachment). (SISBO, page 61)

Operations Standards:

- Clearly identifies the role of the State Department of Education related to oversight and support. (SISBO, page 62)
- Formalizes requirement for writing pupil transportation policy at the local level and identifies specific required policies. (SISBO, page 62)
- Strengthens personnel qualifications and training requirements. (SISBO, page 63)
- Mandates SDE model curriculum. (SISBO, page 64)
- Establishes clear documentation requirements related to driver qualifications and training. (SISBO, page 64)
- Mandates State Department of Education to develop pupil transportation staffing guidelines. (SISBO, page 65)
- Details minimal vehicle operations requirements and standards. (SISBO, pages 65-67)
- Creates requirement for pupil management policy at the local level. (SISBO, page 67)
- Mandates the State Department of Education to provide model student management guidelines. (SISBO, page 67)
- Creates clear standards for ridership eligibility, including inclusion philosophy. (SISBO, page 67)
- Clearly defines eligible, ineligible, non-public and non-student riders. (SISBO, pages 67-68)

Pupil Transportation Support Program – State Funding

- Clearly defines accounting and reconciliation requirements. (SISBO, pages 68-79)
- Requires accurate record keeping of runs, run mileage, categorized bus mileage, student rider counts and other related costs. (SISBO, page 69)
- Identifies IRI mileage as a reimbursable expense. (SISBO, page 69)
- Provides mechanism for reimbursing before-school and after-school academic programs on a case-by-case basis. (SISBO, page 69)
- Mandates the State Department of Education to develop staffing and bus inventory ratios and guidelines. (SISBO, page 69)
- Creates ridership count policy/procedures. (SISBO, page 70)
- Requires school districts to keep accurate records of all trips in all school buses and **non-conforming vehicles** used in the transportation of students, including the purposes of the trip, mileage and operation and vehicle maintenance costs. (SISBO, page 70)

- Requires school districts to record annually vehicle odometers and reconcile total mileage to reported mileages. (SISBO, page 70)
- Requires school districts to develop a **safety busing** measuring or scoring instrument. (SISBO, page 71)
- Mandates the State Department of Education to develop a model safety busing measuring or scoring instrument (see attachment). (SISBO, page 71)
- Requires school districts to validate contact with entities responsible for pedestrian and community improvements. (SISBO, page 71)
- Requires filing requirements of measuring instruments. (SISBO, page 71)
- Requires school districts to re-evaluate all safety busing sites every three years. (SISBO, page 71)
- Requires school districts to submit requests for reimbursement of **new safety busing sites** only. (SISBO, page 71)
- Requires school districts to submit requests for reimbursement of new safety busing sites by March 31. (SISBO, page 71)
- Removes requirement for SDE site visits for safety busing evaluation. (SISBO, page 71)
- School districts that contract for pupil transportation will **not** be eligible for reimbursement of costs in excess of the base contract, including some embedded district costs. Reimbursement of prior approved exceptions will be permitted. (SISBO, page 71)
- New language requires greater accountability related to insurance coverage during periods of lease agreements with out-of-district personnel. (SISBO, page 71)
- New language lowers liability insurance minimums in accordance with statute. (SISBO, page 72)
- School districts will no longer be penalized when incorporating the transportation of ineligible student riders into a reimbursable educational run when there is no subsequent appreciable increase in the allocation of transportation resources. (SISBO, page 72)
- New language increases penalties for selling or removing a bus from service prior to its life expectancy. (SISBO, page 73)
- New language establishes reimbursement for spare and activity busing based on an ADA ratio. (SISBO, page 73)
- New language changes average bus cost methodology, which is designed to curtail escalating bus purchase costs. (SISBO, page 74)
- New language establishes mechanism for steering committee review of awarded bus bids in excess of lowest bid received and allows for SDE reimbursement adjustments. (SISBO, page 75)
- New language clearly defines bus delivery costs that will be considered for reimbursement and discourages school districts from purchasing new school buses FOB factory. (SISBO, page 75)
- New language enhances requirements for accounting for revenues received subsequent to insurance claims. (SISBO, page 76)
- New requirements mandate that any revenue received by the school district subsequent to the sale of any used school bus will be placed into a separate account and used only for the purchase of school buses. (SISBO, page 76)
- Ineffective or non-productive use of computerized routing and scheduling software will no longer be reimbursed. (SISBO, page 76)

