

**Idaho Department of Education
Public Schools Agenda
STATE BOARD OF EDUCATION**

June 17-18, 2004

University of Idaho - Moscow

- A. Adequate Yearly Progress Accountability Procedures, Bob West**
- B. Costs of Supplemental Services for Non-Title I Schools, Bob West**
- C. Professional Standards Commission Appointments and Reappointments, Bob West**
- D. Revisions to Idaho Standards for Initial Certification of Professional School Personnel: Core, Science, Social Studies, and Special Education Standards, Bob West**
- E. Idaho Standards for Initial Certification of Professional School Personnel: Reading, Bob West**
- F. Payment Responsibilities for Idaho Teacher Preparation Program Reviews, Bob West**
- G. Office of Performance Evaluations Administration Report - Response and Progress, Bob West**
- H. Office of Performance Evaluations Transportation Report - Response and Progress, Rod McKnight**
- I. Idaho's Basic School Bus - Definition and Bidding Process, Rod McKnight**
- J. Approval for Transportation Proposed Negotiated Rulemaking, Rod McKnight**
- K. Approval of Safety Busing Requests for Reimbursement, Rod McKnight**
- L. Appeal of Transportation Reimbursement (Placeholder), Bob West**
- M. Accreditation Status of Summit Academy, Bob West**
- N. Special Education Case Load Size – Negotiated Rulemaking, Bob West**
- O. Superintendent's Report, Marilyn Howard**

A. SUBJECT:

Adequate Yearly Progress Accountability Procedures

BACKGROUND:

The federal No Child Left Behind Act of 2001 (NCLB) requires states to annually monitor schools' and local education agency (LEA) progress toward meeting academic goals. The federal law establishes specific sanctions for schools and LEAs that receive federal Title I funds that consistently do not meet state Adequate Yearly Progress (AYP) goals.

Those sanctions include technical assistance plans, school improvement plans, school choice, supplemental education services, corrective action, and restructuring/alternate governance.

State Board of Education (SBOE) Administrative Rules approved by the 2004 Legislature extended the sanctions for not meeting state AYP goals to all Idaho public schools, not just those receiving federal Title I funds. Current SBOE Administrative Rules Governing Thoroughness 08.02.03.114.01-06 establish the following sanctions:

01. **Technical Assistance Plan.** Schools and districts that fail to achieve AYP for two (2) consecutive years will be provided with technical assistance from the State Department of Education. (3-20-04)
02. **School Improvement.** Schools and districts that fail to achieve AYP for two (2) consecutive years must be placed on School Improvement, develop an improvement plan and offer school choice the following year. (3-20-04)
03. **School Choice.** Schools and districts that fail to achieve AYP for two (2) consecutive years must inform all parents of the School Improvement Status and offer students the option to choose another school. This is at the expense of the school/district that did not meet AYP. (3-20-04)
04. **Supplemental Education Services in Reading and Math.** Schools/Districts that fail to meet AYP for three (3) consecutive years must offer school choice and supplemental services in reading and math. (3-20-04)
05. **Corrective Action.** Schools/Districts that fail to meet AYP for four (4) consecutive years must be placed on corrective action. (3-20-04)
06. **Alternate Governance Plan.** Schools/Districts that fail to meet AYP for five (5) consecutive years may become governed by the State. (3-20-04)*

*The State Board of Education is considering revisions to its current accountability rules cited above to better reflect the federal No Child Left Behind Act. Department staff and SBOE staff have worked together and those proposed changes are reflected in the recommended procedures for this agenda item.

The U.S. Department of Education has created extensive procedures and guidance governing the sanctions for schools receiving Title I funds and Congress has provided or identified funds to implement those sanctions in Title I schools.

The Board has directed the State Department of Education to develop procedures that would incorporate all schools, including those that do not receive Title I funds. SBOE Administrative Rules Governing Thoroughness 08.02.03.114 “Failure to Meet Adequate Yearly Progress” state:

“The State Department of Education shall develop procedures for a Technical Assistance Plan, School Improvement, School Choice, Supplemental Education Services, Corrective Action, and an Alternative Governance Plan for approval by the State Board of Education.”

To create the procedures and draft guidance for all schools including those that do not receive federal Title I funds, the State Department of Education used the requirements in federal law and guidance from the U.S. Department of Education as the foundation. The section of the No Child Left Behind Act that details these requirements is included as Appendix A of the Adequate Yearly Progress Accountability Procedures.

Approximately two-thirds of Idaho’s schools receive federal Title I funds and Title I programs serve about 20 percent of the state’s student body. These schools are bound by the requirements of the federal law regardless of the Board rule.

Idaho will complete its second year of Adequate Yearly Progress monitoring this summer. In 2002-03, approximately 118 Title I schools and 96 non-Title I schools did not make state goals and could face the first level of sanctions – school choice, technical assistance and creating an intervention school improvement plan – in August.

Included with this agenda are two draft guidance documents on school choice and intervention school improvement planning that will be revised and provided to help districts implement the first round of sanctions this fall.

The process outlined above is focused narrowly on the federal and state accountability plan. The State Board of Education requires all public schools to be accredited. Accreditation is a more comprehensive method for evaluating schools. The state and federal accountability requirements are being blended into Idaho's accreditation process. State Department of Education staff will review the proposed accreditation model with the State Board of Education in August. The model will require every district and school to develop a Continuous School Improvement Plan, which is much broader than the intervention school improvement plans that focus on immediate improvements.

RECOMMENDATIONS:

The State Department of Education recommends the Board approve the Adequately Yearly Progress Accountability Procedures as outlined in Attachment 1.

BOARD ACTIONS:

The State Board approved/disapproved/tabled the Adequate Yearly Progress Accountability Procedures as outlined in Attachment 1. Moved by _____, seconded by _____, and carried.

ATTACHMENTS:

1. AYP Accountability Procedures
2. Draft School Improvement Plans Guidance
3. Draft School Choice Guidance

Adequate Yearly Progress Accountability Procedures

for

Idaho Local Education Agencies & Schools

June 2004

Adequate Yearly Progress Accountability Procedures

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Adequate Yearly Progress Accountability Procedures

State Board of Education administrative rules (Appendix A) and federal law (Appendix B) establish sanctions or consequences for schools and local education agencies (LEAs) that do not make Adequate Yearly Progress (AYP). Part I of this document details the sanctions and procedures for schools and Part II details the sanctions and procedures for LEAs.

Part I: School Procedures

Sanctions begin when a school fails to make AYP for two consecutive years. The sanctions become progressively more severe over the following five years if the school continues to fail to make AYP.

Accountability Timeline for Schools Not Making Adequate Yearly Progress						
Years 1 & 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
School on alert	Technical Assistance	Technical Assistance	Technical Assistance	Technical Assistance	Technical Assistance	School starts over
	Choice	Choice	Choice	Choice	Choice	
		Supplemental Services	Supplemental Services	Supplemental Services	Supplemental Services	
	Intervention School Improvement Planning	Implement Intervention School Improvement Plan	Corrective Action Planning	Implement Corrective Action	Implement Restructuring Plan	
				Restructuring Planning		

A local education agency (LEA), also called a school district or LEA charter school, must follow specific procedures to implement these sanctions when one or more of its schools consistently fail to make Adequate Yearly

Progress. Procedures for each sanction and state support are detailed in the following sections:

- Section I Technical Assistance
- Section II School Choice
- Section III School Improvement Plans
- Section IV Supplemental Services
- Section V Corrective Action
- Section VI Restructuring

Section I. Technical Assistance

Although technical assistance is listed with the consequences of not making Adequate Yearly Progress (AYP), it is not a sanction. Technical assistance is practical advice offered by an expert source that addresses specific areas of improvement.

Federal law places the primary responsibility for providing technical assistance to schools that fail to make AYP with the schools' local education agency (LEA). The federal law identifies the support states are to provide to LEAs and schools.

Below are requirements identified in federal law for the LEA and the state with regard to providing technical assistance. Each sanction or consequence also identifies specific technical assistance procedures for the LEA. Those are detailed with each sanction.

Local Education Agency (LEA)

The LEA is required to provide technical assistance to its schools that fail to make Adequately Yearly Progress and are identified for improvement. Although the LEA must ensure its schools receive technical assistance, federal law allows the LEA to use other agencies to provide the direct services. Other acceptable technical assistance providers include:

- The State Department of Education,
- An institution of higher education,
- A private, not-for-profit or for-profit organization,
- An educational service agency, or

- Another entity with experience in helping schools improve academic achievement.

State support

Federal law sets specific technical assistance responsibilities for the state. States are (1) to reserve and allocate Title I Part A funds for school improvement activities; and (2) to create and sustain a statewide system of support that provides technical assistance to schools identified for improvement.

Within this statewide support system, the state must make technical assistance available consistent with the following priorities:

- a. The first priority must be (i.) LEAs with schools in corrective action, and (ii.) schools for which an LEA has not carried out its statutory and regulatory responsibilities regarding corrective action or restructuring.
- b. The second priority must be LEAs with schools identified as in need of improvement.
- c. The third priority must be Title I LEAs and schools that need additional support and assistance.

The central focus of the statewide system of support and improvement is utilizing teams of skillful and experienced individuals and professionals to assist schools and LEAs. Federal law requires states to establish school support teams. Idaho is calling these groups school solution teams. The purpose of these teams is to work in schools throughout the state that are in school improvement status and corrective action status, or otherwise in need of support and assistance. Federal law also details the roles and responsibilities of these groups:

- a. A school solution team is a group of skillful and experienced individuals charged with providing struggling schools with practical, applicable, and helpful assistance in order to increase the opportunity for all students to meet the state's academic content and student academic achievement standards.

- b. Each solution team must be comprised of individuals who are knowledgeable about scientifically based research and practice and its potential for improving teaching and learning. In addition, solution team members should be familiar with a wide variety of school reform initiatives, such as schoolwide programs, comprehensive school reform, and other means of improving educational opportunities for low-achieving students.
- c. Typically, solution teams will include some or all of the following: (i.) highly qualified or distinguished teachers and principals; (ii.) pupil services personnel; (iii.) parents; (iv.) representatives of institutions of higher education; (v.) representatives of educational laboratories or regional technical assistance centers; (vi.) representatives of outside consultant groups; or (vii.) other individuals that the state, in consultation with the LEA, may deem appropriate. An extensive knowledge base, wide-ranging experience, and credibility are essential qualifications for school solution team members.
- d. The school solution team's responsibility is to assist the school in strengthening its instructional program to improve student achievement. Specifically, the school solution team must:
 - i. Review and analyze all facets of the school's operation, including the design and operation of the instructional program, using the findings from this review to help the school develop recommendations for improved student performance.
 - ii. Collaborate with school staff, LEA staff, and parents to design, implement, and monitor a meaningful and realistic intervention school improvement plan that can be expected to help the school meet its improvement goals if implemented.
 - iii. Monitor the implementation of the intervention school improvement plan and request additional assistance from the LEA or the state as needed by the school or the solution team.

- iv. Provide feedback at least twice a year to the LEA, and to the state when appropriate, about the effectiveness of the personnel assigned to the school.
- v. The overall charge of the school solution team is to help the school create and implement a coherent, efficient, and practical plan for improvement. Effective solution team members will possess the knowledge, skills, experience, and interpersonal skills that will enable them to address problems.

The state also must draw on the expertise of other entities to provide assistance as needed, such as institutions of higher education, educational service agencies or other local consortia, or private providers of scientifically based technical assistance. To the extent practicable, the statewide support system must work with and receive assistance from the comprehensive regional technical assistance centers and regional educational laboratories funded under ESEA, or other providers of technical assistance.

In addition the state must monitor the efforts of LEAs to assist their schools identified for improvement. Federal law directs states to:

- a. Make technical assistance available to schools identified for school improvement, corrective action, or restructuring;
- b. If the state determines that a LEA failed to carry out its responsibilities, take such corrective actions as the state determines to be appropriate and in compliance with state law;
- c. Ensure that academic assessment results under this part are provided to schools before any identification of a school may take place under this subsection; and
- d. For LEAs or schools identified for improvement under this subsection, notify the U.S. Secretary of Education of major factors that were brought to the attention of the state that have significantly affected student academic achievement.

Section II. School Choice

Below are the School Choice procedures that must be followed by a local education agency (LEA) when one or more of its schools fail to make Adequate Yearly Progress (AYP) for two or more years. Choice must be offered until the school meets AYP for two consecutive years or is restructured.

The LEA must:

- a. Create a choice policy or revise an existing choice or open enrollment policy (Idaho Code 33-1402) to include choice opportunities for students enrolled in schools identified for improvement. The policy should address:
 - i. Parental notification of choice option by the start of the school year;
 - ii. Procedures for parents to sign up their child for transfer
 - iii. Transportation options;
 - iv. Criteria to be used for priority rankings if needed,
 - v. Schools available for transfer; and
 - vi. Agreements with other LEAs to accept transfer students.
- b. For each of its schools not making AYP for two or more years, advise parents of the school's improvement status and offer choice options no later than the first day of school. The notice should:
 - i. Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement;
 - ii. Identify each public school, which may include charter schools, that the parent can select; and
 - iii. Include information on the academic achievement of the schools that the parent may select.
- c. Report to the State Department of Education the number of students using the choice option.

State support

The State Department of Education will provide technical assistance to the LEA upon request. Technical assistance may include providing sample letters to parents, sample policies, and other services.

Section III. Intervention School Improvement Plan

All Idaho local education agencies (LEAs) and their schools have a strategic plan or a continuous school improvement plan. This sanction refers to a different plan called an Intervention School Improvement Plan or ISIP. The ISIP is not a long-range plan; rather it is one designed to initiate immediate changes to address the specific reading and math problems identified through Adequate Yearly Progress (AYP) monitoring.

Procedures

Below are the procedures that must be followed by a LEA when one or more of its schools do not make AYP for two or more years and are required to create and implement a two-year ISIP.

The LEA must:

- a. Provide direct technical assistance or provide for other agencies to provide technical assistance to all its identified schools in creating a two-year school improvement plan. Technical assistance should include the following:
 - i. School improvement planning and implementation;
 - ii. Data analysis;
 - iii. Identification and implementation of effective; scientifically based instructional strategies;
 - iv. Professional development; and
 - v. Budget analysis.
- b. Ensure that each school identified for improvement completes within 90 days of its identification a two-year school improvement plan for LEA review. ISIPs must:

- i. Focus on reading and/or math deficiencies in participation or proficiency;
 - ii. Identify scientifically based teaching strategies;
 - iii. Outline professional development;
 - iv. Include parental involvement;
 - v. Identify technical assistance needs;
 - vi. Establish measurable goals; and
 - vii. Define implementation responsibilities for the school and the LEA.
- c. Create a process for peer review of ISIP.
- d. Give final approval within 45 days of receiving the ISIP.
- e. Work with the State Department of Education to identify a school solution team to assist schools identified for improvement and
- f. Ensure that the ISIP is implemented as soon as possible after approval and no later than the beginning of the following school year.

State support

The SDE will provide technical assistance to the LEA upon request. Technical assistance may include:

- a. Reviewing and analyzing all facets of the school's operation including the design and operation of the instructional program;
- b. Assisting with writing the ISIP;
- c. Reviewing the Mentoring Program;
- d. Identifying a School Solution Team;
- e. Offering regional workshops; and
- f. Providing feedback at least twice a year to the LEA.

Section IV. Supplemental Services

Students from low-income families who are attending schools that have been identified as needing improvement may be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of state-approved providers. The local education agency (LEA) will purchase the services with funds identified for this use.

Procedures

Below are the supplemental services procedures that must be followed by a LEA when one or more of its schools fail to make adequate yearly progress (AYP) for three or more consecutive years. Supplemental services must be offered until the school meets AYP for two consecutive years or is restructured.

The LEA must:

- a. Notify parents about the availability of services, at least annually. The notice must:
 - i. Identify each approved service provider within the LEA and LEA charter school, in its general geographic location or accessible through technology such as distance learning;
 - ii. Describe the services, qualifications and evidence of effectiveness for each provider;
 - iii. Describe the procedures and timelines that parents must follow in selecting a provider to serve their child;
 - iv. Be easily understandable; in a uniform format, including alternate formats, upon request; and, to the extent practicable, in a language the parents can understand; and
 - v. If the LEA anticipates that it will not have sufficient funds to serve all students eligible to receive services, include in the notice information on how it will set priorities in order to determine which eligible students do receive services.
- b. Help parents choose a provider, if requested;

- c. Determine which students should receive services if not all students can be served based on eligibility criteria;
- d. Protect the privacy of students who receive supplemental educational services;
- e. Enter into an agreement with a provider selected by parents of an eligible student. The agreement must include the following:
 - i. Specific achievement goals for the student, which must be developed in consultation with the student's parents;
 - ii. A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress;
 - iii. A timetable for improving the student's achievement
 - iv. A provision for termination of the agreement if the provider fails to meet student progress goals and timetables;
 - v. Provisions governing payment for the services, which may include provisions addressing missed sessions
 - vi. A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents; and
 - vii. An assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws.
- f. Assist the state in identifying potential providers within the LEA and LEA charter school;
- g. Report to the State Department of Education the number of students using the supplemental services option; and
- h. Provide the information the state needs to monitor the quality and effectiveness of the services offered by providers.
- i.

State support

The state has a number of responsibilities in ensuring that eligible students receive additional academic assistance. The State Department of Education identifies providers, maintains a list of providers, and monitors services. The State Department of Education will:

- a. Consult with parents, teachers, LEAs and LEA charter schools, and interested members of the public to identify a large number of supplemental educational service providers so that parents have a wide variety of choices,
- b. Provide and disseminate broadly, through an annual notice to potential providers, the process for obtaining approval to be a provider of supplemental educational services,
- c. Develop and apply objective criteria for approving potential providers,
- d. Maintain an updated list of approved providers,
- e. Give school districts a list of available approved providers in their general geographic locations.

Section V. Corrective Action

This stage requires a local education agency (LEA) to ensure that each school identified for corrective action makes substantive change. This is a two-year process of planning and implementation. If the school continues to fail to meet Adequate Yearly Progress (AYP) in the second year of this process, the school also must begin planning to restructure.

Procedures

Below are the Corrective Action procedures that must be followed by the LEA when one or more of its schools fails to make AYP for four and five consecutive years.

The LEA must:

- a. Ensure that each school identified for corrective action continues to offer choice and supplemental services,
- b. Continue to provide technical assistance to schools identified for corrective action,
- c. Ensure schools identified for corrective action plan to take **one** of the following actions as soon as possible or by no later than the beginning of the following school year:
 - i. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students;
 - ii. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation;
 - iii. Extend the length of the school year or school day;
 - iv. Replace the school staff who are deemed relevant to the school not making adequate yearly progress;
 - v. Significantly decrease management authority at the school;
 - vi. Restructure the internal organization of the school; or
 - vii. Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status and (2) how to address the specific issues underlying the school's continued inability to make AYP.
- d. In the fifth year of failing to make AYP, plan for restructuring if the school does not met AYP by the end of the year.
- e. In the fifth year of failing to make AYP, provide teachers and parents with notification, and an opportunity to comment on and participate in, the development of the school's restructuring plan.

State support

The State Department of Education will continue to provide technical assistance in addition to coordinating efforts with the School Solution Team

and the LEA to continue implementation and monitoring of the identified corrective actions. The School Solution Team will work with the LEA, the school, and school community to develop a plan for corrective action.

Section VI. Restructuring

This is the last of the sanctions identified for a school and results in a change in governance and operation of the school. Restructuring is a two-year process directed by the local education agency (LEA). When complete, the restructured school no longer is required to offer choice or supplemental services and is considered in its first year of Adequate Yearly Progress (AYP) monitoring.

Procedure

Below are the restructuring procedures that must be followed prior to the beginning of the school year by a LEA when one or more of its schools does not make AYP for six and seven years.

- a. Continue to plan for restructuring if the school does not meet AYP by the end of the year;
- b. Continue to provide teachers and parents with notification, opportunity to comment, and participation in the development of the school's restructuring plan;
- c. Prepare a restructuring plan to implement at least one of the following actions:
 - i. Replace all or most of the school staff;
 - ii. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to aid in the operation of the school as a public school;
 - iii. Turn the operation of the school over to the state education agency;
 - iv. Re-open the school as a public charter school, or
 - v. Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring.

- d. Begin implementing the restructuring plan no later than the first day of the school year.

State support

The State Department of Education will continue to provide technical assistance in addition to coordinating efforts with the LEA and School Solution Team to implement the restructuring plan.

Part II: Local Education Agency Procedures

State Board of Education rules (Appendix A) and federal law (Appendix B) establish sanctions or consequences for local education agencies (LEAs) that do not make Adequate Yearly Progress (AYP). Sanctions begin when a LEA fails to make AYP for two consecutive years. The sanctions become progressively more severe over the following five years if the LEA continues to fail to make AYP.

Accountability Timeline for an LEA Not Making Adequate Yearly Progress					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LEA on alert	LEA on alert	Technical Assistance from State	Technical Assistance	Technical Assistance	Technical Assistance
		LEA Improvement Planning	Implement LEA Improvement Plan	LEA Corrective Action Planning	Implement LEA Corrective Action Plan

A local education agency (LEA), also called a school district or LEA charter school, must follow specific procedures to implement these sanctions when the LEA has failed to make Adequate Yearly Progress (AYP) for two or more consecutive years. Procedures for each sanction and state support are detailed in the following sections:

- Section I – Technical Assistance

- Section II – Intervention LEA Improvement Plan
- Section III – LEA Corrective Action Plan

Section I. Technical Assistance

Although technical assistance is listed with the consequences/sanctions of not making Adequate Yearly Progress (AYP), it is not a sanction. Technical assistance is practical advice offered by an expert source that addresses specific areas of improvement. Federal law says that when requested by the LEA, the state shall provide technical or other assistance. The technical assistance must apply effective methods and instructional strategies grounded in scientifically based research. The purposes of state technical assistance are to help the LEA:

- a. Develop and implement its required plan;
- b. Work more effectively with its schools identified for improvement; and
- c. Address problems the LEA may have with implementing parental involvement measures and providing high-quality professional development.

Section II. Local Education Agency Improvement Plans

All Idaho local education agencies (LEA) have a strategic plan for their programs and schools. This sanction refers to a different plan called an Intervention Local Education Agency Improvement Plan (ILIP.) This plan is not a long range plan rather one designed to initiate immediate changes to address the specific problems identified through AYP monitoring.

Procedures

Below are the procedures that must be followed by the LEA when it is does not make AYP for two or more years.

The LEA must:

- a. Develop or revise an improvement plan, no later than three months after the identification. In developing or revising this plan, the LEA must consult with parents, school staff, and others. The plan must:
 - i. Address the fundamental teaching and learning needs of schools in the LEA, especially the academic problems of low-achieving students;
 - ii. Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the state's definition of AYP;
 - iii. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects;
 - iv. Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year;
 - v. Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction;
 - vi. Include strategies to promote effective parental involvement in the schools served by the LEA; and
 - vii. Include a determination of why the LEA's previous efforts did not bring about increased academic achievement.
- b. Implement its improvement plan, whether new or revised, expeditiously, but no later than the beginning of the school year immediately following the year in which the assessments were administered that resulted in the LEA's identification for improvement by the state.

State support

When a LEA is identified for improvement, federal law also requires the state to take specific actions. The state must:

- a. Promptly notify the parents of each student enrolled in the schools served by that LEA. In the notification, the state must explain the reasons for the identification and how parents can participate in improving the LEA.

- b. Promptly notify parents of its action in clear and non-technical language, providing information in a uniform format, and in alternative formats upon request. When practicable, states must convey this information to limited English proficient parents in written translations that they can understand. If that is not practicable, the information must be provided in oral translations for these parents.
- c. Must broadly disseminate its findings, using means such as the Internet, the news media, and public agencies.

Section III. Corrective Action

Corrective action is the collective name given to steps taken by the state that substantially and directly respond to serious instructional, managerial, and organizational problems in the LEA that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.

A state may choose to delay LEA identification for corrective action if the LEA makes Adequate Yearly Progress for one year. Otherwise, only extreme circumstances justify a delay, such as a natural disaster, precipitous and unforeseen decline in the financial resources of the LEA, or other exceptional or uncontrollable circumstances. In any case, if the state chooses to delay identification, it may do so for only one year and in subsequent years must apply appropriate sanctions as if the delay never occurred.

Procedures

Federal law requires states to take specific steps when a LEA does not make AYP for three or more years.

The state must:

- a. Continue to ensure that the LEA is provided with technical assistance;
- b. Provide the LEA with a public hearing no later than 45 days after the state decision;

- c. Take at least one of the following corrective actions, as consistent with state law:
- i. Defer programmatic funds or reduce administrative funds;
 - ii. Institute and fully implement a new curriculum based on state and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff;
 - iii. Replace LEA personnel who are relevant to the inability of the LEA to make adequate progress;
 - iv. Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision;
 - v. Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board; and/or
 - vi. Abolish or restructure the LEA.

In conjunction with at least one of the actions on this list, the state may also authorize parents to transfer their child from a school operated by the LEA to a higher-performing public school operated by another LEA that is not identified for improvement or corrective action. If it offers this option, the state must also provide transportation or provide for the cost of transportation to the other school in another LEA.

APPENDIX A – STATE BOARD OF EDUCATION ACCOUNTABILITY RULES WITH PROPOSED REVISIONS

114. FAILURE TO MEET ADEQUATE YEARLY PROGRESS (AYP).

The State Department of Education shall develop procedures for a Technical Assistance Plan, School Improvement Plan, School Choice, Supplemental Education Services, Corrective Action, and ~~an Alternate Governance Plan~~ Restructuring for approval by the State Board of Education. All schools and districts/Local Education Agencies (LEAs) will comply with applicable federal laws governing specific federal grants. (3-20-04)()

1. School Sanctions.

()

~~04a.~~ Technical Assistance Plan. Schools ~~and districts~~ that fail to achieve AYP for two (2) consecutive years will be provided with technical assistance from the ~~State Department of Education/District/LEA.~~ (3-20-04)()

~~02b.~~ School Improvement Plan. Schools ~~and districts~~ that fail to achieve AYP for two (2) consecutive years must be placed on School Improvement; and develop an two-year Intervention School Improvement Plan (ISIP) ~~and offer school choice the following year.~~ (3-20-04)()

~~03c.~~ School Choice. Schools ~~and districts~~ that fail to achieve AYP for two (2) consecutive years must inform all parents of the School Improvement Status and offer students the option to choose another school within the District/LEA. ~~This School Choice is at the expense of the school/district that did not meet AYP.~~ (3-20-04)()

~~04d.~~ Supplemental Education Services In Reading And Math. Schools/~~Districts~~ that fail to meet AYP for three (3) consecutive years must offer ~~school choice and~~ supplemental services in reading and math to eligible students. The school must continue to offer School Choice and the district/LEA must continue to provide technical assistance. (3-20-04)()

~~05e.~~ Corrective Action. Schools/~~Districts~~ that fail to meet AYP for four (4) and five (5) consecutive years must be placed on corrective action. The school must continue to offer School Choice and Supplemental Education Services and the district/LEA must continue to provide technical assistance. (3-20-04)()

~~06f.~~ Alternate Governance Plan Restructuring.

()

i. Schools/~~Districts~~ that fail to meet AYP for ~~five (5)~~ six (6) consecutive years ~~may become governed by the State~~ should plan to restructure the operation and governance of the school by the following school year. All previous years' sanctions still apply: Technical Assistance Plan, Supplemental Education Services and Corrective Action. (3-20-04)()

ii. Districts/LEAs will implement an Alternative Governance Plan for schools that fail to meet AYP for seven (7) consecutive years. (3-20-04)()

02. District/LEA Sanctions.

()

a. Technical Assistance Plan. Districts/LEAs that fail to achieve AYP for two (2) and three (3) consecutive years will be provided with technical assistance from the State Department of Education. (3-20-04)()

b. LEA Improvement Plan. Districts/LEAs that fail to achieve AYP for two (2) and three (3) consecutive years will be placed on District/LEA Improvement, develop a two (2) year Intervention LEA Improvement Plan (ILIP). (3-20-04)()

c. Corrective Action. Districts/LEAs that fail to meet AYP for four (4) consecutive years must be placed on corrective action. The State must continue to offer Technical Assistance. (3-20-04)()

073. “Safe Harbor” Provision. If any subgroup(s) does not meet or exceed Idaho baseline (see Section 112), the public school or district/LEA may be considered to have achieved AYP if any one (1) of the following conditions are met: (3-20-04)()

a. The subgroup(s) that did not meet or exceed Idaho’s baseline reduces by ten percent (10%) the percentage of nonproficient students, and the ~~district/school~~ or District/LEA as a whole achieves the state baseline for proficiency for the additional academic indicator. (3-20-04)()

b. The subgroup(s) that did not meet or exceed Idaho's baseline for the additional academic indicator maintains or makes progress towards the baseline for the additional academic indicator or graduation rate. (3-20-04)

084. Appeals Process. (3-20-04)

a. The State Department of Education determines preliminary identification of all schools and districts/LEAs that have not met AYP according to the state criteria. (3-20-04)()

b. Within thirty (30) days of preliminary identification, the agency (~~district/school~~ District/LEA) reviews its data and may challenge its identification. The agency (~~district/school~~ District/LEA) not meeting AYP may appeal its status and provide evidence to support the challenge to the State Department of Education. (3-20-04)()

c. No later than thirty (30) days after preliminary identification, the identifying agency reviews the appeal and makes a final determination ~~of identification for school improvement~~. (3-20-04)()

APPENDIX B – EXCERPTS OF ACCOUNTABILITY PROVISIONS IN FEDERAL LAW

SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT.

(a) LOCAL REVIEW-

(1) IN GENERAL- Each local educational agency receiving funds under this part shall —

(A) use the State academic assessments and other indicators described in the State plan to review annually the progress of each school served under this part to determine whether the school is making adequate yearly progress as defined in section 1111(b)(2);

(B) at the local educational agency's discretion, use any academic assessments or any other academic indicators described in the local educational agency's plan under section 1112(b)(1)(A) and (B) to review annually the progress of each school served under this part to determine whether the school is making adequate yearly progress as defined in section 1111(b)(2), except that the local educational agency may not use such indicators (other than as provided for in section 1111(b)(2)(I)) if the indicators reduce the number or change the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if such additional indicators were not used, but may identify additional schools for school improvement or in need of corrective action or restructuring;

(C) publicize and disseminate the results of the local annual review described in paragraph (1) to parents, teachers, principals, schools, and the community so that the teachers, principals, other staff, and schools can continually refine, in an instructionally useful manner, the program of instruction to help all children served under this part meet the challenging State student academic achievement standards established under section 1111(b)(1); and

(D) review the effectiveness of the actions and activities the schools are carrying out under this part with respect to parental involvement, professional development, and other activities assisted under this part.

(2) **AVAILABLE RESULTS-** The State educational agency shall ensure that the results of State academic assessments administered in that school year are available to the local educational agency before the beginning of the next school year.

(b) SCHOOL IMPROVEMENT-

(1) GENERAL REQUIREMENTS-

(A) **IDENTIFICATION-** Subject to subparagraph (C), a local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2).

(B) **DEADLINE-** The identification described in subparagraph (A) shall take place before the beginning of the school year following such failure to make adequate yearly progress.

(C) **APPLICATION-** Subparagraph (A) shall not apply to a school if almost every student in each group specified in section 1111(b)(2)(C)(v) enrolled in such school is meeting or exceeding the State's proficient level of academic achievement.

(D) **TARGETED ASSISTANCE SCHOOLS-** To determine if an elementary school or a secondary school that is conducting a targeted assistance program under section 1115 should be identified for school improvement, corrective action, or restructuring under this section, a local educational agency may choose to review the progress of only the students in the school who are served, or are eligible for services, under this part.

(E) **PUBLIC SCHOOL CHOICE-**

(i) IN GENERAL- In the case of a school identified for school improvement under this paragraph, the local educational agency shall, not later than the first day of the school year following such identification, provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, which may include a public charter school, that has not been identified for school improvement under this paragraph, unless such an option is prohibited by State law.

(ii) RULE- In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest achieving children from low-income families, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1).

(F) TRANSFER- Students who use the option to transfer under subparagraph (E) and paragraph (5)(A), (7)(C)(i), or (8)(A)(i) or subsection (c)(10)(C)(vii) shall be enrolled in classes and other activities in the public school to which the students transfer in the same manner as all other children at the public school.

(2) OPPORTUNITY TO REVIEW AND PRESENT EVIDENCE; TIME LIMIT-

(A) IDENTIFICATION- Before identifying an elementary school or a secondary school for school improvement under paragraphs (1) or (5)(A), for corrective action under paragraph (7), or for restructuring under paragraph (8), the local educational agency shall provide the school with an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based.

(B) EVIDENCE- If the principal of a school proposed for identification under paragraph (1), (5)(A), (7), or (8) believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the principal may provide supporting evidence to the local educational agency, which shall consider that evidence before making a final determination.

(C) FINAL DETERMINATION- Not later than 30 days after a local educational agency provides the school with the opportunity to review such school-level data, the local educational agency shall make public a final determination on the status of the school with respect to the identification.

(3) SCHOOL PLAN-

(A) REVISED PLAN- After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period and —

(i) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F;

(ii) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;

(iii) provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for

the purpose of providing to the school's teachers and principal high-quality professional development that —

- (I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- (II) meets the requirements for professional development activities under section 1119; and
- (III) is provided in a manner that affords increased opportunity for participating in that professional development;
- (iv) specify how the funds described in clause (iii) will be used to remove the school from school improvement status;
- (v) establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section 1111(b)(2), meet the State's proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001-2002 school year;
- (vi) describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;
- (vii) specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency's responsibilities under section 1120A;
- (viii) include strategies to promote effective parental involvement in the school;
- (ix) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and
- (x) incorporate a teacher mentoring program.

(B) **CONDITIONAL APPROVAL**- The local educational agency may condition approval of a school plan under this paragraph on —

- (i) inclusion of one or more of the corrective actions specified in paragraph (7)(C)(iv); or
- (ii) feedback on the school improvement plan from parents and community leaders.

(C) **PLAN IMPLEMENTATION**- Except as provided in subparagraph (D), a school shall implement the school plan (including a revised plan) expeditiously, but not later than the beginning of the next full school year following the identification under paragraph (1).

(D) **PLAN APPROVED DURING SCHOOL YEAR**- Notwithstanding subparagraph (C), if a plan is not approved prior to the beginning of a school year, such plan shall be implemented immediately upon approval.

(E) **LOCAL EDUCATIONAL AGENCY APPROVAL**- The local educational agency, within 45 days of receiving a school plan, shall —

- (i) establish a peer review process to assist with review of the school plan; and
- (ii) promptly review the school plan, work with the school as necessary, and approve the school plan if the plan meets the requirements of this paragraph.

(4) **TECHNICAL ASSISTANCE**-

(A) **IN GENERAL**- For each school identified for school improvement under paragraph (1), the local educational agency serving the school shall ensure the

provision of technical assistance as the school develops and implements the school plan under paragraph (3) throughout the plan's duration.

(B) SPECIFIC ASSISTANCE- Such technical assistance —

(i) shall include assistance in analyzing data from the assessments required under section 1111(b)(3), and other examples of student work, to identify and address problems in instruction, and problems if any, in implementing the parental involvement requirements described in section 1118, the professional development requirements described in section 1119, and the responsibilities of the school and local educational agency under the school plan, and to identify and address solutions to such problems;

(ii) shall include assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement;

(iii) shall include assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from school improvement status; and

(iv) may be provided —

(I) by the local educational agency, through mechanisms authorized under section 1117; or

(II) by the State educational agency, an institution of higher education (that is in full compliance with all the reporting provisions of title II of the Higher Education Act of 1965), a private not-for-profit organization or for-profit organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

(C) SCIENTIFICALLY BASED RESEARCH- Technical assistance provided under this section by a local educational agency or an entity approved by that agency shall be based on scientifically based research.

(5) FAILURE TO MAKE ADEQUATE YEARLY PROGRESS AFTER

IDENTIFICATION- In the case of any school served under this part that fails to make adequate yearly progress, as set out in the State's plan under section 1111(b)(2), by the end of the first full school year after identification under paragraph (1), the local educational agency serving such school —

(A) shall continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency in accordance with subparagraphs (E) and (F);

(B) shall make supplemental educational services available consistent with subsection (e)(1); and

(C) shall continue to provide technical assistance.

(6) NOTICE TO PARENTS- A local educational agency shall promptly provide to a parent or parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement under paragraph (1), for corrective action under paragraph (7), or for restructuring under paragraph (8) —

(A) an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved;

(B) the reasons for the identification;

(C) an explanation of what the school identified for school improvement is doing to address the problem of low achievement;

- (D) an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem;
- (E) an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- (F) an explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).

(7) CORRECTIVE ACTION-

(A) IN GENERAL- In this subsection, the term corrective action' means action, consistent with State law, that —

(i) substantially and directly responds to —

(I) the consistent academic failure of a school that caused the local educational agency to take such action; and

(II) any underlying staffing, curriculum, or other problems in the school; and

(ii) is designed to increase substantially the likelihood that each group of students described in 1111(b)(2)(C) enrolled in the school identified for corrective action will meet or exceed the State's proficient levels of achievement on the State academic assessments described in section 1111(b)(3).

(B) SYSTEM- In order to help students served under this part meet challenging State student academic achievement standards, each local educational agency shall implement a system of corrective action in accordance with subparagraphs (C) through (E).

(C) ROLE OF LOCAL EDUCATIONAL AGENCY- In the case of any school served by a local educational agency under this part that fails to make adequate yearly progress, as defined by the State under section 1111(b)(2), by the end of the second full school year after the identification under paragraph (1), the local educational agency shall —

(i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, in accordance with paragraph (1)(E) and (F);

(ii) continue to provide technical assistance consistent with paragraph (4) while instituting any corrective action under clause (iv);

(iii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and

(iv) identify the school for corrective action and take at least one of the following corrective actions:

(I) Replace the school staff who are relevant to the failure to make adequate yearly progress.

(II) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.

(III) Significantly decrease management authority at the school level.

(IV) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan under paragraph (3).

(V) Extend the school year or school day for the school.

(VI) Restructure the internal organizational structure of the school.

(D) DELAY— Notwithstanding any other provision of this paragraph, the local educational agency may delay, for a period not to exceed 1 year, implementation of the requirements under paragraph (5), corrective action under this paragraph, or restructuring under paragraph (8) if the school makes adequate yearly progress for 1 year or if its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency or school. No such period shall be taken into account in determining the number of consecutive years of failure to make adequate yearly progress.

(E) PUBLICATION AND DISSEMINATION— The local educational agency shall publish and disseminate information regarding any corrective action the local educational agency takes under this paragraph at a school—

(i) to the public and to the parents of each student enrolled in the school subject to corrective action;

(ii) in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(iii) through such means as the Internet, the media, and public agencies.

(8) RESTRUCTURING-

(A) FAILURE TO MAKE ADEQUATE YEARLY PROGRESS— If, after 1 full school year of corrective action under paragraph (7), a school subject to such corrective action continues to fail to make adequate yearly progress, then the local educational agency shall—

(i) continue to provide all students enrolled in the school with the option to transfer to another public school served by the local educational agency, in accordance with paragraph (1)(E) and (F);

(ii) continue to make supplemental educational services available, in accordance with subsection (e), to children who remain in the school; and

(iii) prepare a plan and make necessary arrangements to carry out subparagraph (B).

(B) ALTERNATIVE GOVERNANCE—Not later than the beginning of the school year following the year in which the local educational agency implements subparagraph (A), the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with State law:

(i) Reopening the school as a public charter school.

(ii) Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.

(iii) Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.

(iv) Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State.

(v) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under section 1111(b)(2). In the case of a rural local educational agency with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools have a School Locale Code of 7 or 8, as determined by

the Secretary, the Secretary shall, at such agency's request, provide technical assistance to such agency for the purpose of implementing this clause.

(C) PROMPT NOTICE- The local educational agency shall—

- (i) provide prompt notice to teachers and parents whenever subparagraph (A) or (B) applies; and
- (ii) provide the teachers and parents with an adequate opportunity to—
 - (I) comment before taking any action under those subparagraphs; and
 - (II) participate in developing any plan under subparagraph (A)(iii).

(9) TRANSPORTATION— In any case described in paragraph (1)(E) for schools described in paragraphs (1)(A), (5), (7)(C)(i), and (8)(A), and subsection (c)(10)(C)(vii), the local educational agency shall provide, or shall pay for the provision of, transportation for the student to the public school the student attends.

(10) FUNDS FOR TRANSPORTATION AND SUPPLEMENTAL EDUCATIONAL SERVICES-

(A) IN GENERAL— Unless a lesser amount is needed to comply with paragraph (9) and to satisfy all requests for supplemental educational services under subsection (e), a local educational agency shall spend an amount equal to 20 percent of its allocation under subpart 2, from which the agency shall spend—

- (i) an amount equal to 5 percent of its allocation under subpart 2 to provide, or pay for, transportation under paragraph (9);
- (ii) an amount equal to 5 percent of its allocation under subpart 2 to provide supplemental educational services under subsection (e); and
- (iii) an amount equal to the remaining 10 percent of its allocation under subpart 2 for transportation under paragraph (9), supplemental educational services under subsection (e), or both, as the agency determines.

(B) TOTAL AMOUNT— The total amount described in subparagraph (A)(ii) is the maximum amount the local educational agency shall be required to spend under this part on supplemental educational services described in subsection (e).

(C) INSUFFICIENT FUNDS— If the amount of funds described in subparagraph (A)(ii) or (iii) and available to provide services under this subsection is insufficient to provide supplemental educational services to each child whose parents request the services, the local educational agency shall give priority to providing the services to the lowest-achieving children.

(D) PROHIBITION— A local educational agency shall not, as a result of the application of this paragraph, reduce by more than 15 percent the total amount made available under section 1113(c) to a school described in paragraph (7)(C) or (8)(A) of subsection (b).

(11) COOPERATIVE AGREEMENT- In any case described in paragraph (1)(E), (5)(A), (7)(C)(i), or (8)(A)(i), or subsection (c)(10)(C)(vii) if all public schools served by the local educational agency to which a child may transfer are identified for school improvement, corrective action or restructuring, the agency shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for a transfer.

(12) DURATION- If any school identified for school improvement, corrective action, or restructuring makes adequate yearly progress for two consecutive school years, the local educational agency shall no longer subject the school to the requirements of school improvement, corrective action, or restructuring or identify the school for school improvement for the succeeding school year.

(13) SPECIAL RULE- A local educational agency shall permit a child who transferred to another school under this subsection to remain in that school until the child has completed the highest grade in that school. The obligation of the local educational agency to provide, or to provide for, transportation for the child ends at the end of a school year if the local educational agency determines that the school from which the child

transferred is no longer identified for school improvement or subject to corrective action or restructuring.

(14) STATE EDUCATIONAL AGENCY RESPONSIBILITIES- The State educational agency shall—

(A) make technical assistance under section 1117 available to schools identified for school improvement, corrective action, or restructuring under this subsection consistent with section 1117(a)(2);

(B) if the State educational agency determines that a local educational agency failed to carry out its responsibilities under this subsection, take such corrective actions as the State educational agency determines to be appropriate and in compliance with State law;

(C) ensure that academic assessment results under this part are provided to schools before any identification of a school may take place under this subsection; and

(D) for local educational agencies or schools identified for improvement under this subsection, notify the Secretary of major factors that were brought to the attention of the State educational agency under section 1111(b)(9) that have significantly affected student academic achievement.

(c) STATE REVIEW AND LOCAL EDUCATIONAL AGENCY IMPROVEMENT—

(1) IN GENERAL— A State shall--

(A) annually review the progress of each local educational agency receiving funds under this part to determine whether schools receiving assistance under this part are making adequate yearly progress as defined in section 1111(b)(2) toward meeting the State's student academic achievement standards and to determine if each local educational agency is carrying out its responsibilities under this section and sections 1117, 1118, and 1119; and

(B) publicize and disseminate to local educational agencies, teachers and other staff, parents, students, and the community the results of the State review, including statistically sound disaggregated results, as required by section 1111(b)(2).

(2) REWARDS- In the case of a local educational agency that, for 2 consecutive years, has exceeded adequate yearly progress as defined in the State plan under section 1111(b)(2), the State may make rewards of the kinds described under section 1117 to the agency.

(3) IDENTIFICATION OF LOCAL EDUCATIONAL AGENCY FOR IMPROVEMENT- A State shall identify for improvement any local educational agency that, for 2 consecutive years, including the period immediately prior to the date of enactment of the No Child Left Behind Act of 2001, failed to make adequate yearly progress as defined in the State's plan under section 1111(b)(2).

(4) TARGETED ASSISTANCE SCHOOLS— When reviewing targeted assistance schools served by a local educational agency, a State educational agency may choose to review the progress of only the students in such schools who are served, or are eligible for services, under this part.

(5) OPPORTUNITY TO REVIEW AND PRESENT EVIDENCE—

(A) REVIEW— Before identifying a local educational agency for improvement under paragraph (3) or corrective action under paragraph (10), a State educational agency shall provide the local educational agency with an opportunity to review the data, including academic assessment data, on which the proposed identification is based.

(B) EVIDENCE— If the local educational agency believes that the proposed identification is in error for statistical or other substantive reasons, the agency may provide supporting evidence to the State educational agency, which shall consider the evidence before making a final determination not later than 30 days

after the State educational agency provides the local educational agency with the opportunity to review such data under subparagraph (A).

(6) NOTIFICATION TO PARENTS—The State educational agency shall promptly provide to the parents (in a format and, to the extent practicable, in a language the parents can understand) of each student enrolled in a school served by a local educational agency identified for improvement, the results of the review under paragraph (1) and, if the agency is identified for improvement, the reasons for that identification and how parents can participate in upgrading the quality of the local educational agency.

(7) LOCAL EDUCATIONAL AGENCY REVISIONS—

(A) PLAN— Each local educational agency identified under paragraph (3) shall, not later than 3 months after being so identified, develop or revise a local educational agency plan, in consultation with parents, school staff, and others. Such plan shall—

- (i) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency;
- (ii) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards;
- (iii) address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119;
- (iv) include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2);
- (v) address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement;
- (vi) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
- (vii) specify the responsibilities of the State educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the State educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A; and
- (viii) include strategies to promote effective parental involvement in the school.

(B) IMPLEMENTATION—The local educational agency shall implement the plan (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the agency was identified for improvement.

(9) STATE EDUCATIONAL AGENCY RESPONSIBILITY—

(A) TECHNICAL OR OTHER ASSISTANCE— For each local educational agency identified under paragraph (3), the State educational agency shall provide technical or other assistance if requested, as authorized under section 1117, to better enable the local educational agency to—

- (i) develop and implement the local educational agency's plan; and
- (ii) work with schools needing improvement.

(B) METHODS AND STRATEGIES—Technical assistance provided under this section by the State educational agency or an entity authorized by such agency shall be supported by effective methods and instructional strategies based on scientifically based research. Such technical assistance shall address problems, if any, in implementing the parental involvement activities described in section 1118 and the professional development activities described in section 1119.

(10) CORRECTIVE ACTION— In order to help students served under this part meet challenging State student academic achievement standards, each State shall implement a system of corrective action in accordance with the following:

(A) DEFINITION— As used in this paragraph, the term 'corrective action' means action, consistent with State law, that—

- (i) substantially and directly responds to the consistent academic failure that caused the State to take such action and to any underlying staffing, curricular, or other problems in the agency; and
- (ii) is designed to meet the goal of having all students served under this part achieve at the proficient and advanced student academic achievement levels.

(B) GENERAL REQUIREMENTS— After providing technical assistance under paragraph (9) and subject to subparagraph (E), the State—

- (i) may take corrective action at any time with respect to a local educational agency that has been identified under paragraph (3);
- (ii) shall take corrective action with respect to any local educational agency that fails to make adequate yearly progress, as defined by the State, by the end of the second full school year after the identification of the agency under paragraph (3); and
- (iii) shall continue to provide technical assistance while instituting any corrective action under clause (i) or (ii).

(C) CERTAIN CORRECTIVE ACTIONS REQUIRED— In the case of a local educational agency identified for corrective action, the State educational agency shall take at least one of the following corrective actions:

- (i) Deferring programmatic funds or reducing administrative funds.
- (ii) Instituting and fully implementing a new curriculum that is based on State and local academic content and achievement standards, including providing appropriate professional development based on scientifically based research for all relevant staff, that offers substantial promise of improving educational achievement for low-achieving students.
- (iii) Replacing the local educational agency personnel who are relevant to the failure to make adequate yearly progress.
- (iv) Removing particular schools from the jurisdiction of the local educational agency and establishing alternative arrangements for public governance and supervision of such schools.
- (v) Appointing, through the State educational agency, a receiver or trustee to administer the affairs of the local educational agency in place of the superintendent and school board.
- (vi) Abolishing or restructuring the local educational agency.
- (vii) Authorizing students to transfer from a school operated by the local educational agency to a higher-performing public school operated by another local educational agency in accordance with subsections (b)(1)(E) and (F), and providing to such students transportation (or the costs of transportation) to such schools consistent with subsection (b)(9), in conjunction with carrying out not less than one additional action described under this subparagraph.

(D) HEARING— Prior to implementing any corrective action under this paragraph, the State educational agency shall provide notice and a hearing to the affected local educational agency, if State law provides for such notice and

hearing. The hearing shall take place not later than 45 days following the decision to implement corrective action.