- New language requires access to "read-only" files by SDE pupil transportation staff for purposes of evaluating effectiveness of software. (SISBO, page 76)
- The State Department of Education is now mandated to periodically publish and distribute a reimbursement matrix, which shall be posted on SDE's web site (see attachment). (SISBO, page 76)

1995	1996	1997	1998	1999	2000	2001	95-01	% of Total Operating Cost	
Perip Transportation Cost Comparison									
1266649	1327230	1417596	1523143	1625548	1724988	1839882	7.36%	18.99882	
51675	707264	82471	81845	81845	107141	105664	16.88%	10.5664	
21081	225839	225839	239615	239615	239615	239615	4.77%	23.9615	
143640	148682	161033	162885	162885	180662	180662	4.12%	18.0662	
539912	658879	658879	658879	658879	658879	658879	12.22%	12.22	
90954	136446	1839724	579231	23662	5725	5725	4.53%	4.53	
45995	4424	64179	66432	79332	66887	64491	3.73%	3.73	
212125	235785	247650	247650	247650	207887	207887	9.05%	9.05	
10030	10030	10030	10030	10030	10030	10030	8.86%	8.86	
70020	81871	81871	81871	81871	81871	81871	2.25%	2.25	
135823	143640	143640	143640	143640	143640	143640	5.37%	5.37	
154206	174886	174886	174886	174886	174886	174886	4.97%	4.97	
18626	14492	14492	14492	14492	14492	14492	35.78%	35.78	
601829	601829	601829	601829	601829	601829	601829	7.15%	7.15	
45995	4424	64179	66432	79332	66887	64491	3.73%	3.73	
212125	235785	247650	247650	247650	207887	207887	9.05%	9.05	
10030	10030	10030	10030	10030	10030	10030	8.86%	8.86	
70020	81871	81871	81871	81871	81871	81871	2.25%	2.25	
135823	143640	143640	143640	143640	143640	143640	5.37%	5.37	
154206	174886	174886	174886	174886	174886	174886	4.97%	4.97	
18626	14492	14492	14492	14492	14492	14492	35.78%	35.78	
601829	601829	601829	601829	601829	601829	601829	7.15%	7.15	
BENEFITS									
LIFE INSURANCE	45995	4424	64179	66432	79332	66887	-18.61%	-18.61	
HEALTH INSURANCE	212125	235785	247650	247650	207887	207887	-3.72%	-3.72	
DISABILITY	10030	10030	10030	10030	10030	10030	9.05%	9.05	
WORKERS COMP	70020	81871	81871	81871	81871	81871	11.97%	11.97	
FICA	135823	143640	143640	143640	143640	143640	7.01%	7.01	
PIERS	154206	174886	174886	174886	174886	174886	5.26%	5.26	
OTHER BENEFITS	18626	14492	14492	14492	14492	14492	4.97%	4.97	
TOTAL	601829	601829	601829	601829	601829	601829	6.69%	6.69	
PURCHASED SERVICES									
EQUIPMENT MAINT	1861	2019	89036	4619	362	0	-51.32%	-51.32	
EQUIPMENT REPAIRS	8077	4026	39555	65446	806	0	-49.40%	-49.40	
CONTRACT REPAIRS	489238	22188	66468	66930	62639	2	-104.20%	-104.20	
BUS DRIVER TRAINING	0	0	0	0	0	0	2.78%	2.78	
BUS DRIVER ALLOWANCE	15152	5636	3483	3581	1539	17427	10.78%	10.78	
BUSALTERNATIVE	235497	48306	48306	48306	48306	48306	80.22%	80.22	
BUSALTERNATIVE	12305	147648	143180	122792	154046	155163	0.72%	0.72	
TRAVEL EXPENSES	3231	5199	37825	49390	5789	54887	-5.71%	-5.71	
OTHER EXPENSES	3231	125358	4725	134769	4075	9705	1.81%	1.81	
TOTAL	98254	98254	98254	98254	98254	9705	11.36%	11.36	
SUPPLIES									
FUEL	252900	277335	8786	268239	310814	370095	15.96%	15.96	
OIL AND LUBRICANTS	114226	131074	12859	125004	151600	161634	4.21%	4.21	
MAINTENANCE SUPPLIES	20456	20456	20456	20456	20456	20456	0.05%	0.05	
OFFICE	4792	6918	6918	6918	5613	8094	29.90%	29.90	
CLEANING	25168	29889	15809	26478	27814	28184	1.31%	1.31	