(E) NOTICE TO PARENTS— The State educational agency shall publish, and disseminate to parents and the public, information on any corrective action the State educational agency takes under this paragraph through such means as the Internet, the media, and public agencies.

(F) DELAY— Notwithstanding subparagraph (B)(ii), a State educational agency may delay, for a period not to exceed 1 year, implementation of corrective action under this paragraph if the local educational agency makes adequate yearly progress for 1 year or its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the local educational agency. No such period shall be taken into account in determining the number of consecutive years of failure to make adequate yearly progress.

(11) SPECIAL RULE— If a local educational agency makes adequate yearly progress for two consecutive school years beginning after the date of identification of the agency under paragraph (3), the State educational agency need no longer identify the local educational agency for improvement or subject the local educational agency to corrective action for the succeeding school year.

(d) CONSTRUCTION— Nothing in this section shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

(e) SUPPLEMENTAL EDUCATIONAL SERVICES—

(1) SUPPLEMENTAL EDUCATIONAL SERVICES— In the case of any school described in paragraph (5), (7), or (8) of subsection (b), the local educational agency serving such school shall, subject to this subsection, arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness, that is selected by the parents and approved for that purpose by the State educational agency in accordance with reasonable criteria, consistent with paragraph (5), that the State educational agency shall adopt.

(2) LOCAL EDUCATIONAL AGENCY RESPONSIBILITIES— Each local educational agency subject to this subsection shall—

(A) provide, at a minimum, annual notice to parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of—

(i) the availability of services under this subsection;

(ii) the identity of approved providers of those services that are within the local educational agency or whose services are reasonably available in neighboring local educational agencies; and

(iii) a brief description of the services, qualifications, and demonstrated effectiveness of each such provider;

(B) if requested, assist parents in choosing a provider from the list of approved providers maintained by the State;

(C) apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students; and

(D) not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of the student.

(3) AGREEMENT— In the case of the selection of an approved provider by a parent, the local educational agency shall enter into an agreement with such provider. Such agreement shall—

(A) require the local educational agency to develop, in consultation with parents (and the provider chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a

timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act;

(B) describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;

(C) provide for the termination of such agreement if the provider is unable to meet such goals and timetables;

(D) contain provisions with respect to the making of payments to the provider by the local educational agency; and

(E) prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of such student.

(4) STATE EDUCATIONAL AGENCY RESPONSIBILITIES— A State educational agency shall--

(A) in consultation with local educational agencies, parents, teachers, and other interested members of the public, promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible;

(B) develop and apply objective criteria, consistent with paragraph (5), to potential providers that are based on a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the State academic content and student achievement standards adopted under section 1111(b)(1);

(C) maintain an updated list of approved providers across the State, by school district, from which parents may select;

(D) develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers under this subsection, and for withdrawing approval from providers that fail, for 2 consecutive years, to contribute to increasing the academic proficiency of students served under this subsection as described in subparagraph (B); and

(E) provide annual notice to potential providers of supplemental educational services of the opportunity to provide services under this subsection and of the applicable procedures for obtaining approval from the State educational agency to be an approved provider of those services.

(5) CRITERIA FOR PROVIDERS— In order for a provider to be included on the State list under paragraph (4)(C), a provider shall agree to carry out the following:

(A) Provide parents of children receiving supplemental educational services under this subsection and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand.

(B) Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards.

(C) Meet all applicable Federal, State, and local health, safety, and civil rights laws.

(D) Ensure that all instruction and content under this subsection are secular, neutral, and nonideological.

(6) AMOUNTS FOR SUPPLEMENTAL EDUCATIONAL SERVICES— The amount that a local educational agency shall make available for supplemental educational services for each child receiving those services under this subsection shall be the lesser of--

- (A) the amount of the agency's allocation under subpart 2, divided by the number of children from families below the poverty level counted under section 1124(c)(1)(A); or
- (B) the actual costs of the supplemental educational services received by the child.

(7) FUNDS PROVIDED BY STATE EDUCATIONAL AGENCY— Each State educational agency may use funds that the agency reserves under this part, and part A of title V, to assist local educational agencies that do not have sufficient funds to provide services under this subsection for all eligible students requesting such services.

(8) DURATION— The local educational agency shall continue to provide supplemental educational services to a child receiving such services under this subsection until the end of the school year in which such services were first received.

(9) PROHIBITION— Nothing contained in this subsection shall permit the making of any payment for religious worship or instruction.

(10) WAIVER—

(A) REQUIREMENT— At the request of a local educational agency, a State educational agency may waive, in whole or in part, the requirement of this subsection to provide supplemental educational services if the State educational agency determines that—

- (i) none of the providers of those services on the list approved by the State educational agency under paragraph (4)(C) makes those services available in the area served by the local educational agency or within a reasonable distance of that area; and
- (ii) the local educational agency provides evidence that it is not able to provide those services.

(B) NOTIFICATION— The State educational agency shall notify the local educational agency, within 30 days of receiving the local educational agency's request for a waiver under subparagraph (A), whether the request is approved or disapproved and, if disapproved, the reasons for the disapproval, in writing.

(11) SPECIAL RULE— If State law prohibits a State educational agency from carrying out one or more of its responsibilities under paragraph (4) with respect to those who provide, or seek approval to provide, supplemental educational services, each local educational agency in the State shall carry out those responsibilities with respect to its students who are eligible for those services.

(12) DEFINITIONS— In this subsection—

(A) the term eligible child' means a child from a low-income family, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1);

(B) the term provider' means a non-profit entity, a for-profit entity, or a local educational agency that—

- (i) has a demonstrated record of effectiveness in increasing student academic achievement;
- (ii) is capable of providing supplemental educational services that are consistent with the instructional program of the local educational agency and the academic standards described under section 1111; and
- (iii) is financially sound; and

(C) the term supplemental educational services' means tutoring and other supplemental academic enrichment services that are—

- (i) in addition to instruction provided during the school day; and
- (ii) are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the academic assessments required under section 1111 and attain proficiency in meeting the State's academic achievement standards.

(f) SCHOOLS AND LEAS PREVIOUSLY IDENTIFIED FOR IMPROVEMENT OR CORRECTIVE ACTION—

(1) SCHOOLS—

(A) SCHOOL IMPROVEMENT–

(i) SCHOOLS IN SCHOOL–IMPROVEMENT STATUS BEFORE DATE OF ENACTMENT– Any school that was in the first year of school improvement status under this section on the day preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school that is in the first year of school improvement status under paragraph (1).

(ii) SCHOOLS IN SCHOOL–IMPROVEMENT STATUS FOR 2 OR MORE YEARS BEFORE DATE OF ENACTMENT– Any school that was in school improvement status under this section for two or more consecutive school years preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school described in subsection (b)(5).

(B) CORRECTIVE ACTION– Any school that was in corrective action status under this section on the day preceding the date of enactment of the No Child Left Behind Act of 2001 (as this section was in effect on such day) shall be treated by the local educational agency as a school described in paragraph (7).

(2) LEAS–

(A) LEA IMPROVEMENT– A State shall identify for improvement under subsection (c)(3) any local educational agency that was in improvement status under this section as this section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001.

(B) CORRECTIVE ACTION– A State shall identify for corrective action under subsection (c)(10) any local educational agency that was in corrective action status under this section as this section was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001.

(C) SPECIAL RULE– For the schools and other local educational agencies described under paragraphs (1) and (2), as required, the State shall ensure that public school choice in accordance with subparagraphs (b)(1)(E) and (F) and supplemental education services in accordance with subsection (e) are provided not later than the first day of the 2002-2003 school year.

(D) TRANSITION– With respect to a determination that a local educational agency has for 2 consecutive years failed to make adequate yearly progress as defined in the State plan under section 1111(b)(2), such determination shall include in such 2-year period any continuous period of time immediately preceding the date of enactment of the No Child Left Behind Act of 2001 during which the agency has failed to make such progress.

DRAFT

SCHOOL CHOICE

**LOCAL EDUCATION AGENCY
GUIDANCE**

**(Adapted for Idaho from U.S. Department of Education non regulatory
Guidance on School Choice)**

**Idaho Department of Education
June 2004**

Public School Choice in Idaho Guidance

A. GENERAL INFORMATION

A-1. Which accredited schools (traditional and charter) and local educational agencies (school district or some charter schools) are required to offer public school choice?

According to federal law and State Board of Education rules, students who are enrolled in an accredited traditional or charter public school are eligible to transfer to another school if their school has been identified as in:

- (1) school improvement;
- (2) corrective action; or
- (3) restructuring.

(For the definitions of these terms, please see Appendix A.)

Choice related transportation is an allowable expense under the state's pupil transportation program. LEAs and charter schools may apply for 85 percent reimbursement. Schools receiving Title I funds may use these federal funds to pay for the nonreimbursable transportation costs necessary for students to attend their new schools, subject to the limitations discussed in item J-3.

A-2. May an existing choice program, such as an open enrollment program, be modified to accommodate the school choice requirement?

Idaho Code section 33-1402 establishes open enrollment between school districts and within school districts governed by local policies. The school improvement choice provisions required by State Board of Education rule and federal law and regulation can be accommodated within, and can become a meaningful part of, an open enrollment program, provided that the state and federal requirements are met, including the requirement for LEAs and LEA charter schools, to give parents timely notice of their choice options, to provide students who change schools with transportation to their new school, and to provide where necessary priority ranking for access to resources.

A-3. What choice options are available to Idaho students?

The choice options vary slightly between schools that receive Title I funds and those that do not.

Schools receiving Title I funds

LEAs and LEA charter schools must give all students attending schools that have not made adequate yearly progress (AYP) for two years and have been identified for

improvement the choice to attend another public school that is not in school improvement. Choice must be offered for the duration of the time the school is identified for improvement.

If the LEA or LEA charter school is not able to provide choice for pupils in a school in its first year of improvement because no optional schools are available or practicable, it may offer eligible parents the option of supplemental education services for their child. Eligibility for these services is determined by federal rules and guidelines. Eligible parents may choose either choice or supplemental services for their child but not both.

Schools without Title I funds

LEAs and LEA charter schools must give all students attending schools that have not made adequate yearly progress (AYP) for two years and have been identified for improvement the choice to attend another public school that is not in school improvement. Choice must be offered for the duration of the time the school is identified for improvement.

The option of supplemental services for eligible students in lieu of transfer becomes available for non-Title I schools in the second year of school improvement and when a school reaches corrective action status. Eligible parents may choose either choice or supplemental services for their child but not both.

B. TIMING AND DURATION OF CHOICES

B-1. For which students is an LEA or LEA charter school required to offer choice?

LEAs and LEA charter schools must ensure that schools identified for school improvement offer the opportunity to transfer to another accredited public school not in school improvement.

The stages of improvement are detailed in federal legislation and State Board of Education rules and noted below. Those stages are based upon the number of years in which a school has not made adequate yearly progress (AYP). (See Appendix A for definitions.) LEAs and LEA charter schools are required to offer choice to students enrolled in schools in the following categories:

1. Schools that are in their first year of school improvement.
2. Schools that are in the second year of school improvement.
3. Schools that are in corrective action.
4. Schools that are in restructuring (both the planning year for restructuring and any implementation years) *[Federal law: Sections 1116(b)(5)(B), 1116(b)(7), and 1116(b)(8), and 34 C.F.R. Section 200.43(b)(2) & State Board of Education Administrative Rule Governing Thoroughness: 08.02.03.114.01-06.]*

Under State Board of Education and federal rules, a school is identified for “school improvement” when it does not make AYP for two consecutive years. It remains in improvement, and then continues into “corrective action” and then “restructuring” statuses, until it makes AYP for two consecutive years.

B-2. When must an LEA and LEA charter school make choice available to eligible students?

An LEA and LEA charter school must make choice available for students not later than the first day of the school year following the school year in which the LEA administered the assessments that resulted in the school being identified as in need of school improvement, corrective action, or restructuring *[Federal law: Section 1116(b)(1)(E) & State Board of Education Administrative Rule Governing Thoroughness: 08.02.03.114.01-06.]*

If possible, an LEA or LEA charter school should notify parents about their available choices well before the beginning of the school year in which those choices will be available.

B-3. How should year-round schools meet the requirement to offer school choice by the beginning of the school year?

Parents of children attending these schools should be informed of their opportunity to choose another school as early as possible, and before the start of the new school year.

B-4. What is the responsibility of the State Department of Education to ensure that public school choice is available at the start of a new school year?

According to State Board of Education Administrative Rules Governing Thoroughness 08.02.03.112 02.02.b, the State Department of Education must provide Adequate Yearly Progress determinations, as well as lists of schools identified for improvement, corrective action, and restructuring, to each LEA and LEA charter school in a timely manner so that the LEA and LEA charter school can, before the beginning of the new school year, identify those schools whose students may transfer and inform parents that they may choose a different school for their child.

B-5. If any LEA or LEA charter school does not receive from state, prior to the start of the school year, Adequate Yearly Progress determinations or the list of schools identified for improvement, corrective action, and restructuring, when must it offer public school choice?

If an LEA or LEA charter school does not receive the information in time to offer choice before the beginning of the school year, it must make choices available as quickly as possible, so that parents can exercise choice and students can enter new schools before the school year gets well under way.

Under no circumstances should an LEA or LEA charter school wait until the next school year before providing the opportunity to transfer to eligible students. For

example, an LEA or LEA charter school that receives its listing of schools identified for improvement in the fall might offer choice to students immediately or for the second semester [*Federal law: 34 C.F.R. Section 200.32(f)*].

B-6. How long must an LEA or LEA charter school continue to offer students in eligible schools the option to attend another public school?

An LEA and LEA charter school must offer choice to all students in an eligible school until the school is no longer identified for improvement, corrective action, or restructuring, i.e., until the school makes AYP for two consecutive years.

B-7. How long must students who change schools be allowed to attend the school of their choice?

If an eligible student exercises the option to transfer to another public school, an LEA or LEA charter school must permit the student to remain in that school until he or she has completed the highest grade in the school. However, the LEA is no longer obligated to provide transportation for the student after the end of the school year in which the student's school of origin is no longer identified for school improvement, corrective action, or restructuring [*Federal law: 34 CF.R. Section 200.44(g)*].

In addition, the statute does not require students who change schools to remain in their new school through the highest grade of the school. To the extent feasible, those students should have the opportunity to return to the original school if their parents decide that would be in their educational interest.

If an eligible student has transferred out of a school that is in school improvement status and the student's original school leaves that status after the school year has begun, the LEA or LEA charter school must allow the student to continue to attend his or her current school through the final grade of that school, but no longer is required to provide transportation. Since the school year will already be under way, however, the LEA or LEA charter school should give parents time to come up with other options rather than immediately terminating the provision of transportation. For example, it might want to continue to provide transportation until the semester break. School Board of Trustees approved policy should identify how the school district will address this issue.

B-8. What opportunities for choice must an LEA or LEA charter school provide to a student who has changed schools under the choice provisions and whose new school is subsequently identified as in need of improvement?

Like other children enrolled in schools identified for improvement, that child must be offered the choice of attending a school that has not been so identified and, subject to the limitations described in Section J, offered the opportunity to receive transportation to such a school. Note, however, that this guidance must be read together with the guidance set forth in item B-7; if a child's original school is no longer on the state's

school improvement list, the LEA or LEA charter school is not required to provide transportation to that child. (Again, school board policy should address how this will work. Stability for the child and the district should be emphasized.)

B-9. If an eligible student changes schools but, in a subsequent year, moves out of the school attendance area for his or her original school and no longer lives in the attendance area of a school identified for improvement (but continues to live in the same school district), must the LEA or LEA charter school continue to allow that student to attend the new school and continue to provide transportation?

As with students whose original school is no longer identified as in need of improvement, students who change schools and then move out of the attendance zone served by a school in improvement status must be permitted to continue attending their new school until they have completed the highest grade in that school. However, once they move, the LEA or LEA charter school is no longer obligated to provide for transportation. Transportation obligations should be clearly addressed in the open enrollment and attendance zone policies of the school district.

C. ELIGIBLE STUDENTS

C-1. Which students are eligible to change schools under state and federal choice provisions?

All students enrolled in public schools identified for school improvement, corrective action, or restructuring are eligible to transfer to another public school (which may be a charter school) that is not in school improvement. The only exception applies in the situations discussed in item E-12, when there are no other schools in the district (or outside the district) to which students could transfer.

C-2. What does the federal law mean when it says that the LEA or LEA charter school shall “give priority to the lowest achieving children from low-income families”?

The LEA or LEA charter school must give *all* students in a school identified for improvement the opportunity to transfer to another public school. In implementing this option to transfer, however, there may be circumstances in which the LEA or LEA charter school needs to give priority to the lowest-achieving children from low-income families [*Federal law: Section 1116(b)(1)(E)(ii)*]. For example, if not all students can attend their first choice of schools, an LEA or LEA charter school would give first priority in assigning spaces to the low-achieving low-income students.

C-4. In applying this priority, how does an LEA or LEA charter school determine which students are from low-income families?

The federal statute requires that LEAs and LEA charter schools make this determination using the same data that they use in allocating Title I funds to schools [*Federal law: Section 1116(e)(12)(A)*]. Schools not receiving Title I funds also may use these criteria.

C-5. May LEAs or LEA charter schools use information from the National School Lunch Program in determining which students are from low-income families and thus may be eligible for the priority for choice?

Because the law requires LEAs and LEA charter schools, in determining which students are eligible for the priority, to use the same data they use in making Title I allocations, and because most LEAs use school lunch data in calculating those allocations, most LEAs will, in fact, have to use school lunch data in identifying students as eligible for the priority.

LEAs should do so, however, in a manner that protects the confidentiality of school lunch data, as provided for in the Richard B. Russell National School Lunch Act (NSLA). They should establish procedures that allow release of information on school lunch eligibility only to officials who need that information for proper administration and enforcement of the school choice program and should include safeguards to protect family privacy.

Section 9 of the NSLA establishes requirements and limitations regarding the release of information about children certified for free and reduced price meals provided under the National School Lunch Program. The NSLA allows school officials responsible for determining free and reduced price meal eligibility to disclose *aggregate* information about children certified for free and reduced price school meals. Additionally, the statute permits determining officials to disclose *the names of individual children* certified for free and reduced price school meals and the child's eligibility status (whether certified for free meals or reduced price meals) to persons directly connected with the administration or enforcement of a federal or state education program.

Because choice is a federal and state education requirement, determining officials may disclose a child's eligibility status to persons directly connected with, and who have a need to know, a child's free and reduced price meal eligibility status in order to administer the choice requirements. The statute, however, does not allow the disclosure of any other information obtained from the free and reduced price school meal application or obtained through direct certification. School officials must keep in mind that the intent of the confidentiality provisions in the NSLA is to limit the disclosure of a child's eligibility status to those who have a "need to know" for proper administration and enforcement of a federal education program. As such, schools should establish procedures that limit access to a child's eligibility status to as few individuals as possible.

School officials, prior to their disclosing individual information on the School Lunch Program eligibility of individual students, must enter into a memorandum of understanding or other agreement to which all involved parties (including both school lunch administrators and educational officials) would adhere. This agreement must specify the individuals who would have access to the information, how the

information would be used in implementing state and federal choice requirements, and how the information would be protected from unauthorized uses and third-party disclosures, as well as including a statement of the penalties for misuse or improper disclosure of the information.

Additional information on this issue is provided in a December 17, 2002 letter from the U.S. Department of Education and Agriculture – Limited Disclosure for Title I available on the Child Nutrition Website at <http://www.sde.state.id.us/child/cnp-regulations.asp#Free>

C-6. How may LEAs and LEA charter schools that operate school lunch programs under Provisions 2 and 3 of the National School Lunch Act determine which students are from low-income families and thus may be eligible for the priority?

“Provision 2” and “Provision 3” allow schools that offer students lunches at no charge, regardless of the students’ economic status, to certify students as eligible for free or reduced price lunches once every four years and longer, under certain conditions. National School Lunch Program regulations prohibit schools that make use of these alternatives from collecting eligibility data and certifying students on an annual basis for other purposes.

For the purpose of identifying students as eligible for the priority for public school choice under Title I, school officials may deem all students enrolled in Provision 2 and Provision 3 schools as “low-income.”

For additional information on this issue is provided in a December 17, 2002 letter from the U.S. Department of Education and Agriculture – Limited Disclosure for Title I available on the Child Nutrition Website at <http://www.sde.state.id.us/child/cnp-regulations.asp#Free>

C-7. How does an LEA or LEA charter school determine which students are “lowest achieving”?

LEAs and LEA charter schools have flexibility in determining which students from low-income families are lowest achieving and thus must be given a priority for public school choice when it is necessary to distinguish among students for first choice of transfer or for eligibility to receive supplemental services through the Title I program.

To determine eligibility students might be rank-ordered, based on their achievement levels as determined using objective educational measures, such as scores from the Idaho Standards Achievement Tests used to determine Adequate Yearly Progress. Students may not be rank-ordered by family income level, because this method would not give priority to the lowest-achieving educational students.

Alternatively, the LEA and LEA charter school might provide priority for first-choice of transfer options or eligibility for supplemental services to students who receive less

than a certain score on state assessments (for instance, all those who score “below basic” in reading or mathematics) to change schools. This method could be used to focus attention on subject areas where the school or LEA and LEA charter school did not meet state AYP goals. Another option might be to base the determination on student grades, or on the scores students receive on other tests.

C-8. What if a particular student attends a school that has been identified for improvement, but has been assigned to that school by a court order or for disciplinary reasons?

Although this issue is difficult to answer in general terms, because it is dependent upon the particular circumstances surrounding a student’s placement (and can and should be resolved on a case-by-case basis), some general guidelines may be helpful.

If a student is assigned to a particular school by a family court for child custody reasons and that school has been identified for improvement, the student could be eligible to transfer under the choice provisions. However, the student’s parent may not be able to exercise that option without first obtaining permission from the court to move his or her child.

Similarly, a student may be assigned to a particular school -- e.g., an alternative school -- by a juvenile court due to the student’s violent or criminal behavior or for disciplinary reasons sufficiently serious to justify placement in a particular learning environment. In this circumstance, the LEA or LEA charter school would likely need to limit or deny the choice option.

D. NOTIFICATION OF PARENTS

D-1. When should parents be notified that their children are eligible for public school choice?

The LEA or LEA charter school should notify parents as soon as practicable prior to the beginning of the school year or school term in which choice will be offered

D-2. How must an LEA or LEA charter schools notify parents that their children are eligible for public school choice?

An LEA or LEA charter school must provide an explanation of the choice option to all parents of students enrolled in the public schools that have been identified for school improvement, corrective action, or restructuring. This notification must be in a comprehensive, easy-to-understand format and, to the extent practicable, in a language the parents can understand. At a minimum, this notification must:

1. Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement;
2. Identify each public school, which may include charter schools, that the parent can select;

3. Include information on the academic achievement of the schools that the parent may select [*Federal law: 34 C.F.R. 200.37(b)(4)*].

The LEA or LEA charter school should also include an explanation of why the choices made available to parents may have been limited.

In addition to mailing notices directly to parents, the LEA or LEA charter school must provide information about choice options through broader means, including newspapers, posters, and the Internet.

D-3. How much time should parents have to consider their options?

An LEA or LEA charter school might set different timelines for parents to make their decisions on choice, depending on the circumstances in the LEA or LEA charter school.

For example, the LEA or LEA charter school might permit parents to exercise choice at various times during the school year (e.g., in the spring of the prior school year, at the beginning of the school year, and at the beginning of the second semester). Alternatively, the LEA or LEA charter school may establish a “window” during which parents must exercise their choice option.

Whatever the case, the LEA or LEA charter school must set a reasonable deadline by which parents must apply and ensure that the parents have sufficient time and information to make an informed decision about selecting a school. The LEA and LEA charter school should work with parents to ensure that they have ample information and time to take advantage of the opportunity to choose a different public school for their child.

D-4. What procedures should LEAs and LEA charters establish for enabling parents to communicate their choice of school?

An LEA or LEA charter school should ensure that its policies for receiving choice-related communications from parents do not impede parents’ opportunities to exercise choice options. For example, parents should not have to appear in person to state their choices. Rather, parents should be able to communicate their choices in a variety of ways, including by standard mail, email, or fax. The LEA or LEA charter school should confirm with parents that it has received their communication regarding choice.

D-5. If there are no schools to which students can transfer, must parents still be notified?

Yes, parents must be notified that their child’s school is identified for improvement and what options may or may not be available for children in the school.

E. SCHOOLS OF CHOICE**E-1. Which schools may be offered to students as transfer options?**

Except in the situations described in items E-8 and E-11, students must be given the option to transfer to other better performing public schools, which may be charter schools, within the LEA. For options outside the LEA see item E-10.

The choices made available to students may not include schools identified for improvement (or corrective action or restructuring) for not making Adequate Yearly Progress goals. Charter schools that fall within the boundaries of an LEA, but are not authorized by the LEA, may also be included as transfer options, in coordination and with the agreement of the individual charter school.

E-2. May a “virtual school” (a school that offers instruction through distance learning technology) be among the schools to which eligible students are offered the opportunity to transfer?

Yes, so long as that school is an accredited public elementary or secondary school (as defined in state law) and has not been identified for school improvement, corrective action, or restructuring. If the “virtual school” is not operated by the LEA or LEA charter school, the LEA or LEA charter school could enter into a cooperative agreement with the school so that its students can enroll.

E-3. How many choices of schools is an LEA or LEA charter school required to offer to students?

If more than one school that meets the requirements outlined in item E-1 is available, the LEA must offer more than one choice to eligible students. LEAs and LEA charter schools should strive to provide a full menu of choices to students and parents, and must take into account parents’ preferences among the choices offered [Federal law: 34 C.F.R. Section 200(a)(4)(ii)].

E-4. May specialty schools, such as schools for the performing arts, be offered to students as transfer options?

Yes. However, LEAs or LEA charter schools do not need to disregard entrance requirements when identifying transfer options for students. For example, an LEA may require students wishing to transfer to a fine arts specialty school or to a school for gifted students to meet the normal eligibility requirements for those schools, even if there are no other choices available to eligible students in the district.

E-5. When an LEA or LEA charter school offers parents multiple choices of schools, who makes the final decision on which school a child attends, and how is it made?

While the final decision on the school each child will attend is up to the LEA or LEA charter school, and while not all parents will necessarily receive their first choice of school, LEAs and LEA charter schools must take parents' preferences into consideration in making these decisions.

In addition, in making final decisions on assignments, LEAs and LEA charter schools must give priority to the lowest-achieving eligible children. LEAs and LEA charter schools might allow parents to rank-order their preferences among the schools that are available to receive transfer students. LEAs and LEA charter schools should respect those preferences, to the extent practicable, when assigning students to schools.

Once an LEA or LEA charter school has made its decision, parents must have the option to decline the opportunity to move their child to the new school identified by the LEA or LEA charter school. If the child's current school is subject to both the public school choice and supplemental educational services requirements, some parents, once they understand the transfer options, might elect to have their eligible child remain in his or her original school and receive supplemental educational services.

E-6. Must an LEA or LEA charter school that believes it does not have the physical capacity within its schools to accept transferring students implement the public school choice provisions?

An LEA or LEA charter may not use lack of capacity to deny students the option to transfer but may take capacity into consideration in deciding which choices to make available to eligible students.

The bottom line, then, is that every student enrolled in a public school in improvement who wishes to transfer to a school that is not in need of improvement must have that opportunity, but may not be able to exercise choice due to available options within and without the district. Moreover, LEAs and LEA charter school provision to allow priority to be given to the lowest-achieving eligible children (as described in Items C-3 and C-7) does not diminish the requirement for the LEA to provide choice to *all* students in public schools that are in school improvement status.

Thus, if an LEA or LEA charter school does not have sufficient capacity in its schools that are not identified for improvement to accommodate the demand for transfers by all eligible students, the LEA or LEA charter school must create additional capacity or provide choices of other schools.

E-7. If an LEA or LEA charter school does not have the physical capacity to offer transfers to all eligible students, how can it create additional capacity?

When capacity is an issue, school officials will need to employ creativity and ingenuity in creating capacity in schools to receive additional students. The range of possible options might include:

- Reconfiguring space in receiving schools that is currently not being used for instruction;
- Expanding space in receiving schools, such as by reallocating portable classrooms within the district;
- Redrawing the district’s attendance zones, if insufficient capacity is available within the existing zones within which students would ordinarily select schools;
- Creating satellite divisions of receiving schools, that is, classrooms that are under the supervision of the receiving school principal and whose teachers are part of the school faculty but that exist in neighboring buildings;
- Creating new, distinct schools, with separate faculty, within the physical sites of schools identified for improvement;
- Encouraging the creation of new charter schools within the district;
- Developing distance learning programs, or entering into cooperative agreements with “virtual schools”;
- Reshaping long-range capital construction and renovation plans in order to ensure that schools that are likely to receive new students have additional space;
- Modifying either the school calendar or the school day, such as through “shift” or “track” scheduling, in order to expand capacity; and
- Easing capacity by initiating inter-district choice programs with neighboring LEAs or LEA charter schools.

E-8. What if existing local transfer policies prohibit school choice?

The federal and state law and requirements supersede local school board policies that limit school choice and are inconsistent with the requirement to provide the option to transfer to all students enrolled in schools identified for improvement, corrective action, or restructuring.

E-9. What if choice might create health or safety problems?

As indicated in the answers to earlier questions, LEAs and LEA charter schools have broad latitude in determining which transfer options to offer for parental consideration. They may consider health and safety factors in determining the transfer options. However, as indicated in the answer to question E-7, lack of capacity and health and safety concerns -- including overcrowding problems -- do not excuse an LEA or LEA charter school from meeting the public school choice requirement. The expectation is that an LEA or LEA charter school will need to find ways to provide choice, consistent with its obligations to provide a healthy and safe learning environment. Some of the options described in item E-7 may be useful to LEAs or LEA charter school in resolving health and safety issues.

E-10. May an LEA or LEA charter school provide eligible students with an option to transfer to schools outside of the district?

Yes. In fact, the federal law states that if all public schools within an LEA and LEA charter school to which a child may transfer are identified for school improvement, corrective action, or restructuring, the LEA or LEA charter school must, to the extent practicable, establish a cooperative agreement with other LEAs or LEA charter schools in the area that are willing to accept its students as transfers. In addition, LEAs and LEA charter schools that are not in this situation may want to include inter-district transfers in their plans, in order to broaden the range of student choices or mitigate capacity concerns in the district, or both.

E-11. What if providing the option to transfer to another school within the district is not possible?

Some LEAs and LEA charter schools may have no schools available to which students can transfer. This situation might occur when all schools at a grade level are in school improvement or when the LEA has only a single school at that grade level. Transfer between LEAs also may not be possible when an LEA's schools are so remote from one another that choice is impracticable. For example, if the only other elementary school is over 100 miles away, then choice is likely impracticable. On the other hand, if other potential elementary school choices are located outside an LEA-defined attendance zone or internal boundary, these boundaries may not be used to prevent student transfers.

In these cases, the LEA and LEA charter school must, to the extent practicable, enter into cooperative agreements with other LEAs in the area (or with charter and "virtual schools" in the State) that can accept its students as transfers [*Federal law: Section 1116(b)(11)*].

The LEA or LEA charter school receiving Title I funds may also wish to offer supplemental services to students attending schools in their first year of improvement who cannot be given the opportunity to change schools [*Federal law: 34 C.F.R. Section 200.44(h)(2)*].

F. SPECIAL EDUCATION AND CHOICE**F-1. What are the responsibilities of the school that receives transfer students with disabilities?**

LEAs and LEA charter school must ensure that students with disabilities are provided a free appropriate public education (FAPE) consistent with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act (ADA Title II) in their schools of cho(IEP) or Section 504 plan (for students eligible only under Section 504 and Title II) developed by the prior school, or to convene an IEP team meeting and develop a new IEP in consultation with the parents that meets the student's needs (or, for the Section 504/Title II-only eligible student, determine the regular and special education and related aids and services necessary to meet the student's needs).

Prior to the parents making a final decision on transferring their child to a new school, LEAs and LEA charter school should encourage them to discuss their child's specific needs with the prospective school's staff and visit the prospective school so that the parents are aware of the differences in school size, curriculum, faculty, and other factors that that may affect the ways in which the school will provide a free appropriate education to their child. In addition, LEAs and LEA charter schools must ensure that schools comply with the other provisions of Section 504 and the ADA, including accessibility provisions [*Federal law: 34 C.F.R. Section 200.44(j)*].

F-2. What should parents be aware of in transferring their student?

Students with disabilities have special and specific needs. Along with the information suggested in D-3, parents should discuss their child's specific educational and developmental needs with, and visit, the prospective school, so that every parent is aware of the school environment and its mission. While every student with a disability must be provided FAPE consistent with the IDEA, Section 504 and ADA Title II, the implementation and delivery of a free appropriate public education do not have to be identical at each school. When a parent chooses to transfer a child to a different school and prepares to develop or amend an IEP, the parent must recognize that there are different ways to address the needs of their child.

F-3. Must students with disabilities be offered their choice of the same schools as nondisabled students?

School districts must offer students with disabilities and those eligible under Section 504 the opportunity to be educated in a school that has not been identified as in need of school improvement and has not been identified by the State as persistently dangerous, if nondisabled students have that opportunity.

However, an LEA and LEA charter school is not required to offer students with disabilities the same choices of schools as it offers to nondisabled students. In

determining the choices available to such students, the LEA should match the abilities and needs of a student with disabilities with those schools that have the ability to provide the student FAPE.

F-4. Does the movement of a student with disabilities to a school of choice constitute a “change of placement” under the IDEA?

A change in the location of delivery of services, in and of itself, does not constitute a “change of placement” as defined under the IDEA. The IDEA statute and implementing regulations contain specific requirements regarding “change of placement” provisions, and LEAs and LEA charter schools must comply with these requirements when they are triggered.

G. CIVIL RIGHTS ISSUES

G-1. How do Federal civil rights laws apply to LEAs and LEA charter schools implementing public school choice?

In providing public school choice, an LEA and LEA charter schools may not discriminate on the basis of race, color, national origin, sex, disability, or age, consistent with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, ADA Title II, and the Age Discrimination Act of 1975.

See section F concerning the implementation of the public school choice requirements for students with disabilities.

H. Responsibilities of Schools Receiving Transfer Students

H-1. What are the responsibilities of a school that receives transfer students under this program?

A school that receives students under this program must ensure that transferring students are enrolled in classes and other activities in the school in the same manner as all other students in the school [*Federal law: Section 1116(b)(1)(F)*]. For instance, students entering a school as a result of the choice provisions must have the same opportunity to select courses, to take part in special programs (such as activities for gifted and talented students), and to participate in extracurricular activities as all other students enrolled in the school.

H-2. May districts prohibit students transferring from a school identified for improvement the opportunity to participate in interscholastic sports in their new school?

If a district has a general policy that requires all students who transfer under any other choice option within the district to “sit out” from interscholastic sports for a specified period of time after the transfer, then the district may apply that policy to students

who transfer under the choice option. If it does not have such a general policy, it may not impose one on students who enter the school under the choice provisions. Policies promulgated by the Idaho High School Activities Association should be applied in the same way.

I. GENERAL FUNDING REQUIREMENTS

I-1. Are there any requirements as to how general educational services for transfer students are to be funded by the LEA or LEA charter school?

No. Federal and state statute and regulations do not require that any local, state, or federal funds “follow the child” to his or her new school. However, LEAs and LEA charter schools should take care to ensure that receiving schools have available the staff, materials, equipment, and other resources needed to accommodate the students who enter the school through the exercise of the choice option.

I-2. If a child transfers out of her or his original school, should an LEA or LEA charter school include that child (1) in the count of children used to determine the Title I allocation to the school of residence, or (2) in the count used to determine the Title I allocation to the school of enrollment?

Generally, Title I school eligibility and Title I allocations are based on the count of poor children who reside in the school attendance zone of a given school [*Federal law: Section 1113*]. Consistent with this general rule, an LEA and LEA charter school would include a transferring child as part of the count of the school of residence. However, LEAs and LEA charter schools also have the option of using enrollment as the basis for determining Title I eligibility and allocations [*Federal law: Section 1113(b)(1)(B)*]. In the case of an LEA and LEA charter school that uses enrollment, the transferring student would be counted in the school in which the student is enrolled (the receiving school).

I-3. May Title I funds be used to benefit non-Title I schools that receive students transferring from Title I schools identified for improvement?

As a general rule, Title I dollars and services do not follow a child who transfers from a Title I school identified for improvement to a non-Title I school. However, in subsequent school years, the receiving school may become eligible for Title I funds if a sufficient number of low-income students transfer into it (if the LEA or LEA charter school bases its eligibility determinations on enrollment). If the number of students transferring into a receiving school causes that school to be designated as a Title I school, then it will receive Title I funds.

I-4. Does special education funding follow a child with disabilities to the school of his or her choice?

Federal special education funding is distributed to school districts, not individual schools. It is up to the school district to determine how that money is spent and how those funds are distributed among individual schools within the district.

J. TRANSPORTATION FUNDING AND OTHER TRANSPORTATION ISSUES

J-1. Is an LEA or LEA charter school required to provide transportation to schools of choice?

Yes, an LEA or LEA charter school must pay for or provide transportation to the new school.

J-2. What funds may be used by an LEA or LEA charter school to pay for choice-related transportation?

The LEA and LEA charter school may claim the transportation costs for 85 percent reimbursement under the state's pupil transportation program. An LEA may use Title I funds, as well as other allowable federal, state, local, and private resources, to pay for non-reimbursed portions of the transportation costs.

J-3. How much must an LEA or LEA charter school pay to provide choice-related transportation?

The amount of federal Title I funds available for non reimbursed choice-related transportation is limited.

Federal law establishes a joint funding mechanism for choice-related transportation and supplemental educational services [Federal law: Section 1116(b)(10)]. Unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for supplemental educational services, an LEA must spend an amount equal to 20 percent of its Title I, Part A allocation, before any reservations, on:

1. Choice-related transportation;
2. Supplemental educational services; or
3. A combination of (1) and (2).

Moreover, the 20 percent must be calculated before the LEA or LEA charter school takes any reservations "off the top" of its Title I, Part A allocation for parental involvement, private school equitable participation, or other purposes.

This flexible funding approach means that the amount of funding that an LEA or LEA charter school must devote to choice-related transportation depends in part on how much it spends on supplemental educational services. However, if the cost of satisfying all requests for supplemental educational services exceeds 5 percent of an LEA or LEA charter school Title I, Part A allocation, the LEA or LEA charter school may not spend less than an amount equal to 5 percent on those services. Similarly, if the demand from parents of eligible students for transportation needed for choice

exceeds 5 percent of the allocation, the LEA or LEA charter school must spend the equivalent of at least 5 percent on transportation. The LEA or LEA charter school has flexibility in allocating the remaining 10 percent between choice-related transportation and supplemental educational services, and in doing so should take into consideration the level of parental demand and the costs of meeting that demand [34 C.F.R. Section 200.48(a)].

An LEA or LEA charter school may, but is not required to, spend an amount exceeding 20 percent of its Title I, Part A allocation if additional funds are needed to meet all demands for choice-related transportation and supplemental educational services. A school district could also spend State or local funds, if it wishes, to assist in paying for transportation.

J-7. Must an LEA or LEA charter school reserve a portion of its Title I allocation to pay for choice-related transportation?

No. The statutory phrase “an amount equal to” means that the funds required to pay the costs of choice-related transportation and supplemental educational services need not come from Title I allocations, but may be provided from Title I allocations or from other allowable Federal, State, local, or private sources. (See also item J-8.)

For example, if an LEA or State already operates transportation services, the LEA may be able to provide the transportation required by the Title I school choice provision through its existing transportation program. In such a case, the LEA may count, toward the 20 percent requirement, the portion of its transportation costs that is attributable to providing choice to students exercising the Title I choice option.

J-8. What other Federal program dollars may be used to pay for choice-related transportation?

LEAs and LEA charter schools may use their Title V, Part A Local Innovative Education Program funds to pay for choice-related transportation. LEAs and LEA charter schools also may use funds transferred to Title I or Title V from other federal education programs under the ESEA Section 6123 “transferability” authority to pay such costs.

Programs under which such transfers may be made include Title II, Part A (Improving Teacher Quality State Grants); Title II, Part D (Educational Technology State Grants); and Title IV, Part A (Safe and Drug-Free Schools and Communities State Grants). Funding from Title V, Part A (State Grants for Innovative Programs) can also be transferred to Title I.

An LEA or LEA charter school receiving a discretionary grant from its state under Title V, section 5121(3) and using that grant in accordance with section 5131(a)(12) may also be able to use grant funds to pay for choice-related transportation, depending on the terms of the grant award.

An LEA or LEA charter school must include any funds transferred into Title I, Part A (under section 6123) in the base used in calculating the “amount equal to 20 percent” of its Title I allocation, to determine required expenditures for choice-related transportation and supplemental educational services.

J-11. The state only provides transportation reimbursement for students living a mile and a half from the school or those students within that distance that have been approved for safety busing services, would the LEA or LEA charter school have to provide transportation to students who elect, under the school choice provisions, to transfer to schools that are within that distance of their homes?

No. In that situation, the LEA or LEA charter school would not be required to provide for transportation to students who elect, under the Title I provisions, to transfer to schools within a mile and half of their homes.

J-12. May an LEA or LEA charter school establish transportation zones within an LEA based on the geographic location of schools?

Yes, an LEA has latitude in deciding which options to provide for eligible students. For example, it might establish transportation zones based upon geographic location and fully fund transportation to different schools within a zone. This option would allow the district to offer more than one choice of school while ensuring that transportation can be reasonably provided or arranged.

Outside the transportation zone, the district could decide to pay for only part of the transportation to the school. Parents might select a school outside of their designated attendance zone, but they would be informed prior to making this decision that they may be responsible for providing or arranging transportation for their children.

If transportation zones are developed, they should be drawn to provide genuine choice and address only issues of geographic distance. LEAs should ensure that there is sufficient capacity to accommodate the demand for choice within each zone. If this cannot be done, students must be given the opportunity to attend schools outside their zone of residence and provided with transportation.

J-13. Does the Title I “supplement, not supplant” requirement apply to transportation funds?

Yes. Title I funds may be used only to supplement the level of funds that, in the absence of the Title I funds, would be made available from non-Federal sources for the transportation of children. For example, if an LEA is required by State or local law to provide transportation to students who choose to transfer to another school under an existing choice plan, it may not use Title I funds to supplant the State or local funds that it otherwise would use to provide transportation, even though transportation costs generally are an allowable use of Title I funds.

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Appendix A**DEFINITIONS**

Adequate Yearly Progress: Adequate yearly progress (AYP) is the measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in at least reading/language arts and mathematics. It also measures the progress of schools under other academic indicators, such as the graduation or school attendance rate. The same provisions also apply to LEAs and LEA charter schools. AYP reflects the objective of all students demonstrating proficiency by the end of school year 2013-2014. *[Section 1111(b)(2) & State Board of Education Administrative Rule Governing Thoroughness: 08.02.03.114.01-06.]*

Corrective Action: A school identified for corrective action is a any public school in Idaho that has not made AYP for four years *[Section 1116(b)(7) & State Board of Education Administrative Rule Governing Thoroughness: 08.02.03.114.01-06.]*

Eligible Student: For the purposes of the school choice provision in Idaho, eligible students are all students enrolled in Idaho public schools that are in their first or second year of school improvement or are in corrective action or restructuring status *[Title I, section 1116(b)(1)(E) & State Board of Education Administrative Rule Governing Thoroughness: 08.02.03.114.01-06.]*

Restructuring: A school identified for restructuring is a school that has not made AYP for five years *[Section 1116(b)(8)] & State Board of Education Administrative Rule Governing Thoroughness: 08.02.03.114.01-06.]* The first year of restructuring may be used for planning; the plan for the reconstituted school must be implemented no later than the second year.

School improvement: A school is in its first year of “school improvement” when it has not made AYP for two consecutive years. In order to exit school improvement status, it must make AYP for two consecutive years. A school can be identified for a second year of school improvement if it does not make AYP for another year, after initially being identified as in need of improvement *[Section 1116(b)(1)(A)] & State Board of Education Rules State Board of Education Administrative Rule Governing Thoroughness: 08.02.03.114.01-06.]*

Appendix B**ABBREVIATIONS**

ADA	Americans with Disabilities Act
AYP	Adequate Yearly Progress
ESEA	Elementary and Secondary Education Act of 1965
FAPE	Free Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
LEA	Local Educational Agency
NCLB	No Child Left Behind Act of 2001

DRAFT

**INTERVENTION
SCHOOL IMPROVEMENT PLANNING**

**LOCAL EDUCATION AGENCY
GUIDANCE**

**(Adapted for Idaho from U.S. Department of Education non regulatory
Guidance on School Improvement)**

**Idaho Department of Education
June 2004**

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INTRODUCTION

This guidance document is designed to assist local education agencies (LEAs) in understanding and fulfilling their responsibility to provide the necessary technical assistance in intervention school improvement planning (ISIP) to their schools placed on School Improvement. Being identified as a school in need of improvement, requires the school to access assistance in identifying and addressing instructional issues that prevent students who attend that school from attaining proficiency in the core academic subjects of reading and mathematics. The intervention school improvement planning (ISIP) process and timeline are designed to create a sense of urgency about reform and to focus identified schools on quickly and efficiently improving student outcomes in reading and mathematics.

Before outlining the ISIP guidance, it is important to place the ISIP process within the larger context of accreditation, continuous school improvement planning (CSIP), and district strategic planning:

All Idaho public schools, K-12, are currently encouraged to engage in continuous school improvement planning (CSIP) focused on improving student achievement. Most of the Idaho schools that are accredited by the Northwest Association of Accredited Schools are already involved in a state-approved continuous school improvement planning process. Title I schools that are involved in the schoolwide process are also engaged in a similar continuous school improvement process. Many other schools and LEAs have adopted or developed their own CSIP process to strategically plan for improving student performance.

Beginning in the fall of 2005, all public schools will be required to conduct continuous school improvement planning as a condition of being state-accredited. The accreditation process will also require LEAs to be engaged in an ongoing five-year strategic planning process (DSP) that takes into account the needs of its schools as identified in their CSIPs and ensures focused and intentional use of time and resources to maximize student achievement in the LEA's schools.

As stated in Standard V of the 2005 Idaho State Accreditation Standards:

“Continual improvement of the educational program is essential in providing quality results. To be accredited, Idaho schools must be actively involved in a dynamic and data-driven school improvement planning process. Professional development programs and parent/community participation in the planning process are essential factors that distinguish good schools. Successful improvement programs focus on the systematic analysis of student performance data and how the school's instructional and organizational practices impact student achievement.”

Core elements of a continuous school improvement planning process that will meet the state accreditation requirement are delineated in Standard V of the 2005 Idaho State Accreditation Standards and are also listed below:

- a) vision, mission and belief/value statements that guide school improvement and focus on student performance

- b) ongoing collection, review and analysis of pertinent data that builds a profile of the school and assesses staff and student needs
- c) utilization of data analysis/needs assessment results to select the most appropriate areas upon which to focus improvement efforts and to identify needed student support services
- d) development of data-driven and measurable student achievement goals
- e) assessment and analysis of staff strengths and challenges in relation to the student achievement goals
- f) review of pertinent research and use of scientifically research-based models, programs and practices when selecting improvement strategies
- g) strategies that focus on improving student performance
- h) action plan and timeline for implementing strategies and achieving goals
- i) professional development goals aligned with the continuous school improvement plan
- j) monitoring and evaluation of the effect of the plan on student achievement and staff practices in order to make adjustments, as needed, to ensure success

The continuous school improvement planning, district strategic planning, and intervention school/LEA improvement planning processes each utilize these same core elements. As long as the school's continuous school improvement process and the district's strategic planning (DSP) process are effectively enabling the school and/or district to achieve its goals and meet Idaho's AYP expectations, the school and/or district will not be placed on School or LEA Improvement. It is when these continuous school improvement planning and district strategic planning processes fail to assist the school or LEA in achieving its NCLB/SBOE Adequately Yearly Progress goals in reading and mathematics for two consecutive years that the school and/or LEA must engage in an intensive and immediate intervention school improvement planning (ISIP) process.

A. INTERVENTION SCHOOL IMPROVEMENT PLAN (ISIP)**A-1. What must the school do when it is identified for intervention improvement?**

The process of intervention school improvement planning begins with the school developing a required two-year plan that addresses the academic issues that caused it to be identified for intervention improvement. The school may revise its current continuous school improvement plan (CSIP) or develop a new plan, but in either case it must be completed no later than three months after the school has been identified.

§200.41

A-2. What is the purpose of the ISIP?

The purpose of the ISIP is to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academic subjects of reading and mathematics. The intervention school improvement plan provides a framework for analyzing problems and addressing instructional issues in a school that has not made sufficient progress in these areas of student achievement.

A-3. What topics must the ISIP address?

Together, the components of the ISIP should embody a design that is comprehensive, highly structured, specific, and focused primarily on the school's instructional program. Specifically, the plan's design must address:

- core academic subjects of reading and/or mathematics and the strategies used to teach them,
- professional development,
- technical assistance,
- parent involvement,

and must contain

- measurable goals.

The plan should also specify the implementation responsibilities of the school, the LEA, and the State Department of Education (SDE) serving the school. §1116(b)(3)(A)

A-4. How must the ISIP address the school's core academic subjects and instructional strategies?