CONTRACTS - RAGS - LAUNDRY	3191	3782	3782	3782	4108	4891	15.76%	15.76	
CONTRACTS - TIRE	2256	3054	3054	3054	3054	3054	0.08%	0.08	
TOTAL	497024	497024	497024	497024	497024	497024	12.86%	12.86	
CAPITAL OUTLAY									
RADIOS	68467	4838	4156	8672	8597	4198	-10.67%	-10.67	
PROPERTY - GARAGE	21407	2267	1886	1567	1863	3023	38.35%	38.35	
TOTAL OPERATING COSTS	\$29,469,732	\$31,707,363	\$34,916,162	\$36,736,899	\$39,235,481	\$42,596,399	7.94%	7.94	
REIMBURSABLE MILES - Dist Cost									
SPECIAL TOP FROM SCHOOL	1586226	518193	1586226	1628839	1675978	1613749	69.65%	69.65	
FIELD TRIPS	23854	89433	92718	92718	295198	94897	26336	68.52%	68.52
EXTRACURRICULAR ACTIVITIES	9693	36842	10206	10206	38817	864	182	25897	25897
SHUTTLE TRIPS	18633	13942	13942	13942	29848	48414	11845	11845	
SUMMER PROGRAMS	691	477	477	477	11945	28972	11845	11845	
OTHER	1702	23671	115	20040	7200	23214	28972	28972	
TOTAL REIMB. MILES - Dist Cost	5670430	1800232	6116664	6116664	6526661	6893844	1.92%	1.92	
TOTAL REIMB. MILES - Dist Cost	2259036	2411886	2411886	2411886	2505917	2576242	1.92%	1.92	
NON-REIMBURSABLE MILES - Dist Cost									
SPECIAL TOP FROM SCHOOL	4737	7462	7462	7462	6800	1488	1633	1633	
EXTRACURRICULAR ACTIVITIES	189261	187819	30548	162821	47480	48571	6251	6251	
SHUTTLE TRIPS	24620	6287	2636	17963	4092	18	1896	35	
SUMMER PROGRAMS	691	477	477	477	11945	28972	11845	11845	
OTHER	208257	208257	208257	208257	208257	208257	61565	61565	
TOTAL NON-REIMB. MILES - Dist Cost	250075	254242	254242	254242	2591815	2991956	2.10%	2.10	
TOTAL MILES	264641	2594877	3037445	2741082	2794153	2874438	1.93%	1.93	
OPERATING COSTS									
REIMBURSABLE FACTOR	2946972	3160248	3787363	3787363	3617689	4259639	7.75%	7.75	
LESS REIMBURSEMENT	268294	2871724	5183166	5183166	5307365	5865667	7.85%	7.85	
LESS REIMBURSEMENT	125417	112243	9436	106556	7934	80977	6.54%	6.54	
ADJUSTED OPERATING COSTS	2621284	2898853	2995745	3077237	3227597	3765606	5.72%	5.72	
ADMINISTRATIVE ALLOWANCE	1962	1824	2862	3478	3633	4529	-8.79%	-8.79	
CONTRACT BURNING OPERATION	126686	166613	1457742	1503607	1763242	1945798	5.99%	5.99	
DEPRECIATION	467040	487457	5371542	6204156	650692	6579239	1.12%	1.12	
TOTAL REIMBURSABLE COST	4875613	4702503	5189989	5036461	5025085	6016487	6.04%	6.04	
REIMBURSABLE @ 85%	\$7,292,571	\$3,995,291	\$4,410,614	\$4,284,992	\$4,284,992	\$4,284,992	7.14%	7.14	
Approximate Reimbursement @ Full Cost	794921089	79536329	79536329	79536329	79536329	79536329	-0.13%	-0.13	
STATISTICS									
DAILY RIDE/SHIP	113426	11083	10638	10835	10835	10835	-0.66%	-0.66	
FALL ENROLLMENT	24837	24837	24837	24837	24837	24837	0.09%	0.09	
TOTAL SAFETY BUDED	0.6698329	0.6698329	0.6698329	0.6698329	0.6698329	0.6698329	-1.13%	-1.13	
PERCENT RIDERSHIP SAFETY BUDED	24837	24837	24837	24837	24837	24837	2.06%	2.06	
NUMBER OF BUSES	304	246	246	246	246	246	0.69%	0.69	
TOTAL MID-DAY ROUTES	18942559	18942559	18942559	18942559	18942559	18942559	1.16%	1.16	
TOTAL P.M. ROUTES	24637	24637	24637	24637	24637	24637	0.08%	0.08	
TOTAL REIMB. COST/MILE	0.0435233	0.0435233	0.0435233	0.0435233	0.0435233	0.0435233	6.33%	6.33	
TOTAL REIMB. COSTS/STUDENT	0.0435233	0.0435233	0.0435233	0.0435233	0.0435233	0.0435233	6.50%	6.50	
REIMB. BUS COSTS/STUDENT/MILE	0.0435233	0.0435233	0.0435233	0.0435233	0.0435233	0.0435233	6.83%	6.83	

Medicaid Transportation Costs vs. Pupil Transportation Costs

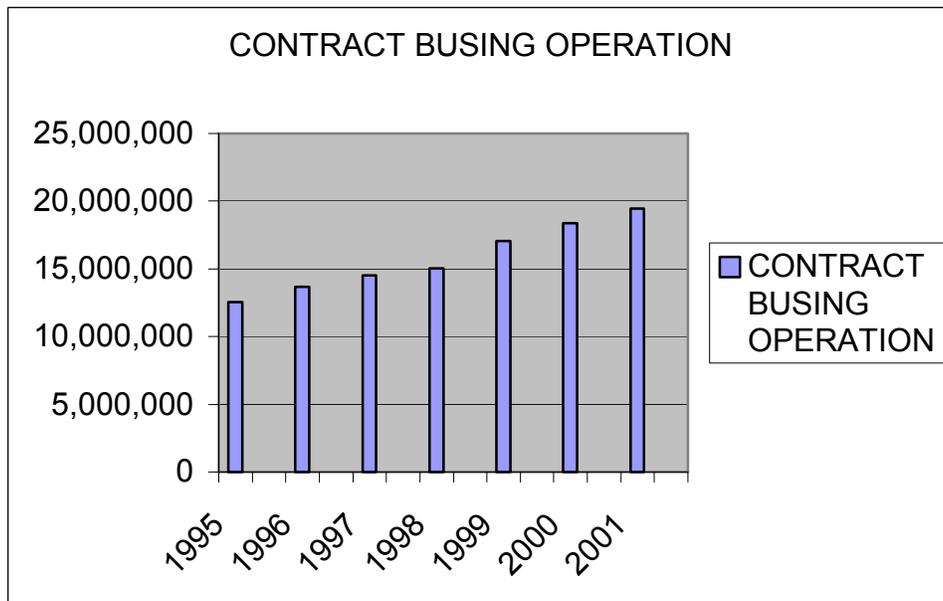
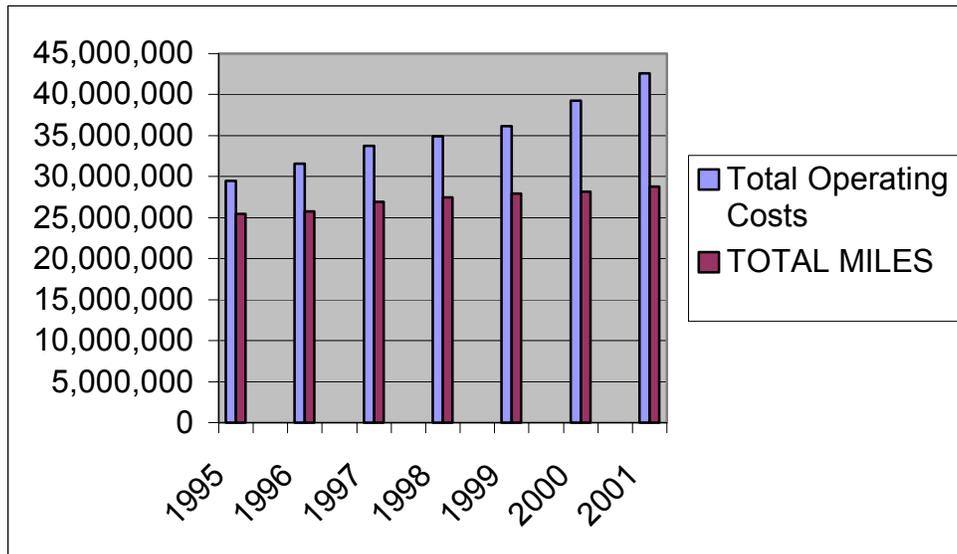
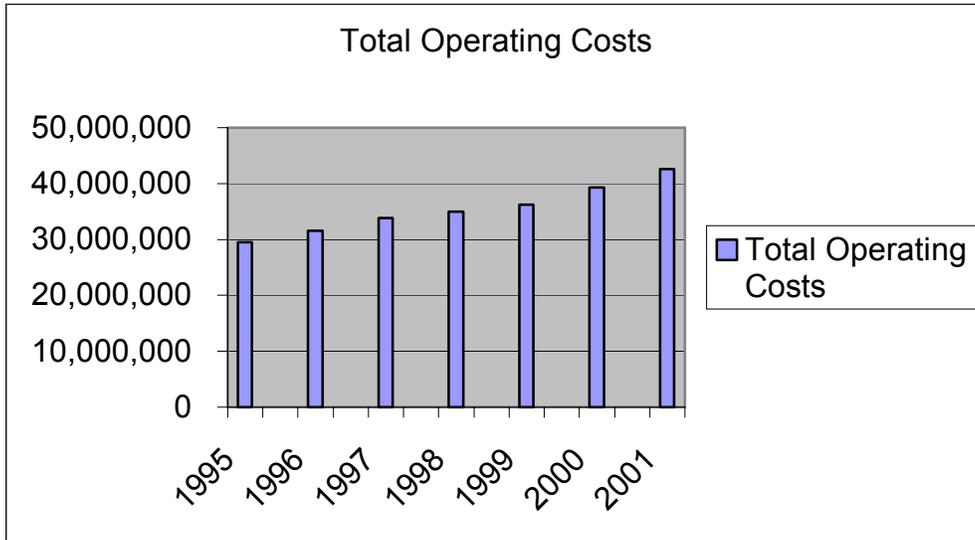
DRAFT 1 - FEBRUARY 6, 2002