The ISIP must demonstrate that the school will implement policies and practices grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics. Included among these strategies, as appropriate, would be additional learning activities for students that take place before school, after school, during the summer, and during any extension of the school year. §1116(b)(3)(A); §200.41

Scientifically based research provides a standard by which the principal and teachers can critically evaluate the many instructional strategies and programs that are

available to them and choose those with the greatest likelihood of producing positive results.

CSIP Note: If the school is engaged in the CSIP process at the time of identification for ISIP, the principal and staff should already have some familiarity with scientifically based research. The fact that the school has not met Adequate Yearly Progress goals may indicate the school needs additional guidance and assistance to determine more effective or applicable research-based strategies for that school.

A-5. What are examples of instructional strategies grounded in scientifically based research?

Strategies grounded in scientifically based research are those that have demonstrated, over time and in varied settings, an effectiveness that is documented by high-quality educational research. High-quality scientifically based research employs an experimental or quasi-experimental design and produces replicable results, confirmed by peer review, that can be applied to the general population. For example, scientifically based research has shown that explicit instruction in (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, and (5) reading comprehension is effective in teaching reading to students in grades K-3. Strategies that apply this research in a classroom setting would be grounded in scientifically based research.

Scientifically based research uses rigorous and systematic procedures to obtain reliable and valid knowledge about “what works.” The application of systematic, empirical methods, rigorous data analyses, and an experimental design using randomized trials ensures a high degree of confidence in the results.

A-6. What are examples of policies and practices with the greatest likelihood of ensuring that all groups of students achieve proficiency?

Policies and practices with the greatest likelihood of ensuring that all students achieve proficiency are those that affect the school’s teaching and learning program, both directly and indirectly. Policies and practices that have an impact on classrooms include those that build school infrastructures, such as regular data analysis, the involvement of teachers and parents in decision-making, and the allocation of resources to support core goals. Other policies and practices that have a more direct effect on student achievement include the choice of instructional programs and materials, the use of instructional time, and improved use of assessment results. Decisions about the specific policies and practices to be implemented should be based on a thoughtful review and analysis of the individual school’s needs.

CSIP Note: An ISIP activity might be reviewing the CSIP’s adequacy in identifying effective policies and practices with a link back to the school’s initial data analysis and needs assessment.

A-7. Can a school identified for the ISIP process implement a comprehensive school reform model as a part of its school improvement plan?

In calling for the use of strategies based on scientifically based research, the Elementary and Secondary Education Act (ESEA) specifically states that a school can implement a comprehensive school reform (CSR) model as a part of its improvement plan. Adopting a CSR model can be an effective strategy, especially if the school in the ISIP process is in research of an external structure and technical assistance that will help it identify and address organizational and instructional issues. However, a model alone cannot address all of the identified needs of a school and cannot substitute for a coherent plan for systemic change. The implementation of a comprehensive school reform model, or any other program, must be viewed as one strategy, albeit an important one, in a school's comprehensive plan for continuous school improvement.

A-8. Why must the plan address professional development?

The academic success of students correlates highly with the qualifications and skills of their teachers. Although by the end of the 2005-06 school year all teachers must be highly qualified, ongoing professional development is crucial to ensure their continuous improvement in the instructional skills needed to help all students meet or exceed proficiency targets on State academic assessments.

CSIP Note: Professional development planning is a core element of the CSIP process and it may not have been appropriately or adequately addressed in the school's initial CSIP. The ISIP process will involve a review of the school's initial professional development plan with a more specific focus on the needs of the school's teachers and students in reading and mathematics.

A-9. What kinds of professional development should be provided?

The professional development component of the ISIP should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, especially in reading and mathematics, and the alignment of classroom activities with academic content standards and assessments. Another example of useful professional development would be training teachers to analyze classroom and school-level data and use it to inform their instruction. The professional development detailed in the ISIP must be provided in a manner that affords increased opportunity for teachers to participate, and must incorporate teacher mentoring activities or programs. §1116(b)(3)(A)(iii)(III) and (x); §200.41

A-10. Why must the school improvement plan contain provisions for teacher mentoring?

This requirement reflects statutory and regulatory support not only for recruiting and hiring highly qualified teachers but also for retaining them. Currently many teachers leave the profession within five years of beginning their teaching careers. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. High-quality, structured mentoring programs have a positive effect on the retention of qualified teachers.

A-11. What is the source of funding for the professional development detailed in the ISIP?

A Title I school identified for the ISIP process must spend not less than 10 percent of its allocation of Title I Part A funds, for each fiscal year that the school is in improvement, for the purpose of providing high-quality professional development to the school's teachers, principal and, as appropriate, other instructional staff. The ISIP must provide an assurance that this expenditure will take place. §1116(b)(3)(iii)

There is no specific appropriation at this time to support non-Title I schools.

A-12. What is “high-quality” professional development?

“High-quality” professional development is professional development as defined in the reauthorized ESDE (section 9101(34)). In general, the definition recommends professional development that is sustained and classroom-focused. It must contribute to an increase both in teachers’ knowledge of the academic subjects they teach and in their use of effective, scientifically based instructional strategies with a diverse range of students. It must be provided over time and not take the form of one-day or short-term workshops. High-quality professional development is an integral part of effective continuous and intervention school improvement plans as well as district strategic plans.

A-13. How must the ISIP address parental involvement?

The ISIP must address parental involvement in two ways. First, it must describe how the school will provide the parents of each student enrolled with written notice about the school's identification for improvement. Second, the plan must specify the strategies that will be used to promote parental involvement. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school. §1116(b)(3)(A)(vi) and (viii)

CSIP Note: Meaningful parental involvement is already an expectation of schools as they engage in continuous school improvement planning. The ISIP will take a closer look at how parents have initially been involved in decision-making at the school and will explore additional possibilities for appropriate, effective parental involvement.

A-14. Why must a school improvement plan contain measurable goals?

By establishing measurable goals, a school clearly articulates the purposes and intended outcomes of its improvement plan. In addition, the goals provide a means of tracking the school's progress over the life of the plan. (In the case of an ISIP, the life of the plan is two years).

Since schools identified as in need of intervention school improvement planning already have a history of not meeting the academic needs of all of their students, it is especially important in the ISIP that their goals are clear and are tightly focused on the fundamental teaching and learning issues that have prevented the school from making adequate progress in reading and mathematics. The measurable goals must promote continuous and substantial progress to ensure that students in each subgroup enrolled in the school meet the State's annual measurable objectives.

The ultimate purpose of setting and achieving measurable goals in school improvement planning is to improve student academic achievement. In setting ISIP measurable goals, there is the additional focus of removing the identified school from intervention school improvement status and building its capacity to make Adequate Yearly Progress in the future. §200.41(c)(4)

CSIP Note: Continuous school improvement planning requires schools to develop SMART goals, i.e. goals that are specific, measurable, attainable, results-oriented, and time bound. These SMART goals should be developed as a direct result of a comprehensive analysis of the school's data profile.

A-15. If the school identified for improvement has an existing plan, must it create a new plan to meet the school improvement requirements?

No. As stated at the beginning of this section, a school with an existing CSIP may use the three months after it is identified to review and revise that plan to ensure that it incorporates the required statutory elements. However, for any plan to serve as a useful tool for improvement, it must address identified needs, contain realistic goals and strategies, and reflect the commitment of staff, students, parents, and community to its implementation. If the existing plan has not served as a functional tool for improving student achievement, the school and its students might be better served by beginning the planning process again, assessing needs, and creating a realistic plan that can and will be implemented and has a high likelihood of increasing student achievement.

A-16. Who must be involved in developing the ISIP?

In developing or revising its plan, the school must consult with parents, school staff, the LEA, and outside experts. Ideally these outside experts will serve as technical assistants and partners with the school throughout the plan's implementation. §200.41

A-17. What is the review process for the ISIP?

Peer reviewers must consider a proposed plan for intervention school improvement within 45 days of its submission, through a process established by the LEA. The LEA should involve as peer reviewers teachers and administrators from schools or LEAs similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. Staff with demonstrated effectiveness and recognized expertise in school improvement will be able to evaluate the plan's quality and the likelihood of its successful implementation, and make suggestions for revisions. §1116(b)(3)(E)

A-18. Under what timeline must the LEA approve the ISIP?

Once the peer review of the proposed plan has been completed, the LEA must work with the school to make any necessary revisions and must approve the plan as soon as it satisfactorily meets the requirements detailed in the statute and regulations. It is essential that the school draft the ISIP, and the LEA revise and approve it, as expeditiously as possible since it provides the blueprint for changes designed to dramatically improve the academic achievement of all students.

A-19. May the LEA condition its approval of an ISIP?

Yes. Once the LEA has conducted a peer review of the proposed ISIP, it may approve the plan with conditions it deems necessary to ensure the plan's successful implementation. For instance, the LEA may condition its approval on feedback on the plan from parents and community leaders. The LEA may also choose to approve the plan on the condition that the school undergoes one or more corrective actions. These corrective actions can include implementing a new curriculum with appropriate professional development, significantly decreasing school-level management authority, or changing the internal organization of the school.

A-20. According to what timeline must the school improvement plan be implemented?

In order to realize improvement as quickly as possible, a school must implement its new or revised school improvement plan as soon as the LEA approves it, preferably during the school year in which the identification was made and no later than the beginning of the school year following its identification for improvement.

B. ISIP TECHNICAL ASSISTANCE BY THE LEA

B-1. What is the LEA's responsibility for providing technical assistance to a school in the ISIP process?

The LEA bears the primary responsibility for ensuring that the school in improvement receives technical assistance, as it develops or revises its school plan and throughout the plan's implementation. Technical assistance is practical advice offered by an expert source that addresses specific areas for improvement.

The LEA is not required to provide the technical assistance directly, although it may choose to do so. Other acceptable technical assistance providers include the SDE; an institution of higher education; a private, not-for-profit or for-profit organization; an educational service agency; or another entity with experience in helping schools improve academic achievement.

B-2. In what areas must the LEA assist a school in improvement?

Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program. It must help the school address the issues that caused it to make inadequate progress for two consecutive years. Specifically, the LEA must ensure that the school in need of improvement receives technical assistance based on scientifically based research in three areas:

- Data analysis: the LEA must help the school to analyze results from the State assessment system and other relevant examples of student work. The LEA must teach school staff how to use these data to identify and solve problems in instruction; to strengthen parental involvement and professional development; and to fulfill other responsibilities that are defined in the school improvement plan.
- Identification and implementation of strategies: the LEA must help the school choose effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to their implementation. The chosen strategies must be grounded in scientifically based research and address the specific instructional issues that caused the school to be identified for improvement.
- Budget analysis: reallocating resources to support improved student achievement is crucial to the successful implementation of the initiatives contained in the NCLB/SBOE statutes and rules. The LEA must provide the school in improvement with technical assistance in analyzing and revising its budget to fund activities most likely to increase student achievement and remove it from intervention school improvement status. §1116(b)(4); §200.40(c)(1)

In all three of these areas, the LEA has the opportunity to support thoughtful analysis and capacity building at the local level, both of which will not only help schools to improve, but will also help them to sustain their improvements over time through more effective continuous school improvement.

B-3. What factors should the LEA take into account as it devises an assistance plan for a school in need of improvement?

It is crucial that the LEA align its assistance with the school improvement plan being developed by the school. Both the ISIP and the LEA's technical assistance plan should be based on a close analysis of the school's demographic and achievement data and a comprehensive needs assessment that identifies both strengths and weaknesses. This close analysis will enable the LEA to target more accurately available resources to address identified deficiencies. The goals, objectives, and action steps that result from the comprehensive analysis must realistically address the school's needs and systematically move it toward improvement. Involving teachers, school administrators, and parents in this planning and decision-making is crucial to its successful design and implementation.

Assisting schools in need of improvement creates a major accountability challenge for Idaho's. Idaho's larger school LEAs are likely to have multiple schools identified for intervention school improvement, and these LEAs may be tempted to consider formulating a single assistance plan for all of its ISIP designated schools. To the extent feasible, the LEA should avoid taking this approach. Schools in need of improvement are more likely to be in need of individualized assistance comprised of strategies and interventions that recognize and address their unique challenges.

Idaho's smaller LEAs may experience a quite different set of circumstances, e.g. limited internal technical assistance capacity in terms of available personnel and/or resources. To effectively assist identified schools, smaller LEAs may need to consider forming consortia or other collaborative sharing processes between LEAs.

C. ISIP TECHNICAL ASSISTANCE BY THE SDE

C-1. What is the SDE's responsibility for providing technical assistance to a school in improvement?

The specific technical assistance responsibilities of the SDE are (1) to reserve and allocate Title I Part A funds for school improvement activities; and (2) to create and sustain a statewide system of support that provides technical assistance to schools identified for improvement.

C-2. What must the SDE do to assist schools identified as in need of improvement?

The SDE must use a portion of its reserved Title I Part A funds to create and maintain a statewide system of intensive and sustained support and improvement designed to increase the opportunity for all students and schools to meet Idaho's academic content and achievement standards.

C-3. What actions will the SDE take to create this statewide support and improvement system?

To establish the required statewide system of support and improvement, the SDE will:

- Establish school solution teams.
The purpose of these teams is to work in schools throughout Idaho that are in corrective action status, school improvement status, or otherwise in need of support and assistance. The SDE must provide these teams with all of the support it deems necessary to ensure their effectiveness.
- Designate and use distinguished teachers and principals.
The SDE must choose these participants from Title I schools that have been especially successful in improving academic achievement.
- Devise additional approaches.
The SDE must draw on the expertise of other entities to provide assistance as needed, such as institutions of higher education, educational service agencies or other local consortia, or private providers of scientifically based technical assistance. To the extent practicable, the statewide support system must work with and receive assistance from the comprehensive regional technical assistance centers and regional educational laboratories funded under ESEA, or other providers of technical assistance. §1117(a)(3) and (4)(A)

C-4. Does the statute express a preference for one method of school support over another?

The statutory provision outlining the statewide system of support requires that the SDE give priority to the creation of school solution teams to assist schools that are in corrective action, in need of improvement, or in need of support and assistance.
§1117(a)(4)(B)

C-5. What is a school solution team?

A school solution team is a group of skillful and experienced individuals charged with providing struggling schools with practical, applicable, and helpful assistance in order to increase the opportunity for all students to meet Idaho's academic content and student academic achievement standards.

Each solution team will be comprised of individuals who are knowledgeable about scientifically based research and practice and its potential for improving teaching and learning. In addition, solution team members should be familiar with a wide variety of school reform initiatives, such as schoolwide programs, comprehensive school reform, and other means of improving educational opportunities for low-achieving students.

C-6. What are the responsibilities of the school solution team?

The school solution team has one primary responsibility: assisting the school in strengthening its instructional program to improve student achievement. Specifically, the school solution team will:

- Review and analyze all facets of the school’s operation, including the design and operation of the instructional program, using the findings from this review to help the school develop recommendations for improved student performance;
- Collaborate with school staff, LEA staff, and parents to design, implement, and monitor a meaningful and realistic intervention school improvement plan (ISIP) that can be expected to help the school meet its improvement goals if implemented;
- Monitor the implementation of the ISIP and request additional assistance from the LEA or the SDE that either the school or the solution team needs; and
- Provide feedback at least twice a year to the LEA, and to the SDE when appropriate, about the effectiveness of the personnel assigned to the school. The team must also identify outstanding teachers and principals.

The overall charge of the solution team is to help the school create and implement a coherent, efficient, and practical plan for improvement. Effective solution team members will possess the knowledge, skills, experience, and interpersonal skills that will enable them to address and counter the chronic problems that are symptomatic of low-performing schools. §1117(b)

C-7. How long will the school solution team continue to work with a school in need of improvement?

After one year of working with the school, the solution team will consult with the LEA and make a “next-steps” recommendation to the SDE. The team will recommend either (1) that the team continue to assist the school; or (2) that the LEA or the SDE, as appropriate, take alternative action with the school.

C-8. What responsibility does the SDE have to assist schools in need of improvement?

The LEA has primary responsibility for assisting its schools that do not make adequate progress toward meeting established student academic achievement targets. However, if the LEA does not carry out its responsibilities in this area, the SDE must take the actions it determines to be appropriate, in compliance with Idaho law concerning school governance. §200.49(d)

D. SECOND YEAR OF INTERVENTION SCHOOL IMPROVEMENT

D-1. May the LEA delay implementing the second year of school improvement?

The LEA may delay the implementation of year two of an intervention school improvement plan if, after undergoing one year of school improvement, (1) the school makes Adequate Yearly Progress as defined by the NCLB/SBOE accountability system, or (2) the school does not make AYP due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the LEA or school.

This delay is temporary (it may not exceed one school year), and it is not intended to reset the sequence of school improvement, corrective action, or restructuring that is detailed in the statute. The LEA may not take the delay into account in determining the number of years a school has missed its AYP targets and must, after the delay, subject the school to further actions as if the delay never occurred.

For example, if a school underwent year one of school improvement during the 2003-2004 school year but met its AYP targets on the basis of results of academic assessments administered during that year, the LEA may delay placing the school in year two of school improvement during the 2004-2005 school year. During this delay, the school must continue to implement its school improvement plan and provide public school choice. If the results of assessments administered during the 2004-2005 school year indicate that the school has once again not met AYP targets, then for 2005-2006 the school must implement the requirements of year two of school improvement. During this year the school must, in addition to continuing implementation of its improvement plan, provide both choice and, to eligible students, supplemental educational services.

<i>School Year</i>	<i>School makes AYP (Y/N)</i>
By end of 2001-02	N
By end of 2002-03	N
During 2003-04	Year 1, school improvement
By end of 2003-04	Y
During 2004-05	Delay; choice provided.
By end of 2004-05	N
During 2005-06	Year 2, school improvement; choice and supplemental services provided.

D-2. Must the LEA continue to provide technical assistance during this delay?

Since the school must continue to implement its improvement plan during the delay, and since the LEA is required to provide technical assistance throughout the implementation of the school improvement plan, the LEA must continue to provide technical assistance during the delay period.

D-3. What assistance is available to a school in its second year of improvement?

During its second year of school improvement, the LEA must ensure that the school continues to receive the technical assistance that was begun in year one; that assistance should be focused specifically on the continued implementation of the ISIP. Before year two begins, the school improvement solution team will have recommended to the LEA that the team continue to work with the school or will have recommended that some other kind of assistance be provided. The LEA and SDE share the responsibility for monitoring the quality and appropriateness of the technical assistance that is provided. §200.39

E. LEA INTERVENTION IMPROVEMENT -- YEARS ONE AND TWO

E-1. Which LEAs must the SDE identify for improvement?

The SDE must identify for improvement any LEA that, for two consecutive years, does not make adequate progress as defined by the State's accountability system. §200.50(d)

E-2. Is it possible for an LEA to be identified for improvement even if none of its schools are so identified?

Yes, it is possible for an LEA to be identified for improvement even if none of its schools is identified. Adequate Yearly Progress for an LEA is determined by aggregating the results of academic achievement measures in reading/language arts and mathematics, student participation rates in these assessments, graduation rates, and, for elementary and middle schools, rates of progress for at least one other State-determined academic indicator. Tested subgroups that are not large enough to meet the minimum group size at an individual school will, in many cases, reach or surpass that number at the LEA level, and thus be included in the calculation of whether or not the LEA has made adequate progress.

E-3. If the SDE identifies an LEA for improvement, what actions must the LEA take?

If the SDE identifies an LEA for improvement, the LEA must revise its current strategic plan or develop an entirely new intervention improvement plan, no later than three months after the identification. In developing or revising the plan, the LEA must consult with parents, school staff, and others. §200.52

E-4. What is the purpose of the LEA intervention improvement plan?

The purpose of the LEA intervention improvement plan is to address the deficiencies in the LEA that prevent students in its schools from achieving proficiency in the core academic subjects of reading and mathematics. Improving the centralized leadership structure of an LEA is difficult and complex work. The improvement plan must analyze and address LEA insufficiencies as they relate to leadership for schools, governance and fiscal infrastructures, and curriculum and instruction. The plan-writing process should result in a determination of why the LEA's previous efforts to

improve were ineffective and a framework of detailed action steps to improve on those efforts.

E-5. What components must the LEA intervention improvement plan contain?

The purpose of the LEA intervention improvement plan is to improve student achievement throughout the LEA. Therefore, the plan overall must identify actions that, if implemented, have the greatest likelihood of accomplishing this goal.

Specifically, the plan must:

- Address the fundamental teaching and learning needs of schools in the LEA, especially the academic problems of low-achieving students;
- Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in Idaho's definition of AYP;
- Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects;
- Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year;
- Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction;
- Include strategies to promote effective parental involvement in the schools served by the LEA; and
- Include a determination of why the LEA's previous plan did not bring about increased student academic achievement.

The plan must also specify the fiscal responsibilities of the LEA and detail the required technical assistance that the SDE will provide. §1116(c)(7)(A); §200.52

E-6. What is the implementation timeline for the LEA intervention improvement plan?

The LEA must implement its intervention improvement plan, whether new or revised, expeditiously, but no later than the beginning of the school year immediately following the year in which the assessments were administered that resulted in the LEA's identification for improvement by the SDE. For example, if the LEA does not make AYP during the 2002-03 and 2003-04 school years, it will be identified for improvement and enter improvement status beginning with the 2004-05 school year, at which time it must implement its improvement plan. §1116(c)(7)(B)

E-7. What is the source of funding for the high-quality professional development required when the LEA is identified for improvement?

When an LEA is identified for improvement, it must reserve not less than 10 percent of its Title I Part A funds for high-quality professional development for instructional staff that is specifically designed to improve classroom teaching. The LEA must continue to reserve and use these funds for this purpose during each fiscal year it is identified for improvement.

LEAs may include in this 10 percent total the Title I Part A funds that schools within the LEA reserve for professional development when they are in school improvement status. However, the LEA may not include in the total any part of the funds designated to help teachers who are not highly qualified become highly qualified.

§1116(c)(7)(A)(iii)

E-8. Must the SDE provide technical assistance to an identified LEA?

Yes. If requested, the SDE must provide or arrange for the provision of technical or other assistance to the LEA identified for improvement. §1116(c)(9)(A)

E-9. In what areas should the SDE provide technical assistance?

The purposes of SDE technical assistance are to help the LEA (1) develop and implement its required plan; (2) work more effectively with its schools identified for improvement; and (3) address problems the LEA may have with implementing parental involvement measures and providing high-quality professional development. The technical assistance must apply effective methods and instructional strategies grounded in scientifically based research. §1116(c)(9)(B); §200.52

E-10. How does an LEA exit from improvement status?

If, after being identified for improvement, an LEA makes AYP for two consecutive years, the SDE need no longer identify the LEA for improvement. For example, if an LEA is in improvement status for the 2003-04 school year, but at the end of that year makes AYP and goes on to make AYP at the end of the 2004-05 school year, it will not be in improvement status during the 2005-06 school year. §200.50(h)

B. SUBJECT:

Costs of Supplemental Education Services for Non-Title I Schools; Information Item

BACKGROUND:

The federal No Child Left Behind Act of 2001 (NCLB) requires states to annually monitor schools' progress toward meeting academic goals. The federal law establishes specific sanctions for schools and local education agencies that receive federal Title I funds that consistently do not meet adequate yearly progress goals.

One of the federal sanctions is to provide "supplemental educational services" to students when their school has failed to make Adequate Yearly Progress for three consecutive years. The law establishes that only low-income students are eligible for supplemental educational services, and, when funding is limited, districts may give priority to the lowest-performing low-income students who apply for the services.

Each year, the school district must notify parents of eligible children when an option is available for their child to receive supplemental education services. Parents may choose a provider from a list approved by the state. A school district then enters into an agreement with the provider to serve the student.

State Board of Education Administrative Rules (08.02.03.114.04) approved by the 2004 Legislature extend the sanctions for not meeting AYP goals to all Idaho public schools, not just those receiving federal Title I funds.

"Supplemental Education Services In Reading and Math. Schools/Districts that fail to meet AYP for three (3) consecutive years must offer school choice and supplemental services in reading and math. (3-20-04)."

Congress provided additional funds under NCLB to implement sanctions in schools that receive Title I funds. For example, NCLB requires a Local Education Agency (School District or Charter School LEA) to spend up to 20 percent of its federal Title I allocation to implement NCLB sanctions including offering supplemental educational services.

To ensure consistency between Title I and non-Title I schools, the State Department of Education intends to include in the FY2006 budget request for public schools support an amount that would enable non-Title I schools to provide these supplemental services.

Under the Board's new accountability rule, the first year in which supplemental educational services would be required to be offered in Title I and non-Title I schools is the 2005-06 school year. The Public Schools Budget request will be developed this summer and is due to the State Division of Financial Management in September.

Creating an estimate for a budget line item needed to support the provision of supplemental educational services to students in non-Title I schools in the 2005-06 is difficult. Attachment 1 details the funding available to the schools with Title I resources to offer supplemental services. This information will be used to develop the request. One of the challenges will be to estimate nearly two years ahead of time the funding needed. Unknown factors include:

- The number of non-Title I schools that will be required to offer supplemental services. Currently, 96 non-Title I schools are on "alert" and could face sanctions this fall depending on results from this spring's tests and AYP determinations.
- The number of students who would be eligible. Supplemental services are available to low-income students. This figure cannot be ascertained until the schools are identified for this sanction.
- The number of students whose parents will choose this option for their child. This will not be known until Fall 2005.

About two-thirds of Idaho's schools receive federal Title I funds, almost entirely at the elementary level, serving about 20 percent of the state's student body. These schools may be expected to use their Title I allocation to support the costs of supplementary educational services, and are bound by the federal requirements to avoid the use of Title I funds to supplant state general funds to support supplementary educational services for non-Title I students in non-Title I schools.

RECOMMENDATION:

As the State Department of Education staff gathers information for a 2005-06 budget line item for supplemental education services, it would appreciate recommendations from the State Board of Education as to how to develop a budget request to fully implement the Board's accountability policy.

ATTACHMENTS:

1. Funding Supplemental Educational Service for Title I and Non-Title I School Students

Attachment 1

Funding Supplemental Educational Services for Title I and Non-Title I School Students

The No Child Left Behind Act requires a school to spend at least the per pupil expenditure of Title I-A funds for students identified as eligible for Supplemental Educational Services when a school does not meet Adequate Yearly Progress for three consecutive years and beyond.

Under NCLB, all students are eligible in “schoolwide program” Title I schools (schools with 40 percent or more students from low income families), and only those students within poverty income guidelines are eligible in “targeted assistance program” Title I schools (schools not eligible for or choose not to operate schoolwide programs) to receive supplemental educational services. Supplementary education service priorities are based on economic status (level of poverty) and academic need (basic or below basic on the Idaho Standards Achievement Tests).

In order to estimate the fiscal impact of the requirement to provide supplemental educational services for eligible students in non-Title I schools (who are at basic and below basic levels of achievement), and to be consistent with State Board rules for accountability that are common for all schools, the cost of providing supplementary education services for Title I schools for reading, mathematics or both is used as the cost estimate basis for non-Title I schools, and reinforces a consistent integrated and unified state accountability approach with regard to AYP.

Title I regulations require a local education agency allocate the Title I-A per pupil expenditure or the actual cost of the extra assistance for students receiving supplemental educational services. Because the actual cost of extra services is unknown, and because per pupil expenditures are known, the average per pupil expenditure for each district is used to make cost estimates, based on current data. The average statewide expenditure for Title I-A is \$640 per pupil for the 2003-2004 school year.

The number of economically disadvantaged students less than proficient (ranked basic or below basic) on the 2003 spring ISAT in grades 4, 8 and 10 in reading and mathematics was 6,664 and 7,909 respectively. The average per pupil expenditure and the total number of students in the three grades tested that would be possible

recipients of supplemental education services can be expressed in a formula to estimate a maximum ‘worse case’ expenditure for all such students.

The formula: $A \cdot (B_1 + B_2) = C$ can be used to calculate the total estimated cost of supplemental educational services for reading and the cost for mathematics; where:

- A is \$640, the average per pupil expenditure of Title I-A services for 2003-2004,
- B_1 is 6,664, the number of Title I students observed to be below proficient in reading in grades 4, 8 and 10 on the spring 2003 ISAT,
- B_2 is 7,909, the number of Title I students observed to be below proficient in mathematics in grades 4, 8 and 10 on the spring 2003 ISAT, and
- C is the estimated maximum cost required to be spent for supplemental educational services for students less than proficient in reading and math in grades 4, 8 and 10 in Title I schools, if such services were to be required for the 2004-2005 school year.

The formula yields: $\$640 \cdot (6,664 + 7,909) = \$9,326,720$.

An upper limit cost estimate can be made for non-Title I schools, based on the 2003-2004 Title I per pupil expenditure data given above, and the numbers of non-Title I economically disadvantaged students known to be below proficient in reading and math on the ISAT in the spring of 2003, using the same formula, where:

- A is \$640, the average per pupil expenditure (for Title I services) for 2003-2004,
- B_1 is 3,097, the number of economically disadvantaged non-Title I students observed to be below proficient in reading in grades 4, 8 and 10 on the spring 2003 ISAT,
- B_2 is 3,987, the number of economically disadvantaged non-Title I students observed to be below proficient in mathematics in grades 4, 8 and 10 on the spring 2003 ISAT, and
- C is the estimated maximum costs required to be spent from state general funds for supplemental educational services for economically disadvantaged students, less than proficient in reading and math in grades 4, 8 and 10 in non-Title I

schools, if such services were to be required for the 2004-2005 school year for all such students.

The formula yields: $\$640 \cdot (3,097 + 3,987) = \$4,533,760$.

As of the end of May 2004, the number of students is not known that will be required to be provided supplemental educational services in Title I and non-Title I schools in reading or math or both in 2005-2006. The cost of supplemental educational services at that time, when AYP data for three consecutive years (2002-2003 through 2004-2005) provides actual numbers, will be based on different per pupil expenditure figures and vastly different numbers of students below proficiency in reading and math.

The actual expenditure for supplemental educational services for three grades (4, 8, and 10), based on the maximum estimate given above, would likely to be less than \$9+ million dollars in Title I schools, and less than \$4+ million dollars in non-Title I schools for the three grades. When the spring administration of the ISAT test is scored for 2005-2006, however, there will be seven grades of students tested for AYP on the ISAT (3, 4, 5, 6, 7, 8, and 10), with the potential of over twice the number of students scoring below proficiency in both Title I and non-Title I schools.

A better estimate of the potential cost will be possible when the numbers of economically disadvantaged students scoring less than proficient in grades 3, 4, 7, 8 and 10 are known from the ISAT administration of the spring of the current school year, 2003-2004, in Title I and non-Title I schools.

C. SUBJECT:

Professional Standards Commission Appointments and Reappointments

BACKGROUND:

Idaho Code Section 33-1252 requires that “. . . three (3) nominees for each position on the (Professional Standards) Commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education.”

DISCUSSION:

Idaho Code 33-1252 provides a specific breakdown of the membership required on the Professional Standards Commission. The nominations are submitted for appointment/reappointment consideration by the State Board of Education to fill the seven (7) terms that will become vacant June 30, 2004.

RECOMMENDATION:

The State Department of Education recommends the following nominations for appointment/reappointment consideration to fill the seven (7) terms that will become vacant June 30, 2004:

Secondary Classroom Teacher (submitted by the Idaho Education Association)

Tama Bergstrand, Boundary County School District #101 (**reappointment**)

Secondary School Principal (submitted by the Idaho Association of Secondary School Principals)

Gary Brogan, Grace Joint School District #148 (**reappointment**)

Private Higher Education (submitted by Brigham Young University - Idaho)
Rhonda Seamons, College of Education (**appointment**)

Public Higher Education (submitted by Idaho State University)
Larry B. Harris, College of Education (**appointment**)

School Counselor (submitted by the Idaho Education Association)
Mark S. Hickey, Meridian Joint School District #2 (**reappointment**)

Secondary Classroom Teacher (submitted by the Idaho Education Association)
Norma W. Lloyd, Idaho Falls School District #91 (**reappointment**)

Exceptional Child Education (submitted by the Idaho Education Association)
Stephanie Olsen, Boise School District #1 (**appointment**)

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request by/for Professional Standards Commission reappointments and appointments as submitted. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Resume for Tama Bergstrand
2. Resume for Gary Brogan
3. Resume for Rhonda Seamons
4. Resume for Larry B. Harris
5. Resume for Mark S. Hickey
6. Resume for Norma W. Lloyd
7. Resume for Stephanie Olsen

Note: These attachments were not received in electronic form. For copies, please contact Mary Jane Markland, 208-332-6884

D. SUBJECT:

Revisions to the Idaho Standards for Initial Certification of Professional School Personnel: Core, Science, Social Studies, and Special Education Standards

BACKGROUND:

State standards are the basis for the state approval of teacher preparation programs. Programs must provide evidence that their candidates meet the standards (Praxis II scores, student work samples, coursework products, etc.). Additionally, standards are essential for meeting No Child Left Behind requirements for highly qualified teachers. Standards are also required for Idaho to maintain a partnership with National Council for the Accreditation of Teacher Education (NCATE), the organization that evaluates the state's public teacher preparation programs.

Prior to 2000, the standards used by the state were the input-based standards from the National Association of State Directors of Teacher Education and Certification (NASDTEC), which have since been discontinued. To ensure that the state has appropriate teacher standards and to maintain a partnership with the NCATE, in 1999 the Idaho State Board of Education charged Idaho's MOST with developing performance-based standards that aligned with Idaho K-12 student standards and professional organization standards. This process was completed with State Board and legislative approvals (2000 and 2001 respectively). At that time standards maintenance was described as an ongoing process. Feedback from recent state teacher preparation program reviews and educational reforms confirms the need to periodically review/revise the standards.

DISCUSSION:

The Professional Standards Commission (PSC) is responsible for maintaining the standards (Idaho Code § 33-1258). To meet this obligation, the PSC is committed to reviewing 20 per cent of the Idaho Standards for Initial Certification of Professional School Personnel per year, as delineated in the PSC's strategic plan.

The Core Standards that all K-12 teachers must meet, and the Science, Social Studies, and Special Education Standards are the standards that were

reviewed in 2003-2004. Teams of experts in these areas, including K-12 teachers and college/university educators, reviewed and recommended revisions to the standards. The PSC held an input hearing to collect public comment (April 6, 2004), then reviewed the input, and made appropriate changes to the standards.

The revised Idaho Core Teacher Standards and revised Idaho Standards for Science, Social Studies, and Special Education Teachers will take effect on state evaluations of Idaho teacher preparation programs two (2) years after their approval (IDAPA 08.02.02.100.01).

RECOMMENDATION:

To approve the revised Idaho Standards for Initial Certification of Professional School Personnel: Core, Science, Social Studies, and Special Education Standards.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request by the Professional Standards Commission as submitted and specifically defined in Attachments 1 - 4. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Idaho Core Teacher Standards
2. Idaho Standards for Science Teachers (Foundation, Biology, Chemistry, Earth and Space Science, Natural Science, Physical Science, and Physics)
3. Idaho Standards for Social Studies Teachers (Foundation, Economics, Geography, Government and Civics, History, Social Studies)
4. Idaho Standards for Special Education Teachers (Generalist, Severe Disabilities, Blind and Visually Impaired, and Deaf and Hard of Hearing)

Idaho Core Teacher Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).
2. The teacher understands the role of the discipline in preparing students for the global community of the future.
3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.
4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.
5. The teacher understands the relationship between the discipline and basic technology operations and concepts.

Disposition

1. The teacher realizes that subject knowledge is not a fixed body of facts but is complex and ever evolving.
2. The teacher is committed to continuous learning to stay abreast of new ideas and perspectives in the field.
3. The teacher seeks ways to apply learning to life experiences.
4. The teacher seeks connections among the disciplines.
5. The teacher has enthusiasm for the discipline(s) taught.

Performance

1. The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.

2. The teacher presents information that is accurate and relevant.
3. The teacher effectively links discipline concepts to students' prior learning and makes connections to everyday life and the global community.
4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.
5. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.
6. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
7. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.
8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.
9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.
10. The teacher models new technologies and integrates them into instruction.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands multiple perspectives on how learning occurs.
2. The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.
3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.
4. The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

Disposition

1. The teacher appreciates individual variation within each domain of development.
2. The teacher is responsive to the diverse learning and developmental needs of students.

3. The teacher is committed to supporting students' self-confidence and competence across all developmental areas.

Performance

1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs.
2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.
3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.
4. The teacher creates a positive learning environment that supports students' self-confidence and competence across all developmental areas.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students' strengths and needs as a basis for growth.
2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness).
3. The teacher knows strategies to support the learning of students whose first language is not English.
4. The teacher understands how students' learning is influenced by individual experiences, and prior learning as well as by language, culture, family and community values, and socioeconomic background.

Disposition

1. The teacher acknowledges his or her responsibility to ensure that all students learn and is open to expertise that supports student learning (e.g., the school counselor, school psychologist, community professionals).
2. The teacher recognizes that teacher expectations influence student learning.
3. The teacher accepts students as individuals with differing backgrounds, skills, and interests.
4. The teacher is sensitive to community and cultural norms.

Performance

1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds.
2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs.
3. The teacher accesses appropriate services or resources to meet students' needs.
4. The teacher uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
5. The teacher creates a learning community in which individual differences are respected.
6. The teacher persists in helping all students achieve success.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.
2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).
3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

Disposition

1. The teacher recognizes the importance of knowing multiple strategies to promote learning at different levels.

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
2. The teacher uses multiple teaching and learning strategies to engage students in learning.
3. The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).
2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.
3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
4. The teacher knows the components of an effective classroom management plan.
5. The teacher understands how social groups function and influence individuals, and how individuals influence groups.
6. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.
7. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.

Disposition

1. The teacher recognizes his/her responsibility in creating and maintaining a physically and emotionally safe classroom environment.
2. The teacher recognizes the importance of leadership, participation, and a democratic process appropriate to the classroom and school.
3. The teacher acknowledges the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
4. The teacher recognizes the value of intrinsic motivation to students' lifelong growth and learning.
5. The teacher is committed to the continuous development of individual students' abilities and considers how different strategies encourage self-motivation.
6. The teacher respects school district policies and building rules and procedures in governing student behavior.

Performance

1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.
2. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.

3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.
4. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.
5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.
6. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).
7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands communication theory and the role of language in learning.
2. The teacher understands the communication needs of diverse learners.
3. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.
4. The teacher understands strategies for promoting student communication skills.

Disposition

1. The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
2. The teacher appreciates the ways in which people seek to communicate.
3. The teacher appreciates the influence of cultural diversity on communication.
4. The teacher recognizes the importance of verbal as well as nonverbal communication.

Performance

1. The teacher is a thoughtful and responsive listener.
2. The teacher adjusts communication so that it is age and individually appropriate.
3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.

4. The teacher supports and expands student skills in speaking, writing, reading, and listening, and in using other mediums.
5. The teacher demonstrates the ability to communicate effectively orally and in writing.
6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).
7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands how to apply knowledge about subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.
2. The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.
3. The teacher knows when and how to adjust plans to maximize student learning.
4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

Disposition

1. The teacher recognizes the importance of long-term and short-term planning for student learning.
2. The teacher recognizes the importance of state student achievement standards and district goals in instructional planning.
3. The teacher recognizes that plans must always be open to adjustment and revision based on student needs and input and changing circumstances.
4. The teacher appreciates planning as a collaborative activity.

Performance

1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.
2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.

3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.
4. The teacher establishes student assessments that align with curriculum goals and objectives.
5. The teacher develops instructional plans based on student assessment and performance data.
6. The teacher integrates multiple perspectives into instructional planning with attention to students' personal, family, and community experiences and cultural norms.
7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands the purposes of formative and summative assessment and evaluation.
2. The teacher knows how to use multiple strategies to assess individual student progress.
3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
4. The teacher knows how to use assessments in designing and modifying instruction.
5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., state student achievement standards).
6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.
8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Disposition

1. The teacher is committed to ongoing assessment as essential to the instructional process.
2. The teacher recognizes that a variety of different assessment strategies are necessary for monitoring and promoting student learning.
3. The teacher is committed to using assessment strategies and communicating results to promote student growth rather than limit student learning opportunities.

4. The teacher respects the ethical issues related to assessment (e.g., confidentiality, labeling, and use of assessment results).

Performance

1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.
3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.
4. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
6. The teacher monitors student assessment data and adjusts instruction accordingly.
7. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.
8. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows The Code of Ethics for Idaho Professional Educators
2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.
4. The teacher knows where to find and how to access professional resources on teaching and subject matter.
5. The teacher understands the need for professional activity and collaboration beyond the school.
6. The teacher knows about professional organizations within education and his or her discipline

7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

Disposition

1. The teacher is committed to adhering to The Code of Ethics for Idaho Professional Educators.
2. The teacher recognizes the importance of critical thinking and self-directed learning.
3. The teacher is committed to ongoing reflection, assessment, and learning as a process.
4. The teacher recognizes the importance of working with professionals.
5. The teacher is committed to seeking, developing, and continually refining practices that address individual student needs.
6. The teacher recognizes the professional responsibility for engaging in and supporting appropriate practices for self and colleagues.
7. The teacher has enthusiasm for learning and the discipline taught.
8. The teacher embraces lifelong learning.

Performance

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
2. The teacher adheres to local, state, and federal laws.
3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).
4. The teacher uses self-reflection as a means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.
8. The teacher uses technology to enhance productivity and professionalism.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the relationships between schools, families, and the community and how such relationships foster student learning.
2. The teacher knows the structure and the historical and political context of local, state, and national educational systems and the role of education in society.
3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students' lives and learning.
4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.
5. The teacher understands laws related to students' rights and teachers' responsibilities.
6. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.
7. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.
8. The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.
9. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.

Disposition

1. The teacher appreciates input from parents/guardians and others knowledgeable about the student.
2. The teacher recognizes the importance of the relationship between school and community.
3. The teacher is sensitive to the ethical and moral culture of the community.
4. The teacher recognizes the importance of interacting in a professional manner in curricular and extracurricular settings.
5. The teacher recognizes the importance of students' experiences.
6. The teacher shows concern for each student's well-being.

Performance

1. The teacher uses information about students and links with community resources to meet student needs.

2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.
3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.
4. The teacher respects the privacy of students and the confidentiality of information.
5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.
6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).
7. The teacher acts as an advocate for students.
8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.

Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.
2. The teacher understands that all sciences are related.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry.
6. The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students.
7. The teacher knows how to effectively engage students in constructing deeper understanding of scientific phenomena through lessons, demonstrations, and laboratory and field activities.

Disposition

1. The teacher appreciates the history and nature of science.

3. The teacher recognizes that scientific knowledge is subject to change as new evidence becomes available.
4. The teacher appreciates science as a way of discovery.

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.
2. The teacher continually adjusts curriculum and activities to align them with new scientific data.
3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
4. The teacher helps students build scientific knowledge and develop scientific habits of mind.
5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating information to students.
6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
8. The teacher engages in scientific inquiry in science coursework.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions about science and how they affect student learning.

Disposition

1. The teacher appreciates the development of students' abilities to think critically about science.

Performance

1. The teacher identifies students' conceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

Standard 3: Modifying Instruction for Individual Needs *Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)*

Standard 4: Multiple Instructional Strategies *- The teacher understands and uses a variety of instructional strategies to develop student learning.*

Knowledge

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
2. The teacher understands how to implement scientific inquiry.
3. The teachers understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Disposition

1. The teacher appreciates the usefulness of mathematics and technology to clarify patterns that suggest solutions.
2. The teacher appreciates the importance of scientific inquiry in the development of scientific habits of mind.

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Standard 5: Classroom Motivation and Management Skills *- The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)*

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Disposition

1. The teacher realizes that technology in the classroom prepares students for many real-life experiences.
2. The teacher recognizes technological methods as a way to present scientific concepts as well as record and analyze data.

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

Disposition

1. The teacher appreciates the application of contemporary research findings for teaching and learning science.

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.
2. The teacher knows how to properly dispose of waste materials.
3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.
4. The teacher is aware of legal responsibilities associated with safety.
5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Disposition

1. The teacher recognizes that proper safety procedures are necessary for laboratory, field, and demonstration activities.

2. The teacher recognizes that the student must understand safety procedures to ensure a productive and safe learning environment.
3. The teacher is committed to providing a safe learning environment.

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

Disposition

1. The teacher recognizes the importance of a laboratory environment and field activities that engage students in critical thinking about the natural world.

Performance

1. The teacher engages students in a variety of laboratory and field techniques.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Idaho Standards for Biology Teachers

In addition to the standards listed here, biology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands that genetic material and characteristics are passed between generations.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions. .
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Disposition

1. The teacher recognizes the value of unifying themes of biology in organizing the large body of information from molecular to the whole organism and the interrelationships at all levels.

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.
7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques. .
10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.
11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional

opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core and Foundation Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core and Foundation Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core and Foundation Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Chemistry Teachers

In addition to the standards listed here, chemistry teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy.
2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions.
3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry.
4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
5. The teacher knows alternative explanations and models of chemistry concepts.

Disposition

1. The teacher appreciates that a broad understanding of energy and matter is possible through the various components of chemistry.
2. The teacher appreciates the perspectives provided by each of the basic areas of chemistry: organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry, and biochemistry.

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher uses scientific criteria to develop alternative models to explain chemistry concepts.
3. The teacher models the application of mathematical concepts for chemistry (e.g., factor-label method, statistical analysis of data, and problem-solving skills).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core and Foundation Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core and Foundation Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core and Foundation Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Earth and Space Science Teachers

In addition to the standards listed here, earth and space science teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows how local events can potentially impact local, regional, and global conditions.
2. The teacher understands the rock cycle and the classification systems for rocks and minerals.
3. The teacher understands the interaction among mountain building, earthquakes, oceanic trenches, volcanoes, and continental drift as explained by the theory of plate tectonics.
4. The teacher understands the relationship between the sun, moon and earth in explaining phenomena.
5. The teacher knows earth history as interpreted using scientific evidence.
6. The teacher understands the composition of the earth and its atmosphere.
7. The teacher understands the processes of erosion, weathering, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).
8. The teacher knows the multiple scientific theories of the origin of galaxies, planets, and stars.
9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.
10. The teacher understands the flow of energy and matter through earth and astronomic systems.
11. The teacher knows the concepts of weather and climate.
12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Disposition

1. The teacher appreciates the interdependence of earth systems and space systems.

Performance

1. The teacher helps students understand the flow of energy and matter through earth and space systems.
2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.
3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.
4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.
5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.
6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects .
7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.
8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.
9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core and Foundation Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that

encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core and Foundation Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core and Foundation Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

- 1. Idaho Core Teacher Standards*
- 2. Idaho Foundation Standards for Science Teachers*
- 3. Idaho Standards for Biology Teachers*
- 4. Idaho Standards for Earth and Space Science Teachers*
- 5. Idaho Standards for Chemistry Teachers*
- 6. Idaho Standards for Physics Teachers*

Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

- 1. Idaho Core Teacher Standards*
- 2. Idaho Foundation Standards for Science Teachers*
- 3. Idaho Standards for Chemistry Teachers*
- 4. Idaho Standards for Physics Teachers*

Idaho Standards for Physics Teachers

In addition to the standards listed here, physics teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical principles of algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events and research.
5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
6. The teacher knows the history of the development of models used to explain physical phenomena and is able to explain why models were considered appropriate when they were developed.

Disposition

1. The teacher appreciates that a broad understanding of the natural world is possible through application of concepts of interactions of matter and energy. .
2. The teacher recognizes that a deep understanding of the physical phenomena rests primarily at a conceptual level and is augmented through appropriate mathematical description and analysis.

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.
2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

Standard 2: Knowledge of Human Development and Learning- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core and Foundation Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core and Foundation Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core and Foundation Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Foundation Standards for Social Studies Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, social studies teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers, or 5) Idaho Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, and humanities).
2. The teacher understands the ways various governments and societies have changed over time.
3. The teacher understands ways in which independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, vision/structure for social justice, and other factors have on worldwide historical processes.
5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands that geography enables people to comprehend the relationships between people, places, and environments over time.
7. The teacher understands the principles and processes of a democratic society.
8. The teacher knows the appropriate use of primary and secondary sources (i.e.,

documents, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Disposition

1. The teacher recognizes the importance of the social sciences in enabling students to become responsible, contributing members of society.
2. The teacher recognizes the interconnectedness of the social science disciplines.
3. The teacher recognizes the importance of connecting current events and global perspectives to students' lives.

Performance

1. The teacher provides opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts.
2. The teacher encourages and guides investigation of various governments and cultures in terms of their diversity, commonalities, and interrelationships.
3. The teacher integrates knowledge from the social sciences and the humanities in order to prepare students to live in a world with limited resources, ethnic diversity, cultural pluralism, and increasing interdependence.
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how leadership, group, and cultural influences contribute to intellectual, social, and personal development.
2. The teacher understands the impact of civic engagement on student learning.

Disposition

1. The teacher recognizes the importance of democratic responsibility.
2. The teacher recognizes the importance of civic engagement in a democratic society.

Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Economics Teachers

In addition to the standards listed here, economics teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, price influences, credit/debt, market incentives, interest rate, free market, and imports/exports).
2. The teacher understands the role of money as a medium of exchange.
3. The teacher understands the influences on economic systems (e.g., culture, values, belief systems, environmental and geographic impacts, technology, and governmental decisions).
4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, entrepreneurship, stock markets, banking institutions, and labor unions).
5. The teacher understands how economic institutions shaped history and influence current economic practices.
6. The teacher understands the principles of sound personal finance.
7. The teacher understands how to engage students in the application of economic concepts.