Medicaid: Set 1 (2-3 times)		SCHOOL DISTRICT	BARRIERS
	Cost per day*		
J.G.	\$ 160.16	\$2.50/mi + \$6/hr wait time Kamiah Jt. School District no lift bus	Turf FTA Regs Paradigm Issues Students with Adult Riders Comfort Concerns - Air Ride
D.M.C.	\$ 160.16		
L.B.	\$ 160.16		
F.B.	\$ 158.08		
D.P.L.	\$ 160.16		
J.W.W.	\$ 160.16		
F.B.W.	\$ 158.08		
K.W.	\$ 160.16		
L.P.	\$ 160.16		
T.K.N.	\$ 160.16		
S.P.N.	\$ 160.16		
R.R.P.	\$ 160.16		
A.W.M.	\$ 160.16		
R.L.	\$ 160.16		
DAILY TOTAL:	\$ 2,238.08	Approximately \$ 400.00	Construction Standards v. FTA Buses Discipline Issues Loading/Unloading Standards Passenger Rapport Differences Funding Source Differences Similar Peak Demand Times Political Issues - Political Support Unfair Competition Issues 48-101, Idaho Code 48-104, Idaho Code 48-105, Idaho Code 48-108, Idaho Code
Medicaid: Set 2 (3 times per week)			
O.J.	\$ 46.00	\$2.00/mi + \$9/hr wait time Lapwai School District 1-lift bus	
R.J.	\$ 46.00		
L.R.	\$ 46.00		
A.W.	\$ 46.00		
J.D.	\$ 46.00		
DAILY TOTAL:	\$ 230.00	Approximately \$ 100.00	