Disposition

1. The teacher recognizes the importance of connecting economic forces to students' lives and their roles as consumers, business people, and workers.
2. The teacher recognizes the importance of engaging students in the application of economic concepts.

Performance

1. The teacher promotes student comprehension and analysis of economic principles and concepts.
2. The teacher creates opportunities for students to engage in the application of economic concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Geography Teachers

In addition to the standards listed here, geography teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the spatial organization of peoples, places, and environments.
2. The teacher understands the human and physical characteristics of places and regions.
3. The teacher understands the physical processes that shape and change the patterns of earth's surface.
4. The teacher understands the reasons for the migration and settlement of human populations.
5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.
6. The teacher understands the characteristics and functions of maps, globes, photographs, satellite images, and models.

Disposition

1. The teacher appreciates that the study of geography enables people to comprehend the relationships between people, places, and environments over time.

Performance

1. The teacher uses present and past events to interpret political, physical, and cultural patterns.
2. The teacher instructs students in the earth's dynamic physical systems and their impact on humans.
3. The teacher relates population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
4. The teacher relates the earth's physical systems and varied patterns of human activity to world environmental issues.

5. The teacher uses geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, geographic information systems (GIS), newspapers, journals, and databases).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Government and Civics Teachers

In addition to the standards listed here, government and civics teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the foundations and principles of the United States political system (e.g., origins of constitutional law in Western civilization, written constitution, analysis of amendments to the U.S. Constitution, separation of power, suffrage, majority rule/minority rights, federalism, , and diverse populations).
3. The teacher understands the organization and formation of the United States government, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.
4. The teacher understands the significance of United States foreign policy (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).
5. The teacher understands the role of international relations in shaping the United States political system.
6. The teacher understands the civic responsibilities and rights of all inhabitants of the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of noncitizens, and the electoral process).

Disposition

1. The teacher recognizes the important role of representative democracy in the United States.
2. The teacher recognizes the social and political importance of current events.
3. The teacher recognizes the importance of civic engagement in a representative democracy.

Performance

1. The teacher creates opportunities for student to engage in civic life, politics, and government.

2. The teacher promotes student comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.
3. The teacher promotes student comprehension and analysis of United States foreign policy and international relations.
4. The teacher integrates global perspectives into the study of civics and government.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (same as Core Standards)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for History Teachers

In addition to the standards listed here, history teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Social Studies Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international relations impacted the development of the United States.
4. The teacher understands how significant conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world, both Western and non-Western.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

Disposition

1. The teacher recognizes the evolution of a global society from isolated entities to an interconnected world.
2. The teacher recognizes the contributions of the peoples of the world, both Western and non-Western.
3. The teacher recognizes the importance of continuity and change across time.

Performance

1. The teacher provides opportunities for students to make connections between political, social, cultural, and economic themes and concepts.
2. The teacher enables students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history.

3. The teacher facilitates student inquiry on how international relationships impact the United States.
4. The teacher relates the role of conflicts to continuity and change across time.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (same as Core and Foundation Standards)

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (same as Core Standards)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (same as Core Standards)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (same as Core Standards)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (same as Core Standards)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (same as Core Standards)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. . (same as Core Standards)

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (same as Core Standards)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (same as Core Standards)

Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

- 1. Idaho Core Teacher Standards*
- 2. Foundation Social Studies Standards*
- 3. History Standards*
- 4. Civics and Government Standards*

Idaho Standards for Special Education Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and one of the following, if applicable: (1) Idaho Standards for Special Education Teachers of Students with Severe Disabilities, (2) Idaho Standards for Teachers of the Blind and Visually Impaired, or (3) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.
2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.
3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.

Disposition

1. The teacher respects the historical and philosophical framework of special education.

Performance

1. The teacher demonstrates the application of theories and research-based educational models in special education practice.
2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

Performance

1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.

Standard 3: Modifying Instruction for Individual Needs Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.
2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).
3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).

Disposition

1. The teacher appreciates the strengths and skills of each student and the student's relationships within the family, school, and community.
2. The teacher appreciates the individual development of students with various disabilities and the effect these disabilities have on their lives.

Performance

1. The teacher individualizes instruction to support student learning and behavior in various settings.
2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.
3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)
2. The teacher understands the developmental nature of social skills.
3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.
4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

Disposition

1. The teacher recognizes that appropriate social skills facilitate student success in all environments.

Performance

1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.
2. The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.
3. The teacher advocates for and models the use of appropriate social skills.
4. The teacher provides social skills instruction that enhances student success.
5. The teacher creates an accessible learning environment through the use of assistive technology.
6. The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).
3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).
3. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.
4. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.

Disposition

1. The teacher respects that there is a range of acceptable behaviors within the framework of each situation.
2. The teacher recognizes that behavior is a form of communication (e.g., avoidance, retaliation, escape, and attention).

Performance

1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.
2. The teacher coordinates the implementation of behavior plans with all members of the educational team.
3. The teacher creates an environment that encourages self-advocacy and increased independence.
4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.
5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.
2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Disposition

1. The teacher recognizes the important role the ability to communicate plays in a student's ability to interact with others.

Performance

1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.
2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.
2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.
3. The teacher understands the general education curriculum and state standards developed for student achievement.

Disposition

1. The teacher recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities.

Performance

1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.
2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.
3. The teacher evaluates and links the student's skill development to the general education curriculum.
4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.
5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.

- 6.. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.
- 7 . The teacher develops opportunities for career exploration and skill development in community-based settings.
8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.
9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.

Standard 8: Assessment of Student Learning -- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.
2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.
3. The teacher understands how to assist colleagues in designing adapted assessments.
4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.
5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.
6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

Disposition

1. The teacher recognizes the rights of students and parents/guardians in the assessment process.
2. The teacher appreciates the impact that diversity (e.g., culture and language) has on the selection, administration, and interpretation of assessments as well as on how results are reported.
3. The teacher appreciates the legal provisions and guidelines involved in student assessment.

Performance

1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.
2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.
3. The teacher gathers background information regarding academic, medical, and social history.
4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.
6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.
3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.
4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.

5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.
7. The teacher knows how to train or access training for paraprofessionals.
8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Disposition

1. The teacher recognizes the importance of the relationship between school and family.
2. The teacher appreciates the dignity and privacy of students and families.
3. The teacher respects the unique contribution of family knowledge regarding the child's abilities and needs.
4. The teacher commits to the role of problem solver as part of the building team.

Performance

1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.
2. The teacher trains or accesses training for paraprofessionals.
3. The teacher collaborates with team members to develop effective student schedules.
4. The teacher communicates the benefits, strengths, and constraints of special education services.
5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.
6. The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).
7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.

8. The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.
9. The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.

Idaho Standards for Special Education Teachers of Students with Severe Disabilities

In addition to the standards listed here, special education specialists must meet Idaho Core Teacher Standards and Idaho Generalist Standards for Special Education Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the evolution of and the major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with severe disabilities.
2. The teacher knows the laws, regulations, and policies related to the provision of specialized health care in the educational setting.

Performance

1. The teacher, as team member, balances the principles of normalization with the educational concept of “least restrictive environment” in designing individualized educational programs for students with disabilities.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Knowledge

1. The teacher knows the principles of adapting curriculum for students with severe disabilities (e.g., partial participation, functional academics, activity-based instruction).

Performance

1. The teacher adapts curriculum and instruction to meet the needs of students with severe disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows current strategies and techniques for developing individualized curricula as appropriate to meet specific needs for students with severe disabilities.

Performance

1. The teacher designs age-appropriate instruction based on the adaptive skills of the students.
2. The teacher, as a team member, participates in the selection and implementation of a student's augmentative and/or alternative communication systems.
3. The teacher, as team member, incorporates sensory, mobility, and perceptual needs when creating appropriate learning plans.
4. The teacher assists in the implementation of strategies for medical management procedures for a student's individualized program.
5. The teacher provides community-referenced and community-based instruction.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows how to access specialized materials, equipment, and assistive technology for students with disabilities.
2. The teacher knows the impact of severe disabilities on behavior and learning.
3. The teacher understands the medical complications and implications of student support needs (e.g., seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation).

Disposition

1. The teacher recognizes the importance of collaborating with a variety of professionals (e.g., medical personnel, OT, PT, SLP) in the development of quality individualized programming for students with severe disabilities.

Performance

1. The teacher develops and facilitates the use of behavior crisis management plans.
2. The teacher implements the individualized plan developed by the collaborative team (e.g., specialized materials, health needs, assistive technology).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows how to develop and implement career, vocational, and transition programs for students with disabilities who are most likely to make progress in a functional curriculum.

Performance

1. The teacher monitors the student's progress in career, vocational, and transition programs.
2. The teacher uses techniques of physical positioning and appropriate adaptive equipment, while managing student physical and health needs to facilitate participation in academic and social environments.
3. The teacher uses the appropriate mechanics to ensure student and teacher safety in transferring, lifting, positioning, and seating.

Standard 8: Assessment of Student Learning -- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands the process for administering the Idaho Alternative Assessment.
2. The teacher understands the relevant areas and methods needed to assess progress of students with severe disabilities.

Performance

1. The teacher adapts and modifies existing assessment tools and methods to accommodate the unique abilities and needs of individuals who would benefit most from a functional curriculum.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows appropriate strategies to work with chronically ill and terminally ill students and their families.

Performance

1. The teacher uses appropriate strategies to work with chronically ill and terminally ill students and their families.

Idaho Standards for Teachers of the Blind and Visually Impaired

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Special Education Teachers.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect a vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the historical foundations for the education of children with visual impairments, including the array of service options.
2. The teacher knows the effects of medications on the visual system.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the need for students to establish proper posture, communication, self-esteem, and social skills.
2. The teacher knows the effects of a visual impairment on the student's family and the reciprocal impact on the student's self-esteem.
3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

Performance

1. The teacher provides students with a means to independently access and re-create materials readily available to the sighted world.
2. The teacher prepares students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.
3. The teacher designs instructional experiences contingent on student and familial stages of acceptance of the visual impairment.

4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

Standard 3: Modifying Instruction for Individual Needs ***Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.***

Knowledge

1. The teacher knows the effects of a visual impairment on language and communication.
2. The teacher knows the impact of visual disorders on learning and experience.
3. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments (e.g., Braille reading and writing, handwriting for students with low vision and signature writing for blind students, listening and compensatory auditory skills, typing and keyboarding skills, unique technology for individuals with visual impairments, and use of alternatives to nonverbal communication).
4. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, cognitive, spatial concept, and psychosocial development.
5. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.
6. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments in a variety of environments.
7. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments and for assisting classroom teachers in implementing these modifications.
8. The teacher knows methods to acquire special academic skills, including the use of an abacus; the use of a talking calendar; tactile graphics (including maps, charts, tables, etc.); and adapted science equipment.

Performance

1. The teacher teaches, writes, and reads Grade 2 literary Braille and Nemeth codes when necessary (e.g., music, computer, and Braille).
2. The teacher secures specialized materials and equipment in a timely manner.
3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.

4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation information to comprehensively design strategies as part of an IEP.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of auditory, tactual, and communication skills for the visually impaired.
2. The teacher knows how to assist the student in developing visual, auditory, and tactile efficiency as well as pre-cane mobility skills.
3. The teacher knows how to assist the student in developing alternative organizational and study skills.
4. The teacher knows methods for providing adapted physical and recreation skills for individuals who have visual impairments.
5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with visual impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).
6. The teacher knows strategies for developing transition plans and career awareness and provides vocational counseling for students who have visual impairments.

Performance

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, which provide for independence.
2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.
3. The teacher integrates knowledge of the visual impairment and developmental progression when designing and implementing communication and social skills instruction.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment.
2. The teacher understands the educational implications of federal entitlements and funding, and how this relates to the provision of specialized materials and equipment.
3. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.
4. The teacher knows specialized policies regarding referral and placement procedures for students with visual impairments.

Standard 8: Assessment of Student Learning -- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.
2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment.

Performance

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, pre-cane mobility, and educational performance.
2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP development.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows strategies for assisting parents/guardians and other professionals in planning appropriate transitions for students who have visual impairments.
2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides, etc.) or who provide special materials to them.
3. The teacher knows teacher attitudes, expectations, and behaviors that affect the behaviors of students with visual impairments.

Disposition

1. The teacher realizes the need for role models who have visual impairments and who are successful.
2. The teacher respects student and familial acknowledgement of visual impairment and additional disabilities of the student.
3. The teacher respects the need for student and familial interactions with role models that have a visual impairment.

Idaho Standards for Special Education Teachers of Students Who Are Deaf and/or Hard of Hearing

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Special Education Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the theories, history, philosophies, and models that provide the basis for education of the deaf and/or hard of hearing.
2. The teacher knows the various educational placement options that are consistent with program philosophy and how they impact a deaf and/or hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.
3. The teacher understands the complex facets regarding issues related to deaf and/or hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Disposition

1. The teacher recognizes the importance of the historical and philosophical framework of education for the deaf and/or hard of hearing.
2. The teacher is sensitive to the developmental, educational, and cultural differences between deaf students and hard of hearing students.
3. The teacher is open to new concepts and strategies applicable to deaf and/or hard of hearing students.

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf and/or hard of hearing.
2. The teacher communicates the benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., cochlear implants, hearing aids, other amplification usage, sign language systems, use of technologies, and communication modalities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how etiology, age of onset, and degree of hearing loss impact a student's language development and ability to learn.

2. The teacher understands that being deaf and/or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf and/or hard of hearing students so they achieve age appropriate levels of literacy.

Disposition

1. The teacher appreciates the diverse talents of deaf and/or hard of hearing students.
2. The teacher appreciates individual variation in regard to etiology, age of onset, and degree of hearing loss.

Performance

1. The teacher identifies levels of language and literacy development and designs lessons that are appropriate.

Standard 3: Modifying Instruction for Individual Needs *Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.*

Knowledge

1. The teacher understands how hearing loss may impact student development (i.e., sensory, cognitive, communication, physical, behavioral, social, and emotional).
2. The teacher knows the characteristics and impacts of hearing loss, and the subsequent need for alternative modes of communication and/or instructional strategies.
3. The teacher understands the need for accommodation for English language learning for students whose native language is American Sign Language (ASL).
4. The teacher understands that an IEP for deaf/hard of hearing students should consider the following: communication needs and the student and family's preferred mode of communication; linguistic needs; severity of hearing loss and potential for using residual hearing; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

Disposition

1. The teacher recognizes the educational needs of the deaf and/or hard of hearing student.
2. The teacher respects individual choices regarding modes of communication and educational placement options.
3. The teacher is sensitive to students who are deaf and/or hard of hearing, including those who have multiple disabilities.

Performance

1. The teacher uses information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows how to enhance instruction through the use of visual materials and experiential activities to increase outcomes for students who are deaf and/or hard of hearing.

Disposition

1. The teacher appreciates the importance of communication to assure access for students who are deaf and/or hard of hearing in educational, social, and vocational settings.

Performance

1. The teacher develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem.
2. The teacher understands that deaf cultural factors, communication challenges, and family influences impact classroom management of students.
3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Disposition

1. The teacher is open to research-based programs that are effective for students with hearing losses, including career/vocational programs.
2. The teacher recognizes the challenges and needs that hearing loss presents for a student and others in the educational environment.

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory learning.

2. The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities.
3. The teacher prepares students for the appropriate use of interpreters.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive devices.
2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Disposition

1. The teacher recognizes the importance of input from families regarding the development of communication options for students with hearing loss.

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).
2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.
3. The teacher enables students to use support personnel and assistive technology.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning -- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.
2. The teacher knows the appropriate accommodations for the particular degree of hearing loss

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students (e.g., interpreters and special tests).

Performance

1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.
2. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf and/or hard of hearing students (e.g., educational interpreters, class teachers, transliterators, tutors, note takers, and audiologist).
2. The teacher knows resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.
3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication with students who are deaf and/or hard of hearing students.
4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.

Disposition

1. The teacher recognizes the importance of assessment results being communicated to deaf/hard of hearing parents/guardians in their mode of communication.

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliterators) to meet the communication needs of students who are deaf and/or hard of hearing.

E. SUBJECT:

Idaho Standards for the Initial Certification of Professional School Personnel: Idaho Standards for Reading Teachers

BACKGROUND:

No Child Left Behind and state requirements necessitated the development of standards for the preparation of reading teachers. Reading is listed in No Child Left Behind as one of the core areas for highly qualified teachers. In addition, for the last several years, Idaho has emphasized how important reading is to student achievement and success. The standards would be the “vehicle” by which teacher preparation programs are evaluated and approved by the state.

DISCUSSION:

The Professional Standards Commission (PSC) is responsible for recommending educator preparation standards to the Idaho State Board of Education Idaho (Idaho Code § 33-1258). To meet this obligation, the PSC charged a team of reading experts, including K-12 teachers and college/university educators, to develop standards for the preparation of reading teachers. The team reviewed current state and federal requirements and the International Reading Association standards in the development of the recommended reading standards. The PSC held an input hearing to collect public comment (April 6, 2004), then reviewed the input, and made appropriate changes to the reading standards.

The Idaho Standards for Reading Teachers will take effect on state evaluations of Idaho teacher preparation programs two (2) years after their approval (IDAPA 08.02.02.100.01).

RECOMMENDATION:

To approve the addition of the Idaho Standards for Reading Teachers to the State Board-approved Idaho Standards for Initial Certification of Professional School Personnel.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request by the Professional Standards Commission as submitted and specifically defined in Attachment 1. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Idaho Standards for Reading Teachers

Idaho Standards for Reading Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Reading Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, reading teachers must meet the Idaho Core Teacher Standards.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the relationships and roles of the components of a balanced literacy program, which encompasses: a) oral language development and its role in the emergence of writing and reading; b) phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes; c) language patterns, vocabulary, comprehension and critical thinking; and d) development of fluency (rate and accuracy).
2. The teacher knows the methods of literacy instruction congruent with a balanced literacy program.
3. The teacher understands that reading is a process of constructing meaning.
4. The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).
5. The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide-reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.
6. The teacher understands the relationships between reading, writing, speaking, listening, and viewing.

7. The teacher understands why it is important for developing literacy skills to read aloud to students.
8. The teacher is familiar with a wide range of children's literature encompassing all genres.

Dispositions

1. The teacher recognizes the importance of reading aloud to children.
2. The teacher recognizes the importance of early literacy experiences for the prevention of reading failure.

Performance

1. The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.
2. The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).
3. The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).
4. The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography).
5. The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.
6. The teacher provides literacy lessons and opportunities congruent with best research practices.
7. The teacher reads aloud to children.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social and personal development.

Knowledge

1. The teacher knows historical and current research as it relates to reading.
2. The teacher understands the significance of home language and culture on the development of literacy in the classroom.

Performance

1. The teachers implements cognitively compatible strategies in developing reading instruction.
2. The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.
3. The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.

Standard 3: Adapting Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. The teacher understands research-based best practices in prevention identification, intervention, and remediation of reading difficulties.
2. The teacher understands methods for accelerating and scaffolding the students' development of reading strategies.
3. The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.

Disposition

1. The teacher recognizes the power of collaborating with other professionals to maximize every learner's literacy development.

Performance

1. The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.
2. The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.

Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.

Performance

1. The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the power of literacy as it relates to academic success and life-long learning.
2. The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.

Performance

1. The teacher advocates extensive reading for information and for pleasure.
2. The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning – The teacher understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance, enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).
2. The teacher understands how to use assessment for attitude and motivation as related to reading.
3. The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness, phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension).

Performance

1. The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.

2. The teacher collects and utilizes data from multiple sources to inform instruction.
3. The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.
4. The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.
5. The teacher advocates that the needs of every student are accurately represented in assessment data.

Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Disposition

1. The teacher values the critical examination and sharing of research and professional publications in order to advance an understanding of best literacy teaching practices.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows sources and programs that promote family literacy.
2. The teacher knows community-based programs that promote literacy development.

Performance

1. The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.
2. The teacher fosters parental support for family literacy activities.

F. SUBJECT:

Payment Responsibilities for Idaho Teacher Preparation Program Reviews

BACKGROUND:

According to Idaho Code §33-1258, the Professional Standards Commission is responsible for making recommendations to the State Board as to the approval of teacher preparation programs. Idaho State Board Rule 08.02.02.100 states that the *Idaho Standards for the Initial Certification of Professional School Personnel* is the vehicle by which teacher preparation programs are state-approved. During the teacher preparation program review process, the Professional Standards Commission is responsible for ensuring that teacher preparation programs meet the above standards.

The review process is conducted on-site at each individual campus. If an institution has a satellite program, the review team visits the site to ensure continuity and consistency with the program at the main campus. This off-site review involves interviews with student teachers, university/college staff, cooperating teachers, and supervisors, as well as classroom observations. Due to the information being sought, it is desirable to interview each group separately to allow for openness and to maintain confidentiality.

Up to this point, reviews have been conducted within state boundaries. With requests from Western Governors University, which is located outside the state, and BYU-Idaho, which has satellite programs outside the state, the review process changes significantly.

It has been standard practice that the total cost for sending a state team to conduct an on-site Idaho teacher preparation program review be covered by the Professional Standards Commission's operating budget.

DISCUSSION:

With the advent of out-of-state colleges/universities and in-state colleges/universities with out-of-state satellite programs requesting consideration to offer teacher preparation programs in Idaho, the cost is becoming prohibitive and beyond the budget of the Professional Standards

Commission. A survey of four neighboring states found that none of these states pay for expenses related to out-of-state program review on-site visits.

At the request of Western Governors University, a November 2004 on-site visit is planned by the Professional Standards Commission to evaluate its teacher preparation program. A state team appointed by the Professional Standards Commission will conduct this program review. In addition, a scheduled October 2004 on-site teacher preparation program review at BYU-Idaho will involve out-of-state costs to assess BYU-Idaho satellite programs.

As with all Idaho institutions offering teacher preparation programs, final approval of these programs by the State Board of Education would allow Western Governors University and BYU-Idaho to issue Institutional Recommendations to the Bureau of Certification/Professional Standards for their teacher candidates to receive Idaho certification.

In addition to the planned out-of-state program reviews noted above, other institutions have expressed interest in acquiring program approval in Idaho.

RECOMMENDATION:

It is recommended by the Professional Standards Commission that the State Board of Education, with teacher preparation program reviews beginning September 1, 2004, approve a temporary rule regarding payment responsibilities for on-site teacher preparation program reviews as follows:

.05 Payment Responsibilities for Teacher Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho teacher preparation program reviews, including identifying appropriate funding. To implement the reviews, it is necessary that:

- A. The Professional Standards Commission pay for all **in-state** expenses for on-site teacher preparation reviews from its budget.
- B. Requesting institutions pay for all **out-of-state** expenses related to on-site teacher preparation program reviews.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the addition to Idaho State Board of Education Rule 08.02.02.100 as recommended by the Professional Standards Commission. Moved by _____, seconded by _____ and carried.

G. SUBJECT:

Office of Performance Evaluation Recommendations for Public School Administration (Report 04-03, January 2004) – Response and Progress

BACKGROUND:

During the 2003 legislative session, against the backdrop of state budget shortfalls, there was discussion about ways in which public school administrative costs might be studied with an eye toward efficiency. In April 2003 the Joint Legislative Oversight Committee (JLOC) directed the Office of Performance Evaluations (OPE) to review information on how school districts use state funds.

The Office of Performance Evaluations released Report 04-03 on January 28, 2004. The full report can be accessed at <http://www2.state.id.us/oep/>.

The OPE Report and the legislative concerns for costs savings prompted legislation during the 2004 session related to OPE recommendations. House Bills 534, 631a, 780a and Senate Bills 1222, and 1345, address: efficiency of governing board meetings, the sharing of community resources among school districts and community colleges, the prevention of ‘double dipping’ by school districts seeking state reimbursement of interest on bonds, the participation of school districts and charter schools in Energy Saving Performance Contracts, and specifically extending to public schools the use of pre-bid large scale purchase agreements by the State of Idaho, one of its subdivisions, or an agency of the federal government.

DISCUSSION:

The OPE report has ten major recommendations. Most recommendations focus on actions by the Idaho State Department of Education, one for the State Board of Education and three for the State Legislature.

Several recommendations have been implemented, either by legislative or agency action. Some recommendations require more in-depth study and analysis, and several require additional resources to accomplish.

The SDE is in agreement with the recommendations and will continue improved practices as given in the OPE report and initiate practices not yet

undertaken, where feasible. Where the recommendations call for additional extensive analysis and reporting, the SDE will pursue the necessary resources to implement them.

A summary of specific OPE recommendations and current status is included as an attached document.

ATTACHMENTS:

1. Summary of specific recommendations regarding school district administration and current status.

Attachment 1
Summary of Specific Recommendations Regarding School District
Administration and Current Status

The following listing is a summary of specific OPE recommendations followed by initiatives taken or current resolution status.

1. “To improve the uniformity and accuracy of fiscal data collected and reported by school districts, the State Department of Education should:”
 - “Modify the Idaho Financial Accounting Reporting Management System (IFARMS) chart of accounts to eliminate unneeded detail and clarify the definitions for selected programs and object codes.”

Response: The State Department of Education (SDE) supports this recommendation. The IFARMS chart of accounts has been revised based on updates received from the U. S. Department of Education and input from the Idaho Association of School Business Officials (IASBO). Upon completion of the FY 2003 Financial Summaries in mid-February of 2004, SDE began the process of revising program and object codes, to determine the need to eliminate superfluous detail. In a related effort, the SDE recently revised a section of the IFARMS manual to incorporate recent major accounting changes from the Governmental Accounting Standards Board (GASB). Larry Kirk, formerly of Legislative Audit, was contracted to incorporate these changes into the manual. It is understood that the Idaho Student Information Management System (ISIMS) team will also be reviewing school district financial data for inclusion in that system.

- “Expand training offered to school district staff responsible for coding and reporting school district expenditures.”

Response: The SDE supports the recommendation of expanded training. The SDE Finance section currently provides limited training through IASBO’s annual Finance workshop, the SDE’s post-legislative regional workshops, and telephone support. The SDE Finance has one specialist (0.6 FTE), with responsibility to oversee the collection and reconciliation of IFARMS data, and publishing the Financial Summaries. This specialist works with a representative from each of the 114 school districts and 16 charter schools. Expanded training will require additional resources in the form of FTE and funds to provide regional training.

- “Review the data submitted by districts to identify instances of non-reporting and possible coding problems.”

Response: In instances where incorrect coding has been identified, the SDE will direct the auditors and IASBO to improve the coding of financial data. The SDE relies heavily on the assistance of the auditors hired by the school districts and charter schools to review and assist in proper coding. In order to more effectively identify instances of non-reporting and coding problems, the SDE would need to review all school district

transactions or audit the auditors. In the process of reconciling a school district's IFARMS report with the audited financial statements, balance sheet and income statement activity is reviewed and reclassified where necessary to ensure proper object codes.

2. "To enhance the value of annual school district financial audits as a tool for state oversight, the State Department of Education should:"
 - "Direct school districts to (1) include in their annual financial audits a review of district revenue and expenditure coding, and the accuracy of district enrollment, staffing, and pupil transportation data; and (2) report the results of this review to the department."

Response: The SDE will direct auditors to review district and charter school revenue and expenditure codes, and the accuracy of enrollment, staffing and pupil transportation data in the report sent to the schools and the SDE. In addition, the SDE will review reported data for reasonableness with respect to previous year's information, average daily attendance relative to enrollment, etc. When SDE staff discovers data that appear questionable, school district staff and/or auditors will be contacted to verify the data or to obtain revised figures.

- "Provide guidance and training to audit firms that conduct district financial audits regarding the standards to be used when assessing district coding of revenues and expenditures, and the accuracy of district enrollment, staffing, and pupil transportation data."

Response: The SDE will include the additional items recommended by OPE in the FY 2004 auditor letter. The SDE will continue to send the annual letter to school district auditors directing them to review data and procedures in the areas of foundation payments, pupil transportation, federal grants, and budgeting. An additional letter from Child Nutrition will be included regarding uniform reporting in the Child Nutrition fund. The SDE will include a schedule of special distributions (replacement tax, technology, lottery, etc.), the SDE website, and available reference materials such as the IFARMS manual and revenue, expenditure, and balance sheet codes. School district staffing data collected through IBEDS will be verified by school districts after the SDE has processed the data. Auditors will be invited to school finance training session, and the SDE will recommend IASBO include auditors in its annual conference and regional meetings.

- "Establish a process for annual review a small sample of school district financial audits to assess the adequacy of work performed by audit firms to test the accuracy of data districts report to the department. The department should consult with the Legislative Auditor when developing the review process."

Response: The SDE will continue to collaborate with legislative auditors in the review of school district and charter school audits. Legislative Audit staff will continue to ensure that school district audits are completed properly and are in compliance with Federal guidelines.

3. “To improve the usefulness of annual school district financial information, the State Department of Education should:”

- “Provide more comparative information about school district revenue and expenditures overall and in the major functional areas such as instruction, administration, and pupil transportation.”

Response: Given the necessary resources, the SDE will include additional comparative information.

- “Provide information about how school district revenues and expenditures compare to the nation and neighboring states.”

Response: The SDE reports school district and charter school data each year to the National Center for Educational Statistics, which compiles comparative information and statistical representations at <http://nces.ed.gov/ccd/bat/>. Applications at this web site enable users to create customized tables of Common Core Data on public schools for states, counties, districts, and schools, using data from multiple years collected from each state in the nation. Given the necessary resources, the SDE will also create or outsource the creation of tables and graphs of comparative information illustrating major public school revenue and expenditures.

- “Provide information about revenue and expenditure patterns over time.”

Response: The SDE publishes a significant volume of annual data in a consistent format that can be clearly compared from year to year. Comparative data are available at the NCES web site, as described immediately above. Given the necessary resources, the SDE will also create or outsource the creation of tables and graphs of comparative information illustrating major public school revenue and expenditure patterns over time.

- “Publish a narrative summary to help readers better understand key information and trends.”

Response: The SDE will incorporate into future publications and its website a more thorough narrative summary of financial information to help readers better understand information and trends.

- “Make revenue and expenditure information available on the department’s website in ways that enable users to make comparisons between districts.”

Response: SDE finance personnel will create data files on the SDE website that can be accessed and manipulated by users desiring to make comparisons.

4. “To ensure that adequate administrative staffing information is available for review by policy makers and the public, the State Department of Education should:”
 - “Improve reporting about administrative staffing in school districts by identifying the number and type of administrative staff in each district, the ratio of students to administrative staff, and changes in administrative staffing over time.”

Response: The SDE recognizes the term “administrative” personnel may include any classified, certified or school activities employee who supports school and district administrators and operations, supervises others or is in charge of any aspect of school district functions, as defined by the Office of Performance Evaluation in their study of school district administration. The SDE’s definition of administrative personnel will continue to reflect the state foundation funding formula defined groups of administrators, as budgeted and supported by state general funds (Senate Bill No. 1430, FY2005 Public School Budget, Division of Administrators), which includes seven (7) administrative positions of the thirteen (13) categories of certificated personnel.

The SDE’s *Annual Statistical Report* provides considerable information regarding administrative staff. The ratio of average daily attendance to administrative staff is included for each school district in the *SDE Profiles* publication. As stated in Item 3, bullet three, the consistent format of these publications allows clear comparisons of data over time. Given the necessary resources, the SDE will create or outsource the creation of recommended illustrative information.

- “Require districts to provide information regarding the duties of staff in director, coordinator, and supervisor positions.”

Response: The SDE will consider supplying generic job descriptions for these types of positions, knowing that the governing board of each school district and charter school has adopted unique and different actual job descriptions defining the specific duties of each administrative personnel category.

- “Make staffing information available on the department’s website in easily accessible formats.”

Response: SDE finance personnel will create data files on the SDE website that can be accessed and manipulated by users interested in making comparisons. In the meantime, all data in our publications are available in spreadsheet or database form as requested.

5. “To ensure districts obtain a fair price for their purchases and only spend the amount of funds necessary:”
 - “The Legislature should consider requiring school districts to seek price quotes for purchases between \$5,000 and the formal bid threshold, as is currently required of state agencies and local governments. Requiring districts to document these quotations and

testing a sample of these purchases in a financial audit will help to ensure the requirement is implemented.”

Response: The SDE role in school district purchases has been one of ensuring that school districts understand the statutes governing purchases. The SDE recommends that the Idaho Association of School Administrators (IASA) and IASBO also be included in discussions pertaining to this recommendation.

- “The State Board of Education should consult with the State Division of Purchasing to develop requirements similar to those that call for the solicitation of formal bids when state agencies purchase services exceeding \$50,000.”

Response: The SDE supports this recommendation while acknowledging the viability of Idaho Code § 67-2320, regarding the award of contracts for professional services to suppliers demonstrating competence and qualifications for the type of service required at fair and reasonable prices, after having published public notice for the solicitation of proposals in the same manner as required for bidding public works projects.

6. “To ensure that districts have adequate purchasing procedures in place and that purchases are being appropriately reviewed and authorized, the State Department of Education should direct districts to include a purchasing compliance review in their annual financial audits.”

Response: The SDE’s annual letter to auditors, with copies to district and charter school business officials, will recommend that auditors continue to review a sample of purchases for compliance. The SDE will discuss this recommendation with the IASA and IASBO to enlist the aid of those professional organizations to improve compliance with purchasing statutes. Additional reviews by accounting firms will increase the cost of annual audits to school districts and charter schools.

7. “To ensure districts can take advantage of statewide purchasing contracts available from the State Division of Purchasing:”

- “The Legislature should consider giving specific statutory authority to districts for the use of statewide contracts to eliminate the need for an agreement with the Division of Purchasing.”

Response: The 2004 Legislative Session passed and the Governor signed Senate Bill No. 1345 which gave school districts and charter schools access to pre-bid large group cooperative purchasing contracts initiated by the State of Idaho, one of its subdivisions or an agency of the federal government. In March 2004, in collaboration with the SDE, the State Division of Purchasing (DOP) sent a letter to all school superintendents inviting them to view available purchasing contracts on the DOP web site, with a contact person to call for procedures on how to use the contracts.

- “The State Department of Education should advise districts of this resource during any annual training or communications.”

Response: The SDE included this information in the post legislative review for all school business officials and superintendents.

- “The State Department of Education should provide school district contact information to the State Division of Purchasing so that districts will be included on the division’s listserv. This listserv periodically provides information about statewide contracts to public agencies that may be able to use them.”

Response: The SDE provided the DOP with the listserv addresses of all school district and charter school chief administrators.

8. “To potentially achieve cost savings and to foster communications among individual districts regarding purchasing, the State Department of Education should:”
 - “Work with districts and any pertinent associations to determine the opportunities for any favorable purchasing cooperatives.”

Response: The SDE will continue to assist with the distribution of information about state purchasing contracts, and cooperative district contracts.

- “Explore opportunities to use the Internet for school district purchasing activities. For example, a statewide school district purchasing website could allow electronic posting of bid solicitations, sharing of district purchasing information, and links to State Division of Purchasing statewide contract information.”

Response: The SDE agrees with this recommendation as an option for school district purchases. We have learned about the use of Internet bidding arrangements and will continue to explore how such resources may benefit school districts by companies such as DemandStar by Onvia. This internet-based company is already used by some school districts in Idaho to widely advertise and solicit bids from a wide array of potential vendors. The SDE considers such arrangements to have an advantage for school districts and charter schools such as: increased bid competition, reduction or elimination of advertising expenses and supplier database maintenance, and increase in administrative efficiency at no cost to public schools.

- “Encourage district staff to attend the State Division of Purchasing’s training annually to learn about best practices.”

Response: Personnel of the SDE Bureau of School Finance and Transportation will attend this training and will also encourage appropriate public school personnel to participate in the training.

9. “To ensure district interests are protected when procuring services, the State Department of Education should work with the State Division of Purchasing to provide guidance to districts on the requirements and the necessary components of a written contract.”

Response: The SDE will encourage appropriate public school personnel to attend DOP training to be reminded of the necessary components of a written purchasing contract.

10. “To address the rising costs of health insurance, the Legislature should consider authorizing further study of the potential cost savings of a statewide health insurance plan for school districts.”

Response: This has been a topic at regional superintendent meetings over the past several months. Due to the scope and magnitude of a statewide health insurance plan for school districts, the SDE has recommended to the Joint Legislative Oversight Committee that the Legislature seek input from school districts, and education associations including the Idaho School Boards Association (ISBA), IASA, IASBO, and the Idaho Education Association (IEA).

H. SUBJECT:

Office of Performance Evaluation Recommendations for Public School Transportation (Report 04-02, January 2004) – Response and Progress

BACKGROUND:

During the 2003 legislative session, significant discussion emerged targeting Idaho's pupil transportation support program. In April 2003 the Joint Legislative Oversight Committee (JLOC) directed the Office of Performance Evaluations (OPE) to review fiscal accountability of pupil transportation in Idaho.

The Office of Performance Evaluations released Report 04-02 on January 15, 2004. The full report can be accessed at <http://www2.state.id.us/oep/>.

The OPE Report 04-02 triggered legislation designed to address specific OPE recommendations. 2004 House Bills 603a, 847 and Senate Bills 1311, 1323a, 1331, 1344, 1345, 1346a, 1347, and 1443 target pupil transportation oversight authority and responsibilities, driver qualifications, contracting, auditing, purchasing, student safety and funding (including virtual charter schools).

DISCUSSION:

Contained in the body of the OPE report are eight recommendations directed to the State Board of Education and the State Department of Education.

Most of the OPE recommendations have been implemented to some extent, either by legislative action or agency initiative. Some recommendations require more in-depth study and analysis before achieving complete resolution.

A summary of specific OPE recommendations and current resolution status is included as an attached document.

ATTACHMENTS:

1. Summary of specific recommendations and current resolution status.

Office of Performance Evaluations (Report 04-02, January 2004)
Recommendations – Response and Progress
June 18, 2004

During the 2003 legislative session, significant discussion emerged targeting Idaho's pupil transportation support program. In April 2003 the Joint Legislative Oversight Committee (JLOC) directed the Office of Performance Evaluations (OPE) to review fiscal accountability of pupil transportation in Idaho.

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Contained in the body of the OPE report are eight recommendations directed to the State Board of Education and the State Department of Education.

Most of the OPE recommendations have been implemented to some extent, either by legislative action or agency initiative. Some recommendations require more in-depth study and analysis before achieving complete resolution.

The following listing is a summary of specific OPE recommendations followed by initiatives taken or current resolution status.

1. *"To improve the accountability of pupil transportation funds, the State Board of Education should clarify the State Department of Education's oversight role and responsibilities for conducting in-depth program reviews, follow-up procedures, and financial reviews of school district pupil transportation activities."*

The State Board of Education approved new rules related to pupil transportation on November 15, 2001. Many of the rules that went into effect July 1, 2002, were intended to clarify State Department of Education oversight and related responsibilities. For example, *Standards for Idaho School Buses and Operations* (July 1, 2002) state, "In compliance with 33-1511, Idaho Code, the State Department of Education shall provide the following:

- Leadership in the development of a comprehensive pupil transportation program for statewide application.
- A state supervisor of pupil transportation with the staff and other resources necessary for optimal job performance.

- A comprehensive school bus operator and school bus technician training program.
- Visits to local districts to audit, inspect and evaluate transportation systems and provide direction as necessary.
- Managing the state's pupil transportation program to include planning, budgeting, and forecasting requirements for the operation.
- Collecting and analyzing statistical and financial data.
- Developing, preparing and organizing manuals, handbooks and written training programs for pupil transportation personnel.
- Providing consulting services and assistance to local districts as necessary."

Legislators also expressed a desire to support the recommendation by passing legislation (Senate Bill 1331) intended to delineate SDE staff responsibilities.

"(4) Authorize the supervisor of school transportation to conduct any combination of in-depth program reviews, fiscal audits, and reviews of annual reimbursement claims supporting documentation of each school district pupil transportation program at a frequency adequate to ensure compliance with state law, accuracy of data and reimbursement claims, and safety of school buses. Priority for selecting districts for review and audit shall be given to those districts that exceed both the most recent annual state average reimbursable cost per mile and the state average reimbursable cost per rider as calculated by the state department of education, unless the supervisor of school transportation determines otherwise;

(5) Authorize the supervisor of school transportation, based upon results of program reviews, fiscal audits, and spot inspections as set forth in section 33-1506, Idaho Code, to provide to school districts a list of required corrective actions, when necessary;

(6) Require school districts to submit progress reports on those corrective actions developed by the supervisor of school transportation to the state department of education at prescribed intervals until deficiencies are corrected or the corrective actions no longer apply;

(7) Withhold all or a portion of a district's pupil transportation reimbursement funding in instances of noncompliance with the requirements of subsection (6) of this section or section 33-1506, Idaho Code, provided that a district may appeal to the state board of education for reconsideration, in which case the state board of education may reinstate or adjust the withheld funds."

On April 23, 2004, the State Board of Education (SBE) gave approval for the State Department of Education (SDE) in concert with SBE staff, to promulgate rule. The

department provided suggested proposed rule language specific to the above recommendation.

2. *“To provide effective oversight of school district pupil transportation activities, the State Department of Education should:*
 - a) *increase the frequency of its in-depth program and financial reviews*
 - b) *expand the scope of its on-site spot inspections to include review of reimbursement claim documentation*
 - c) *require school districts to submit and adhere to corrective action plans*
 - d) *prioritize its schedule to address those districts that are subject to the transportation funding cap”*

SDE has long recognized the need to increase the frequency of in-depth program and financial reviews of district pupil transportation programs. Efforts in streamlining staff responsibilities in order to expand the scope and frequency of on-site spot inspections were initiated following release of the OPE report. Mechanisms are currently in place to include review of reimbursement claims, safety busing, ridership counting practices and district policy. Written corrective action plans are being requested when appropriate. Staff is being added in regional settings in order to expand oversight responsibility, increase site visit frequency (including follow up visits) and improve rapport.

Historically, district site visits occurred approximately every three to six years. Since September 2003, SDE staff has conducted 57 district spot inspections. This represents a significant increase in site visit frequency. Site visit frequency will continue to increase as staff becomes acclimated to new procedures and responsibilities. Spot inspections since January have included review of pupil transportation financial records, resulting in a reimbursement reduction of approximately \$100,000.

SDE believes school districts that operate above the legislative funding cap should receive audits designed to support and explore ways to improve efficiencies without compromising student safety or eliminating academic programs. However, SDE will not be able to identify districts operating above the cap prior to January 2005. SDE will prioritize site visits accordingly once capped districts are identified.

3. *“To ensure that adequate resources are available for effective oversight, the State Department of Education should submit a detailed plan to the Office of the Governor and the Legislature outlining resource needs for specific activities, number of proposed inspections, and expected results.”*

Legislators also expressed a desire to support this recommendation by approving increased SDE pupil transportation staff. 2004 House Bill 847 increased staff by two FTP and appropriated \$190,100 to fund the positions.

4. *“To reflect the substitution of 100 used buses for new ones in the contract cost, the Independent School District of Boise City should renegotiate its existing pupil transportation contract with Laidlaw Educational Services. A successful outcome of the renegotiation should result in lowering the cost of the current contract. Should negotiations fail, the school district should not provide an automatic two-year extension to the current contract when it expires in June 2006; instead, the contract should be reopened to bidding.”*

This recommendation was directed to the Boise School.

5. *“To encourage school districts to implement more cost containment measures, the State Department of Education should:*
 - a) place reimbursement trend analysis information on the department’s website*
 - b) modify its bus run report to include percent occupancy of each bus run*
 - c) work with the Pupil Transportation Steering Committee to develop best practices tailored to Idaho’s pupil transportation needs*
 - d) request assistance from the Idaho Department of Health and Welfare for training school districts in the use of Medicaid funding to offset some of the transportation costs for special needs students*
 - e) Reinforce the requirement for districts to report any special needs transportation Medicaid reimbursements they receive”*

SDE pupil transportation staff has the capability to do cost trends and recently developed a mechanism for posting pupil transportation reimbursement claim forms, including cost trend analyses, accessible as secure documents.

SDE has modified its “run reports” to include percent occupancy of each bus run. District run reports are accessible as secure documents.

“Best practices” in pupil transportation operations was discussed at the Pupil Transportation Steering Committee in March. “Best practices” will be on the agenda of the next steering committee meeting in February. SDE pupil transportation staff has continually trained district personnel in “best practices” over the course of several years. However, a more specific “best practice” resource will be made available; however, the timeline for completion of this resource is currently uncertain and is subject to other demands placed upon department staff, such as a field trip reimbursement flow chart, desk auditing, increased site visit frequency, training of new staff, etc. It is anticipated that a “best practice” matrix/model will be available for school district use prior to the end of the upcoming legislative session.

While initial discussion with Idaho Department of Health and Welfare has taken place, no action plan has been put in place. Preferred training resource mechanisms at the district level, SDE pupil transportation or special education staff level, or Department of Health and Welfare staff (or a combination of) will be determined and implemented, as appropriate. SDE expects to explore mechanisms for reconciling Medicaid revenues received by school districts to the pupil transportation

reimbursement claim; however, SDE believes further exploration of this requirement may be necessary to determine cost-to-benefit ratios. Technological advances may help in reaching resolution of this recommendation.

6. *“To ensure the information necessary for determining district reimbursable cost for pupil transportation (e.g., average daily ridership) is reported accurately and uniformly across the state, the State Department of Education should establish in administrative rule a standard method for districts to count and report average ridership, such as once each month on the same day.”*

The State Department of Education, in concert with the State Board of Education and legislative services developed ridership count methodology, which has been used in two, five-day count periods (10 count days). The final methodology used will be solidified in rule during the upcoming rulemaking process.

7. *“To improve the oversight of district pupil transportation contracts, the State Board of Education should:*
 - a) require all school districts to use a contract format approved by the State Department of Education*
 - b) clarify the State Department of Education’s role in approving school district contracts, including the timeliness of the review*
 - c) develop guidelines for school districts to follow when reviewing for pupil transportation bids”*

Legislators also expressed a desire to support the recommendation by introducing legislation intended to delineate SDE staff responsibilities related to contracts. 2004 Senate Bills 1344 and 1345 and House Bill 603a address contracting for pupil transportation services and the bidding process. SDE staff has developed procedures for approving contracts and has implemented the process.

The department is in the process of reevaluating its current model contract and anticipates minor changes. Following the completion of the model contract rewrite, SDE staff will address appropriate guidelines for school districts to follow when reviewing bids.

8. *“To help districts develop request-for-proposal specifications that promote competitive bidding, the State Board of Education should obtain an Attorney General’s opinion on whether information about bus routes are proprietary.”*

This recommendation is directed to the State Board of Education; however, SDE concurs with the recommendation and will work cooperatively with the State Board of Education to determine the appropriate venue for requesting an Attorney General’s Opinion. It may be necessary to draft rules related to proprietary routing information and seek legal advice during the rulemaking process.

9. *“To optimize the use of school buses in the district fleet and to know when a bus needs to be replaced, eliminated, or added to a fleet, the State Department of Education should develop a model bus replacement plan that is based on mileage, age, and use criteria.”*

SDE concurs with this recommendation and appreciates OPE’s observation related to bus replacement planning. SDE pupil transportation staff has not yet embarked on this project, but may resolve the issue during the rulemaking process. SDE pupil transportation has, in the past, provided routine guidance for school bus replacement and lifecycle costing. Defining and clarifying variables in developing bus replacement schemes and schedules is appropriate. This recommendation will be accomplished before the end of the 2005 legislative session.

I. SUBJECT:

Idaho's Basic School Bus (33-1006, Idaho Code)

BACKGROUND:

During the 2003 legislative session, significant discussion emerged targeting Idaho's pupil transportation support program. Writing school bus specifications, bidding and subsequent awarding of bids at the district level were topics of debate.

During the final days of the 2003 legislative session, Idaho Code was amended to define a "basic school bus" and limit state reimbursement to the cost of the "basic school bus." The statute (33-1006, Idaho Code) stops short, however, of delineating the specific vehicle features considered to be part of a "basic school bus." That responsibility was directed to the State Board of Education.

Information regarding Idaho's "basic school bus" was presented to the board on April 23, 2004.

DISCUSSION:

In order to provide definition to Idaho's "basic school bus," the department has drafted specifications (with significant stakeholder input) delineating the "basic" components of a school bus. A few minor additions and minor deletions have occurred since April 23.

An updated copy of the draft specifications has been posted on the department's website (www.sde.state.id.us/finance/transport) and notification has been sent to superintendents and transportation supervisors via electronic communication and regional superintendents' meetings explaining website accessibility. The final bid specifications and bid document will be posted on the Department's website in July.

The Department has contacted Idaho's Division of Purchasing for guidance and assistance in preparing and advertising an indefinite-quantity school bus bid. Personnel at the Division of Purchasing have been extremely accommodating and SDE expects to advertise for bids (five different sized school buses) during July 2004.

The main purpose of the statewide school bus bid will be to establish reimbursement levels. School districts will be given the option of purchasing off the statewide competitive bid. School districts may purchase specific “add-on” components for purposes of meeting the needs of students with disabilities (lift, tie-down, track seating, etc.), two-way communication (construction standard), student management control (surveillance cameras), or safety devices (crossing gates, stop arm[s], etc.), and receive additional prior-approved reimbursement(s).

RECOMMENDATION:

Defining Idaho’s Basic Bus is mandated in statute and becomes effective July 1, 2004. No recommendation is provided.