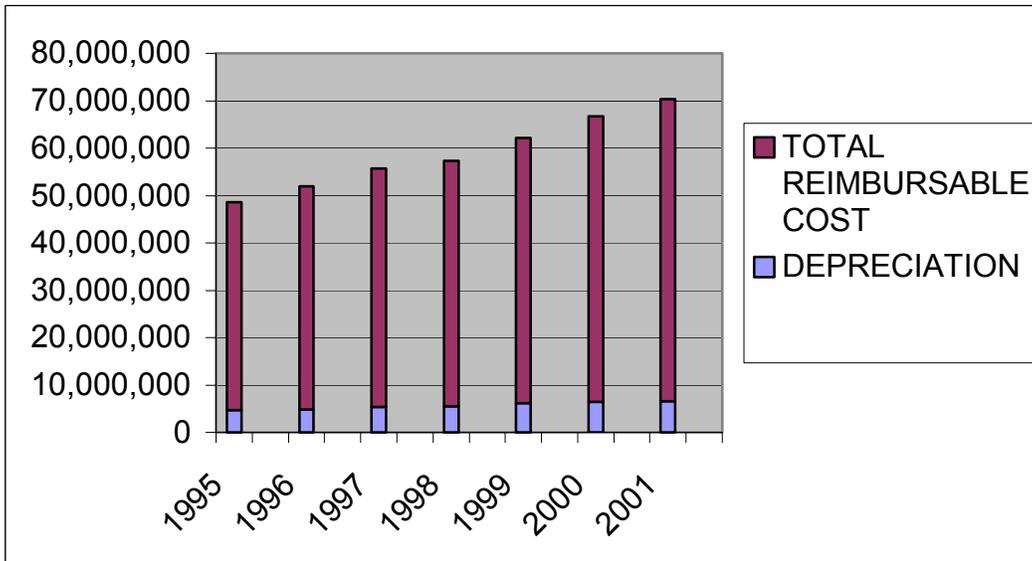
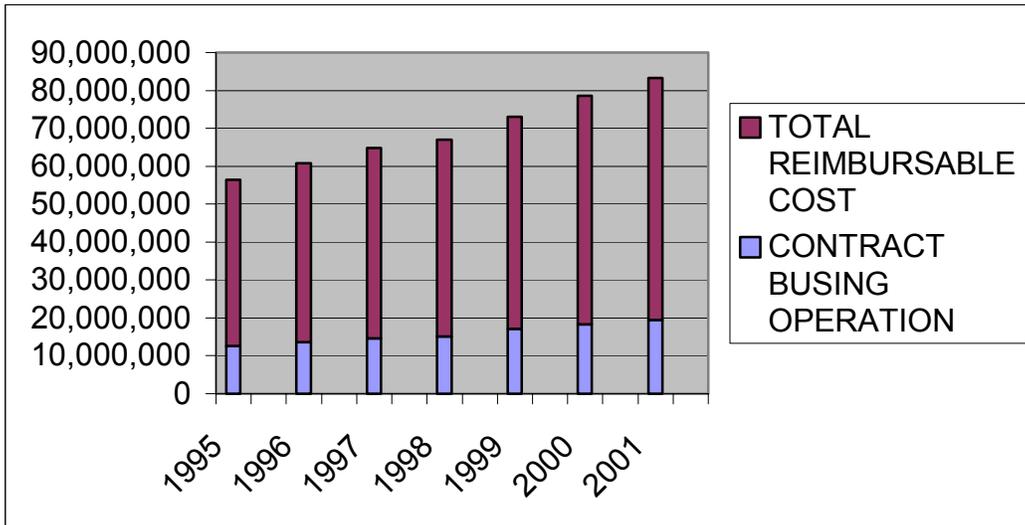
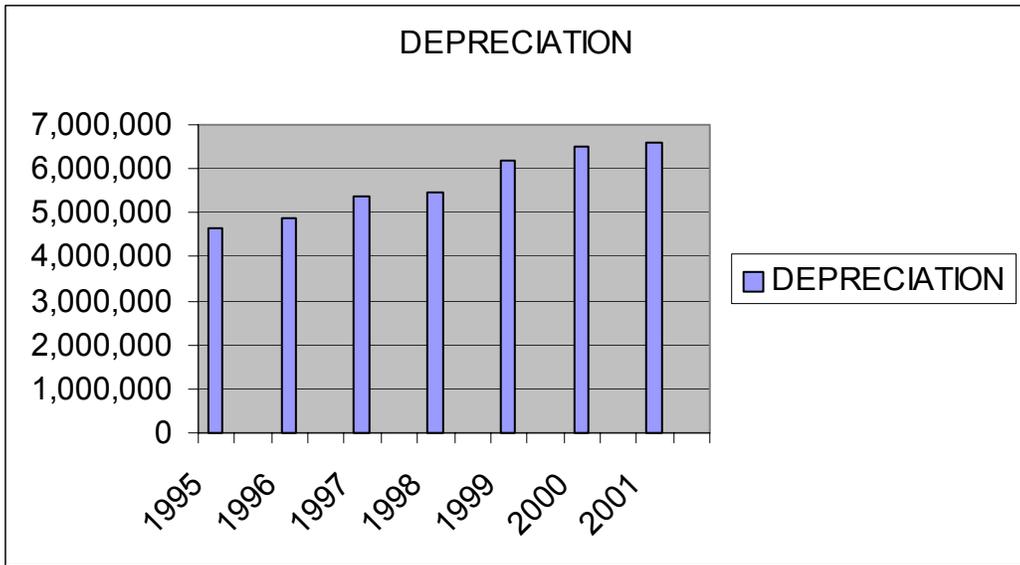
Medicaid - \$4 for mile 1 for each client, \$1 per mile thereafter, averaged to get cost per mile