ATTACHMENTS:

1. Summary of Idaho’s Basic Bus Specifications draft (also provided April 23, 2004).

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IDAHO SCHOOL BUS SPECIFICATIONS

Type C – Conventional School Bus

June 2004

**Idaho Department of Education
Bureau of Finance and Transportation
Pupil Transportation Section**

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**IDAHO TYPE – C
SCHOOL BUS SPECIFICATIONS
SPECIAL INSTRUCTIONS**

IDEFINITE QUANTITY BIDS – Sealed bids will be taken on Type – C school buses that are completely assembled, delivered, and serviced according to the specifications contained herein.

CONSTRUCTION - It is the intent of these specifications to describe a Type – C school bus that shall be basically of all steel construction or of some other material which has at least equivalent strength of all steel construction as certified by the bidder. All parts not specifically mentioned, which are necessary in order to provide a complete bus shall be furnished by the successful bidder and shall conform in strength, quality of material and workmanship to which is usually provided by the engineering practice indicated in these specifications. The completed school bus shall meet all Federal Motor Vehicle Safety Standards (FMVSS), requirements of the State of Idaho (SISBO). Dealer modification may be required and must be of OEM quality where OEM equipment will not meet specifications.

All parts not specifically mentioned, but necessary to provide a complete school bus, shall be furnished by the contractor and shall conform in strength, quality of materials and workmanship to those provided by engineering practices indicated in these specifications.

As specified ☐

Exceeds specification ☐

Note exception ☐

PERFORMANCE OF BIDDER – Bidders shall indicate (in detail form) their proposal to meet the following criteria. 1) Ability to render prompt service including production capabilities; 2) Statement including engineering facilities and experience in manufacturing school buses; 3) Ability to manufacture school buses in strict conformity with these specifications and service requirements. Note: Failure to submit this information may subject your bid to rejection.

As specified ☐

Exceeds specification ☐

Note exception ☐

DELIVERY - It will be the responsibility of the dealer to insure the Idaho New Bus Inspection is completed and to deliver the complete unit to the district purchasing the bus.

Contractor will be required to assume complete responsibility of the delivery of buses to the district and shall save the State and district harmless against fire, public liability and property damage.

As specified ☐

Exceeds specification ☐

Note exception ☐

SERVICE OUTLETS - Bidders must indicate the extent of their ability to render prompt service by furnishing a list of branch offices and authorized service agencies. These offices/agencies must maintain a complete stock of repair parts that may be secured by ordering by number and at such discount as may be quoted from time to time by the manufacturer of the school bus purchased under these specifications. It is the responsibility of the bidder to complete all recalls at their branch agencies or by their personnel on site at district facilities, and in a prompt and timely manner.

As specified ☐

Exceeds specification ☐

Note exception ☐

DOCUMENTS AND PUBLICATIONS - Bidders are **required** to furnish with their bids basic specifications, chassis/body layout drawings and a sample warranty. A list of all Special Equipment (including parts numbers, color code, etc.) used on the chassis/body must be furnished. Successful bidders shall furnish the following items for each chassis/body that is purchased:

1. Idaho Application for Certificate of Title.
2. Operator's manual.
3. Warranty certificate covering all items chassis/body.
4. One (1) Parts and Service/Repair Manual for body/chassis in hard-copy form, on CD-ROM or a downloadable PDF file containing the required information. All vehicle information furnished must pertain the specific model being purchased. If furnished, these files and CD's must contain an index with page numbers. Note: Must be able to load CD-ROM on computer hard drive.
5. Manufacturer's Statement of Origin.
6. One build sheet (line-setting ticket) including all parts information relating to the chassis/body, to include all engine information (S/N), transmission information (S/N).

NOTE: Service policies, line setting tickets, parts and service/repair manuals and warranty cards shall be present for the Idaho New Bus Inspection.

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As specified ☐

Exceeds specification ☐

Note exception ☐

CERTIFICATION – Chassis and Body manufacturer's, upon request of the Idaho State Department of Education Pupil Transportation Section, shall certify that its product meets all Idaho minimum construction standards delineated in ***Standards for Idaho School Buses and Operations*** (SISBO) for items not covered by the FMVSS certification requirements of 49 CFR, Part 567.

As specified ☐

Exceeds specification ☐

Note exception ☐

WARRANTY - Bidder shall warrant for five (5) years/unlimited miles the entire power train (engine, transmission, differential, driveshaft and its bearings, engine electronic controls), water pump, alternator, starter, turbocharger, and all interior and exterior paint. Bidder shall warrant all other chassis items for the manufacturer's standard warranty period. Bidder shall warrant the body and all related items, for the manufacturer's standard warranty period or two (2) years, whichever is greater.

All warranty periods are to commence on date the respective vehicle is placed in service by the District. All parts and labor shall be the responsibility of the bidder. Correction of latent defects, undiscovered during the initial acceptance inspection by the State but appearing before the applicable warranty period has elapsed, will be the full responsibility of the bidder, at no cost to the district. Upon award, bidder will provide the district with original copies of warranties offered in accordance with the above requirements on all chassis and body items, except for those items covered above by the 5-year warranty. By execution of bid, bidder agrees to the 5-year warranty requirement in its entirety as specified above.

As specified ☐

Exceeds specification ☐

Note exception ☐

COMPONENTS - Bidders shall guarantee that chassis offered are current models, that assembly parts are in production for use in new chassis/body and that their manufacture and sale through dealer source will not be discontinued within ten years.

As specified ☐

Exceeds specification ☐

Note exception ☐

INSPECTION - State inspection and acceptance will be at a location prearranged with the Department of Education, Pupil Transportation Section. School Buses that do not comply with the grade of workmanship or type of materials in conformity with specifications will not be accepted.

As specified ☐

Exceeds specification ☐

Note exception ☐

WEATHER PROTECTION - All dash instruments, horn button, ignition switch, etc., of the chassis shall be adequately protected against weather while chassis are in storage.

As specified ☐

Exceeds specification ☐

Note exception ☐

SERVICE - The complete bus shall be inspected and completely serviced by the dealer before being placed in-service by the District. This service shall include:

1. Complete lubrication of chassis.
2. Filling of steering, engine, cooling system, transmission, and rear axle to proper fluid capacities.
3. Adjustment of engine and all other mechanical features to assure perfect operation.
4. Inspect, adjust, correct, and replace any parts not in proper operating condition or not in compliance with specifications.
5. Fill fuel tank with 30 gallons of diesel fuel.
6. Check bus for proper turning radius and wheel alignment.

Exceptions taken to these service requirements will be considered just cause to reject the bid from consideration.

DRAFT**DRAFT****DRAFT****DRAFT**As specified ☐Exceeds specification ☐Note exception ☐**MINIMUM REQUIREMENTS OF A TYPE-C SCHOOL BUS CHASSIS****APPROVED LOW EMISSION ELECTRONIC DIESEL ENGINES**

MAKE	MODEL	HORSEPOWER	TORQUE	EPA STANDARD
Caterpillar	C-7	210	520	2004
IC	VT 365	215	540	2004
Mercedes	MBE900	210	520	2004

Approved Chassis Requirements

Basic Pupil Load	41	53	66	72	78
Manufacturers GVWR	19,000	24,000	24,000	24,000	24,000
Wheel Base (approx in.'s)	165-193	214-218	252-255	274-277	273-278
Frt. Axle Cap. (lbs.)	10,000	10,000	10,000	10,000	10,000
Rear Axle Cap. (lbs.)	15,000	19,000	19,000	19,000	19,000
Frt. Spring Cap @ Ground	5,000	5,000	5,000	5,000	5,000
Trans. Speeds Forward	5	5	5	5	5

As specified ☐Exceeds specification ☐Note exception ☐**Approved Brake Sizes**

All chassis required shall be equipped with air brakes. Stamped dust shields required for front and rear brake drums. Must be able to check brake lining condition without removing the shield.

Brake Size – All Chassis

Air – Front Outboard Drum	15.0 X 4.0 Inches
Air – Rear Outboard Drum	16.5 X 7.0 Inches

As specified ☐Exceeds specification ☐Note exception ☐

DETAIL REQUIREMENTS – TYPE C
CONVENTIONAL SCHOOL BUS CHASSIS

AIR CLEANER - Chassis to be equipped with a dry, element-type air cleaner. The air cleaner and the element shall meet all appropriate SAE J726 tests, per engine application. All air cleaner assemblies shall be single-stage and equipped with a locking restriction gauge.

As specified ☐Exceeds specification ☐Note exception ☐**AXLES**

Front Axle - The front axle shall have gross weight capacity at the ground according to the chassis manufacturer's rating, equal to or exceeding that portion of the total load which is supported by the front axle. (See table for axle capacities). Include cast iron hub assemblies with unitized oil bath seals and 50W synthetic lube.

As specified ☐Exceeds specification ☐Note exception ☐

Rear Axle - The rear axle shall be of full-floating type and have a gross weight capacity at ground according to the chassis manufacturer's rating equal to or exceeding that portion of the total load which is supported by the rear axle. Axle shall be equipped with a magnetic fill plug, magnetic drain plug and filled to recommended level with 75W-90 synthetic lubricant. Rear Axle Ratio shall be designed to achieve maximum fuel economy using the following criteria. 1) A sustained pull on a 6% grade with speed not dropping below 28 mph on school buses with speed control set @ 45 mph.

NOTE: AT ANY TIME DURING THE FIVE (5) YEAR WARRANTY PERIOD THAT A REAR AXLE IS DETERMINED TO BE THE CAUSE OF NOISE (SOUND PRESSURE RADIATED TO THE INTERIOR OF A SCHOOL BUS) THE CHASSIS MANUFACTURER SHALL BE RESPONSIBLE FOR MAKING REPAIRS. THIS IS TO BE MEASURED AT A REFERENCE POINT OF ONE-INCH (1") FROM THE EAR OF ANY SEATED PERSON. IF THAT LEVEL EXCEEDS 85 DECIBELS, THE CHASSIS MANUFACTURER SHALL MAKE REPAIRS TO REDUCE THE NOISE LEVEL OF THE REAR AXLE TO ACCEPTABLE LIMITS.

As specified ☐

Exceeds specification ☐

Note exception ☐

BATTERY - Battery is to be sealed maintenance free. Battery shall have minimum cold cranking capacity rating of 1200 cold cranking. Battery cables shall be long enough to allow full extension of battery tray. Battery cables to be at least one gauge, color-coded red-positive / black-ground and easily identified positive and negative. Battery ground cable shall be of the round covered type. Battery must be grounded to the rear of the engine or frame. If grounded to frame, frame must be grounded to engine with same size cable.

NOTE: ANY WIRES PASSING THROUGH THE FRAME RAILS SHALL BE GROMMETED TO PREVENT CHAFING.

As specified ☐

Exceeds specification ☐

Note exception ☐

BRAKES - The chassis shall be equipped with four wheel brakes. Requirements. *Drums to be equipped with stamped dust shields and must be able to check brake lining condition without removing shield.* All brake drums to be outboard mounted to facilitate brake maintenance without disturbing wheel bearings and seals. All brake lining is to be premium grade asbestos free material of FF friction rating and identified *as to the* coefficient of friction by bidder.

As specified ☐

Exceeds specification ☐

Note exception ☐

Air Brakes - Air brakes shall have S-cam type actuation and meet FMVSS 121. Brakes to have cast iron spider. Air reservoirs shall be mounted with the top of tanks approximately one (1) inch below the top of frame rail. Air tanks are to be equipped with automatic moisture ejector with cord of sufficient length to attach to body exterior. Air compressor is to be at least 13.2 CFM with five-ring piston (2 oil and 3 compression), air compressor and air intake is to be routed through engine air cleaner. Chassis to be equipped with an air dryer. Automatic slack adjusters to be supplied on all air brake chassis.

As specified ☐Exceeds specification ☐Note exception ☐

Anti-Lock Braking System (ABS) - Front and rear wheel speeds are to be sensed separately. Application of front brakes is to be controlled by application pressure modulator and governed by the wheel approaching lock-up to minimize steering input. Rear brake application pressure modulation is governed by individual wheel speeds to minimize braking effort. System must be activated by the ignition switch and actuated by brake application. System shall include blink code diagnostic capability.

As specified ☐Exceeds specification ☐Note exception ☐

Parking Brakes - Parking brake system shall be designed and constructed to meet the following requirements:

1. Parking brake shall hold vehicle stationary or to limit of traction of braked wheels on 20 percent grade under any condition of legal loading when on surface free from snow, ice and loose material.
2. When applied, parking brake shall remain in applied position with capability set forth in above, despite exhaustion of source of energy used for application or despite leakage of any kind.
3. Buses with air brakes shall have parking brakes of the spring applied and air release type. Control shall be of the pull to apply and push to release type and mounted in manufacturers standard location. This control shall be clearly marked yellow.

As specified ☐Exceeds specification ☐Note exception ☐

BUMPER - The front bumper shall be of pressed steel channel or equivalent material at least 3/16" thick and not less than 8" wide (high). It shall extend beyond forward-most part of the body, grille, hood, and fenders and shall extend to outer edges of the fenders at the bumper's top line. Except for breakaway bumper ends, it shall be of sufficient strength to permit pushing a vehicle of equal gross vehicle weight without permanent distortion to the bumper, chassis or body.

The bumper shall be designed or reinforced so that it will not deform when the bus is lifted by a chain that is passed under the bumper (or through the bumper if holes are provided for this purpose) and attached to the towing device(s). For the purpose of meeting this specification, the bus shall be empty and positioned on a level, hard surface and the towing device(s) shall share the load equally.

As specified ☐

Exceeds specification ☐

Note exception ☐

DRIVELINE - The torque capacity of the driveline assembly shall be equal to the maximum engine torque as developed through the lowest transmission gear reduction. All bearings shall be greasable and have an inner race so that failure of bearing shall not damage drive shaft. Each propeller shaft shall be equipped with a protective metal guard to prevent whipping through floor or dropping to ground if broken. Guard to be 7/16-inch round u-bolt or 1 1/4 x 3/8 inch flat bar.

As specified ☐

Exceeds specification ☐

Note exception ☐

ENGINE - Diesel engines will be used in all size chassis. Acceptable engines are listed on Minimum Requirements page. Electrical system shall be of the single voltage type.

As specified ☐

Exceeds specification ☐

Note exception ☐

EXHAUST SYSTEM - A total exhaust system, exhaust pipe, muffler and tail pipe shall

be furnished by the chassis manufacturer, pre-engineered to terminate no less than 1 inch past a school bus body rear bumper location or at the left side of the bus body no more than 18 inches forward of the front edge of the rear wheel house opening. If designed to exit at the rear of the bus, the tailpipe shall extend at least five inches beyond the end of the chassis frame. If designed to exit to the side of the bus, the tailpipe shall extend at least 48.5 inches (51.5 inches if the body is to be 102 inches wide) outboard from the chassis centerline. Tail pipe shall be deflected downward at the end of the exhaust pipe. Tail pipe should be minimum 16-gauge aluminized steel/stainless steel and shall not be reduced in size after it leaves muffler. The chassis manufacturer shall provide sufficient tail pipe length to allow mounting by the Body Company without extension. ***At any point the exhaust system is 12" or less from the fuel tank, the fuel tank shall be properly insulated with metal shield.***

Muffler shall be constructed of stainless steel or aluminized materials that meet federal emission guidelines. Exhaust pipe, muffler and tail pipe shall be of the heavy-duty type and of sufficient size to minimize backpressure.

As specified ☐

Exceeds specification ☐

Note exception ☐

FENDERS AND HOOD - The total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position. The fenders shall be properly braced and free from any body attachment.

Chassis sheet metal shall not extend beyond rear face of cowl. Hood and fenders to be assembled as one unit and of the forward tilt type.

Under the tilt hood, there shall be installed in a convenient accessible location, a waterproof electrical disconnect plug(s) (quick disconnect of all electrical wiring to tilt hood) for all electric lines running to electric accessories mounted on the hood.

As specified ☐

Exceeds specification ☐

Note exception ☐

FRAME - Each frame side member shall be of one-piece construction (minimum 36,000 psi). Routing of all brake lines and/or electrical wiring shall be located within the frame rail flanges. Convuluted tubing as to protect lines from chafing and wear shall protect openings in cross members for such routing.

Frames shall not be modified for the purpose of extending the wheelbase. Holes in top or bottom flanges or side units of the frame, and welding to the frame, shall not be permitted except as provided or accepted by chassis manufacturer. Frame lengths shall be established in accordance with the design criteria for the complete vehicle.

As specified ☐

Exceeds specification ☐

Note exception ☐

FUEL TANK - The fuel tank shall conform to FMVSS 301 in construction and mounting. Fuel system to have an approved fuel filter and water separator between fuel tank and engine mounted in an accessible location for service. Tank to be equipped with a minimum of two internal baffles. Tank capacity shall be at least 60 gallons with aluminized interior. Tank shall be equipped for at least a 93-95% draw and shall be filled and vented to the outside of the body. Fuel tank may be mounted between the chassis frame rails or outboard of the frame rails on either the left or right side of the vehicle.

Fuel lines shall be mounted to the chassis frame in such a manner that the frame provides the maximum possible protections from damage.

As specified ☐

Exceeds specification ☐

Note exception ☐

ALTERNATOR – Bus shall be equipped with a heavy-duty truck or bus-type alternator meeting SAE J 180, having a minimum output rating of 160 amperes or higher, and shall produce a minimum current output of 50 percent of the rating at engine idle speed.

The belt alternator drive shall be capable of handling the rated capacity of the alternator with no detrimental effect on any other driven components. (See SBMTC; “School Bus Technical Reference,” for estimating required alternator capacity.)

Serpentine belts shall be furnished to drive alternator and fan. Cowl and frame shall be grounded to engine by use of suitable grounding straps.

As specified ☐

Exceeds specification ☐

Note exception ☐

WIRING - All conductors from the alternator to the battery shall be continuous in length and capable of carrying 200 amps. The conductors shall be sized to provide at least a 25 percent greater current carrying capacity than the design output of the alternator. The conductor between the alternator and the battery shall be routed in a manner that will provide the least distance between points of termination. A separate ground conductor from alternator to engine shall be provided. All wiring shall be meet Society of Automotive Engineering (SAE) Codes.

All wiring shall use color and at least one other method of identification. The other method shall be either a number code or name code, and each chassis shall be delivered with a wiring diagram that illustrates the wiring of the chassis.

The chassis manufacturer shall install a readily accessible terminal strip, plug, connector or Field Effect Transistors (FETs), on the body side of the cowl unless not required due to vehicle being equipped with multi-plex wiring system. The strip or plug shall contain the following terminals for the body connections:

1. Main 100 amp body circuit
2. Tail Lamps
3. Right turn signal
4. Left turn signal
5. Stop lamps
6. Backup lamps
7. Instrument panel lights (rheostat controlled by head lamp switch)

An appropriate identifying diagram (color plus a name or number code) for all chassis electrical circuits shall be provided to the body manufacturer for distribution to the end user.

The headlight system must be wired separately from the body-controlled solenoid.

As specified ☐

Exceeds specification ☐

Note exception ☐

ROAD SPEED CONTROL - The electronically controlled engine is to be programmed to establish the maximum road speed of 70 mph.

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As specified ☐

Exceeds specification ☐

Note exception ☐

HORNS - The chassis shall be equipped with dual horns of manufacturer's standard make with each horn capable of producing a complex sound in bands of audio frequencies between 250 and 2,000 cycles per second and mounted so as not to collect water inside the horn. Horns must meet SAE J-377 testing.

LIGHTS - Each chassis shall be equipped with a minimum of two headlights and two turn signal lights. Turn signal shall be wired to operate as hazard warning lights and shall be connected to a variable load flasher or Electronic System Controller (ESC). If two flashers are used, both shall be of the heavy-duty variable load type. All lights shall be of the proper intensity and adjustment to meet the standards of the National Bureau of Standards. The headlight switch shall be of ample capacity to handle the load added by the addition of the clearance, marker, and strobe lights required on the body. There shall be provided on the inside firewall of the chassis terminals for the connection of the body tail lights, stop lights, backup light and license well light. Turn signal lights shall be wired to operate through the ignition switch.

As specified ☐

Exceeds specification ☐

Note exception ☐

DAYTIME RUNNING LIGHTS - Low beam headlights, tail lights, parking lights, and marker lights shall operate at full voltage with the ignition switch on and the headlight switch off. The lights shall not engage while the starter motor is engaged.

As specified ☐

Exceeds specification ☐

Note exception ☐

INSTRUMENT PANEL - The instrument panel shall be equipped with an ammeter or voltmeter, oil pressure gauge, water temperature gauge, million mile odometer, air pressure gauges, fuel gauge, and a high water temperature and low oil pressure light and buzzer which work independently of one another. Light indicators will not meet these requirements. Upper beam headlight indicator, turn signal indicator and a glow-plug indicator light when appropriate. All instruments and gauges should be located within 12

inches to the right or left of steering column. The instrument panel shall have lights of sufficient candlepower to illuminate all instruments.

All gauges shall be easily accessible for maintenance and repair.

As specified ☐

Exceeds specification ☐

Note exception ☐

LUBRICATION SYSTEM - Chassis lubricating system shall be of the high-pressure type, with hydraulic type fittings located in accordance with best commercial practice. The fittings shall be of designed to permit quick attachment of grease gun.

As specified ☐

Exceeds specification ☐

Note exception ☐

OIL FILTER - The oil filter shall be of the manufacturer's standard full flow type with a dry capacity of at least one (1) quart.

As specified ☐

Exceeds specification ☐

Note exception ☐

OPENINGS - All openings in floorboard or firewall between chassis and passenger carrying compartment, such as engine area and/or gearshift selector, shall be sealed.

As specified ☐

Exceeds specification ☐

Note exception ☐

PAINT - All paint shall be unleaded. The hood, fenders and cowl shall be painted with National School Bus Yellow polyurethane or an approved acceptable equal paint. Bumper, frame, driveline and axle hubs shall be painted with jet-black enamel. Wheels (rims) shall be gray or black.

As specified ☐

Exceeds specification ☐

Note exception ☐

RADIATOR/COOLANT - The radiator shall be of heavy-duty construction with welded headers. The radiator core shall be a welded tube to header joint for increased life. Radiator core shall not be soldered, and shall incorporate an expansion and de-aeration tank with overflow vent hose to route coolant away from the engine. The radiator shall be of sufficient size to adequately cool the engine and transmission under all operating conditions and shall have a valve for drainage. The cooling fan, mechanically belt driven, shall be equipped with a thermostatically controlled air clutch or viscous type to facilitate ease of operation and maintenance and meet or exceed OEM requirements. Coolant is to be of the Fully Formulated, Non-Organic, heavy-duty type and shall protect cooling system to -34 degrees Fahrenheit.

NOTE: The chassis/body supplier shall fill the cooling system with Fully Formulated, Non-Organic, heavy-duty coolant having a mix of (50%) water and (50%) coolant. Coolant type and additives shall meet all requirements of the respective engine manufacturer and radiator supplier.

As specified ☐ Exceeds specification ☐ Note exception ☐

HOSE AND HOSE CLAMPS - All hoses shall be premium grade rubber construction or equivalent and all engine coolant hoses that require clamp connections of one inch diameter and larger on the engine or associated components shall be equipped with *constant tension clamps*. (Breeze Clamps).

As specified ☐ Exceeds specification ☐ Note exception ☐

SHOCK ABSORBERS - Chassis shall be equipped with heavy-duty, double-action hydraulic or gas shock absorbers compatible with manufacturer's rated axle capacity at each wheel location. Shock absorbers shall be of sufficient length to allow for adequate travel in all situations without damage to the shock absorber or mount.

As specified ☐ Exceeds specification ☐ Note exception ☐

SPRINGS – Chassis spring assemblies shall be of ample resiliency under all load conditions and shall conform in capacity to table shown herein.

Front springs are to be anchored at the front end and stationary eye to be protected by a wrapped leaf in addition to the main leaf.

Spring saddles shall be of suitable cast iron construction.

Rear Suspension (Air Ride) - All buses shall be equipped with rear air-ride suspension.

As specified ☐ Exceeds specification ☐ Note exception ☐

STEERING - The steering gear shall be designed to assure safe and accurate performance of the vehicle under any and all conditions. Steering shall have full time power assist with an integral type steering gear (external hydraulic assist cylinder not acceptable). The mechanism must provide for easy adjustment for lost motion. The upper and lower kingpin bushings shall be constructed of bronze material. The steering column shall be equipped with tilt feature. Tie rod ends, drag links and kingpins shall be equipped with zerk type grease fittings unless permanently sealed.

No changes shall be made in the steering apparatus which are not approved by the chassis manufacturer.

There shall be a clearance of at least two inches between the steering wheel and cowl, instrument panel, windshield, or any other surface.

As specified ☐ Exceeds specification ☐ Note exception ☐

TURNING RADIUS - A chassis with a wheelbase of 264 inches or less shall have a right and left turning radius of not more than 42 ½ feet, curb-to-curb measurement. A chassis with a wheelbase of 265 inches or more shall have a right and left turning radius of not more than 44 ½ feet, curb-to-curb measurement.

As specified ☐ Exceeds specification ☐ Note exception ☐

TIRES - The chassis shall be equipped with six (6) “fully balanced tires”, two on the front and four on the rear. Tires shall be of the tubeless type with full steel belted radial construction (sidewall and tread area). All tires shall be 11R22.5 in size and at least sixteen- (16) ply rating and load range H. Tires shall be equal in quality to the following named brand, but are not restricted to this brand: (Goodyear G-159 or Michelin XZE)

As specified ☐

Exceeds specification ☐

Note exception ☐

WHEELS - The chassis shall be equipped with six (6) wheels and rims of the ten-stud hub piloted disc wheel design. All rims are to have a width of 8.25 inches. Each chassis to be equipped with a spare wheel/rim.

As specified ☐

Exceeds specification ☐

Note exception ☐

TRANSMISSION - Chassis shall be equipped with an Allison 2500 series automatic transmission filled with Castrol TranSynd Fluid. Automatic transmission shall have an integral torque converter. Vehicle to be equipped with external transmission filter assembly. The transmission shifter shall be manufacturer’s standard. Within the range selected, ratio changes shall be affected automatically at full engine power if desired and without use of an engine disconnect clutch. Transmission shift control shall have a position lock shift lever for each shift position. It shall have an illuminated range indicator embossed or made of metal and properly fastened.

As specified ☐

Exceeds specification ☐

Note exception ☐

SERIAL NUMBER LABEL - Label shall be furnished showing the Vehicle Identification Number, G.V.W. R. and permanently affixed in a location and position for maximum visibility and legibility. Letters and numerals shall be cut or embossed.

As specified ☐

Exceeds specification ☐

Note exception ☐

TOW HOOKS - Two heavy-duty tow hooks shall be furnished and factory installed, one on each frame rail at front in an approved manner and capable of towing the fully loaded vehicle.

As specified ☐Exceeds specification ☐Note exception ☐

MINIMUM REQUIREMENTS FOR IDAHO TYPE-C SCHOOL BUS BODIES

DIMENSIONS

Body Sizes - The following standards shall govern the sizes of school bus Type-C bodies. The maximum overall outside width of the body shall be 102 inches. The height of the body from the top of the finished floor to the underside of the ceiling, at any point on longitudinal centerline from front vertical bow to rear vertical bow, shall be approximately 76-78 inches.

The following table shall govern the body lengths:

Maximum Seating Capacity	Approx. Body Length
41-42	244-268 inches
53-54	302-314 inches
65-66	358-376 inches
71-72	387-402 inches
77-78	402-410 inches

As specified ☐Exceeds specification ☐Note exception ☐

Height, Length, Width, Weight Data Plate - A data plate including the actual bus height, actual bus length (maximum 45 feet, excluding accessories), actual bus width (maximum 102 inches, excluding accessories), and actual bus weight shall be included in the vehicle data plate in a location that is easily readable. Note: Actual weight means the actual weight of the completed bus full of fuel (60 gal.) and fluids, not the GVWR.

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As specified ☐

Exceeds specification ☐

Note exception ☐

BODY CONSTRUCTION

Design Specifications

Welds, rivets, or high strength bolts or a combination of these items in combination with adhesives may be used in connecting parts of the structural body. Bolts shall have a provision (self-locking nuts/lock-washers) to prevent loosening under vibratory loads. All bolts, nuts, washers and screws used throughout the body shall be cadmium or zinc plated, or thoroughly treated in a manner for prevention of rust.

Lock washer or locking devices shall be placed on all bolts used for structural purposes.

As specified ☐

Exceeds specification ☐

Note exception ☐

Materials - All construction materials must meet all current Federal and State construction standards.

As specified ☐

Exceeds specification ☐

Note exception ☐

BODY FLOOR

Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

As specified ☐

Exceeds specification ☐

Note exception ☐

Loads - The floor shall be designed to support all fixed and changeable loads. Fixed loads shall consist of all parts of the body supported by the floor system. Changeable loads are live loads determined on the basis of 125 pounds per passenger with three passengers per seat. The weights of the passengers and seats may be estimated at 70 pounds per square foot of floor area. To allow for vibration and shock, all loads shall be doubled.

As specified ☐

Exceeds specification ☐

Note exception ☐

Floor Plate - The floor of the body shall be 14-gauge Galvalume and/or zinc coated steel floor plate and shall be covered with a minimum of 5/8-inch, marine grade, 5-ply plywood. Plates shall run the full width of the floor and be supported at all edges. Openings should be made only when required such as at a wheel housing. All openings to be reinforced so as to maintain the full strength of non-punctured floor and not interfere with floor tracking on raised floor models. The floor plates shall be connected to supporting members so as to function as a part of the sills in carrying loads.

Access to the fuel sending unit shall be provided through a flush-mounted, screw-down plate that is secured and sealed.

As specified ☐

Exceeds specification ☐

Note exception ☐

Stepwell - A stepwell, having three steps, shall be built into the front assembly and completely enclosed with doors extending to bottom step. Each step shall be 14-gauge steel construction and covered with 3/16 ribbed rubber floor covering or other material equal in wear and abrasion resistance to top grade rubber. The metal back of the tread shall be permanently bonded to the step tread material.

Steps, including the floor line platform area, shall have a 1½ inch nosing that contrasts in color by at least 70 percent measured in accordance with the contrasting color specification in 36 CFR, Part 1192 ADA, Accessibility Guidelines for Transportation Vehicles.

Step treads shall have the following characteristics:

1. Special compounding for good abrasion resistance and coefficient of friction of at least 0.6 for the step surface, and 0.8 for the step nosing.

2. Flexibility so that it can be bent around a ½” mandrel both at 130 degrees Fahrenheit and 20 degrees Fahrenheit without breaking, cracking, or crazing.
3. A durometer hardness 85 to 95.

The first step shall extend below skirt line to such depth as necessary to make the distance to the ground from the top surface of the step no less than 10 inches and no more than 14 inches.

On Chassis modifications which may result in increased ground clearance (such as four-wheel drive) an auxiliary step shall be provided to compensate for the increase in ground-to-first-step clearance. The auxiliary step is not required to be enclosed.

Step risers shall not exceed a height of 10 5/8 inches allowing for thickness of the plywood.

OEM, retrofit, or after-market steps shall not protrude beyond the side body line, except during the loading or unloading of passengers.

As specified ☐ Exceeds specification ☐ Note exception ☐

Floor Covering - The floor under seat area, including wheel housings and driver's compartment, shall be covered with smooth finish rubber or equivalent covering, at least .125 inch thick. The aisle and entrance area shall be covered with wear resistant, ribbed pattern aisle-type rubber or equivalent a minimum overall thickness of .187 inch measured from tops of ribs. The adhesive for laminating the covering to the floor shall be a water-resistant type of trowel or spray consistency. All seams must be sealed with waterproof sealer. A rustproof molding strip shall be applied over all edges and joints of the covering.

As specified ☐ Exceeds specification ☐ Note exception ☐

BODY FRAME

Framing - Where posts or bow frames are not loaded in a plane of symmetry, they shall be braced so as to deflect without twisting. The minimum depth of member shall be at least 1 and ½ inches and shall be 16-gauge or equivalent. The maximum spacing shall be 30 inches on center on all sections except one, which shall be no greater than 40 inches

on center. If oversize section is used, there shall be installed additional roof reinforcement in that section.

The section modulus of the cross section shall be not less than 0.22 inches to the 3rd power.

A one-piece roof bow shall be located at each post to form a bow frame or bow frames. Roof bows shall not be buckled or distorted out of cross section during the process of bending to the curved shape. Each post shall be connected to a main floor sill, either directly through gussets or indirectly through the side rails. These connections shall consist of fasteners at a minimum of two elevations to effectively anchor the bow frame to the floor systems.

As specified ☐

Exceeds specification ☐

Note exception ☐

Roof Stringers - Two or more roof stringers or longitudinal members equal in strength to roof bows shall be provided to space the roof bows and reinforce the flattest portion of the roof skin. These stringers may be installed between the roof bows or applied externally. They shall extend from the windshield header and when combined with the rear emergency doorposts, are to function as longitudinal members extending from the windshield header to the rear floor body cross member. At all points of contact between stringers or longitudinal members and other structural material, attachment shall be made by means of welding, riveting or bolting. If stringers are applied internally, they shall be fastened to each roof bow so that the joint is equal in strength to the cross section of the weaker member. If stringers are applied externally, all joints must be lapped the full width of the roof bow and attached to each roof bow with four rivets or securely welded.

After the load, as called for in the static load test, has been removed, none of the following defects shall be evident:

1. Failure or separation at the joints where stringers are fastened to the roof bow.
2. Appreciable difference in deflection between adjacent stringers and roof bows.
3. Twisting, buckling or deformation of the stringer crosses section or fastening.

As specified ☐

Exceeds specification ☐

Note exception ☐

Side Stringer(s) - There shall be one or more side stringers or longitudinal members to connect the vertical structural members and to provide impact and penetration resistance in the event of contact with other vehicles or objects.

The side stringer shall be installed in the area between the bottom of the window and the bottom of the seat frame and shall extend completely around the bus body, except for the door openings and body cowl panel.

The formed side stringer to be 16-gauge or equivalent metal, 3 inches wide before forming.

The side stringers are to be fastened to each vertical structural member, in any one or a combination of the following methods as long as stress continuity of the member is maintained:

1. Installed between the vertical members.
2. Behind the panels but attached to the vertical members.
3. Outside of the external panels.

The fastening method employed shall be such that the strength of the stringer is fully utilized.

The side stringer or longitudinal member may be combined with a rub rail, or be in the form of an additional rub rail, so long as the separate conditions and physical requirements for the longitudinal rub rails are met.

As specified ☐

Exceeds specification ☐

Note exception ☐

Front Framing - The design shall recognize the weakness at the windshield by provision of frame action to carry lateral loads. The front assembly shall be sufficiently heavy to withstand vibrations transmitted to it through chassis cowl.

Cowl posts shall be 12-gauge and attaching members shall be 14-gauge. There shall be a roof bow or reinforced header installed over these posts. Windshield or cowl posts must be of sturdy construction and so designed that the posts will not be so wide as to unnecessarily obstruct the driver's view. If cowl posts are made in two sections, the sections should be joined together by overlapping and welding in an approved manner or the sections should have an insert and be welded. The body shall be fastened to the chassis cowl in a waterproof manner.

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As specified ☐

Exceeds specification ☐

Note exception ☐

Rear Framing - The emergency doorposts shall extend from the floor sill to the window header and shall be 14-gauge. There shall be installed on each side of the emergency doorposts an additional post equal in strength to the side posts, which shall extend from the floor sill to the windowsill.

As specified ☐

Exceeds specification ☐

Note exception ☐

Skirt Reinforcement - There shall be installed at the bottom of the outer paneling a continuous skirt stiffener, equal in strength to a 1-inch by 1/8-inch angle. *If body construction is of such a design that this type stiffener cannot be used, an additional 4th guardrail shall be applied externally.* Guardrails to be equal in strength and construction to the guardrails required in the Guardrail Section. This stiffener shall be supported by extending posts or bow-frames or by 16-gauge gussets.

As specified ☐

Exceeds specification ☐

Note exception ☐

EXTERIOR PANELING

Design - Joints in roof panels should occur only at roof bows, roof stringers and window headers.

As specified ☐

Exceeds specification ☐

Note exception ☐

Sheet Metal Skin - All paneling above the top of the floor except the cowl panel, wheel housing, and body hoods shall be 20-gauge or heavier. The cowl panel shall be of 12-gauge or heavier metal, or cowl panel may be 14-gauge metal with 12-gauge framing.

As specified ☐

Exceeds specification ☐

Note exception ☐

Wheel Housing - The wheel housing shall be rigidly reinforced and shall be attached to the floor in such a manner as to prevent any water or dust from entering the body. They shall be designed for easy removal of tires and shall be 16-gauge or heavier.

As specified ☐

Exceeds specification ☐

Note exception ☐

RUB RAILS

There shall be one rub rail located on each side of the bus approximately at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side. There shall be one additional rub rail located on each side at, or no more than ten inches above the floor line. The rub rail shall cover the same longitudinal area as the upper rail, except at the wheel housings, and it shall, at a minimum, extend to radii of the right and left rear corners. Both rub rails shall be attached at each body post and all other upright structural members.

Each rub rail shall be four inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion. Both rub rails shall be applied outside the body or outside the body posts. Pressed-in or snap-on rub rails do not satisfy this requirement.

There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.

As specified ☐

Exceeds specification ☐

Note exception ☐

BODY TEST

General - Throughout the construction of the body, there shall be evidence of good workmanship and engineering ability.

NOTE: Body shall meet all applicable FMVSS requirements. If requested, test information shall be furnished to the State for review.

As specified ☐

Exceeds specification ☐

Note exception ☐

INTERIOR PANELS

Sheet Metal Lining - The roof section of the body is to be lined entirely with 20-gauge perforated sheet steel. Lining panels to have a minimum of at least 2 inches of unperforated steel for attaching to roof bows. Panels must be designed and fastened to minimize vibration and to be installed for easy removal. Panels from the windowsill to seat rail to be 22-gauge metal textured and embossed stainless, aluminized, or clear-coated galvanized steel sheet.

As specified ☐

Exceeds specification ☐

Note exception ☐

Moldings - At the junction of the interior paneling and the floor, there shall be installed a galvanized, aluminum or other corrosion resistant molding.

All interior lining shall be secured with sheet metal screws or rivets to meet FMVSS 221.

As specified ☐

Exceeds specification ☐

Note exception ☐

SEATING

Description - Seats shall be forward facing and be spaced with the maximum knee room available within standard body lengths. All seats shall be 39" wide and 15 inches deep. Seats are to be arranged in rows of two or staggered with a minimum 12-inch center aisle.

Each seat leg shall be secured to the floor by a minimum of two bolts washers, and nuts. Flange-head nuts may be used in lieu of nuts and washers. All seat frames attached to the seat rail shall be fastened with two bolts, washers and nuts or flange-head nuts.

All material used in the seat cushions and backs shall meet the requirements of FMVSS 302. All seats shall meet the requirements of FMVSS 222.

As specified ☐

Exceeds specification ☐

Note exception ☐

Child Safety Restraint Systems (CSRS) - All School Buses shall be equipped with Integrated Child Restraint Seats that meet FMVSS 210, 213, 222. They shall also be designated for CSRS that meet FMVSS 225. All CSRS attachment hardware and anchorage systems must meet FMVSS 210, Seat Belt Anchorage or FMVSS 225, Tether Anchorage and Child Restraint Anchorage Systems. Seat upholstery material shall meet FMVSS 302 and shall match seat upholstery material used on all other seats. Any required decals must be placed on the exterior of the bus window and must be clearly visible from the inside of the bus.

CSRS compliant seats shall be installed in the following locations according to the basic body design passenger configuration prior to installation of CSRS seating:

41-42 Passenger Configuration	1 st Row (total of 2 seats)
53-54 Passenger Configuration	1 st Row (total of 2 seats)
65-66 Passenger Configuration	1 st Two Rows (total of 4 seats)
71-72 Passenger Configuration	1 st Two Rows (total of 4 seats)
77-78 Passenger Configuration	1 st Three Rows (total of 6 seats)

As specified ☐

Exceeds specification ☐

Note exception ☐

Belt Cutter – All buses shall be equipped with a seat belt cutting device secured in a location that is easily accessible to the driver while properly belted. The belt cutter shall be durable and designed to eliminate the possibility of the operator or others from being cut during use.

As specified ☐

Exceeds specification ☐

Note exception ☐

Seat Cushion Pad - The cushion pad is to be secured by a positive locking mechanism that requires the removal of a securing device before latch mechanism will unseat from frame.

As specified ☐

Exceeds specification ☐

Note exception ☐

Driver's Seat – The driver's seat shall be of a high-back type with a minimum seat back adjustment of fifteen (15) degrees, without requiring the use of tools, and a head restraint accommodating sizes through ninety-five (95) percentile adult male (as defined in FMVSS 208). The driver's seat positioning and range of adjustments shall be designed to accommodate comfortable actuation of the foot control pedals by 95% of the adult male/female population. The driver's seat shall have minimum distance between the steering wheel and the seat back of not less than eleven inches (11"), with a minimum aft adjustment of six inches (6"). The driver's seat shall provide for fore-and-aft and up and down adjustment and shall be contoured with adequate support on the sides. The seat shall be designed to provide lumbar support and positioned on the centerline of the steering wheel.

The driver's seat shall be secured with nuts, bolts and washers or flanged-head nuts.

NOTE: THE DRIVER'S SEAT SHALL BE EQUIPPED WITH A SEAT BELT RETAINER, ATTACHED TO THE RIGHT SIDE OF THE DRIVER'S SEAT, DESIGNED TO CAUSE THE SEAT BELT TO TRACK FORE AND AFT AS THE SEAT MOVES THROUGH ITS FULL EXTENSION.

As specified ☐

Exceeds specification ☐

Note exception ☐

Driver Seat Belt - A Type II lap belt/shoulder harness that meets the requirements of FMVSS 209 shall be installed. The belt shall have metal connections and the buckle shall be designed for push button release. The female connector shall be located on the driver's right and no higher than top of seat cushion. The male connector shall be on the driver's left. The lap/shoulder belt shall be guided or anchored to prevent the driver from sliding sideways under it. The belt assembly shall be equipped with an emergency locking retractor (ELR) for the shoulder belt and an automatic locking retractor (ALR) for the lap belt or emergency locking retractor (ELR) with continuous belt system. The seat belt shall be anchored per FMVSS 210 and in such a manner that the fabric part of the belt will be protected from floor to seat level. The shoulder harness anchor point shall be adjustable, and meet the requirements of FMVSS 209 and

210. This adjustment shall accommodate drivers ranging in size from a (50) percentile adult female to the (95) percentile adult male.

As specified ☐

Exceeds specification ☐

Note exception ☐

ASSIST RAIL AND CRASH BARRIER

Hand Rail - One safety assist handle or hand rail shall be provided on the passenger side of the front entrance securely mounted inside of body and should extend to bottom step to be within approximately 28 inches of ground. Handrail shall be made from 1 inch OD round stainless architectural tubing or 1 inch OD anodized aluminum.

The handrails shall assist passengers during entry or exit, and be designed to prevent entanglement, as evidenced by the passage of the NHTSA string and nut test, as defined in National School Transportation Specifications & Procedures School Bus Inspection.

As specified ☐

Exceeds specification ☐

Note exception ☐

Crash Barrier – All buses shall be equipped with crash barriers that meet FMVSS 222 & 302.

As specified ☐

Exceeds specification ☐

Note exception ☐

ELECTRICAL SYSTEM

Wiring - All wiring shall conform to the standards of the Society of Automotive Engineers. Wiring shall be arranged in circuits as required, with each circuit protected by a fuse, circuit breaker or solid-state circuit protection. A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user, along with the wiring diagram provided by the chassis manufacturer. The wiring diagrams shall be specific to the bus model supplied and shall include any changes to wiring made by the body manufacturer. Chassis wiring diagrams shall be supplied to the end user. All fuse/circuit breaker blocks shall have circuit identification decals.

The following body interconnecting circuits shall be color-coded as noted:

FUNCTION	COLOR
Left Rear Directional Lamp	Yellow
Right Rear Directional Lamp	Dark Green
Stop Lamps	Red
Back-up Lamps	Blue
Tail Lamps	Brown
Ground	White
Ignition Feed, Primary Feed	Black

The color of cables shall correspond to SAE J 1128.

Wiring shall be in at least six regular circuits as follows:

1. Head, tail, stop (brake) and instrument panel lamps
2. Clearance lamps and stepwell and exterior entrance door lamps that shall be actuated when the service door is open and headlights or clearance lamps are on
3. Dome lamps
4. Ignition and emergency door signal
5. Turn signal lamps
6. Alternately flashing signal lamps

Any of the above combination circuits may be subdivided into additional independent circuits.

Heaters and defrosters shall be wired on an independent circuit.

The body wiring shall be enclosed with a removable cover extending from front to rear of body. All electrical connections between body and chassis should be made at the connection furnished on the chassis. Wires will not be spliced into existing chassis wiring.

Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in a readily accessible location.

The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.

All wiring shall have an amperage capacity exceeding the design load by at least 25 percent. All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.

As specified ☐

Exceeds specification ☐

Note exception ☐

Control Panel - To the left of the driver, there shall be installed an enclosed electrical accessory panel that can be easily removed for servicing. Inside the panel shall be located all relays, switches (including heater and defroster), junction block, circuit breakers, flasher units, and door buzzer. The accessory panel should be grounded to cowl of chassis by use of 10-gauge wire. All electrical connections inside panel to be constructed so as to eliminate heat buildup in wires. Control panel shall have heavy duty, rocker type or equivalent switches that are identified using international symbols. Accessory panel shall also be accessible through a door installed in the exterior of the bus.

As specified ☐

Exceeds specification ☐

Note exception ☐

Relays - There shall be provided two approved constant service, heavy-duty master relays which are to be actuated by the ignition switch and through which all electrical accessories except the turn signal units are to be wired. Wiring from the chassis to the relays and from the relays to the fuse block shall be number 10-gauge wire. One master relay to supply current for the dome lights, stepwell light, windshield wipers, emergency door buzzer and heater and defroster.

The other master relay to supply current for the flashing stoplights, stop arm lights, strobe lights and flashers.

A body wiring diagram of a size that can be easily read shall be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel. Diagrams shall be specific to the bus being purchased.

The body power wire shall be attached to a special terminal on the chassis.

All wires passing through metal openings shall be protected by a grommet.

Wires not enclosed within the body shall be fastened securely at intervals of not more than 18 inches. All joints shall be soldered or joined by equally effective connectors, which shall be water-resistant and corrosion-resistant.

As specified ☐

Exceeds specification ☐

Note exception ☐

Dome Lights - Interior lights shall consist of one light in the driver area, six midship lights (three down each side) and one light in the rear of the passenger compartment with the rear light being rheostat controlled. Driver, midship and rear passenger lights are to be controlled by separate switches.

LIGHTING NOTE: ALL LIGHTING SYSTEMS SHALL MEET OR EXCEED ALL APPLICABLE FMVSS REQUIREMENTS.

As specified ☐

Exceeds specification ☐

Note exception ☐

Stepwell Light – Stepwell light shall be provided which adequately illuminate the aisle and stepwell. The stepwell light shall be illuminated by a service door-operated switch, to illuminate only when headlights and clearance lights are on and the service door is open.

As specified ☐

Exceeds specification ☐

Note exception ☐

Exterior Entrance Door Light - An additional exterior mounted light shall be mounted next to the service door to adequately illuminate the outside approach to the door.

As specified ☐

Exceeds specification ☐

Note exception ☐

Body Instrument Panel Lights - Body instrument panel lights shall be controlled by an independent rheostat switch or integrated into the headlight switch.

As specified ☐Exceeds specification ☐Note exception ☐

Clearance/Marker Lights – Combination clearance/marker lights shall be installed per specifications. These lights shall have sealed electrical plugs and protective aluminum guards. Front lenses shall be yellow in color and rear lenses shall be red in color. On bodies over 30' in length an amber marker light is to be located midway of the bus body.

As specified ☐Exceeds specification ☐Note exception ☐

Eight Light Warning Systems LED (light emitting diode) – Each school bus shall be equipped with four (4) LED-flashing stoplights. The lens shall be red polycarbonate and designed to give illumination throughout 180 degrees. They shall also be clearly visible for a minimum of 500 feet. Lens shall be at least seven inches in diameter and the light assembly shall be of LED design. The circuit shall be wired so that one front, one rear, and stop arm light shall flash alternately with the other front, rear and stop arm light. The flasher shall be electronic (Weldon 7000 or equivalent) or an Electric Systems Controller (ELC)..

In addition to four red lamps described in the above section, four (4) 7 inch amber LED-lamps with polycarbonate lens shall be installed as follows: one amber lamp shall be located near each red signal lamp at same level, but closer to vertical centerline of bus. A system of red and amber signal lamps shall be wired so that amber lamps are energized manually, and red lamps, and stop arm are automatically energized (with amber lamps being automatically de-energized) when bus service door is opened. An amber pilot light and a red pilot light shall be installed adjacent to the driver controls or within the instrument cluster for the flashing signal lamp to indicate to the driver which lamp system is activated.

Air and electrically operated doors shall be equipped with an over-ride switch that will allow the red lamps to be energized without opening the door, when the alternately flashing signal lamp system is in it operational mode.

The area around the lenses of alternately flashing signal lamps extending outward from the edge of the lamps three inches (+/- ¼ inch) to the sides and top and minimum one inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen (from a distance of 500 feet along axis of the vehicle).

Visors or hoods over the lights shall be provided and shall be black in color, with a minimum depth of four inches, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.

All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.

As specified ☐

Exceeds specification ☐

Note exception ☐

Flashing Stop Arm – Each school shall be equipped with an air or electric operated LED (light emitting diode) flashing stop signal. This signal shall be equipped with (2) flashing LED lights, at least 4 inches in diameter, red in color, and double faced or the letters spelling **STOP** in flashing red LED lights. The blade for the stop arm shall be metal in construction, octagonal in shape, shall be at least 18 inches in diameter, and shall be covered with Reflectorized Diamond Grade (ASTM TYPE 4) sheeting or equivalent. The word “ STOP” shall be placed on both sides of the blade in letters 6 inches high.

As specified ☐

Exceeds specification ☐

Note exception ☐

Directional Turn Signals LED (light emitting diode) – Each school bus shall be equipped with amber front (fender mounted lights may be substituted **if** bus does not have appropriate cowl area) and rear surface mounted, directional turn signals that are at least seven inches in diameter or, if a shape other than round, a minimum of 38 square inches of illuminated area and shall meet SAE specifications. Rear directional turn signals shall be wired to hazard warning switch. Rear directional signal lamps are to be LED (light emitting diode type) and placed as wide apart as practical.

In addition to the rear directional turn signals, side directional lights shall be installed on the body to work in conjunction with the directional turn signals. One turn signal lamp on the left side shall be mounted rearward of the stop signal arm and one turn signal lamp on the right side shall be mounted rearward of the service door. Both front side-mounted turn signal lamps shall be mounted forward of the bus center-line.

As specified ☐

Exceeds specification ☐

Note exception ☐

Stop/Tail Lights LED (light emitting diode) – All buses shall be equipped with four (4) combination stop/tail lights. Two combination lamps with a minimum diameter of seven inches, or if a shape other than round, a minimum 38 square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps. Two combination lamps with a minimum diameter of four inches, or if a shape other than round, a minimum of 12 square inches of illuminated area, shall be placed on the rear of the body between the beltline and the floor line. The stop lamps, both 7 inch and 4 inch shall be activated by the service brakes and the tail lamps by the headlight switch. The rear license plate lamp may be combined with one lower tail lamp.

As specified ☐Exceeds specification ☐Note exception ☐

Back-Up Lights LED (light emitting diode) – Each school bus shall be equipped with two (2) white LED (light emitting diode), recessed, 4 inch or if a shape other than round a minimum of 13 square inches of illuminated area back-up lights meeting FMVSS No. 108. Backup lights shall be wired to the switch on transmission and be activated in reverse gear only. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.

As specified ☐Exceeds specification ☐Note exception ☐

Backup Warning Alarm - An automatic audible alarm shall be installed behind the rear axle and shall comply with the Society of Automotive Engineering Standard (SAE 994b) providing a minimum of 112 dBA. The alarm shall be activated when the transmission is placed in reverse gear only.

As specified ☐Exceeds specification ☐Note exception ☐

HEATING AND VENTILATION

Heating System – Heater system shall consist of four (4) heaters, 1 front driver side, 1 front stepwell side, 1 left side center and 1 left side rear. One front heater shall include a windshield defroster that will direct a sufficient flow of heated air onto the windshield,

the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow. Heaters shall have minimum total output of at least 285,000 BTU's per hour at a temperature differential of 150 degrees between the hot water and the ambient air temperature. Heaters and defroster systems shall conform to SAE J381, J382 and test procedure J2233 and be equipped with an auxiliary water circulation pump.

All heaters will be supplied with a replaceable filter. On buses equipped with elevated driver seat platform, and if the air intake for the heater faces the rear of the bus, there shall be a steel kick plate barrier to protect the filter from damage. The barrier shall be designed to allow sufficient air intake to the heater and be designed for easy removal.

A heavy duty, fresh air, heater shall be provided which uses the hot engine water as a heat source. The heat exchange shall be of the coil type and capable of withstanding an internal pressure of 300 psi. Along the windshield sill, there shall be installed a metal or plastic ducting having a capacity of not less than 150 cubic feet of air per minute. The duct shall have sufficient louvers or adjustable diffusers to direct a strong flow of properly heated air over the entire windshield surface. Both sides of the windshield will have provided an equal volume of airflow to each side.

All forced air heaters installed by body manufacturers shall bear a name plate that indicates the heater rating in accordance with SBMTC-001. The plate shall be affixed by the heater manufacturer and shall constitute certification that the heater performance is as shown on the plate. Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

Each hot water system installed by a body manufacturer shall include one shut-off valve in the pressure line and one shut-off valve in the return line with both valves at the engine in an accessible location. There shall be a water flow regulating valve installed in the pressure line for convenient operation by the driver while seated.

All fittings and installation shall be above the floor level of the body. Heater hose shall conform to SAE specifications 20R1 class D2. Brass, copper elbows or rigid plastic sleeves shall be used in the water hose when it is necessary to make a 90-degree or greater bend in the lines. Rustproof adapters shall be installed in water hose connections to the engine. There shall be installed in the water line, between the heater and the engine water pump, one all brass shutoff. Motors and fans shall be easily accessible and serviceable. All heater cores (front & rear) shall have shutoff valves and bleeders located at heater core. Cutoff valves to be of the quarter-turn ball valve type.

NOTE: The bus body company shall replenish the cooling system and fill the body heater system with Fully Formulated, Non-Organic, Heavy Duty Coolant having a mix of (50%) water and (50%) coolant. Coolant type and additives shall meet all requirements of the respective engine manufacturer and radiator supplier.

As specified ☐

Exceeds specification ☐

Note exception ☐

INSULATION

The space between the exterior and interior perforated roof panels shall be completely covered with a 1½ inch thick layer of fiberglass or mineral wool. Insulation must be installed above the perforated roof panels in such a manner as to prevent any insulation from filtering through the perforations into the passenger compartment. The space from the bottom of the side windows to the floor level shall be completely covered with a 1½ inch thick layer of fiberglass or mineral wool insulation.

As specified ☐

Exceeds specification ☐

Note exception ☐

EXITS

Entrance Door - The entrance door shall be located at the front of the bus and on the driver's right when properly seated in the driver's seat. The entrance door shall have a minimum horizontal opening of 24 inches and a minimum vertical opening of 68 inches. It shall be air or electrically operated and be of split, folding or jackknife type, under control of driver and so designed as to prevent accidental opening. If one section of a split-type door opens inward and the other opens outward, the front section shall open outward. An emergency release, switch or device to release the service door must be placed within easy reach of the driver and clearly labeled for identification and operation. When activated, it releases the entrance door mechanism so that it may be pushed open when the driver's door control is in the closed position.

Vertical closing edges on split-type or folding-type entrance doors shall be equipped with flexible material to protect children's fingers.

Lower, as well as upper, door panels shall be of approved safety glass. The bottom of each lower glass panel shall not be more than ten inches from the top surface of the bottom step. The top of each upper glass panel shall not be more than three inches from the top of the door.

Service door shall be made of steel or aluminum. It shall be securely hinged with piano type hinges, two point steel pins, bronze bushing and/or bearing hinges or pivots. It shall be fastened to the adjoining member and shall be provided with suitable weather stripping top and bottom to prevent leaks. *An exterior handle mounted on the outside of the entrance door is required to assist driver in opening the door from the outside.*

A suitable safety pad shall be installed on interior of door header.

As specified ☐

Exceeds specification ☐

Note exception ☐

Emergency Exits

Emergency Door - An emergency door shall be located in the center of the rear of the body. It shall have a minimum horizontal clearance of 24 inches and a minimum vertical clearance of 48 inches. Door shall be hinged on the right side (when facing bus from rear) with an approved type of hinge meeting FMVSS 217 requirements. It shall open outward and shall be designed to open from both inside and outside of bus. Door shall be equipped with a metal or approved strap doorstop, which shall limit its opening to 120 degrees. Rear emergency door must be equipped with a hold open device, which complies with FMVSS 217. The words "EMERGENCY DOOR" or "EMERGENCY EXIT", in letters at least 2" tall, shall be placed at the top of or directly above the emergency door or in the metal panel above the top glass, both inside and outside the bus.

The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least 400 square inches. The lower portion of the rear emergency door shall be equipped with a minimum of 350 square inches of approved safety glazing.

The emergency door shall be equipped with padding at the top edge of the door opening. Padding shall be at least three inches wide and one inch thick, and shall extend the full width of the door opening.

Operation instructions shall be located at or near the emergency exit release handle, both inside and outside of the bus. Outside shall consist of a black arrow pointing in direction of handle travel.

Emergency Exit Alarm – The rear emergency door shall include an alarm system that includes an audible warning device (buzzer) at the emergency door exit and also in the driver's compartment. The buzzer shall be activated to warn the driver when the emergency door is not properly fastened.

As specified ☐

Exceeds specification ☐

Note exception ☐

Emergency Windows And Hatches - All buses shall be equipped with a total number of emergency exits as follows for the indicated capacities of vehicles. Exits required by FMVSS217 may be included to comprise the total number of exits specified.

0 to 42 Passengers = 1 emergency exit window per side and 1 roof hatch.

43 to 78 Passengers = 2 emergency exit windows per side and 2 roof hatches.

79 to 90 Passengers = 3 emergency exit windows per side and 2 roof hatches.

All exits are to be evenly spaced through the passenger compartment of the bus to provide optimal passenger egress. Windows shall not be blocked by passenger seat backs.

The words "EMERGENCY EXIT" is to be lettered on interior and exterior of bus at top of windows. Instructions to operate emergency exit windows shall be located on the inside of the bus.

Emergency exit windows and hatches shall include an alarm system that includes an audible warning device (buzzer) in the driver's compartment. The buzzer shall be activated to warn the driver when an emergency exit is not properly fastened.

All emergency exits shall comply with all requirements of FMVSS 217 for emergency exits.

As specified ☐

Exceeds specification ☐

Note exception ☐

WINDOWS AND WINDSHIELD

Side Windows - There shall be installed on each side of the body an adjustable split sash window between each framing post. Each window shall provide an unobstructed opening of at least nine inches but not more than 13 inches high and at least 22 inches wide, obtained by lowering the window. One window on each side of the bus may be less than 22 inches wide. A finger touch type opener shall control window opening.

Glass for window shall be set in an approved galvanized steel channel or extruded aluminum and shall furnish ample protection from weather and must be guaranteed against leakage from rain. The first window behind the driver and first two windows on the passenger side shall be of thermo-pane design.

As specified ☐

Exceeds specification ☐

Note exception ☐

Driver's Window - There shall be installed to the left of the driver a window with a sliding ventilator sash easily operated from the driver's seat with an approved control. Adjoining the ventilator sash, there shall be a window, which will permit easy exit in case of emergency. Glass used in driver's window is to be installed in sash of the same quality as side windows and shall be of thermo-pane design.

As specified ☐

Exceeds specification ☐

Note exception ☐

Rear Windows - There shall be installed at the rear of the body on each side of the emergency door, a window set solid in a suitable and waterproof manner.

As specified ☐

Exceeds specification ☐

Note exception ☐

Entrance Door Windows - There shall be installed in each section of the entrance door one or two glasses of thermo-pane design. (See Entrance Door)

As specified ☐

Exceeds specification ☐

Note exception ☐

Windshield - The windshield shall be of approved laminated glass construction and shall be set solid and installed in an approved waterproof manner. It shall provide a wide angle of vision, shall have a slight tint to prevent glare.

As specified ☐

Exceeds specification ☐

Note exception ☐

GLASS

Quality - All glass used in the body shall be of the "Safety Glass" type conforming to requirements of the American Safety Code for Safety Glazing Materials. All glass should be legibly and permanently marked.

As specified ☐

Exceeds specification ☐

Note exception ☐

Windshield Glass - The glass in windshield shall be heat-absorbent, laminated plate. It shall have a horizontal gradient band starting slightly above the line of the driver's vision and gradually decreasing in light transmission to 20 percent or less at top of windshield.

As specified ☐

Exceeds specification ☐

Note exception ☐

Window and Door Glass - The glass used in the doors and windows shall be of AS-2 quality and meeting FMVSS 205.

As specified ☐

Exceeds specification ☐

Note exception ☐

BATTERY CARRIER

Location and Type - The body shall have a battery carrier with a pull-out sliding tray located under the body floor. Carrier must be sealed against water and dirt and should have a drain shield over top of door. Inside of carrier should be primed and painted with asphalt, varnish or acid resistant paint. Battery is to be fastened to a pull-out roller bearing sliding tray for easy servicing and sliding tray is to be provided with locking device to securely hold it in place in the battery carrier. Battery box shall be approximately 14 inches high by 25 inches wide by 16 inches deep. Battery box shall be capable of accommodating two or three (2-3) BCI Group 31 (or equivalent) batteries with a total of no less than 1900 CCA.

As specified ☐

Exceeds specification ☐

Note exception ☐

REAR BUMPER

Size - The rear bumper shall be of pressed steel channel at least 3/16 inch in thickness and 9½ inches wide (high). It shall be wrapped around the back corners of the bus and it is to extend forward a minimum of 12 inches, measured from the rear most point of the body at the floor line. It shall be flush mounted to body sides or protected with an end panel.

As specified ☐Exceeds specification ☐Note exception ☐

Attachment of Bumper - The bumper shall be attached to the chassis frame in such a manner as to be easily removed and be so braced as to develop the full strength of the bumper section. This is also to include rear or side impact and shall be so attached as to prevent hitching of rides. Rear bumper shall extend beyond the rear most part of the body surface at least one inch, measured at the floor line.

As specified ☐Exceeds specification ☐Note exception ☐

ACCESSORIES

Interior Mirror - There shall be securely installed on the windshield header an adjustable rear view mirror so located as to give the driver a clear view of the entire interior of the bus and the road behind. Mirror to be distortion free laminated glass at least 10 inches by 30 inches in size, shall have a metal frame and back and be rubber or vinyl mounted. Plastic washers to be installed between mirrors and mirrors bracket to allow mirror adjustment and minimize mirror damage.

As specified ☐Exceeds specification ☐Note exception ☐

Exterior Mirror System - All buses purchased shall be equipped with a mirror system complying with 49 CFR part 471, FMVSS 111 as adopted by the National Highway Traffic Safety Administration.

DRAFT

DRAFT

DRAFT

DRAFT

As specified ☐

Exceeds specification ☐

Note exception ☐

Rear View Mirror System - Mirrors are to be installed for unobstructed viewing on all chassis. There shall be installed on each side distortion free glass mirrors. Mirrors shall be mounted on both the left and right side of the bus in an anodized or etched aluminum frame. Mirrors shall be of remote adjustment design so as to give the driver a clear view of the rear wheels of the bus and be mounted in accordance with FMVSS 111. The rear vision mirror system shall be capable of providing a view along the right and left sides of the vehicle which will provide the driver a view of the rear tires at ground level, and a minimum distance of 200 feet to the rear of the vehicle. Mirror system shall be heated, with remote controls and breakaway arms.

As specified ☐

Exceeds specification ☐

Note exception ☐

Crossover Mirror System – Bus shall be equipped with a crossover mirror system that meets or exceeds 49 CFR part 471, FMVSS 111 as adopted by the National Highway Traffic Safety Administration.

As specified ☐

Exceeds specification ☐

Note exception ☐

Windshield Wipers - The bus shall be equipped with a heavy-duty electric windshield wiper system. Wiper system shall be two- (2) speed with intermitting feature and of sufficient strength to operate a 14-inch blade on a 15-inch arm under all driving conditions. Minimum length of blade shall be 14 inches. Wiper arm shall be rust proof and installed as per FMVSS 107. Electric powered windshield washers shall be installed as per FMVSS 104.

As specified ☐

Exceeds specification ☐

Note exception ☐

Sun Visor - There shall be installed on the windshield header an interior adjustable transparent sun visor with a finished edge and not less than six inches by 30 inches. Visor is to be mounted in a position that is convenient for use by the driver.

As specified ☐

Exceeds specification ☐

Note exception ☐

License Holder - One license holder shall be located on the left rear of the body.

As specified ☐

Exceeds specification ☐

Note exception ☐

Name Plate - There shall be installed on the inside of each body, a manufacturer's name plate which can be easily read, on which shall be shown the name of the manufacturer, the serial number of body, seating capacity, and date built. Plate to be metal or equivalent durable laminated decal.

As specified ☐

Exceeds specification ☐

Note exception ☐

First Aid Kit - There shall be installed a removable metal, moisture-proof and dust-proof first aid kit sealed with a breakable type seal and mounted in the driver's compartment in a location that is physically accessible to all drivers. It shall be properly mounted and secured and identified as a first aid kit which shall contain, at a minimum, the following contents:

- 2 – 1 inch x 2 ½ yards adhesive tape rolls
- 24 – sterile gauze pads 3 inches x 3 inches
- 100 – ¾ inch x 3 inches adhesive bandages
- 8 – 2 inch bandage compress
- 10 – 3 inch bandage compress
- 2 – 2 inch x 6 feet sterile gauze roller bandages
- 2 – non-sterile triangular bandages approximately 39 inches x 35 inches x 54 inches with 2 safety pins
- 3 – sterile gauze pads 36 inches x 36 inches
- 3 – sterile eye pads
- 1 – rounded-end scissors

- 1 – mouth-to-mouth airway
- 1 – pair medical examination gloves

As specified ☐Exceeds specification ☐Note exception ☐

Body Fluid Clean-Up Kit - There shall be installed a removable metal, moisture- proof and dust-proof body fluid clean-up kit sealed with a breakable type seal and mounted in the driver's compartment in a location that is physically accessible to all drivers. It shall be properly mounted and secured and identified as a body fluids kit which shall contain, at a minimum, the following contents:

- 1 – pair of medical examination gloves
- 1 - absorbent
- 1 - scoop
- 1 – scraper or hand broom
- 1 - disinfectant
- 2 – plastic bags with ties

As specified ☐Exceeds specification ☐Note exception ☐

Fire Extinguisher – The bus shall be equipped with at least one rechargeable UL-approved pressurized, dry chemical fire extinguisher complete with hose. The extinguisher shall be mounted and secured in a bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and be easily read without moving the extinguisher from its mounted position. It shall have a total rating of 2A10BC or greater. Fire extinguisher shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

As specified ☐Exceeds specification ☐Note exception ☐

Overhead Storage Compartment - A compartment shall be located over the windshield header. Compartment is to have a hinged door (prop required) and shall be equipped

with boxed ends that protect the wiper motors from loose articles. These ends are to be easily removable for service to the wiper motors.

As specified ☐

Exceeds specification ☐

Note exception ☐

Warning Devices – Each school bus shall contain at least three reflective triangle road-warning devices that are enclosed in a storage box. These shall be mounted in an accessible place within the driver's compartment of the bus and shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

As specified ☐

Exceeds specification ☐

Note exception ☐

Windshield Steps - There shall be installed on each side of the body on the lower section of the cowl, a folding windshield step and a suitably located handle for easy cleaning of windshield. Handle may be either chrome-plated or painted chrome yellow or black.

As specified ☐

Exceeds specification ☐

Note exception ☐

Tow Hooks - Two tow hooks shall be attached to the rear of chassis frame and not allowed to project beyond the rear bumper. Installation shall be in accordance with the chassis manufacturer's specifications.

As specified ☐

Exceeds specification ☐

Note exception ☐

Fuel Filler Opening Cover - A suitable door of 20-gauge metal is to be installed over fuel filler opening on side of body.

As specified ☐

Exceeds specification ☐

Note exception ☐

Reflectors - There shall be installed on the bus body (4) amber and (4) red reflectors that meet FMVSS 108 requirements. The lenses are to be 3 inches in diameter and made from acrylic plastic with six reflecting angles. Frame (if used) is to be polished aluminum or zinc plated steel.

As specified ☐

Exceeds specification ☐

Note exception ☐

Driver's Fan - Two 12 volt electric fans shall be installed on the lower portion of the windshield header in a position capable of moving air to both sides of the windshield or towards the driver's seating position. They shall have separate switches with high, low and off positions. The fan shall have a metal housing, mounting bracket, fan guard, and blade.

As specified ☐

Exceeds specification ☐

Note exception ☐

PA System – Each school bus shall be equipped with a PA system mounted in the driver compartment with internal speakers mounted mid-ship and in the rear of the passenger compartment only and an external speaker mounted under the engine hood or within the stepwell area in such a manner as to ensure protection from water damage.

As specified ☐

Exceeds specification ☐

Note exception ☐

Noise Suppression Switch – Each bus shall be equipped with a switch that will cut all power to radio and fans for noise suppression purposes and it shall be mounted within easy reach of the driver.

As specified ☐

Exceeds specification ☐

Note exception ☐

Passenger Advisory System – Each school shall be equipped with a passenger advisory system that activates the vehicle horn after a preset period of time. This system shall be activated when the driver places the ignition switch in the OFF position. This system shall require the driver to travel to the rear of the interior of the bus to deactivate. The control module is to be mounted in the driver area and have an adjustable activation delay. The horn is to sound until the driver deactivates the system with the deactivation switch mounted in the rear of the bus. Explicit instructions for operating this system shall be installed on the inside lid of the overhead storage compartment.

As specified ☐Exceeds specification ☐Note exception ☐

Splashguards – Each school bus shall be equipped with front and rear rubber splashguards. Installation shall be where the guards can prevent the most debris from being thrown under the bus body.

As specified ☐Exceeds specification ☐Note exception ☐

MOUNTING

Chassis Preparation - In preparing the chassis frame for body mounting, rivet heads shall not be removed except on the extreme rear cross member and then only when necessary to move rear cross member to conform to body length. If tail pipe brackets must be removed due to body obstructions, they shall be replaced with new ones of equal strength as supplied by the chassis manufacturer.

As specified ☐Exceeds specification ☐Note exception ☐

Installation - The bid price shall include mounting the body upon the chassis. The body shall be securely attached to each chassis side rail. At the front and rear ends of the body on each chassis side rail there shall be installed a through bolt of not less than seven-sixteenth inch (7/16") in diameter. Bolts to be grade 5 with S.A.E. threads and lock washer. All attachments shall be made at main body sills. In addition to the above

required tie downs, the following minimum number of approved type tie downs will be required: 41 passenger - 6; 54 passenger - 8; and 66 passenger - 10. Bolts for these attachments shall be not less than 7/16 inch in diameter with S.A.E. threads and lock washers.

Rubber and fiber isolators, equal to or thicker than chassis rivet heads, shall be secured by a positive means to each body sill and installed at all points of contact between sills and chassis to prevent shifting, separation, or displacement of the isolators under severe operating conditions.

At any point where body sill sits on a rivet head, the rubber and fiber insert shall deform so that floor will be smooth.

As specified ☐

Exceeds specification ☐

Note exception ☐

METAL TREATMENT AND PAINTING

Metal Treatment - All metal used in construction of bus body is to be mill applied zinc-coated, aluminum-coated, or treated by an equivalent process before bus is constructed. (Included are such items as structural members, inside and outside panels, floor panels and floor sills. Excluded are door handles, grab bar handles, stanchions, interior decorative parts, and other interior plated parts.)

All metal parts that are to be painted shall be, in addition to above requirements, chemically cleaned etched, zinc-phosphate coated, and zinc-chromate or epoxy-primed or conditioned by equivalent process. In providing for these requirements, particular attention shall be given to lapped surfaces, welded connections of structural members, cut edges, punched or drilled hold areas in sheet metal, closed or box sections, non-vented or non-drained areas, and surfaces subjected to abrasion during vehicle operation.

As evidence that above requirements have been met, samples of materials and sections used on construction of bus body shall not loose more than 10 percent of material by weight when subjected to a 1,000-hour salt spray test as provided for in the latest revision of ASTM Standard B-117.

As specified ☐

Exceeds specification ☐

Note exception ☐

Paint - All paint shall be unleaded. Paint shall meet National Standards for color and should have a finished gloss rating of at least 85 at 60 degrees. The paint shall be covered by a 5 year unlimited mileage warranty against all defects in materials and workmanship.

As specified ☐

Exceeds specification ☐

Note exception ☐

Exterior - The exterior of the complete bus body, including doors, shall be painted with two coats of National School Bus Yellow polyurethane as per Federal Standard No. 595a. The area around the lenses of overhead warning lights extending outward from the edge of the lamps three inches (+/- ¼ inch) to the sides and top and minimum one inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen. Rear bumper, rub-rails and all other exterior trim shall be painted black.

As specified ☐

Exceeds specification ☐

Note exception ☐

Interior - The entire interior paneling of the bus, except the sections of aluminized steel and/or clear coated, shall be painted. One prime coat and two finish coats shall be required.

As specified ☐

Exceeds specification ☐

Note exception ☐

Floor and Structural Metal - The entire underside of the bus body, including floor sections, cross members, below floor line side panels, chassis metal fenders and all other exposed structural metals used in the body, shall be coated with rust-proofing material for which the material manufacturer has issued a notarized certification of compliance to the bus body builder that materials meet or exceed all performance and qualitative requirements of paragraph 3.4 of Federal Specification TT-C-520b, using modified test procedures* for the following requirements:

1. Salt spray resistance-pass test modified to 5 percent salt and 1000 hours.
2. Abrasion resistance-pass

3. Fire resistance-pass

*Test panels are to be prepared in accordance with paragraph 4.6.12 of TT-C-520b with modified procedure requiring that test be made on a 48-hour air-cured film at thickness recommended by compound manufacturer.

The undercoating material shall be applied with suitable airless or conventional spray equipment to the recommended film thickness and shall show no evidence of voids in the cured film.

Drive shaft sections along with any air brake control valves and brake lines which are color-coded are **not** to be undercoated.

As specified ☐

Exceeds specification ☐

Note exception ☐

LETTERING

Type - Lettering and numbering shall conform to "Series B of Standard Alphabets for Highway Signs".

As specified ☐

Exceeds specification ☐

Note exception ☐

Vinyl Lettering - The material should be a premium 2-mil high gloss cast vinyl for solvent resistance, fade resistant and withstand severe weather and handling conditions. The vinyl will have permanent acrylic adhesive with an adhesion factor of 4/lbs per square inch and should not lose its shape or adhesion due to extreme temperatures from - 40 to 100+ degrees Fahrenheit. The backing paper sheet for the vinyl should be standard #78 lb. Kraft liner (or equivalent).

As specified ☐

Exceeds specification ☐

Note exception ☐

Sides – Buses will be identified with black lettering (minimum four inches high) on both sides of the school bus using the purchasing district's name and number listed in the Idaho Educational Directory. They shall also be identified with its own number in two

places on each side of the bus in the logo panel/belt line using six inch high black numbers. Numbers on the passenger side shall be as close to the first and last passenger windows as possible and on the driver's side as close to the stop arm and last passenger window as possible.

As specified ☐

Exceeds specification ☐

Note exception ☐

Front - On the front end cap as high as possible without impairment of its visibility shall be the words "SCHOOL BUS" in letters not less than 8 inches high. "SCHOOL BUS" to be on retro-reflective high intensity material.

As specified ☐

Exceeds specification ☐

Note exception ☐

Rear - On the rear end cap as high as possible without impairment of its visibility "SCHOOL BUS" shall be in letters not less than 8 inches high. On or over the emergency door shall be the words "EMERGENCY DOOR" in letters 2 inches high. "SCHOOL BUS" to be on retro-reflective high intensity material.

As specified ☐

Exceeds specification ☐

Note exception ☐

REFLECTIVE MATERIAL - All reflective material shall meet National School Transportation Specifications & Procedures (AKA National Standards) Placement of Reflective Markings requirements.

The rear of bus body shall be marked with strips of reflective NSBY material to outline the perimeter of the back of the bus using material which conforms to the requirements of FMVSS No. 131, Table 1. The perimeter marking of rear emergency exits per FMVSS No. 217 and/or the use of reflective "SCHOOL BUS" signs partially accomplish the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least one $\frac{3}{4}$ inch reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips shall be applied at the corners connecting these horizontal strips.

“SCHOOL BUS” signs shall be marked with reflective NSBY material comprising background for lettering of the front and/or rear “SCHOOL BUS” signs.

Sides of bus body shall be marked with at least one $\frac{3}{4}$ inch reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.

As specified ☐

Exceeds specification ☐

Note exception ☐

J. SUBJECT

Approval of Draft Proposed Rule

BACKGROUND:

In April 2003 the Joint Legislative Oversight Committee (JLOC) directed the Office of Performance Evaluations (OPE) to review fiscal accountability of pupil transportation in Idaho.

The Office of Performance Evaluations released Report 04-02 on January 15, 2004. The full report can be accessed at <http://www2.state.id.us/oep/>.

The OPE Report triggered legislation designed to address specific OPE recommendations. 2004 House Bills 603a and 847 and Senate Bills 1311, 1323a, 1331, 1344, 1345, 1346a, 1347 and 1443 target pupil transportation oversight authority and responsibilities, driver qualifications, contracting, auditing, purchasing, student safety, and funding (including virtual charter schools). The legislation amended existing or created new pupil transportation statutes.

Idaho Codes §33-1501 – § 33-1513 and §33-1006 speak to the operations and reimbursement of costs for the transportation of public and non-public school pupils.

Administrative Rules of the State Board of Education (IDAPA 08.02.02.150 through IDAPA 08.02.02.190) characterize Idaho's pupil transportation operations and support program.

The State Board of Education, under Idaho Code § 33-101, is charged with the general supervision, governance and control of the public school systems. The Board determines public school policy and promulgates rules to effectuate its policy. The State Department of Education, under Idaho Code §33-125, is responsible for the enforcement of policies, procedures and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters.

The State Board of Education approved a Notice of Negotiated Rulemaking at its regular board meeting on April 23, 2004.

DISCUSSION:

Idaho Code §33-1006 holds that the State Board of Education shall determine which expenses shall be allowable for purposes of reimbursement. Pursuant to the statute, and under its general rulemaking authority, the State Board of Education promulgated administrative rules further defining reimbursable expenses. IDAPA 08.02.02.190 requires uniform record keeping by school districts, and further delineates which expenses will be allowed for reimbursement.

Where a statute or rule does not expressly cover a given circumstance, the State Department of Education must necessarily exercise a degree of administrative discretion, consistent with the intent of the governing rule or law, to carry out its duties. Neither Idaho Code §33-1006 nor Administrative Rules of the State Board of Education directly addresses all possible reimbursable costs for which a district may be reimbursed. Clearly, it would be unreasonable to expect the State Board of Education to address every possible expense for which districts would be reimbursed. However, controversial pupil transportation operational issues continue to surface. These issues are generally related to reimbursement questions, but are also associated with national minimum standards for school bus construction, maintenance standards and inspections, school bus driver training and vehicle operations, written district policies related to pupil transportation, program operations including field trips, safety busing, educational programs, contracting for transportation services, capital investment, and commercial computerized routing.

Consequent to OPE recommendations and subsequent legislation, the State Board of Education approved negotiated rulemaking on April 23, 2004. During the month of May, SDE notified school district superintendents, business managers and transportation supervisors of the rulemaking via mailings, regional superintendents' meetings and through electronic communication efforts. Staff members also met with some individuals with an interest on several occasions. The ***Standards for Idaho School Buses and Operations – October 3, 2003*** document is being presented and disseminated in legislative format (~~strike-through~~/underline) during June and July as part of the rulemaking process. A public hearing is scheduled on June 25 in compliance to the Notice of Negotiated Rulemaking published in the June Administrative Bulletin.

The State Department of Education will seek approval of a Proposed Rule and the proposed rule by reference, *Standards for Idaho School Buses and Operations – August 13, 2004*, at its regularly scheduled meeting in August.

ATTACHEMENTS:

1. Proposed draft of IDAPA 08.02.02.150 – IDAPA 08.02.02.190 in legislative format.
2. Proposed draft of Standards for Idaho School Buses and Operations – August 13, 2001 (accessible on SDE website – www.sde.state.id.us/finance/transport).
3. Summary of Suggested Rule Changes
4. Notice Of Intent To Promulgate Rules - (Negotiated Rulemaking)

08.02.02.004 & 08.02.02.150. - 190.**004. INCORPORATION BY REFERENCE.**

The State Board of Education adopts and incorporates into its rules:

(4-5-00)

05. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on ~~October 3, 2003~~ August 13, 2003, as authorized in Section 33-1511, Idaho Code. ~~(7-1-04)~~(____)

(BREAK IN CONTINUITY OF SECTIONS)

150. TRANSPORTATION.

Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as approved on ~~October 3, 2003~~ August 13, 2003, as authorized in Section 33-1511, Idaho Code. ~~(7-1-04)~~(____)

151. -- 159. (RESERVED).**160. MAINTENANCE STANDARDS AND INSPECTIONS.**

01. Safety. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as approved on ~~November 15, 2001~~ October 3, 2003, the school district will eliminate the deficiency before returning the vehicle to service. ~~(7-1-04)~~(____)

02. Annual Inspection. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) ~~(7-1-02)~~

03. Sixty-Day Inspections. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) ~~(7-1-04)~~(____)

04. Documentation Of Inspection. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (4-1-97)

05. Unsafe Vehicle. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. (7-1-02)

06. Withdraw From Service Authority. Subsequent to any federal, national, or state advisory with good cause given therefor, the district shall, under the direction of the State Department of Education, withdraw from service any bus determined to be deficient in any prescribed school bus construction standard intended to safeguard life or minimize injury. No bus withdrawn from service under the provisions of this section shall be returned to service or used to transport students unless the district submits to the State Department of Education a certification of compliance specific to the school bus construction standard in question. (Section 33-1506, Idaho Code

(7-1-04)(____)

161. -- 169. (RESERVED).

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.

All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in the Standards for Idaho School Buses and Operations as approved on ~~October 3, 2003~~ August 13, 2003. (Sections 33-1508; and 33-1509, Idaho Code) (7-1-04)(____)

171. -- 179. (RESERVED).

180. WRITTEN POLICY.

The board of trustees will establish and adopt a set of written policies governing the pupil transportation system. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation. (7-1-02)

181. -- 189. (RESERVED).

190. PROGRAM OPERATIONS.

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, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, and commercial computerized routing and scheduling software shall be delineated in Standards for Idaho School Buses and Operations as approved on ~~October 3, 2003~~ August 13, 2003. (Section 33-1006, Idaho Code) (7-1-04)(____)

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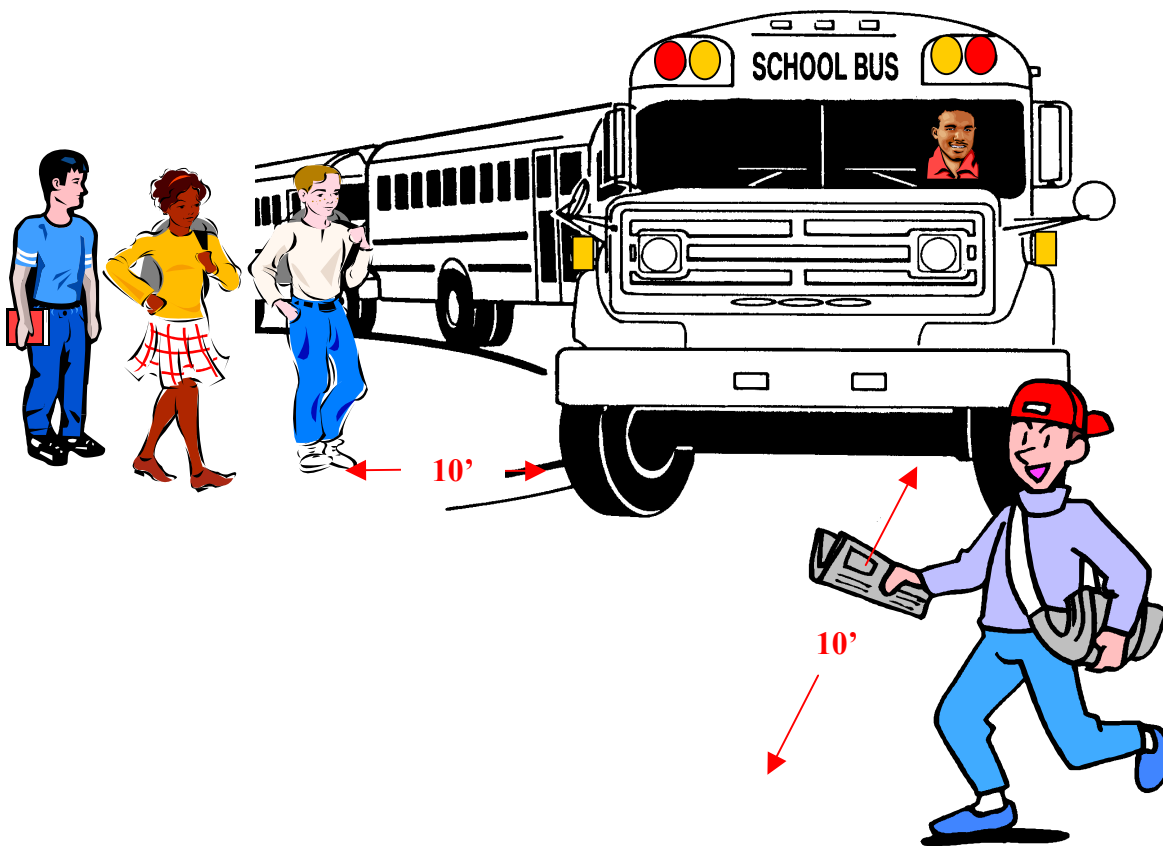
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STANDARDS FOR IDAHO SCHOOL BUSES AND OPERATIONS

~~October 3, 2003~~ August 13, 2004

RULE BY REFERENCE

(33-1511, Idaho Code; IDAPA 08.02.02.150)



State Superintendent of Public Instruction
Department of Education, Pupil Transportation
650 W. State St., P.O. Box 83720, Boise, ID 83720-0027



SCHOOL BUS CONSTRUCTION STANDARDS

This edition of *Standards for Idaho School Buses and Operations* – ~~October 3, 2003~~ August 13, 2004, is based on the latest report from the Thirteenth National Conference on School Transportation, Warrensburg, Missouri, May 2000 (*National School Transportation Specifications & Procedures*). (33-1511, Idaho Code)

This portion of *Standards for Idaho School Buses and Operations* – ~~October 3, 2003~~ August 13, 2004, is divided into five sections: Chassis Standards, Body Standards, Standards for Specially Equipped School Buses, Standards for Alternative Fuel for School Buses and Removal from Service Criteria. There are two basic reasons for this format: (1) to define minimum chassis and body standards, and (2) to assign responsibility for providing specific equipment. Items delineated in the chassis standards are to be provided by the chassis manufacturer. Items delineated in the body standards are to be provided by the body manufacturer. Most of the items delineated in the Specially Equipped School Bus Section are to be provided by the body manufacturer and most of the requirements for Standards for Alternative Fuel for School Buses are the responsibility of the chassis manufacturer. Therefore, whenever a school district purchases these types of vehicles, special attention must be given to both the chassis specifications and the body specification as they relate to the specific manufacturers.

For new vehicles, it is the responsibility of the vehicle manufacturers to certify compliance with applicable federal standards by installing a certification plate in the driver's area on each vehicle. However, as the vehicle is maintained over its useful life, it is the responsibility of those who supervise and perform work on the vehicle to assure on-going compliance with all applicable standards. When routine maintenance checks reveal any unsafe condition as defined in these standards, the school district will remove the vehicle from service and will eliminate the deficiency before returning the vehicle to service. For this reason, maintenance personnel training, quality components, quality workmanship and thorough maintenance records are essential.

STATUTORY AUTHORITY

The State Board of Education shall adopt, publish and distribute and from time to time as need therefor arises amend, minimum standards for the construction of school buses, the basis of which standards shall be those incorporated in the latest report of the National Conference on School Transportation, which report shall be filed with the Department of Law Enforcement. (33-1511, Idaho Code)

All school buses shall at all times conform to the standards of construction prescribed therefor by the state board of education. Before any newly acquired school bus is used for transporting pupils it shall be inspected by a duly authorized representative of the state department of education, and if, upon inspection, it conforms to prescribed standards of construction, or such other standards prescribed by law or regulation, it may be used for transporting pupils; otherwise, no such school bus shall be used for that purpose. The board of trustees of each school district shall provide for an annual inspection of all school buses by district personnel or upon contract at

intervals of not more than twelve (12) months. The district, over the signature of the superintendent, shall file with the state department of education its report of inspection of the school buses operated by the authority of the school district. At intervals of not more than sixty (60) days during each school year the board of trustees shall cause inspection to be made of all school buses operating under the authority of the board. In addition, the state department of education shall conduct random, spot inspections of school buses throughout the school year. Whenever any school bus is found, upon inspection, to be deficient in any of the prescribed standards, or is found in any way to be unsafe or unfit for the transportation of pupils, such vehicle shall be withdrawn from service and shall not be returned to service until the district certifies the necessary repairs have been made. (33-1506, Idaho Code)

Administrative Rules of the State Board of Education: IDAPA 08.02.02.150 and IDAPA 08.02.02.160.

RESPONSIBILITIES OF SUPPLIERS

Delivery Requirements: The school bus manufacturer shall provide the following materials to the purchaser of a new school bus at the time the unit is delivered to the purchasing school district or contractor. Also, the new school bus dealer, school district or contractor shall temporarily provide the following materials to the state school bus inspector at the time the unit undergoes its new school bus state inspection.

1. Line set tickets for each bus built as a complete unit, and a separate set of line set tickets for buses manufactured in two pieces.
2. A copy of a completed pre-delivery inspection (PDI) form for each individual unit.
3. Warranty book and statement of warranty for each individual unit. All warranties shall commence on the day that the purchaser accepts possession of the completed bus.
4. Service manual (or related resource) for each individual unit or group of identical units.
5. Parts manual (or related resource) for each individual unit or group of identical units.

DEFINITIONS

National School Transportation Specifications & Procedures – School Bus Types

Type A

A Type "A" school bus is a van conversion or bus constructed utilizing a cutaway front-section vehicle with a left side driver's door. The entrance door is behind the front wheels. This definition includes two classifications: Type A1, with a Gross Vehicle Weight Rating (GVWR) less than or equal to 10,000 pounds; and Type A2, with a GVWR greater than 10,000 pounds.

Type B

A Type "B" school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications; Type B1, with a GVWR less than or equal to 10,000 pounds; and Type B2, with a GVWR greater than 10,000 pounds.

Type C

A Type "C" school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels.

Type D

A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels.

Code of Federal Regulations 49CFR390.5 - Definitions

Bus means any motor vehicle designed, constructed, and or used for the transportation of passengers, including taxicabs.

School bus means a passenger motor vehicle, which is designed or used to carry more than 10 passengers in addition to the driver, and which the Secretary determines is likely to be significantly used for the purpose of transporting preprimary, primary, or secondary school students to such schools from home or from such schools to home.

School bus operation means the use of a school bus to transport only school children and/or personnel from home to school and from school to home.

Idaho Code 33-1504 - School Buses

A motor vehicle shall be deemed a "school bus" when it has a seating capacity of more than ten (10) persons and meets the current national and state minimum standards for school bus construction, and is owned and operated by a school district or a common carrier and is used exclusively for transporting pupils, or is owned by a transportation contractor and is used regularly for transporting pupils.

Idaho Code 49-120 (5) – School Buses

"School bus" means every motor vehicle that complies with the color and identification requirements set forth in the most recent edition of "Minimum Standards for School Buses" and is used to transport children to or from school or in connection with school approved activities and includes buses operated by contract carriers.

TECHNOLOGY AND EQUIPMENT, NEW

It is the intent of these standards to accommodate new technologies and equipment that will better facilitate the transportation of all students. When a new technology, piece of equipment or component is desired to be applied to the school bus and it meets the following criteria, it may be acceptable.

The technology, equipment or component shall not compromise the effectiveness or integrity of any major safety system, unless it completely replaces the system. (Examples of safety systems include, but are not limited to, compartmentalization, the eight-light warning system, emergency exits, and the yellow color scheme.)

The technology, equipment or component shall not diminish the safe environment of the interior of the bus.

The technology, equipment or component shall not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.

The technology, equipment or component shall not create undue additional activity and/or responsibility for the driver.

The technology, equipment or component shall generally increase efficiency and/or safety of the bus, or generally provide for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus or generally assist the driver or make his/her many tasks easier to perform.

WAIVERS

The State Board of Education may grant a waiver of any construction standard not required by state or federal law to any school district, school bus manufacturer, or school bus dealer upon written request. Written requests shall be submitted to the State Department of Education Pupil Transportation Section which shall make an appropriate recommendation to the State Board of Education subsequent to review by the Pupil Transportation Steering Committee. The Board will not grant waivers of any construction standard required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations. (33-1506, Idaho Code; IDAPA 08.02.01.001)

BUS CHASSIS STANDARDS

AIR CLEANER

A dry element type air cleaner shall be provided.

All diesel engine air filters shall include a latch-type restriction indicator that retains the maximum restriction developed during operation of the engine. The indicator should include a reset control so the indicator can be returned to zero when desired. Type A buses are not exempt from this requirement.

AIR CONDITIONING (NON-REIMBURSABLE OPTION – see exception)

Chassis installed air conditioning must meet the same requirements as those cited in the bus body standards under “Heating and Air Conditioning.”

Reimbursement Exception: Air conditioning shall be reimbursable under the pupil transportation support program when the school district can demonstrate a need subsequent to an IDEA mandated related service.

AXLES

The front and rear axle and suspension systems shall have gross axle weight rating (GVWR) at ground commensurate with the respective front and rear weight loads that will be imposed by the bus.

BRAKES (GENERAL)

The chassis brake system shall conform to the provisions of FMVSS No. 105, No. 106 and No. 121 as applicable.

The anti-lock brake system (ABS), provided in accordance with FMVSS No. 105 or No. 121, shall provide wheel speed sensors for each front wheel and for each wheel on at least one rear axle. The system shall provide anti-lock braking performance for each wheel equipped with sensors. (Four Channel System).

All brake systems should be designed to permit visual inspection of brake lining wear without removal of any chassis component(s).

The brake lines, booster-assist lines, and control cables shall be protected from excessive heat, vibration and corrosion and installed in a manner which prevents chafing.

The parking brake system for either air or hydraulic service brake systems may be of a power assisted design. The power parking brake actuator should be a push-pull device located on the instrument panel within seated reach of a 5th percentile female driver. As an option, the parking

brake may be set by placing the automatic transmission shift control mechanism in the “park” position.

The power-operated parking brake system may be electronically interlocked to other vehicle components, e.g., engine key switch, lift door, entrance door, speed control device, etc., provided an appropriate malfunction safeguard is integrated into the interlocking system.

BRAKES (HYDRAULIC)

Buses using a hydraulic assist brake shall be equipped with audible and visible warning signals that provide a continuous warning to the driver of loss of fluid flow from the primary source and of a failure of the back-up pump system. Type A and B buses may be OEM standard.

BRAKES (AIR)

The air pressure supply system shall include a desiccant-type air dryer installed according to the manufacturers’ recommendations. The air pressure storage tank system may incorporate an automatic drain valve.

The Chassis manufacturer should provide an accessory outlet for air-operated systems installed by the body manufacturer. This outlet shall include a pressure protection valve.

For air brake systems, an air pressure gauge shall be provided in the instrument panel capable of complying with CDL pre-trip inspection requirements.

All air brake-equipped buses may be equipped with a service brake interlock. If so equipped, ~~the~~ parking brake cannot be released until the brake pedal is depressed.

Air brake systems may include a system for anti-compounding of the service brakes and parking brakes.

Air brakes shall have both a visible and audible warning device whenever the air pressure falls below the level where warnings are required under FMVSS No. 121.

BUMPER (FRONT)

All school buses shall be equipped with a front bumper. The front bumper shall be furnished by the chassis manufacturer as part of the chassis on all school bus types unless there is a specific arrangement between the chassis manufacturer and body manufacturer.

The front bumper shall be of pressed steel channel or equivalent material (except Type A buses having a GVWR of 14,500 pounds or less which may be OEM supplied) at least 3/16" thick and not less than 8" wide (high). It shall extend beyond forward-most part of the body, grille, hood, and fenders and shall extend to outer edges of the fenders at the bumper's top line.

Front bumper, except breakaway bumper ends, shall be of sufficient strength to permit pushing a vehicle of equal gross vehicle weight without permanent distortion to the bumper, chassis, or body.

A towing device (hooks, eyes, bar) shall be furnished on all school bus types (type A may be OEM) and attached so as not to project beyond the front bumper. Towing devices attached to the frame chassis shall be furnished by the chassis manufacturer. This installation shall be in accordance with the chassis manufacturer's specifications. **NOTE:** Rear tow devices are addressed in the Bus Body Specifications under Towing Attachments Points.

The bumper shall be designed or reinforced so that it will not deform when the bus is lifted by a chain that is passed under the bumper (or through the bumper if holes are provided for this purpose) and attached to the towing (type A may be OEM) device(s). For the purpose of meeting this specification, the bus shall be empty and positioned on a level, hard surface and the towing device(s) shall share the load equally.

CERTIFICATION

The chassis manufacturer, upon request of the Idaho State Department of Education Pupil Transportation Section, shall certify that its product meets all Idaho minimum construction standards on items not covered by the FMVSS certification requirements of 49 CFR, Part 567.

The body manufacturer upon request of the Idaho State Department of Education Pupil Transportation Section, shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) for items not covered by the FMVSS certification requirements of 49 CFR, Part 567.

CLUTCH

Clutch torque capacity shall be equal to or greater than the engine torque output.

A starter interlock shall be installed to prevent actuation of the starter if the clutch pedal is not depressed.