Pupil Transportation actual rate per mile per bus no matter how many riders

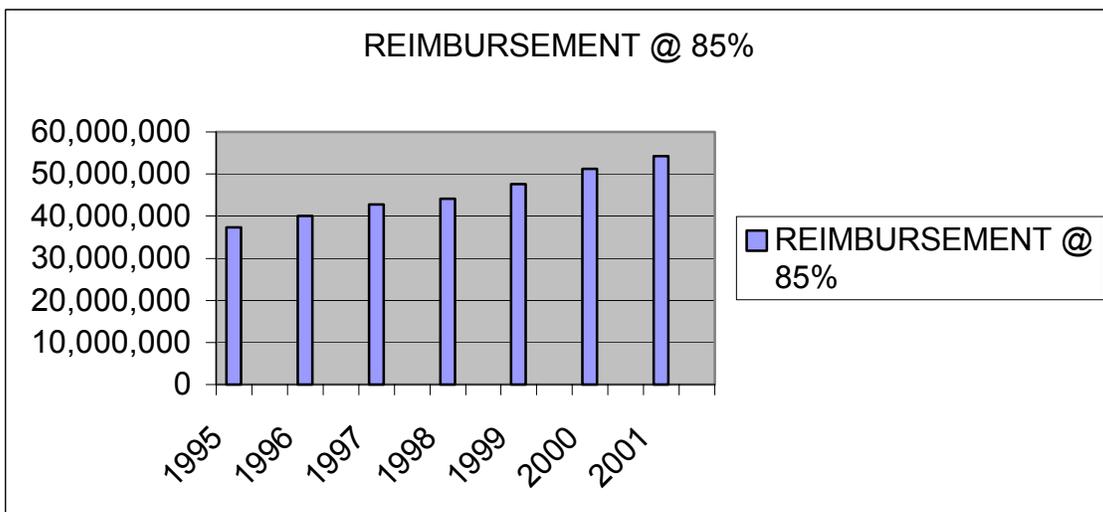
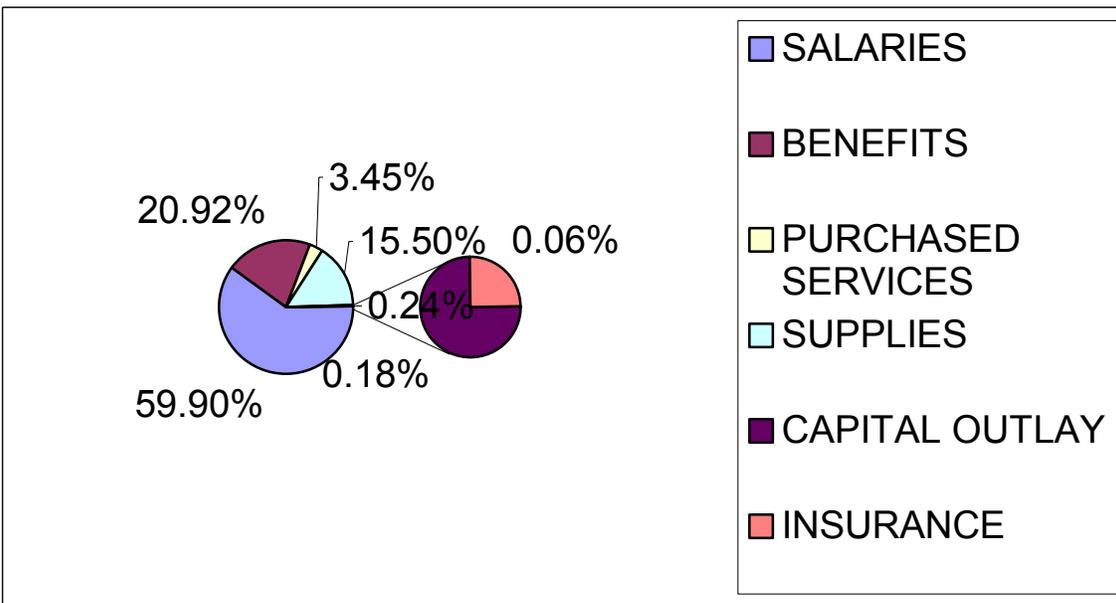
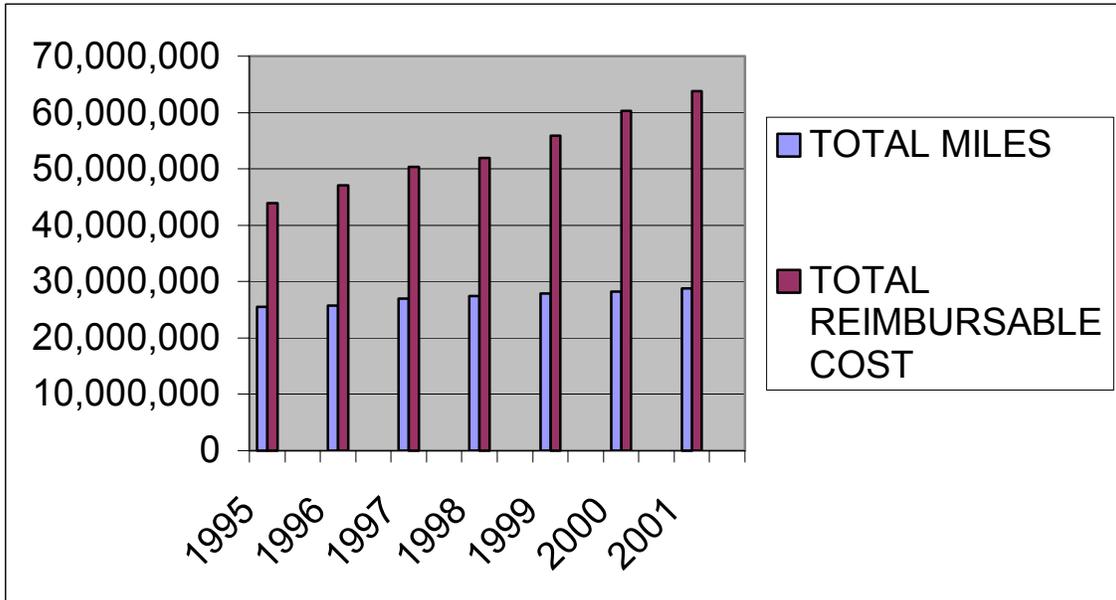
Pupil Transportation Support Program Cost Trends – Graphs