COLOR

The chassis, including axle hubs and front bumper, shall be black. Body cowl, hood, and fenders shall be in national school bus yellow (NSBY). The flat top surface of the hood may be non-reflective black or non-reflective NSBY, according to School Bus Manufacturers Technical Council publication - 008.

Rims may be gray or black as received from the manufacturer.

DRIVE SHAFT

The drive shaft shall be protected by a metal guard or guards around the circumference of the drive shaft to reduce the possibility of its whipping through the floor or dropping to the ground, if broken.

ELECTRICAL SYSTEM

Battery:

The storage battery shall have minimum cold cranking capacity rating (cold cranking amps) equal to the cranking current required for 30 seconds at 0 degrees Fahrenheit and a minimum reserve capacity rating of 120 minutes at 25 amps. Higher capacities may be required, depending upon optional equipment and local environmental conditions.

Since all batteries are to be secured in a sliding tray in the body (type A and B buses may be OEM), chassis manufacturers shall temporarily mount the battery on the chassis frame, except that van conversion or cutaway front-section chassis may be secured in accordance with the manufacturer's standard configuration. In these cases, the final location of the battery and the appropriate cable lengths shall be agreed upon mutually by the chassis and body manufacturer. However, in all cases the battery cable provided with the chassis shall have sufficient length to allow some slack.

Alternator:

All Type A-2 buses and Type B buses with a GVWR of 15,000 lbs or less shall have, at a minimum, a 60 ampere alternator.

Types A-2 and Type B buses over 15,000 lbs. GVWR and all type C and D buses shall be equipped with a heavy-duty truck or bus-type alternator meeting SAE J 180, having a minimum output rating of 100 amperes or higher, and should produce a minimum current output of 50 percent of the rating at engine idle speed.

Buses equipped with an electrically powered wheelchair lift, air conditioning or other accessories may be equipped with a device that monitors the electrical system voltage and advances the engine idle speed when the voltage drops to, or below, a pre-set level.

A belt alternator drive shall be capable of handling the rated capacity of the alternator with no detrimental effect on any other driven components. (See SBMTC; "School Bus Technical Reference," for estimating required alternator capacity.)

A direct drive alternator is permissible in lieu of a belt driven alternator.

Wiring:

All wiring shall conform to current applicable recommended practices of the Society of Automotive Engineers (SAE).

All wiring shall use color and at least one other method of identification. The other method shall be either a number code or name code, and each chassis shall be delivered with a wiring diagram that illustrates the wiring of the chassis.

The chassis manufacturer shall install a readily accessible terminal strip or plug on the body side of the cowl or in an accessible location in the engine compartment of vehicles designed without a cowl. The strip or plug shall contain the following terminals for the body connections:

Main 100 amp body circuit

Tail lamps

Right turn signal

Left turn signal

Stop lamps

Back up lamps

Instrument panel lights (rheostat controlled by head lamp switch)

Multiplex wiring is recommended and may exempt manufacturers from some of the above wiring standards.

Circuits:

An appropriate identifying diagram (color plus a name or number code) for all chassis electrical circuits shall be provided to the body manufacturer for distribution to the end user.

The headlight system must be wired separately from the body-controlled solenoid.

Multiplex wiring is recommended and may exempt manufacturers from some of the above circuitry standards.

Daytime Running Lamps (DRL):

A daytime running lamps system meeting chassis manufacturer's specifications may be provided.

ENGINE FIRE EXTINGUISHER (NON-REIMBURSABLE OPTION – see exception)

The chassis manufacturer may provide an automatic fire extinguisher system in the engine compartment, which may be reimbursable with prior approval.

EXHAUST SYSTEM

The exhaust pipe, muffler and tailpipe shall be outside the bus body compartment and attached to the chassis so as not to damage any other chassis component.

The tailpipe shall be constructed of a corrosion-resistant tubing material at least equal in strength and durability to 16-gauge steel tubing of equal diameter.

Chassis manufacturers shall furnish an exhaust system with tailpipe of sufficient length to exit the rear of the bus or at the left side of the bus body no more than 18 inches forward of the front edge of the rear wheel house opening. If designed to exit at the rear of the bus, the tailpipe shall extend at least five inches beyond the end of the chassis frame. If designed to exit to the side of the bus, the tailpipe shall extend at least 48.5 inches (51.5 inches if the body is to be 102 inches wide) outboard from the chassis centerline.

On Types C and D vehicles, the tailpipe shall not exit beneath a fuel fill or emergency door exit.

Type A and B chassis may be furnished with the manufacturer's standard tailpipe configuration.

NOTE: See Bus Body Standards under Tailpipe.

The exhaust system on a chassis shall be adequately insulated from the fuel system.

The muffler shall be constructed of corrosion-resistant material.

The exhaust system on the chassis may be routed to the left of the right frame rail to allow for the installation of a power lift unit on the right side of the vehicle.

FENDERS: FRONT-TYPE C VEHICLES

Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position.

Front fenders shall be properly braced and shall not require attachment to any part of the body.

FRAME

The frame (or equivalent) shall be of such design and strength characteristics as to correspond at least to standard practices for trucks of the same general load characteristics which are used for highway service.

Any secondary manufacturer that modifies the original chassis frame shall guarantee the performance of workmanship and materials resulting from such modification.

Frames shall not be modified for the purpose of extending the wheelbase.

Holes in top or bottom flanges or side units of the frame, and welding to the frame, shall not be permitted except as provided or accepted by chassis manufacturer.

Frame lengths shall be established in accordance with the design criteria for the complete vehicle.

FUEL TANK

Fuel tank (or tanks) having a minimum 30-gallon capacity shall be provided by the chassis manufacturer. The tank shall be filled and vented to the outside of the body and the fuel filler should be placed in a location where accidental fuel spillage will not drip or drain on any part of the exhaust system.

Fuel lines shall be mounted to the chassis frame in such a manner that the frame provides the maximum possible protections from damage.

The fuel system shall comply with FMVSS No. 301.

Fuel tank(s) may be mounted between the chassis frame rails or outboard of the frame rails on either the left or right side of the vehicle.

The actual draw capacity of each fuel tank shall be, at a minimum, 83 percent of the tank capacity.

Installation of alternative fuel systems, including fuel tanks and piping from tank to engine, shall comply with all applicable fire codes in effect on the date of manufacture of the bus.

Installation of LPG tanks shall comply with National Fire Protection Association (NFPA) 58.

GOVERNOR

When the engine is remotely located from driver, the governor shall be set to limit engine speed to maximum revolutions per minute as recommended by engine manufacturer, and a tachometer shall be installed so the engine speed may be known to the driver while seated in a normal driving position.

HEATING SYSTEM, PROVISION FOR

The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system. The openings shall be suitable for attaching 3/4 inch pipe thread/hose connectors. The engine shall be capable of supplying coolant at a temperature of at least 170 degrees Fahrenheit at the engine cooling thermostat opening temperature. The coolant flow rate shall be 50 pounds per minute at the return end of 30 feet of one-inch inside diameter automotive hot water heater hose, according to School Bus Manufacturers Technical Council publication - 001.

HORN

The bus shall be equipped with two horns of standard make with each horn capable of producing a complex sound in bands of audio frequencies between 250 and 2,000 cycles per second and tested in accordance with SAE J-377.

INSTRUMENTS AND INSTRUMENT PANEL

The chassis shall be equipped with the instruments and gauges listed below. (Telltale warning lamps in lieu of gauges are not acceptable, except as noted.)

Speedometer

Tachometer (diesel engines)

Odometer which will give accrued mileage (to seven digits), including tenths of miles.

Voltmeter

(An ammeter with graduated charge and discharge indications is permitted in lieu of a voltmeter; however, when used, the ammeter wiring must be compatible with the current flow of the system.)

Oil pressure gauge

Water temperature gauge

Fuel gauge

Upper beam headlight indicator

Brake indicator gauge (vacuum or air)

(A telltale warning lamp indicator in lieu of gauge is permitted on a vehicle equipped with a hydraulic-over-hydraulic brake system.

Turn signal indicator

Glow-plug indicator light where appropriate

All instruments shall be easily accessible for maintenance and repair.

The instruments and gauges shall be mounted on the instrument panel so that each is clearly visible to the driver while seated in a normal driving position.

The instrument panel shall have lamps of sufficient candlepower to illuminate all instruments, gauges and shift selector indicator for the automatic transmission.

Multi-function gauge (MFG) (Optional)

The driver must be able to manually select any displayable function of the gauge on a MFG whenever desired.

Whenever an out-of-limits condition that would be displayed on one or more functions of a MFG occurs, the MFG controller should automatically display this condition on the instrument cluster. This should be in the form of an illuminated telltale warning lamp as well as having the MFG automatically display the out-of-limits indications. Should two or more functions displayed on the MFG go out of limits simultaneously, then the MFG should sequence automatically between those functions continuously until the condition(s) are corrected.

The use of a MFG does not relieve the need for audible warning devices, where required.

OIL FILTER

An oil filter with a replaceable element shall be provided and connected by flexible oil lines if it is not a built-in or an engine-mounted design. The oil filter shall have a capacity of at least one (1) quart.

OPENINGS

All openings in the floorboard or firewall between the chassis and passenger compartment (e.g., for gearshift selector and parking brakes lever) shall be sealed.

PASSENGER LOAD

Actual gross vehicle weight (GVW) is the sum of the chassis weight, plus the body weight, plus the driver's weight, plus total seated pupil weight. For purposes of calculation, the driver's weight is 150 pounds and the pupil weight is 120 pounds per pupil.

Actual GVW shall not exceed the chassis manufacturer's GVWR for the chassis, nor shall the actual weight carried on any axle exceed the chassis manufacturer's Gross Axle Weight Rating (GAWR).

When requested, the manufacturer's GVWR for a particular school bus shall be furnished by manufacturers in duplicate (unless more copies are requested) to the purchasing school district or contractor.

POWER AND GRADE ABILITY

GVWR shall not exceed 185 pounds per published net horsepower of the engine at the manufacturer's recommended maximum number of revolutions per minute.

RETARDER SYSTEM (OPTIONAL EQUIPMENT)

School districts should, at a minimum, equip spare and activity school buses with retarder systems.

ROAD SPEED CONTROL

When it is desired to accurately control vehicle maximum speed, a vehicle speed limiter may be utilized.

SHOCK ABSORBERS

The bus shall be equipped with double-action shock absorbers compatible with manufacturer's rated axle capacity at each wheel location. Shock absorbers shall be of sufficient length to allow for adequate travel in all situations without damage to the shock absorber or mounts.

STEERING GEAR

The steering gear shall be approved by the chassis manufacturer and designed to ensure safe and accurate performance when the vehicle is operated with maximum load and at maximum speed.

If external adjustments are required, steering mechanism shall be accessible to make adjustments.

No changes shall be made in the steering apparatus which are not approved by the chassis manufacturer.

There shall be a clearance of at least two inches between the steering wheel and cowl, instrument panel, windshield, or any other surface.

Power steering is required and shall be of the integral type with integral valves.

The steering system shall be designed to provide a means for lubrication of all wear-points, which are not permanently lubricated.

SUSPENSION SYSTEMS

The capacity of springs or suspension assemblies shall be commensurate with the chassis manufacturer's GVWR.

Rear leaf springs shall be of a progressive rate or multi-stage design. Front leaf springs shall have a stationary eye at one end and shall be protected by a wrapped leaf, in addition to the main leaf.

THROTTLE

The force required to operate the throttle shall not exceed 16 pounds throughout the full range of accelerator pedal travel.

TIRES AND RIMS

Rims of the proper size and tires of the proper size and load rating commensurate with the chassis manufacturer's gross vehicle weight rating shall be provided. The use of multi-piece rims and/or tube-type tires shall not be permitted on any school bus ordered after December 31, 1995.

Dual rear tires shall be provided on Type A-2, Type B, Type C and Type D school buses.

All tires on a vehicle shall be of the same size, and the load range of the tires shall meet or exceed the GVWR, as required by FMVSS 120.

If the vehicle is equipped with a spare tire and rim assembly, it shall be the same size as those mounted on the vehicle.

If a tire carrier is required, it shall be suitably mounted in an accessible location outside the passenger compartment.

TRANSMISSION

Automatic transmissions shall have no fewer than three forward speeds and one reverse speed. Mechanical shift selectors shall provide a detent between each gear position when the gear selector quadrant and shift selector are not steering-column mounted.

In manual transmissions, second gear and higher shall be synchronized, except when incompatible with engine power. A minimum of three forward speeds and one reverse speed shall be provided.

An electronic control, or similar device, may be installed to ensure that automatic transmissions cannot accidentally be moved out of the "neutral" or "park" gear position while the driver is not in the driver's seat.

TURNING RADIUS

A chassis with a wheelbase of 264 inches or less shall have a right and left turning radius of not more than 42½ feet, curb-to-curb measurement.

A chassis with a wheelbase of 265 inches or more shall have a right and left turning radius of not more than 44½ feet, curb-to-curb measurement.

UNDERCOATING

The chassis manufacturer~~s~~, or their agent~~s~~, shall coat the undersides of steel or metallic-constructed front fenders with a rust-proofing compound, for which the compound manufacturer has issued notarized certification of compliance to chassis builder that the compound meets or

exceeds all performance and qualitative requirements of paragraph 3.4 of Federal Specification TT-C-520B, using modified tests.

BUS BODY STANDARDS

AIR CONDITIONING (NON-REIMBURSABLE OPTION – see exception)

Body manufacture, or after-market, installed air conditioning must meet the same requirements as those cited under “Heating and Air Conditioning.”

Reimbursement Exception: Air conditioning shall be reimbursable under the Pupil Transportation Support Program when the school district can demonstrate a need subsequent to an IDEA mandated related service.

AISLE

All emergency doors shall be accessible by a 12-inch minimum aisle. The aisle shall be unobstructed at all times by any type of barrier, seat, wheelchair or tiedown. Flip seats are not allowed.

The seat backs shall be slanted sufficiently to give aisle clearance of 15 inches at tops of seat backs.

Side emergency doors in excess of FMVSS and Standards for Idaho School Buses and Operations requirements may be secured and made inoperable; however, in doing so, all emergency door labeling, reflective markings, operation instructions, operating handles and all audible and visible warning devices shall be removed and no emergency egress aisle at that location shall exist.

BACK-UP WARNING ALARM

An automatic audible alarm shall be installed behind the rear axle and shall comply with the published Backup Alarm Standards (SAE J994B), providing a minimum of 112 dBA.

BATTERY

The battery is to be furnished by the chassis manufacturer.

When the battery is mounted as described in the "Bus Chassis Specifications", the body manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt, so that the battery is accessible for convenient servicing from the outside. The battery compartment door or cover shall be hinged at the front or top, and be secured by an adequate and conveniently operated latch or other type fastener. The body skirt battery compartment is not required on Type A buses.

Buses may be equipped with a battery shut-off switch. If so equipped, ~~the~~ the switch is to be placed in a location not readily accessible to the passengers.

BUMPER: FRONT

On a Type D school bus, if the chassis manufacturer does not provide a bumper, it shall be provided by the body manufacturer. The bumper will conform to the standards described in the "Bus Chassis Specifications."

BUMPER: REAR

The bumper shall be pressed steel channel at least 3/16 inch thick or equivalent strength material (except for Type A buses). Type A-1 buses bumper shall be a minimum of 8 inches wide (high) and Type A-2, B, C and D buses bumper shall be a minimum of 9 1/2 inches wide (high). The bumper shall be of sufficient strength to permit being pushed by another vehicle without permanent distortion.

The bumper shall be wrapped around back corners of the bus. It shall extend forward at least 12 inches, measured from the rear-most point of the body at the floor line, and shall be flush-mounted to body sides or protected with an end panel.

The bumper shall be attached to the chassis frame in such a manner that it may be easily removed. It shall be so braced as to withstand impact from the rear or side. It shall be so attached as to discourage hitching of rides by an individual.

The bumper shall extend at least 1 inch beyond the rear-most part of body surface measured at the floor line.

CEILING

See Insulation and Interior, this section.

CERTIFICATION

The body manufacturer upon request of the Idaho State Department of Education Pupil Transportation Section, shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) for items not covered by the FMVSS certification requirements of 49 CFR, Part 567.

CHAINS (TIRE)

See Wheelhousing, this section.

COLOR

The school bus body shall be painted National School Bus Yellow (NSBY), according to School Bus Manufacturers Technical Council publication - 008.

The entire rubrail and body exterior paint trim shall be black.

Optionally, the roof of the bus may be painted white (non-reimbursable) except that the front and rear roof caps shall remain NSBY, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.

COMMUNICATIONS

All school buses used to transport students shall be equipped with two-way voice communication other than CB radios.

CONSTRUCTION

Side Intrusion Test: The bus body shall be constructed to withstand an intrusion force equal to the curb weight of the vehicle; but shall not exceed 20,000 pounds, whichever is less. Each vehicle shall be capable of meeting this requirement when tested in accordance with the procedures set forth below.

The complete body structure, or a representative seven-body section mock up with seats installed, shall be load-tested at a location 24 inches plus or minus two inches above the floor line, with a maximum 10-inch diameter cylinder, 48 inches long, mounted in a horizontal plane.

The cylinder shall be placed as close as practical to the mid-point of the tested structure, spanning two internal vertical structural members. The cylinder shall be statically loaded to the required force of curb weight or 20,000 pounds, whichever is less, in a horizontal plane with the load applied from the exterior toward the interior of the test structure. Once the minimum load has been applied, the penetration of the loading cylinder into the passenger compartment shall not exceed a maximum of ten inches from its original point of contact. There can be no separation of lapped panels or construction joints. Punctures, tears or breaks in the external panels are acceptable but are not permitted on any adjacent interior panel.

Body companies shall certify compliance with this intrusion requirement, including test results, if requested.

Construction shall be reasonably dust-proof and watertight.

CROSSING CONTROL ARM (OPTIONAL)

Buses may be equipped with a crossing control arm mounted on the right side of the front bumper. This arm when opened shall extend in a line parallel with the body side and positioned on a line with the right side wheels.

All components of the crossing control arm and all connections shall be weatherproofed.

The crossing control arm shall incorporate system connectors (electrical, vacuum or air) at the gate and shall be easily removable to allow for towing of the bus.

The crossing control arm shall meet or exceed SAE Standard J1133.

The crossing control arm shall be constructed of noncorrosive or nonferrous material or treated in accordance with the body sheet metal specifications. (see METAL TREATMENT)

There shall be no sharp edges or projections that could cause hazard or injury to students.

The crossing control arm shall extend a minimum of 70 inches (measured from the bumper at the arm assembly attachment point) when in the extended position.

The crossing control arm shall extend simultaneously with the stop arm(s) by means of the stop arm controls.

An automatic recycling interrupt switch should be installed for temporary disabling of the crossing control arm.

DEFROSTERS

Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow.

The defrosting system shall conform to SAE J381 and J382.

The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and stepwell may be of the recirculating air type.

Auxiliary fans are not considered defrosting or defogging systems.

Buses shall be equipped with a switch that will cut all power to radio and fans for noise suppression purposes and it shall be mounted within easy reach of the driver.

Portable heaters shall not be used. Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

DOORS, SERVICE

The service door shall be in the driver's control, designed to afford easy release and to provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers. Manual door controls shall not require more than 25 pounds of force to operate at any point throughout the range of operation, as tested on a 10 percent grade both uphill and downhill.

The service door shall be located on the right side of the bus, opposite and within direct view of driver.

The service door shall have a minimum horizontal opening of 24 inches and a minimum vertical opening of 68 inches. Type A-1 vehicles shall have a minimum opening area of 1,200 square inches.

Service door shall be a split-type, sedan-type, or jackknife type. (Split-type door includes any sectioned door which divides and opens inward or outward.) If one section of a split-type door opens inward and the other opens outward, the front section shall open outward.

Lower, as well as upper, door panels shall be of approved safety glass. The bottom of each lower glass panel shall not be more than ten inches from the top surface of the bottom step. The top of each upper glass panel shall not be more than three inches from the top of the door. Type A vehicles shall have an upper panel (windows) of safety glass with an area of at least 350 square inches.

Vertical closing edges on split-type or folding-type entrance doors shall be equipped with flexible material to protect children's fingers. Type A-1 vehicles may be equipped with the chassis manufacturer's standard entrance door.

There shall be no door to left of driver on Type B, C or D vehicles. All Type A vehicles may be equipped with the chassis manufacturer's standard left-side door.

All doors shall be equipped with padding at the top edge of each door opening. Padding shall be at least three inches wide and one inch thick and extend the full width of the door opening.

On power-operated service doors, the emergency release valve, switch or device to release the service door must be placed above or to the immediate left or right of the service door and clearly labeled.

EMERGENCY EXITS AND EMERGENCY EXIT ALARM SYSTEMS

All installed emergency exits and all exit alarm systems shall comply with the requirements of FMVSS No. 217.

The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least 400 square inches. The lower portion of the rear emergency doors on Types A-2, B, C, and D vehicles shall be equipped with a minimum of 350 square inches of approved safety glazing.

There shall be no steps leading to an emergency door.

The words "EMERGENCY DOOR" or "EMERGENCY EXIT," in letters at least 2" high, shall be placed at the top of or directly above the emergency exit, or on the door in the metal panel above the top glass, both inside and outside the bus.

The emergency door(s) shall be equipped with padding at the top edge of each door opening. Padding shall be at least three inches wide and one inch thick, and shall extend the full width of the door opening.

There shall be no obstruction higher than $\frac{1}{4}$ inch across the bottom of any emergency door opening.

Operation instructions shall be located at or near the emergency exit release handle, both inside and outside of the bus. Outside may consist of a black arrow pointing in direction of handle travel. No other lettering shall obstruct or interfere with the placement of operation instructions mounted on the exterior of the emergency exit door.

The rear emergency window shall have an assisted lifting device that will aid in lifting and holding the rear emergency window open.

Types A, B, C and D vehicles shall be equipped with a total number of emergency exits as follows for the indicated capacities of vehicles. Exits required by FMVSS 217 may be included to comprise the total number of exits specified.

0 to 42 Passengers	= 1 emergency exit per side and 1 roof hatch.
43 to 78 Passengers	= 2 emergency exits per side and 2 roof hatches.
79 to 90 Passengers	= 3 emergency exits per side and 2 roof hatches.

Side emergency exit windows, when installed, may be vertically hinged on the forward side of the window. No side emergency exit window will be located above a stop arm. Emergency exit doors, side emergency exit windows and emergency exit roof hatches shall be strategically located for optimal egress during an emergency evacuation of the bus.

Emergency exit doors shall include an alarm system that includes an audible warning device at the emergency door exit and also in the driver's compartment. Emergency exit side windows shall include an alarm system that includes an audible warning device in the driver's compartment. Roof hatches do not require an alarm system, but if so equipped, they must be operable and include an audible warning device in the driver's compartment.

When manually operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three one-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door release and hinge mechanisms shall be of a strength that is greater than or equivalent to the emergency exit door.

EMERGENCY EQUIPMENT

Fire extinguisher:

The bus shall be equipped with at least one UL-approved pressurized, dry chemical fire extinguisher complete with hose. The extinguisher shall be mounted and secured in a bracket,

located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and be easily read without moving the extinguisher from its mounted position. Fire extinguisher shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

The fire extinguisher shall have a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal that will not interfere with the use of the fire extinguisher.

First-aid kit:

The bus shall have a removable, moisture-proof and dust-proof first aid kit sealed with a breakable type seal and mounted in the driver's compartment in a location that is physically accessible to all drivers. It shall be properly mounted and secured and identified as a first aid kit. The location for the first aid kit shall be marked. First-aid kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

Contents shall, at a minimum, include:

- 2 – 1 inch x 2 1/2 yards adhesive tape rolls
- 24 - sterile gauze pads 3 inches x 3 inches
- 100 - 3/4 inch x 3 inches adhesive bandages
- 8 - 2 inch bandage compress
- 10 – 3 inch bandage compress
- 2 – 2 inch x 6 feet sterile gauze roller bandages
- 2 - non-sterile triangular bandages approximately 39 inches x 35 inches x 54 inches with 2 safety pins
- 3 - sterile gauze pads 36 inches x 36 inches
- 3 - sterile eye pads
- 1 - rounded-end scissors
- 1 - mouth-to-mouth airway

Body fluid clean-up kit:

Each bus shall have a removable and moisture-proof body fluid clean-up kit. It shall be sealed with a breakable type seal. It shall be properly mounted in the driver's compartment in a location that is physically accessible to all drivers and identified as a body fluid clean-up kit. Body fluid clean-up kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

Contents shall, at a minimum, include:

- One (1) pair medical examination gloves
- Absorbent
- One (1) scoop
- One (1) scraper or hand broom

- *Disinfectant*
- Two (2) plastic bags

Warning devices:

Each school bus shall contain at least three (3) reflectorized triangle road warning devices mounted in an accessible place that meet requirements in FMVSS 125. The warning device(s) shall be mounted in an accessible place within the driver's compartment of the bus and shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

Any of the emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than one-inch letters, identifying each piece of equipment contained therein.

Ignitable flares and axes are not allowed on school buses.

FLOORS

The floor in the under-seat area, including tops of wheelhousing, driver's compartment and toeboard, shall be covered with rubber floor covering or equivalent, having a minimum overall thickness of .125 inch. The driver's area on all Type A buses may be manufacturer's standard flooring and floor covering.

The floor covering in the aisles shall be of aisle-type rubber or equivalent, wear-resistant and ribbed. Minimum overall thickness shall be .187 inch measured from tops of ribs.

The floor covering must be permanently bonded to the floor and must not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be a type recommended by the manufacturer of floor-covering material. All seams must be sealed with waterproof sealer.

On Types B, C and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the fuel tank sending unit.

Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

HANDRAILS

At least one handrail shall be installed. The handrail(s) shall assist passengers during entry or exit, and be designed to prevent entanglement, as evidenced by the passage of the NHTSA string and nut test, as defined in National School Transportation Specifications & Procedures School Bus Inspection.

HEATERS AND AIR CONDITIONING SYSTEMS

Heating System:

The heater shall be hot water and/or combustion type.

If only one heater is used, it shall be fresh-air or combination fresh-air and recirculation type.

If more than one heater is used, additional heaters may be recirculating air type.

The heating system shall be capable of maintaining bus interior temperatures as specified in SAE test procedure J2233.

Buses shall be equipped with a switch that will cut all power to radio and fans for noise suppression purposes and it shall be mounted within easy reach of the driver.

Auxiliary fuel-fired heating systems (non-reimbursable) are permitted, provided they comply with the following:

The auxiliary heating system fuel shall utilize the same type fuel as specified for the vehicle engine.

The heater(s) may be direct hot air or connected to the engine's coolant system.

An auxiliary heating system, when connected to the engine's coolant system, may be used to preheat the engine coolant or preheat and add supplementary heat to the bus's heating system.

Auxiliary heating systems must be installed pursuant to the manufacturer's recommendations and shall not direct exhaust in such a manner that will endanger bus passengers.

Auxiliary heating systems which operate on diesel fuel shall be capable of operating on #1, #2 or blended diesel fuel without the need for system adjustment.

The auxiliary heating system shall be low voltage.

Auxiliary heating systems shall comply with all applicable FMVSSs, including FMVSS No. 301, as well as with SAE test procedures.

All forced air heaters installed by body manufacturers shall bear a name plate that indicates the heater rating in accordance with SBMTC-001. The plate shall be affixed by the heater manufacturer and shall constitute certification that the heater performance is as shown on the plate. Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or any sharp edges and shall not interfere with or restrict the operation of any engine function. Heater hoses shall conform to SAE J20c. Heater lines on the interior of bus shall be shielded to prevent scalding of the driver or passengers. All heater hose shields shall completely cover all parts of the hose and connectors in such a way as to prevent burning subsequent to significant heat transferring to the shield. They shall not incorporate any openings that would allow a passenger to be injured by sharp edges or hot surfaces.

Each hot water system installed by a body manufacturer shall include one shut-off valve in the pressure line and one shut-off valve in the return line with both valves at the engine in an accessible location, except that on all Types A and B buses, the valves may be installed in another accessible location.

There shall be a water flow regulating valve installed in the pressure line for convenient operation by the driver while seated.

All combustion heaters shall be in compliance with current Federal Motor Carrier Safety Administration Regulations.

Accessible bleeder valves shall be installed in an appropriate place in the return lines of body company-installed heaters to remove air from the heater lines.

Access panels shall be provided to make heater motors, cores, and fans readily accessible for service. An outside access panel may be provided for the driver's heater.

Air Conditioning (Non-Reimbursable Option):

The following specifications are applicable to all types of school buses that may be equipped with air conditioning. This section is divided into two parts:

Part 1 covers performance specifications and Part 2 covers other requirements applicable to all buses.

Part 1 - Performance Specifications:

The installed air conditioning system should cool the interior of the bus down to at least 80 degrees Fahrenheit, measured at a minimum of three points, located four feet above the floor at the longitudinal centerline of the bus. The three points shall be: (1) near the driver's location, (2) at the mid point of the body, and (3) two feet forward of the rear emergency door, or, for Type D rear-engine buses, two feet forward of the end of the aisle.

The test conditions under which the above performance must be achieved shall consist of: (1) placing the bus in a room (such as a paint booth) where ambient temperature can be maintained at 100 degrees Fahrenheit (2) heat soaking the bus at 100 degrees Fahrenheit with windows open for at least one hour and (3) closing windows, turning on the air conditioner with the engine

running at the chassis manufacturer's recommended low idle speed, and cooling the interior of the bus to 80 degrees Fahrenheit or lower within a maximum of 30 minutes while maintaining 100 degrees Fahrenheit outside temperature.

Alternately, and at the user's discretion, this test may be performed under actual summer conditions, which consist of temperatures above 85 degrees Fahrenheit, humidity above 50 percent with normal sun loading of the bus and the engine running at the manufacturer's recommended low idle speed. After a minimum of one hour of heat soaking, the system shall be turned on and must provide a minimum 20-degree temperature drop in the 30-minute time limit.

The manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.

Part 2 - Other Requirements:

Evaporator cases, lines and ducting (as equipped) shall be designed in such a manner that all condensation is effectively drained to the exterior of the bus below the floor level under all conditions of vehicle movement and without leakage on any interior portion of bus.

Any evaporator or ducting system shall be designed and installed so as to be free of injury-prone projections or sharp edges. Any ductwork shall be installed so that exposed edges face the front of the bus and do not present sharp edges.

On specially equipped school buses, the evaporator and ducting (if used) shall be placed high enough that they will not obstruct occupant securement shoulder strap upper attachment points. This clearance shall be provided along entire length of the passenger area on both sides of the bus interior to allow for potential retrofitting of new wheelchair positions and occupant securement devices throughout the bus.

The body may be equipped with insulation, including sidewalls, roof, firewall, rear, inside body bows and plywood or composite floor insulation to aid in heat dissipation and reflection.

All glass (windshield, service and emergency doors, side and rear windows) may be equipped with maximum integral tinting allowed by federal, state or ANSI standards for the respective locations, except that windows rear of the driver's compartment, if tinted (non-reimbursable), shall have approximately 28 percent light transmission.

Electrical generating capacity shall be provided to accommodate the additional electrical demands imposed by the air conditioning system.

Roofs may be painted white (non-reimbursable) to aid in heat dissipation, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.

HINGES

All exterior metal door hinges which do not have stainless steel, brass or nonmetallic hinge pins or other designs that prevent corrosion shall be designed to allow lubrication to be channeled to the center 75 percent of each hinge loop without disassembly.

IDENTIFICATION

The body shall bear the words "SCHOOL BUS" in black letters at least eight inches high on both front and rear of the body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Letters shall conform to "Series B" of Standard Alphabets for Highway Signs. "SCHOOL BUS" lettering shall have a reflective background, or as an option, may be illuminated by backlighting.

Required lettering and numbering shall include:

School district owned vehicles will be identified with black lettering (minimum four inches (4") high) on both sides of the school bus using the district name and number listed in the Idaho Educational Directory. ~~Exception: Contractor-owned buses registered under P.U.C. (Public Utilities Commission) regulations must meet P.U.C. identification standards.~~ Contractor-owned school buses under contract with a school district must also comply with the same identification standards as district-owned buses and shall be identified by either the contractor or district name, as decided by the district.

Each district-owned or contracted school bus will be separately identified with its own number in two (2) places on each side of the bus in the logo panel/belt line using six inch (6") high black numbers. Numbers on the passenger side shall be as close to the first and last passenger windows as possible and on the driver's side as close to the stop arm and last passenger window as possible.

Unauthorized entry placards shall be displayed in the most visible location when observed by persons approaching the vehicle with the door in the open position. Permanence of the placard should be a consideration when choosing a location for attachment. Placard shall read as follows:

WARNING
IT IS UNLAWFUL TO:
Enter a school bus with the intent to commit a crime
Enter a school bus and disrupt or interfere with the driver
Refuse to disembark after ordered to do so
(18-1522; 18-113, Idaho Code)

State Department of Education Pupil Transportation Section may provide unauthorized entry placards.

Other lettering, numbering, or symbols, which may be displayed on the exterior of the bus, shall be limited to:

Bus identification number on the top, front and rear of the bus, in addition to the required numbering on the sides.

The location of the battery(ies) identified by the word “BATTERY” or “BATTERIES” on the battery compartment door in two-inch maximum lettering.

Symbols or letters not to exceed 64 square inches of total display near the service door, displaying information for identification by the students of the bus or route served.

Manufacturer, dealer or school identification or logos displayed so as not to distract significantly from school bus body color and lettering specifications.

Symbols identifying the bus as equipped for or transporting students with special needs (see Specially Equipped School Bus section).

Lettering on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures. This lettering shall not obscure or interfere with the operation instructions displayed on the exterior portion of the rear emergency exit door.

Identification of fuel type in two-inch maximum lettering adjacent to the fuel filler opening.

One (3” x 5” maximum) decal promoting school bus safety on rear bumper.

INSIDE HEIGHT

Inside body height shall be 72" or more, measured metal to metal, at any point on longitudinal centerline from front vertical bow to rear vertical bow. Inside body height of Type A-1 buses shall be 62" or more.

INSULATION (OPTIONAL)

If thermal insulation is specified, it shall be fire-resistant, UL approved, with minimum R-value of 5.5. Insulation shall be installed so as to prevent sagging.

If floor insulation is required, it shall be five-ply nominal 5/8 inch thick plywood, and it shall equal or exceed properties of the exterior-type softwood plywood, C-D Grade, as specified in standard issued by U.S. Department of Commerce. When plywood is used, all exposed edges shall be sealed. Type A-1 buses may be equipped with nominal 1/2 inch thick plywood or equivalent material meeting the above requirements. Equivalent material may be used to replace plywood, provided it has an equal or greater insulation R-value, deterioration, sound abatement and moisture resistance properties.

INTERIOR

The interior of bus shall be free of all unnecessary projections, which include luggage racks and attendant handrails, to minimize the potential for injury. This specification requires inner lining on ceilings and walls. If the ceiling is constructed to contain lapped joints, the forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges. Buses may be equipped with a storage compartment for tools, tire chains and/or tow chains. (see STORAGE COMPARTMENT)

Non-reimbursable interior overhead storage compartments may be provided if they meet the following criteria:

Meet head protection requirements of FMVSS 222, where applicable.

Have a maximum rated capacity displayed for each compartment.

Be completely enclosed and equipped with latching doors which must be sufficient to withstand a force of five times the maximum rated capacity of the compartment.

Have all corners and edges rounded with a minimum radius of one-inch or padded equivalent to door header padding.

Be attached to the bus sufficiently to withstand a force equal to twenty times the maximum rated capacity of the compartment.

Have no protrusions greater than 1/4 inch.

The driver's area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment. All equipment necessary for the operation of the vehicle shall be properly secured in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 dbA when tested according to National School Transportation Specifications & Procedures Noise Test Procedure.

Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

LAMPS AND SIGNALS

Interior lamps shall be provided which adequately illuminate the aisle and stepwell. The stepwell light shall be illuminated by a service door-operated switch, to illuminate only when headlights ~~and~~ or clearance lights are on and the service door is open. An additional exterior mounted light shall be mounted next to the service door to adequately illuminate the outside approach to the door. It shall be actuated simultaneously with the stepwell light.

Body instrument panel lights shall be controlled by an independent rheostat switch.

School Bus Alternately Flashing Signal Lamps:

The bus shall be equipped with two red lamps at the rear of vehicle and two red lamps at the front of the vehicle.

In addition to the four red lamps described above, four amber lamps shall be installed so that one amber lamp is located near each red signal lamp, at the same level, but closer to the vertical centerline of bus. The system of red and amber signal lamps, when in its operational mode, shall be wired so that amber lamps are energized manually, and red lamps are automatically energized (with amber lamps being automatically de-energized) when stop signal arm is extended or when bus service door is opened. An amber pilot light and a red pilot light shall be installed adjacent to the driver controls for the flashing signal lamp to indicate to the driver which lamp system is activated.

Air and electrically operated doors may be equipped with an over-ride switch that will allow the red lamps to be energized without opening the door, when the alternately flashing signal lamp system is in its operational mode. The use of such a device shall be in conformity with the law and SDE loading/unloading training procedures, as contained in Idaho's school bus driver training curriculum.

The area around the lenses of alternately flashing signal lamps extending outward from the edge of the lamps three inches (+/- 1/4 inch) to the sides and top and minimum one inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen (from a distance of 500 feet along axis of the vehicle).

Visors or hoods over the lights shall be provided and shall be black in color, with a minimum depth of four inches, according to National School Transportation Specifications & Procedures Placement of Reflective Markings. Visor or hood exclusions are acceptable secondary to technological advances consistent with the 500 feet visibility requirement when tested in extreme direct sunlight conditions.

Red lamps shall flash at any time the stop signal arm is extended.

All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.

Turn Signal and Stop/Tail Lamps:

Bus body shall be equipped with amber front and rear turn signal lamps that are at least seven inches in diameter or, if a shape other than round, a minimum 38 square inches of illuminated area and shall meet SAE specifications. These signal lamps must be connected to the chassis hazard-warning switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Rear turn signal lamps are to be placed as wide apart as practical and their centerline shall be a maximum of 12 inches below the rear window. Type A-1

conversion vehicle front lamps must be at least 21 square inches in lens area and must be in the manufacturer's standard color.

Buses shall be equipped with amber side-mounted turn signal lights. One turn signal lamp on the left side shall be mounted rearward of the stop signal arm and one turn signal lamp on the right side shall be mounted rearward of the service door. Both front side-mounted turn signal lamps shall be mounted forward of the bus center-line. An additional side mounted turn signal lamp may be mounted on each side of the bus to the rear of the bus center-line.

Buses shall be equipped with four combination red stop/tail lamps:

Two combination lamps with a minimum diameter of seven inches, or if a shape other than round, a minimum 38 square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps.

Two combination lamps with a minimum diameter of four inches, or if a shape other than round, a minimum of 12 square inches of illuminated area, shall be placed on the rear of the body between the beltline and the floor line. The rear license plate lamp may be combined with one lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated. Type A-1 buses with bodies supplied by chassis manufacturer may be equipped with manufacturer's standard stop and tail lamps.

On buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full circuit current passes through the monitor, each circuit shall be protected by a fuse or circuit breaker against any short circuit or intermittent shorts.

An optional white flashing strobe light may be installed on the roof of a school bus, at a location not to exceed 1/3 the body length forward from the rear of the roof edge. The light shall have a single clear lens emitting light 360 degrees around its vertical axis and may not extend above the roof more than maximum legal height. A manual switch and a pilot light shall be included to indicate when light is in operation. Operation of the strobe light is limited to periods of inclement weather, and nighttime driving, emergency situation or whenever students are on-board. Optionally, the strobe light may be mounted on the roof in the area directly over the restraining barrier on the driver's side, may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle, and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather, nighttime driving or emergency situation.

The bus body shall be equipped with two white rear backup lamp signals that are at least four inches in diameter or, if a shape other than round, a minimum of 13 square inches of illuminated area, meeting FMVSS No. 108. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.

METAL TREATMENT

All metal used in construction of the bus body shall be zinc-coated or aluminum-coated or treated by an equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.

All metal parts that will be painted, in addition to the above requirements, shall be chemically cleaned, etched, zinc phosphate-coated and zinc chromate-or epoxy-primed, or the metal may be conditioned by an equivalent process.

In providing for these requirements, particular attention shall be given to lapped surfaces, welded connections of structural members, cut edges on punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.

As evidence that the above requirements have been met, samples of materials and sections used in the construction of the bus body shall not lose more than 10 percent of material by weight when subjected to a 1,000-hour salt spray test as provided for in the latest revision of ASTM Standard B-117.

MIRRORS

The interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. The mirror shall have rounded corners and protected edges. All Type A buses shall have a minimum of a six-inch x 16-inch mirror and Types B, C, and D buses shall have a minimum of a six-inch x 30-inch mirror.

Each school bus shall be equipped with exterior mirrors meeting the requirements of FMVSS No. 111. Mirrors shall be easily adjustable but shall be rigidly braced so as to reduce vibration.

Heated external mirrors may be used.

MOUNTING

The chassis frame shall support the rear body cross member. The bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such a manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.

Isolators shall be installed at all contact points between body and chassis frame on Types A-2, B, C, and D buses, and shall be secured by a positive means to the chassis frame or body to prevent shifting, separation, or displacement of the isolators under severe operating conditions.

OVERALL LENGTH

Overall length of bus shall not exceed 45 feet, excluding accessories.

OVERALL WIDTH

Overall width of bus shall not exceed 102 inches, excluding accessories.

PUBLIC ADDRESS SYSTEM

Buses may be equipped with AM/FM audio and/or public address system having interior or exterior speakers.

No internal speakers, other than the driver's communication systems, may be installed within four feet of the driver's seat back in its rearmost upright position.

Buses shall be equipped with a switch that will cut all power to radio and fans for noise suppression purposes and it shall be mounted within easy reach of the driver.

REFLECTIVE MATERIAL (See National School Transportation Specifications & Procedures Placement of Reflective Markings)

The front and/or rear bumper may be marked diagonally 45 degrees down to centerline of pavement with two-inch $\pm\frac{1}{4}$ inch wide strips of non-contrasting reflective material.

The rear of bus body shall be marked with strips of reflective NSBY material to outline the perimeter of the back of the bus using material which conforms to the requirements of FMVSS No. 131, Table 1. The perimeter marking of rear emergency exits per FMVSS No. 217 and/or the use of reflective "SCHOOL BUS" signs partially accomplish the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least one $\frac{3}{4}$ inch reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips shall be applied at the corners connecting these horizontal strips.

"SCHOOL BUS" signs, if not of lighted design, shall be marked with reflective NSBY material comprising background for lettering of the front and/or rear "SCHOOL BUS" signs.

Sides of bus body shall be marked with at least one $\frac{3}{4}$ inch reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.

Signs, if used, placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures may be of reflective NSBY material comprising background for lettering.

RUB RAILS

There shall be one rub rail located on each side of the bus approximately at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except

the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side.

There shall be one additional rub rail located on each side at, or no more than ten inches above the floor line. The rub rail shall cover the same longitudinal area as upper rub rail, except at the wheel housings, and it shall, at a minimum, extend to radii of the right and left rear corners.

Both rub rails shall be attached at each body post and all other upright structural members.

Each rub rail shall be four inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion. Each entire rub rail shall be black in color.

Both rub rails shall be applied outside the body or outside the body posts. Pressed-in or snap-on rub rails do not satisfy this requirement. For Type A-1 vehicles using the body provided by the chassis manufacturer or for Types A-2, B, C and D buses using the rear luggage or the rear engine compartment, rub rails need not extend around the rear corners.

There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.

SEATS AND RESTRAINING BARRIERS

Passenger Seating:

All seats shall have a minimum cushion depth of 15 inches and must comply with all requirements of FMVSS No. 222. School bus design capacities shall be in accordance with 49 CFR, Part 571.3 and FMVSS No. 222.

All restraining barriers and passenger seats may be constructed with non-reimbursable materials that enable them to meet the criteria contained in the School Bus Seat Upholstery Fire Block Test (National School Transportation Specifications & Procedures School Bus Seat Upholstery Fire Block Test).

Each seat leg shall be secured to the floor by a minimum of two bolts, washers, and nuts. Flange-head nuts may be used in lieu of nuts and washers, or seats may be track-mounted in conformance with FMVSS No. 222. If track seating is installed, the manufacturer shall supply minimum and maximum seat spacing dimensions applicable to the bus, which comply with FMVSS No. 222. This information shall be on a label permanently affixed to the inside passenger compartment of the bus.

All seat frames attached to the seat rail shall be fastened with two bolts, washers and nuts or flange-head nuts.

All school buses (including Type A) shall be equipped with restraining barriers which conform to FMVSS No. 222.

The use of a “flip seat” adjacent to any side emergency door is prohibited.

Pre School Age Seating:

When installed, all passenger seats designed to accommodate a child or infant carrier seat shall comply with FMVSS No. 225. These seats shall be in compliance with NHTSA's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses".

Driver Seat:

The driver's seat supplied by the body company shall be a high back seat with a minimum seat back adjustable to 15 degrees, without requiring the use of tools, and a head restraint to accommodate a 95th percentile adult male, as defined in FMVSS No. 208. The driver's seat positioning and range of adjustments shall be designed to accommodate comfortable actuation of the foot control pedals by 95% of the adult male/female population. If installed, a driver's suspension seat must be one of three types: air, hydraulic or spring. A pedestal-type seat with a center spring is not considered a suspension seat. The driver's seat shall be secured with nuts, bolts and washers or flanged-head nuts.

Type A buses may use the standard driver's seat provided by the chassis manufacturer.

Driver Restraint System:

A Type 2 lap/shoulder belt shall be provided for the driver. The assembly shall be equipped with an automatic locking retractor for the continuous belt system. On all buses except Type A equipped with a standard chassis manufacturer's driver's seat, the lap portion of the belt system shall be guided or anchored to prevent the driver from sliding sideways under it. The lap/shoulder belt shall be designed to allow for easy adjustment in order to fit properly and to effectively protect drivers varying in size from 5th percentile adult female to 95th percentile adult male.

All buses shall be equipped with a seat belt cutting device secured in a location that is easily accessible to the driver while properly belted. The belt cutter shall be durable and designed to eliminate the possibility of the operator or others being cut during use.

STEERING WHEEL

See Chassis section.

STEPS

The first step at service door shall be not less than ten inches and not more than 14 inches from the ground when measured from top surface of the step to the ground, based on standard chassis specifications, except that on Type D vehicles, the first step at the service door shall be 12 inches to 16 inches from the ground. On chassis modifications which may result in increased ground

clearance (such as four-wheel drive) an auxiliary step shall be provided to compensate for the increase in ground-to-first-step clearance. The auxiliary step is not required to be enclosed.

Step risers shall not exceed a height of ten inches. When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.

OEM steps shall be enclosed to prevent accumulation of ice and snow.

OEM, retrofit, or after-market steps shall not protrude beyond the side body line, except during the loading or unloading of passengers.

STEP TREADS

All steps, including the floor line platform area, shall be covered with 3/16 inch rubber floor covering or other materials equal in wear and abrasion resistance to top grade rubber.

The metal back of the tread shall be permanently bonded to the step tread material.

Steps, including the floor line platform area, shall have a one ½-inch nosing that contrasts in color by at least 70 percent measured in accordance with the contrasting color specification in 36 CFR, Part 1192 ADA, Accessibility Guidelines for Transportation Vehicles.

Step treads shall have the following characteristics:

Special compounding for good abrasion resistance and coefficient of friction of at least 0.6 for the step surface, and 0.8 for the step nosing.

Flexibility so that it can be bent around a ½" mandrel both at 130 degrees Fahrenheit and 20 degrees Fahrenheit without breaking, cracking, or crazing.

A durometer hardness 85 to 95.

STIRRUP STEPS

When the windshield and lamps are not easily accessible from the ground, there may be at least one folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.

STOP SIGNAL ARM

The stop signal arm(s) shall comply with the requirements of FMVSS No. 131.

STORAGE COMPARTMENT (OPTIONAL)

A storage container for tools, tire chains, and/or tow chains may be located either inside or outside the passenger compartment. If inside, it shall have a cover capable of being securely latched and fastened to the floor (the seat cushion may not serve this purpose), convenient to either the service door or the emergency door.

SUN SHIELD

An interior adjustable transparent sun shield, with a finished edge and not less than six inches by 30 inches for Types B, C, and D vehicles, shall be installed in a position convenient for use by the driver.

On all Type A buses, the sun shield (visor) shall be installed according to the manufacturer's standard.

TAILPIPE

The tailpipe may be flush with, but shall not extend out more than two inches beyond, the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe.

The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus types A-1 or B-1 buses may be according to the manufacturer's standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door.

TOW ATTACHMENT POINTS

Towing devices shall be furnished on the rear and attached so they do not project beyond the rear bumper. Towing devices for attachment to the rear of the chassis frame shall be furnished by either the chassis or body manufacturer. The installation shall be in accordance with the chassis manufacturer's specifications.

TRACTION ASSISTING DEVICES (OPTIONAL)

Where required or used, sanders shall:

- Be of hopper cartridge-valve type.

- Have a metal hopper with all interior surfaces treated to prevent condensation of moisture.

- Be of at least 100 pound (grit) capacity.

- Have a cover on the filler opening of hopper, which screws into place, thereby sealing the unit airtight.

- Have discharge tubes extending to the front of each rear wheel under the fender.

Have non-clogging discharge tubes with slush-proof, non-freezing rubber nozzles.

Be operated by an electric switch with a telltale pilot light mounted on the instrument panel.