Pupil Transportation Support Program Cost Trends – Graphs



Pupil Transportation Support Program Cost Trends – Graphs



Dynamic Disproportionate Cost Contributors

Defining pupil transportation efficiency and setting benchmarks is complex because of the number of variables involved, political considerations and the potential cost in gathering essential data.

Nevertheless, SDE Pupil Transportation continues to move forward in assisting district pupil transportation personnel in identifying and implementing changes that will increase the cost-effective management of individual district pupil transportation systems.

Despite all best efforts many dynamic variables will continue to impact pupil transportation over the long-term. Some examples include:

- Salaries & Benefits
- Energy – Fuel, Oil and Lubricants
- Utilities – Electricity, Heating Oils, Natural Gas
- Health and Life Insurance Increases
- Students with Disabilities
- Increasing Need for Bus Assistants
- No Child Left Behind Act
- Students At Risk
- Charter Schools
- Federal Mandates Related to School Bus Construction Standards and Safety, i.e., Lap/Shoulder Belts Resulting in Larger School Buses with Reduced Capacities
- Local Political Considerations Related to Bell Times, Routing Configurations, Walking Distances, Hazardous Walking Routes (Safety Busing), etc.

Paradigms related to turf, mixing rider populations, comfort expectations, construction standards differences, student discipline, loading/unloading differences, rapport differences, unfair competition, bell times, peak ridership demands and other traditional policies and practices create natural barriers to efficiency.

H. SUBJECT:

Superintendent's Report