Be exclusively driver-controlled.

Have a gauge to indicate that the hopper needs refilling when it reaches one-quarter full.

Automatic traction chains may be installed.

TRASH CONTAINER AND HOLDING DEVICE (OPTIONAL)

Where requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement; and it shall be installed in an accessible location in the driver's compartment, not obstructing passenger use of the service door or the entrance grab handle, and in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

UNDERCOATING

The entire underside of the bus body, including floor sections, cross member and below floor line side panels, shall be coated with rust-proofing material for which the material manufacturer has issued a notarized certification of compliance to the bus body builder that materials meet or exceed all performance and qualitative requirements of paragraph 3.4 of Federal Specification TT-C-520b, using modified test procedures* for the following requirements:

Salt spray resistance-pass test modified to 5 percent salt and 1000 hours

Abrasion resistance-pass

Fire resistance-pass

*Test panels are to be prepared in accordance with paragraph 4.6.12 of TT-C-520b with modified procedure requiring that test be made on a 48-hour air-cured film at thickness recommended by compound manufacturer.

The undercoating material shall be applied with suitable airless or conventional spray equipment to the recommended film thickness and shall show no evidence of voids in the cured film.

VENTILATION

Auxiliary fans shall meet the following requirements:

Fans for left and right sides shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct vision to any mirror or through any critical windshield area. Note: Type A buses may be equipped with one fan.

Fans shall be of six inch nominal diameter.

Fan blades shall be covered with a protective cage. Each fan shall be controlled by a separate switch.

Buses shall be equipped with a switch that will cut all power to radio and fans for noise suppression purposes and it shall be mounted within easy reach of the driver.

The bus body shall be equipped with a suitably controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without having to open windows except in extremely warm weather.

Static-type, non-closeable exhaust ventilation shall be installed, preferably in a low-pressure area of the roof.

Roof hatches designed to provide ventilation in all types of exterior weather conditions may be provided.

WHEELHOUSING

The wheelhousing opening shall allow for easy tire removal and service.

The wheel housings shall be attached to floor sheets in such a manner so as to prevent any dust, water or fumes from entering the body. The wheel housings shall be constructed of at least 16-gauge steel.

The inside height of the wheelhousing above the floor line shall not exceed 12 inches.

The wheel housings shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels.

No part of a raised wheelhousing shall extend into the emergency door opening.

WINDOWS

Each full side window, other than emergency exits designated to comply with FMVSS 217, shall provide an unobstructed opening of at least nine inches but not more than 13 inches high and at least 22 inches wide, obtained by lowering the window. One side window on each side of the bus may be less than 22 inches wide.

Optional tinted (non-reimbursable) and/or frost-free glazing may be installed in all doors, windows, and windshields consistent with federal, state, and local regulations.

WINDSHIELD WASHERS

A windshield washer system shall be provided.

WINDSHIELD WIPERS

A two-speed or two-speed with variable speed windshield wiping system with an intermittent time delay feature, shall be provided.

The wipers shall be operated by one or more air or electric motors of sufficient power to operate the wipers. If one motor is used, the wipers shall work in tandem to give full sweep of windshield.

WIRING

All wiring shall conform to current SAE standards.

Wiring shall be arranged in circuits, as required, with each circuit protected by a fuse or circuit breaker. A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user, along with the wiring diagram provided by the chassis manufacturer. The wiring diagrams shall be specific to the bus model supplied and shall include any changes to wiring made by the body manufacturer. Chassis wiring diagrams shall be supplied to the end user. A system of color and number-coding shall be used on buses. The following body interconnecting circuits shall be color-coded as noted:

<u>FUNCTION</u>	<u>COLOR</u>
Left Rear Directional Lamp	Yellow
Right Rear Directional Lamp	Dark Green
Stop Lamps	Red
Back-up Lamps	Blue
Tail Lamps	Brown
Ground	White
Ignition Feed, Primary Feed	Black

The color of cables shall correspond to SAE J 1128.

Wiring shall be arranged in at least six regular circuits as follows:

Head, tail, stop (brake) and instrument panel lamps

Clearance lamps and stepwell lamps that shall be actuated when the service door is open

Dome lamps

Ignition and emergency door signal

Turn signal lamps

Alternately flashing signal lamps

Any of the above combination circuits may be subdivided into additional independent circuits.

Heaters and defrosters shall be wired on an independent circuit.

Buses shall be equipped with a switch that will cut all power to radio and fans for noise suppression purposes and it shall be mounted within easy reach of the driver.

Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.

Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in a readily accessible location.

The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.

All wiring shall have an amperage capacity exceeding the design load by at least 25 percent. All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.

A body wiring diagram of a size that can be easily read shall be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel.

The body power wire shall be attached to a special terminal on the chassis.

All wires passing through metal openings shall be protected by a grommet.

Wires not enclosed within the body shall be fastened securely at intervals of not more than 18 inches. All joints shall be soldered or joined by equally effective connectors, which shall be water-resistant and corrosion-resistant.

Multiplex wiring may exempt manufacturers from some of the above wiring standards.

STANDARDS FOR SPECIALLY EQUIPPED SCHOOL BUSES

INTRODUCTION

Equipping buses to accommodate students with disabilities is dependent upon the needs of the passengers. While one bus may be fitted with a lift, another may have lap belts installed to secure child seats. Buses so equipped are not to be considered a separate class of school bus, but simply a regular school bus that is equipped for special accommodations.

The specifications in this section are intended to be supplementary to specifications in the chassis and body sections. In general, specially equipped buses shall meet all the requirements of the preceding sections plus those listed in this section. It is recognized by the entire industry that the field of special transportation is characterized by varied needs for individual cases and by a rapidly emerging technology for meeting those needs. A flexible, "common-sense" approach to the adoption and enforcement of specifications for these vehicles, therefore, is prudent.

As defined by the Code of Federal Regulations (CFR) 49§571.3, "*Bus* means a motor vehicle with motive power, except a trailer, designed for carrying more than ten persons" (eleven or more including the driver). This definition also embraces the more specific category, *school bus*. Vehicles with ten or fewer passenger positions (including the driver) cannot be classified as buses. For this reason, the federal vehicle classification *multipurpose passenger vehicle* (CFR 49§571.3), or MPV, must be used by manufacturers for these vehicles in lieu of the classification *school bus*. This classification system does not preclude state or local agencies or the National School Transportation Specifications & Procedures from requiring compliance of school bus-type MPVs with the more stringent federal standards for school buses. The following specifications address modifications as they pertain to school buses that, with standard seating arrangements prior to modifications, would accommodate eleven or more including the driver. If by addition of a power lift, mobile seating device positions or other modifications, the capacity is reduced such that vehicles become MPVs, the intent of these standards is to require these vehicles to meet the same standards they would have had to meet prior to such modifications, and such MPVs are included in all references to school buses and requirements for school buses which follow.

DEFINITION

A specially equipped school bus is any school bus that is designed, equipped, or modified to accommodate students with special needs.

GENERAL REQUIREMENTS

School buses designed for transporting students with special transportation needs shall comply with Standards for Idaho School Buses and Operations and with Federal Motor Vehicle Safety Standards (FMVSS) applicable to their Gross Vehicle Weight Rating (GVWR) category.

Any school bus to be used for the transportation of children who are confined to a wheelchair or other mobile positioning device, or who require life-support equipment that prohibits use of the regular service entrance, shall be equipped with a power lift, unless a ramp is needed for unusual circumstances related to passenger needs.

AISLES

All school buses equipped with a power lift shall provide a minimum 30-inch aisle leading from any wheelchair/mobility aid position to at least one emergency exit door. A wheelchair securement position shall never be located directly in front of a power lift door location. It is understood that, when provided, the lift service door is considered an emergency exit.

COMMUNICATIONS

All school buses that are used to transport individuals with disabilities shall be equipped with a two-way electronic voice communication system other than CB radio.

GLAZING

Tinted glazing may be installed in all doors (non-reimbursable), windows (non-reimbursable), and windshields consistent with federal, state, and local regulations.

IDENTIFICATION

Buses with power lifts used for transporting individuals with disabilities shall display below the window line on the lift and rear doors the International Symbol of Accessibility. Such emblems shall be white on blue background, shall not exceed 12 inches by 12 inches or be less than 4 inches by 4 inches in size, and shall be of a high-intensity reflectorized material meeting Federal Highway Administration (FHWA) FP-85 Standards.

PASSENGER CAPACITY RATING

In determining the passenger capacity of a school bus for purposes other than actual passenger load (e.g., vehicle classification or various billing/reimbursement models), any location in a school bus intended for securement of an occupied wheelchair/mobility aid during vehicle operations are regarded as four designated seating positions. Similarly, each lift area may be regarded as four designated seating positions.

POWER LIFTS AND RAMPS

The power lift shall be located on the right side of the bus body when not extended. Exception: The lift may be located on the left side of the bus if, and only if, the bus is primarily used to deliver students to the left side of one-way streets.

A ramp device may be used in lieu of a mechanical lift if the ramp meets all the requirements of the Americans with Disabilities Act (ADA) as found in 36 CFR §1192.23 Vehicle ramp.

A ramp device that does not meet the specifications of ADA but does meet the specifications delineated below may be installed and used, when, and only when, a power lift system is not adequate to load and unload students having special and unique needs. A readily accessible ramp may be installed for emergency exit use. If stowed in the passenger compartment, the ramp must be properly secured and placed away from general passenger contact. It must not obstruct or restrict any aisle or exit while in its stowed or deployed position.

If a ramp is used, it shall be of sufficient strength and rigidity to support the special device, occupant, and attendant(s). It shall be equipped with a protective flange on each longitudinal side to keep the special device on the ramp.

Floor of the ramp shall be constructed of non-skid material.

Ramp shall be equipped with handles and shall be of weight and design to permit one person to put the ramp in place and return it to its storage place.

Ramps used for emergency evacuation purposes may be installed in raised floor buses by manufacturers.

Ramps shall not be used as a substitute for a lift when a lift is capable of servicing the need.

All vehicles covered by this standard shall provide a level-change mechanism or boarding device (e.g., lift or ramp) with sufficient clearances to permit a wheelchair or other mobility aid user to reach a securement location.

The design load of the vehicle lift shall be at least 600 pounds. Working parts, such as cables, pulleys and shafts, which can be expected to wear, and upon which the vehicle lift depends for support of the load, shall have a safety factor of at least six, based on the ultimate strength of the material. Nonworking parts, such as platform, frame and attachment hardware that would not be expected to wear, shall have a safety factor of at least three, based on the ultimate strength of the material.

The vehicle lift lifting mechanism and platform shall be capable of lifting at least 800 pounds.

Vehicle lift controls shall be provided that enable the operator to activate the lift mechanism from either inside or outside the bus. The controls may be interlocked with the vehicle brakes, transmission or door, or may provide other appropriate mechanisms or systems to ensure the vehicle cannot be moved when the lift is not stowed and so the lift cannot be deployed unless the interlocks or systems are engaged. The lift shall deploy to all levels (e.g., ground, curb, and intermediate positions) normally encountered in the operating environment. Where provided, each control for deploying, lowering, raising and stowing the lift and lowering the roll-off barrier shall be of a momentary contact type requiring continuous manual pressure by the operator and shall not allow improper lift sequencing when the lift platform is occupied. The controls shall

allow reversal of the lift operation sequence, such as raising or lowering a platform that is part way down, without allowing an occupied platform to fold or retract into the stowed position.

Exception: Where the lift is designed to deploy with its long dimension parallel to the vehicle axis which pivots into or out of the vehicle while occupied (i.e., “rotary lift”), the requirements of, prohibiting the lift from being stowed while occupied, shall not apply if the stowed position is within the passenger compartment and the lift is intended to be stowed while occupied.

The vehicle lift shall incorporate an emergency method of deploying, lowering to ground level with a lift occupant, and raising and stowing the empty lift if the power to the lift fails. No emergency method, manual or otherwise, shall be capable of being operated in a manner that could be hazardous to the lift occupant or to the operator when operated according to the manufacturer's instructions and shall not permit the platform to be stowed or folded when occupied, unless the lift is a rotary lift and is intended to be stowed while occupied. No manual emergency operation shall require more than two minutes to lower an occupied wheelchair to ground level.

Vehicle lift platforms stowed in a vertical position, and deployed platforms when occupied, shall have provisions to prevent their deploying, falling, or folding any faster than 12 inches per second or their dropping of an occupant in the event of a single failure of any load carrying component.

The vehicle lift platform shall be equipped with barriers to prevent any of the wheels of a wheelchair or mobility aid from rolling off the platform during its operation. A movable barrier or inherent design feature shall prevent a wheelchair or mobility aid from rolling off the edge closest to the vehicle until the platform is in its fully raised position. Each side of the lift platform that extends beyond the vehicle in its raised position shall have a barrier with a minimum height of 1½ inch. Such barriers shall not interfere with maneuvering into or out of the aisle. The loading-edge barrier (outer barrier), which functions as a loading ramp when the lift is at ground level, shall be sufficient when raised or closed, or a supplementary system shall be provided, to prevent a power wheelchair or mobility aid from riding over or defeating it. The outer barrier of the lift shall automatically raise or close, or a supplementary system shall automatically engage, and remain raised, closed or engaged at all times that the platform is more than three inches above the roadway or sidewalk and the platform is occupied. Alternatively, a barrier or system may be raised, lowered, opened, closed, engaged or disengaged by the lift operator, provided an interlock or inherent design feature prevents the lift from rising unless the barrier is raised or closed or the supplementary system is engaged.

The vehicle lift platform surface shall be free of any protrusions over ¼ inch high and shall be slip resistant. The platform shall have a minimum clear width of 28½ inches at the platform, a minimum clear width of 30 inches measured from two inches above the platform surface to 30 inches above the surface of the platform, and a minimum clear length of 48 inches measured from two inches above the surface of the platform to 30 inches above the surface of the platform. (See National School Transportation Specifications & Procedures Wheelchair or Mobility Aid Envelope.)

Any vehicle lift platform openings between the platform surface and the raised barrier shall not exceed 5/8 inch in width. When the platform is at vehicle floor height with the inner barrier (if applicable) down or retracted, gaps between the forward lift platform edge and the vehicle floor shall not exceed 1/2 inch horizontally and 5/8 inch vertically. Platforms on semi-automatic lifts may have a handhold not exceeding 1 1/2 inch by 4 1/2 inch located between the edge barriers.

The vehicle lift outboard platform entrance ramp or loading-edge barrier used as a ramp and the transition plate from the inboard edge of the platform to the vehicle floor shall not exceed a slope of 1:8, measured on level ground, for a maximum rise of 3 inches, and the transition from roadway or sidewalk to ramp may be vertical without edge treatment up to 1/4 inch. Thresholds between 1/4 inch and 1/2 inch high shall be beveled with a slope no greater than 1:2.

The vehicle lift platform (not including the entrance ramp) shall not deflect more than three degrees (exclusive of vehicle roll or pitch) in any direction between its unloaded position and its position when loaded with 600 pounds applied through a 26 inches by 26 inches test pallet at the centroid of the platform.

No part of the vehicle lift platform shall move at a rate exceeding six inches per second while lowering and lifting an occupant, and shall not exceed 12 inches per second during deploying or stowing. This requirement does not apply to the deployment or stowage cycles of lifts that are manually deployed or stowed. The maximum platform horizontal and vertical acceleration when occupied shall be 0.3 g.

The vehicle lift shall permit both inboard and outboard facing of wheelchair and mobility aid users.

Vehicle lifts shall accommodate persons using walkers, crutches, canes or braces, or who otherwise have difficulty using steps. The platform may be marked to indicate a preferred standing position.

Platforms on vehicle lifts shall be equipped with handrails on two sides, which move in tandem with the lift, and which shall be graspable and provide support to standees throughout the entire lift operation. Handrails shall have a usable component at least eight inches long with the lowest portion a minimum of 30 inches above the platform and the highest portion a maximum of 38 inches above the platform. The handrails shall be capable of withstanding a force of 100 pounds concentrated at any point on the handrail without permanent deformation of the rail or its supporting structure. The handrail shall have a cross-sectional diameter between 1 1/4 inch and 1 1/2 inch or shall provide an equivalent grasping surface, and have eased edges with corner radii of not less than 1/8 inch. Handrails shall be placed to provide a minimum 1 1/2 inches knuckle clearance from the nearest adjacent surface. Handrails shall not interfere with wheelchair or mobility aid maneuverability when entering or leaving the vehicle.

A resettable circuit breaker shall be installed between the power source and vehicle lift motor if electrical power is used. It shall be located as close to the power source as possible, but not within the passenger/driver compartment.

The vehicle lift design shall prevent excessive pressure that could damage the lift system when the platform is fully lowered or raised or that could jack the vehicle.

The following information shall be provided with each vehicle equipped with a vehicle lift:

A phone number where information can be obtained about installation, repair, and parts.
(Detailed written instructions and a parts list shall be available upon request.)

Detailed instructions regarding use of the lift and readily visible when the lift door is open, including a diagram showing the proper placement and positioning of wheelchair/mobility aids on lift.

The vehicle lift manufacturer shall make available training materials to ensure the proper use and maintenance of the lift. These may include instructional videos, classroom curriculum, system test results or other related materials.

Each vehicle lift shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states that it conforms to all applicable requirements of the current National School Transportation Specifications and Procedures. In addition, the lift manufacturer or an authorized representative, upon request of the original titled purchaser, shall provide a notarized Certificate of Conformance, either original or photocopied, which states that the lift system meets all the applicable requirements of the current National School Transportation Specifications and Procedures.

REGULAR SERVICE ENTRANCE

On power lift-equipped vehicles, the bottom step shall be the full width of the stepwell, excluding the thickness of the doors in open position.

A suitable device shall be provided to assist passengers during entry or egress. This device shall allow for easy grasping or holding and shall have no openings or pinch points that might entangle clothing, accessories or limbs.

RESTRAINING DEVICES

On power lift-equipped vehicles, seat frames may be equipped with attachments or devices to which belts, restraining harnesses or other devices may be attached. Attachment framework or anchorage devices, if installed, shall conform to FMVSS No. 210.

Belt assemblies, if installed, shall conform to FMVSS No. 209.

Child restraint systems, which are used to facilitate the transportation of children who in other modes of transportation would be required to use a child, infant, or booster seat, shall conform to FMVSS No. 213.

SEATING ARRANGEMENTS

Flexibility in seat spacing to accommodate special devices shall be permitted to meet passenger requirements. All seating shall be forward-facing.

SECUREMENT AND RESTRAINT SYSTEM FOR WHEELCHAIR/MOBILITY AID AND OCCUPANT

For purposes of better understanding the various aspects and components of this section, the term *securement* or phrase *securement system* is used exclusively in reference to the device(s) that secures the wheelchair/mobility aid. The term *restraint* or phrase *restraint system* is used exclusively in reference to the device(s) used to restrain the occupant of the wheelchair/mobility aid. The phrase *securement and restraint system* is used to refer to the total system that secures and restrains both the wheelchair/mobility aid and the occupant.

Securement and Restraint System – general:

The Wheelchair/Mobility Aid Securement and Occupant Restraint System shall be designed, installed and operated to accommodate passengers in a forward-facing orientation within the bus and shall comply with all applicable requirements of FMVSS No. 222. Gurney-type devices shall be secured parallel to the side of the bus.

The securement and restraint system, including the system track, floor plates, pockets, or other anchorages shall be provided by the same manufacturer or shall be certified to be compatible by manufacturers of all equipment/systems used.

When a wheelchair/mobility aid securement device and an occupant restraint share a common anchorage, including occupant restraint designs that attach the occupant restraint to the securement device or the wheelchair/mobility aid, the anchorage shall be capable of withstanding the loads of both the securement device and the occupant restraint applied simultaneously, in accordance with FMVSS No. 222. (See Wheelchair/mobility Aid Securement System and Occupant Restraint System of this section.)

When a wheelchair/mobility aid securement device (webbing or strap assembly) is shared with an occupant restraint, the wheelchair/mobility aid securement device (webbing or strap assembly) shall be capable of withstanding a force twice the amount as specified in §4.4(a) of FMVSS No. 209. (See Wheelchair/mobility Aid Securement System and Occupant Restraint System of this section.)

The bus body floor and sidewall structures where the securement and restraint system anchorages are attached shall have equal or greater strength than the load requirements of the system(s) being installed.

The occupant restraint system shall be designed to be attached to the bus body either directly or in combination with the wheelchair/mobility aid securement system, by a method which prohibits the transfer of weight or force from the wheelchair/mobility aid to the occupant in the event of an impact.

When an occupied wheelchair/mobility aid is secured in accordance with the manufacturer's instructions, the securement and restraint system shall limit the movement of the occupied wheelchair/mobility aid to no more than ½ inch in any direction under normal driving conditions.

The securement and restraint system shall incorporate an identification scheme that will allow for the easy identification of the various components and their functions. It shall consist of one of the following, or combination thereof:

The wheelchair/mobility aid securement (webbing or strap assemblies) and the occupant restraint belt assemblies shall be of contrasting color or color shade.

The wheelchair/mobility aid securement device (webbing or strap assemblies) and occupant restraint belt assemblies may be clearly marked to indicate the proper wheelchair orientation in the vehicle, and the name and location for each device or belt assembly, i.e., front, rear, lap belt, shoulder belt, etc.

All attachment or coupling devices designed to be connected or disconnected frequently shall be accessible and operable without the use of tools or other mechanical assistance.

All securement and restraint system hardware and components shall be free of sharp or jagged areas and shall be of a non-corrosive material or treated to resist corrosion in accordance with §4.3(a) of FMVSS No. 209.

The securement and restraint system shall be located and installed such that when an occupied wheelchair/mobility aid is secured, it does not block access to the lift door.

A device for storage of the securement and restraint system shall be provided. When the system is not in use, the storage device shall allow for clean storage of the system, shall keep the system securely contained within the passenger compartment, shall provide reasonable protection from vandalism and shall enable the system to be readily accessed for use.

The entire securement and restraint system, including the storage device, shall meet the flammability standards established in FMVSS No. 302.

Each securement device (webbing or strap assembly) and restraint belt assembly shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states that it conforms to all applicable FMVSS requirements, as well as the current National School Transportation Specification and Procedures. In addition, the system manufacturer, or an authorized representative, upon request by the original titled purchaser, shall provide a notarized Certificate of Conformance, either original or photocopied, which states that the wheelchair/mobility aid securement and occupants' restraint system meets all requirements as specified in FMVSS No. 222 and the current National School Transportation Specifications and Procedures.

The following information shall be provided with each vehicle equipped with a securement and restraint system:

A phone number where information can be obtained about installation, repair, and parts. (Detailed written instructions and a parts list shall be available upon request.)

Detailed instructions regarding use, including a diagram showing the proper placement of the wheelchair/mobility aids and positioning of securement devices and occupant restraints, including correct belt angles.

The system manufacturer shall make available training materials to ensure the proper use and maintenance of the wheelchair/mobility aid securement and occupant restraint system. These may include instructional videos, classroom curriculum, system test results or other related materials.

Wheelchair/mobility Aid Securement System:

Each location for the securement of a wheelchair/mobility aid shall have a minimum of four anchorage points. A minimum of two anchorage points shall be located in front of the wheelchair/mobility aid and a minimum of two anchorage points shall be located in the rear. The securement anchorages shall be attached to the floor of the vehicle and shall not interfere with passenger movement or present any hazardous condition.

Each securement system location shall have a minimum clear floor area of 30 inches by 48 inches. Additional floor area may be required for some applications. Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair. Consultation between the user and the manufacturer is recommended to ensure that an adequate area is provided.

The securement system shall secure common wheelchair/mobility aids and shall be able to be attached easily by a person having average dexterity and who is familiar with the system and wheelchair/mobility aid.

As installed, each securement anchorage shall be capable of withstanding a minimum force of 3,000 pounds when applied as specified in FMVSS No. 222. When more than one securement device shares a common anchorage, the anchorage shall be capable of withstanding the force indicated above, multiplied by the number of securement devices sharing that anchorage.

Each securement device, if incorporating webbing or a strap assembly, shall comply with the requirements for Type 1 lap belt systems, in accordance with §4.2, §4.3, and §4.4(a) of FMVSS No. 209.

The securement system shall secure the wheelchair/mobility aid in such a manner that the attachments or coupling hardware will not become detached when any wheelchair/mobility aid component deforms, when one or more tires deflate, and without intentional operation of a release mechanism (e.g., a spring clip on a securement hook).

Each securement device (webbing or strap assembly) shall be capable of withstanding a minimum force of 2,500 pounds when tested in accordance with FMVSS No. 209.

Each securement device (webbing or strap assembly) shall provide a means of adjustment, per the manufacturer's design, to remove slack from the device or assembly.

Occupant Restraint System:

A Type 2 lap/shoulder belt restraint system that meets all applicable requirements of FMVSS Nos. 209 and 210 shall provide for restraint of the occupant.

The occupant restraint system shall be made of materials that do not stain, soil or tear an occupant's clothing, and shall be resistant to water damage and fraying.

Each restraint system location shall have not less than one anchorage of manufacturer's design for the upper end of the upper torso restraint. The anchorage for each occupant's upper torso restraint shall be capable of withstanding a minimum force of 1,500 pounds when applied as specified in FMVSS No. 222.

Each wheelchair/mobility aid location shall have not less than two floor anchorages for the occupant pelvic restraint and the connected upper torso restraint.

Each floor anchorage shall be capable of withstanding a minimum force of 3,000 pounds when applied as specified in FMVSS No. 222.

When more than one occupant restraint share a common anchorage, the anchorage shall be capable of withstanding a minimum force of 3,000 pounds multiplied by the number of occupant restraints sharing the common anchorage in accordance with FMVSS No. 222.

Each floor and wall anchorage that secures the occupant restraint to the vehicle which is not permanently attached, shall be of a "positive latch" design and shall not allow for any accidental disconnection.

Dynamic Testing:

The wheelchair/mobility aid securement and occupant restraint system shall be subjected to, and successfully pass, a dynamic sled test at a minimum impact speed/deceleration of 30 mph/20g's.

The dynamic test shall be performed by experienced personnel using an impact simulator with proven ability to provide reliable and accurate test results that can be replicated.

The dynamic test shall be performed in accordance with the procedures set forth in Appendix A of SAE J2249, i.e., "Test for Frontal Impact Crashworthiness." (National School Transportation Specifications & Procedures Test for Frontal Impact Crashworthiness.

The wheelchair/mobility aid used for testing purposes shall be a rigid, reusable surrogate wheelchair that complies with the requirements of National School Transportation Specifications & Procedures “Specification for Surrogate Wheelchair,” and SAE J2252.

The dynamic test shall be performed using system assemblies, components and attaching hardware that are identical to the final installation in type, configuration and positioning. The body structure at the anchorage points may be simulated for the purpose of the sled test.

When tested, the wheelchair/mobility aid securement and occupant restraint system shall pass the criteria specified in Section 6.2 of SAE J2249, “Performance Requirements of Frontal Sled Impact Test.” Following is an abridged summary of the criteria presented in National School Transportation Specifications & Procedures Test for Frontal Impact Crashworthiness.

Retain the test dummy in the test wheelchair and on the test sled with the test wheelchair in an upright position.

Do not show any fragmentation or complete separation of any load carrying part.

Do not allow the horizontal excursions of the test dummy and the test wheelchair to exceed specified limits.

Prevent the test wheelchair from imposing forward loads on the test dummy.

Allow removal of the test dummy and the test wheelchair subsequent to the test without the use of tools.

SPECIAL LIGHT

Doorways in which lifts are installed shall have for use during lift operation a special light(s) providing a minimum of two foot-candles of illumination measured on the floor of the bus immediately adjacent to the lift and on the lift when deployed at the vehicle floor level and on the lift platform when deployed at ground level. Additional interior and/or exterior lights shall be provided to meet this requirement. These lights shall be separate from the vehicle dome lights and wired to be actuated whenever the lift door is open.

SPECIAL SERVICE ENTRANCE

Power lift-equipped buses shall have a special service entrance to accommodate the power lift.

Exception: If the lift is designed to operate within the regular service entrance, and is capable of stowing such that the regular service entrance is not blocked in any way, and that persons entering or exiting the bus are not impeded in any way, a special service entrance shall not be required.

The special service entrance and door shall be located on the right side of the bus and shall be designed so as not to obstruct the regular service entrance.

Exception: A special service entrance and door may be located on the left side of the bus if, and only if, the bus is used primarily to deliver students to the left side of one-way streets and its use is limited to that function.

The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of the floor opening to support the floor and give the same strength as other floor openings.

A drip molding shall be installed above the opening to effectively divert water from entrance.

Door posts and headers at the entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for the special service entrance.

SPECIAL SERVICE ENTRANCE DOORS

A single door or double doors may be used for the special service entrance.

A single door shall be hinged to the forward side of the entrance unless doing so would obstruct the regular service entrance. If, due to the above condition, the door is hinged to the rearward side of the doorway, the door shall utilize a safety mechanism that will prevent the door from swinging open should the primary door latch fail. If double doors are used, the system shall be designed to prevent the door(s) from being blown open by the wind resistance created by the forward motion of the bus, and/or shall incorporate a safety mechanism to provide secondary protection should the primary latching mechanism(s) fail.

All doors shall have positive fastening devices to hold doors in the “open” position.

All doors shall be weather sealed.

When manually-operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three one-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door and hinge mechanism shall be of a strength that is greater than or equivalent to the emergency exit door.

Door materials, panels and structural strength shall be equivalent to the conventional service and emergency doors. Color, rub rail extensions, lettering and other exterior features shall match adjacent sections of the body.

Each door shall have windows set in rubber that are visually similar in size and location to adjacent non-door windows. Glazing shall be of same type and tinting (if applicable) as standard fixed glass in other body locations.

Door(s) shall be equipped with a device that will actuate an audible or flashing signal located in the driver's compartment when door(s) is not securely closed and the ignition is in the "on" position.

A switch shall be installed so that the lifting mechanism will not operate when the lift platform door(s) is closed.

Special service entrance doors shall be equipped with padding at the top edge of the door opening. Padding shall be at least three inches wide and one inch thick and shall extend the full width of the door opening.

SUPPORT EQUIPMENT AND ACCESSORIES

Each bus which is set up to accommodate wheelchair/mobility aids or other assistive or restraint devices that utilize belts shall contain at least one belt cutter properly secured in a location within reach of the driver while belted into his/her driver's seat. The belt cutter shall be durable and designed to eliminate the possibility of the operator or others being cut during use.

Special equipment or supplies that are used on the bus for mobility assistance, health support or safety purposes shall meet any local, federal or engineering standards that may apply, including proper identification.

Equipment that may be used for these purposes includes, but is not limited to:

Wheelchairs and other mobile seating devices. (See section on Securement and Restraint System for Wheelchair/Mobility Aid and Occupant.)

Crutches, walkers, canes and other ambulating devices.

Medical support equipment, which may include respiratory devices such as oxygen bottles (which should be no larger than 22 cubic feet for liquid oxygen and 38 cubic feet for compressed gas) or ventilators. Tanks and valves should be located and positioned to protect them from direct sunlight, bus heater vents or other heat sources. Other equipment may include intravenous and fluid drainage apparatus.

All portable equipment and special accessory items, including the equipment listed above, shall be secured at the mounting location to withstand a pulling force of five times the weight of the item or shall be retained in an enclosed, latched compartment. The compartment shall be capable of withstanding forces applied to its interior equal to five times the weight of its contents without failure to the box's integrity and securement to the bus. Exception: If these standards provide specific requirements for securement of a particular type of equipment, the specific standard shall prevail (e.g., wheelchairs).

STANDARDS FOR ALTERNATIVE FUELS

INTRODUCTION

This section is designed to be used as an overview of the alternative fuels being utilized for school transportation. It is not designed to replace current applicable federal, state, manufacturing or safety specifications that may exceed requirements within this section. There may be advancements in engineering and improvements in equipment fabrication methods and operating practices that differ from those specifically called for in this section. Such deviations or improvements may provide safety and may meet the intent of, and be compatible with, this section. Entities wishing to purchase alternative fuel school buses should use this section only as a starting point. More detailed specifications, including specific design and performance criteria and safety specifications, should be researched by prospective purchasers of alternative-fuel school buses.

GENERAL REQUIREMENTS

Alternative fuel school buses shall meet the following requirements:

Chassis shall meet all standards previously mentioned in BUS CHASSIS STANDARDS.

Chassis shall meet all applicable Federal Motor Vehicle Safety Standards (FMVSS).

The fuel system integrity shall meet the specified leakage performance standards when impacted by a moving contoured barrier in accordance with test conditions specified in FMVSS No. 301 or FMVSS No. 303, as applicable.

Original equipment manufacturers (OEMs) and conversion systems using compressed natural gas (CNG) shall comply with National Fire Protection Association (NFPA) Specification 52 A, "Compressed Natural Gas Vehicular Fuel Systems," in effect at the time of installation. Fuel systems using liquefied petroleum gas (LPG) shall comply with NFPA Specification 58 A, "Liquefied Petroleum Gases Engine Fuel Systems" in effect at the time of installation.

All alternative fuel buses shall be capable of traveling not less than 200 miles with a full load, except those powered by electricity shall be capable of traveling not less than 80 miles.

Natural gas-powered buses shall be equipped with an interior/exterior gas detection system. All natural gas-powered buses shall be equipped with an automatic or manual fire detection and suppression system.

All materials and assemblies used to transfer or store alternative fuels shall be installed outside the passenger/driver compartment.

All Types C and D buses using alternative fuels shall meet the same base requirements of BUS CHASSIS STANDARDS for Power and Grade Ability, i.e., at least one published net horsepower per each 185 pounds of Gross Vehicle Weight Rating (GVWR).

The total weight shall not exceed the GVWR when loaded to rated capacity.

The manufacturer supplying the alternative fuel equipment must provide the owner and operator with adequate training and certification in fueling procedures, scheduled maintenance, troubleshooting and repair of alternative fuel equipment.

All fueling equipment shall be designed specifically for fueling motor vehicles and shall be certified by the manufacturer as meeting all applicable federal, state and industry standards.

All on-board fuel supply containers shall meet all appropriate requirements of the American Society for Mechanical Engineering (ASME) code, DOT regulations or applicable FMVSSs and NFPA standards.

All fuel supply containers shall be securely mounted to withstand a static force of eight times their weight in any direction.

All safety devices that discharge to the atmosphere shall be vented to the outside of the vehicle. The discharge line from the safety relief valve on all school buses shall be located in a manner appropriate to the characteristics of the alternative fuel. Discharge lines shall not pass through the passenger compartment.

A positive quick-acting ($\frac{1}{4}$ turn) shut-off control valve shall be installed in each gaseous fuel supply line, as close as possible to the fuel supply containers. The valve controls shall be placed in a location easily operable from the exterior of the vehicle. The location of the valve control shall be clearly marked on the exterior surface of the bus.

An electrical grounding system shall be required for grounding of the fuel system during maintenance-related venting.

CHARACTERISTICS OF ALTERNATIVE FUELS

For the purpose of this section, alternative fuels refer to the specific fuels listed below. A brief description of each fuel is shown. (See National School Transportation Specifications & Procedures Alternative Fuels Comparison Chart)

Note: Two other more exotic fuels are being examined, hydrogen and solar power. These two energy sources are in their infancy as alternative fuels for motor vehicles and are not covered within the scope of this section.

Liquid Alternative Fuels:

Methanol, a liquid at normal ambient temperatures, is colorless, and is made primarily from natural gas or coal. Extensive experiments have been conducted with automobile and truck engines powered by methanol. There are a number of urban transit bus fleets currently using methanol. California has experience with methanol as an alternative fuel for school buses through their School Bus Demonstration Project. The findings clearly determined methanol fuel to be costly to operate and unreliable.

Ethanol is a distilled agricultural alcohol product that is a liquid and is colorless at normal ambient temperatures. Corn is the current primary grain source. It has many of the same characteristics as methanol. Currently, ethanol is used primarily in a mixture with gasoline, usually no more than 10% ethanol.

Clean diesel was one of the alternative fuels approved in the Clean Air Act Amendments of 1990. The first step to be undertaken was further refining to reduce sulfur content and hence the significant particulate emissions caused by the sulfur. Significant advancement in this process has resulted in the development of ultra-low sulfur content diesel fuel. Refinery techniques can now produce diesel fuel with a sulfur content below 15 parts per million (PPM). The availability of this fuel supports the installation of an advanced exhaust after-treatment device in the form of a continuously regenerating trap (CRT). This CRT technology reduces the exhaust particulate content by approximately 90 percent from currently mandated levels (to .005 grams/hp-hr) and the hydrocarbons to an unmeasurable level (to essentially zero). Further steps are being developed to add cetane boosters, which increase efficient combustion.

Biodiesel is a fuel manufactured from vegetable oils, recycled cooking greases, or animal fats. The term "biodiesel" refers to the pure fuel. Biodiesel blends, or BXX refers, to a fuel that is composed of XX% biodiesel and ~~1~~XX% diesel fuel. The City of Seattle, for example, has been using B20 which is 20% biodiesel blended with 80% low sulfur diesel. B100 is pure biodiesel. The diesel fuel can be No. 1 or No. 2. Biodiesel and biodiesel blends should only be used in compression-ignition engines that are designed to be operated on diesel fuel as described in ASTM 975 or related military specifications. Biodiesel or blends should never be put into a gasoline engine. Biodiesel fuel can be used in compression-ignition engines in cars, trucks, construction equipment, boats, generators, and in most other applications where diesel is typically used. Biodiesel fuel is renewable, is domestically produced and is commercially available in all fifty (50) states. It provides similar performance to diesel, has high cetane, high lubricity, high flash point and is the safest of all fuels to store and handle. Biodiesel has the highest BTU content of any alternative fuel.

Reformulated gasoline is a specially blended fuel with the following properties: (1) lower vapor pressure that reduces evaporation during operation and refueling, and (2) more efficient combustion through the addition of high-octane oxygenates. Reformulated gasoline aromatic levels have been lowered, which provides less in the way of hydrocarbon tail pipe emissions.

Gaseous Alternative Fuels:

Natural gas is primarily methane as it comes from the well, and it burns quite cleanly in its unprocessed state. Natural gas has a higher ignition point (temperature) and a narrower

fuel/oxygen mixture combustion range than other fuels. Energy is consumed in processing natural gas to achieve sufficient vehicle storage (i.e., compression or cryogenic processes). (See Compressed Natural Gas and Liquid Natural Gas below.)

Compressed natural gas, or CNG, consists primarily of mixtures of hydrocarbon gases and vapors, consisting principally of methane (CH_4) in gaseous form, which is compressed for use as a vehicular fuel.

Liquid natural gas, or LNG, utilizes the same natural gas source (primarily methane) as CNG, but requires purification of the gas and cooling and storage below -260 degrees Fahrenheit to liquefy the natural gas. Converting natural gas to liquid form provides storage of a much greater amount on the vehicle than can be achieved in the gaseous state.

Propane, also known as Liquefied Petroleum Gas or LPG, is sometimes available directly from wells, but is normally produced as a by-product of the gasoline refining process. It has been used for a number of years in light-duty commercial vehicles in urban areas around the world.

Electric Power, or the use of electricity as a power source for school buses is an emerging technology that is under considerable research due to the potential for reduced overall emissions. Research is centering on ways to increase the capacity and reduce the weight of batteries, as well as improving the motors used to power the vehicles and the associated electronics. Recharging technology is also developing rapidly. Most of these efforts have the goals of improving the range and performance of electric vehicles, reducing their cost and addressing operational concerns, such as recharging.

SCHOOL BUS WITHDRAWAL FROM SERVICE STANDARDS

INTRODUCTION

The State Department of Education shall develop, maintain and periodically distribute out-of-service criteria (a matrix), the basis of which shall be the latest published document from the most recent National Conference on School Transportation. The Out-of-Service Matrix shall be subsequent to input from the Pupil Transportation Steering Committee and new school bus state inspectors, as needed. These standards are intended to ensure that all Idaho school buses are maintained in a safe manner. When inspection of a bus reveals a maintenance condition that is below an out-of-service standard it shall be the duty of the technician performing the inspection to remove the vehicle from service until the discrepancy has been corrected. These standards shall apply to both new and used buses and shall be the criteria used whenever an Idaho school bus is inspected. These standards are to be used whenever a 60-day, Annual or New School Bus Inspection is being performed by state inspectors or district, contractor, or outside contracted maintenance personnel. (33-1506, Idaho Code)

STANDARDS FOR PUPIL TRANSPORTATION OPERATIONS

ADMINISTRATION

In compliance with 33-1511, Idaho Code, the State Department of Education shall provide the following:

Leadership in the development of a comprehensive pupil transportation program for statewide application.

A state supervisor of pupil transportation with ~~the~~ regional staff and ~~other~~ resources necessary for optimal job performance.

A comprehensive school bus operator and school bus technician training program.

Frequent ~~V~~visits to local school districts to audit, inspect, review and evaluate pupil transportation programs and financial systems (including reimbursement claim accuracy) and provide direction as necessary. Adequate frequency shall be defined as, at least once every three years, but with an optimal rotation goal of once every year.

Follow-up visits to ensure implementation of corrective action plans.

Managing the state's pupil transportation program to include planning, budgeting, and forecasting requirements for the operation.

Collecting and analyzing statistical and financial data.

Developing, preparing and organizing manuals, handbooks and written training programs for pupil transportation personnel.

Providing consulting services and assistance to local districts as necessary.

WRITTEN POLICIES

In compliance with 33-1501 through 33-1512, Idaho Code, the local board of trustees will establish and adopt a set of written policies governing the pupil transportation system, including policies for disabled students. Contracting school districts shall ensure compliance to written policies by pupil transportation contractors. The district's written policies shall, at a minimum, include:

Pupil transportation operations, including participation in training programs for all transportation personnel.

The evaluation of school bus routes and the periodic evaluation of pupil transportation personnel. The transportation supervisor or the district's school bus driver trainer shall

evaluate a minimum of once per year each route and each driver for the purpose of assessing driver performance and the safety of routes and bus stops (*National School Transportation Specifications & Procedures, Identification and Evaluation of School Bus Route and Hazard Marking Systems*). The time schedule for pickup and delivery of children shall be followed as accurately as possible. Documentation of the driver and route evaluation shall be retained in the driver's personnel file. The State Department of Education shall develop and maintain model evaluation procedures and forms.

The investigation and reporting of accidents and other transportation problems. Drivers shall report all school bus crashes to local school authorities and the appropriate law enforcement agency in accordance with Title 49, Chapter 13 of Idaho Code. Subsequent to the accident or incident, a Uniform School Bus Accident/Injury or appropriate Incident Report Form shall be completed by the driver or transportation supervisor and submitted to the State Department of Education within fifteen (15) days.

Providing supervision of loading and unloading areas at or near schools during unloading and loading of school buses. School districts shall provide an adequate number of supervisors for the size of the loading area and number of students present and ensure close, continuous and interactive supervision whenever students and/or buses are present in the loading area.

Providing emergency training and periodic evacuation drills for students in accordance with National Highway Safety Program Guideline 17. Documentation of all evacuation drills shall be maintained for a period of three years by the school district in either a batch file or in the driver's individual file.

Promoting public understanding of, and support for, the school transportation program in general.

PERSONNEL QUALIFICATIONS AND TRAINING

In compliance with Federal Motor Carrier Safety Administration Regulations (Part 383) and 33-130, 33-1508 and 33-1509, Idaho Code, the local board of trustees/administration will establish and adopt a set of written prerequisite qualifications and job descriptions governing pupil transportation personnel, which shall, at a minimum, include:

Completion of an application form, which includes a personal and occupational history.

A satisfactory driving record as revealed through pre-employment and annual checks with the driver license division.

A satisfactory work history as verified through professional references.

The ability to manage resources, students and personnel necessary to achieve a desired objective.

Insulin-Treated Diabetes Mellitus

In compliance with Federal Motor Carrier Safety Administration Regulations (Parts 381 and 383) and 33-1509, Idaho Code, the State Department of Education Pupil Transportation Section will establish an exemption process governing pupil transportation personnel diagnosed with insulin-treated diabetes mellitus (ITDM). In considering exemptions, the Department must ensure that the issuance of diabetes exemptions will not be contrary to the public interest and that the exemption achieves an acceptable level of safety. Therefore, the Department will only consider granting exemptions to ITDM individuals who meet certain conditions and who submit the following information and documentation:

Number of years driving school bus.

Approximate number of miles per year driving school bus.

Estimated number of miles driven per week.

Estimated number of daylight driving hours per week.

Estimated number of nighttime driving hours per week.

Supporting documentation of current Commercial Drivers License to drive school bus issued by the State of Idaho.

Supporting documentation certifying applicant has operated a commercial motor vehicle (CMV), with a diabetic condition controlled by the use of insulin, for the three-year period immediately preceding application.

Idaho Transportation Department driving record (for the three-year period immediately preceding application) containing no suspensions or revocations, no involvement in an accident for which the applicant received a citation for a moving traffic violation while operating a CMV, no involvement in an accident for which the applicant contributed to the cause of the accident, and no convictions for a disqualifying offense or more than one serious traffic violation, as defined in 49 CFR 383.5, while operating a CMV.

Supporting documentation certifying no other disqualifying conditions including diabetes related complications.

Supporting documentation certifying no recurrent (two or more) hypoglycemic reactions resulting in a loss of consciousness or seizure within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.

Supporting documentation certifying no recurrent hypoglycemic reactions requiring the assistance of another person within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.

Supporting documentation certifying no recurrent hypoglycemic reactions resulting in impaired cognitive function that occurred without warning symptoms within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.

Supporting documentation certifying the applicant has been examined by a board-certified or board-eligible endocrinologist (who is knowledgeable about diabetes) who has conducted a complete medical examination. The complete medical examination must consist of a comprehensive evaluation of the applicant's medical history and current status with a report including:

- The date insulin use began;
- Diabetes diagnosis and disease history;
- Hospitalization records;
- Consultation notes for diagnostic examinations;
- Special studies pertaining to the diabetes;
- Follow-up reports;
- Reports of any hypoglycemic insulin reactions within the last five years;
- Two measures of glycosylated hemoglobin, the first 90 days before the last and current measure;
- Insulin dosages and types, diet utilized for control and any significant factors such as smoking, alcohol use, and other medications or drugs taken; and
- Examinations to detect any peripheral neuropathy or circulatory insufficiency of the extremities.

Submits a signed statement from an examining endocrinologist indicating the following medical determinations:

- The endocrinologist is familiar with the applicant's medical history for the past five years, either through actual treatment over that time or through consultation with a physician who has treated the applicant during that time;
- The applicant has been using insulin to control his/her diabetes from the date of the application back to the date the three years of driving experience began;
- The applicant has been educated in diabetes and its management, thoroughly informed of and understands the procedures which must be followed to monitor and manage his/her diabetes and what procedures should be followed if complications arise; and
- The applicant has the ability and has demonstrated willingness to properly monitor and manage his/her diabetes.

Submits a separate signed statement from an ophthalmologist or optometrist that the applicant has been examined and that the applicant does not have diabetic retinopathy and meets the vision standard at 49 CFR 391.41(b)(10), or has been issued a valid medical exemption. If the applicant has any evidence of diabetic retinopathy, he or she must be examined by an ophthalmologist and submit a separate signed statement from the

ophthalmologist that he or she does not have unstable proliferative diabetic retinopathy (i.e., unstable advancing disease of blood vessels in the retina).

There are special conditions attached to the issuance of any exemption for ITDM. The Department will impose the following requirements:

Individuals with ITDM shall maintain appropriate medical supplies for glucose management while preparing for the operation of a CMV and during its operation. The supplies shall include the following:

- An acceptable glucose monitor with memory;
- Supplies needed to obtain adequate blood samples and to measure blood glucose;
- Insulin to be used as necessary; and
- An amount of rapidly absorbable glucose to be used as necessary.

Prior to and while driving, the individual with ITDM shall adhere to the following protocol for monitoring and maintaining appropriate blood glucose levels:

- Check glucose before starting to drive and take corrective action if necessary. If glucose is less than 100 milligrams per deciliter (mg/dl), take glucose or food and recheck in 30 minutes. Do not drive if glucose is less than 100 mg/dl. Repeat the process until glucose is greater than 100 mg/dl;
- While driving check glucose every two to four hours and take appropriate action to maintain it in the range of 100 to 400 mg/dl;
- Have food available at all times when driving. If glucose is less than 100 mg/dl, stop driving and eat. Recheck in 30 minutes and repeat procedure until glucose is greater than 100 mg/dl; and
- If glucose is greater than 400 mg/dl, stop driving until glucose returns to the 100 to 400 mg/dl range. If more than two hours after last insulin injection and eating, take additional insulin. Recheck blood glucose in 30 minutes. Do not resume driving until glucose is less than 400 mg/dl.

In addition to the requirements for controlling ITDM, the Department will monitor exemption recipients during the period that the exemption is valid. The Department will conduct monitoring by requiring the exemption recipients to submit the following information to the Idaho State Department of Education Pupil Transportation Section:

Provide written confirmation from the endocrinologist on a quarterly basis:

- The make and model of the glucose monitoring device with memory; and
- The individual's blood glucose measurements and glycosylated hemoglobin are generally in an adequate range based on daily glucose measurements taken with the glucose monitoring device and correlated with the daily records of driving time and a current measurement of glycosylated hemoglobin.

Submit on an annual basis, a comprehensive medical evaluation by an endocrinologist. The evaluation will include a general physical examination and a report of glycosylated hemoglobin concentration. The evaluation will also involve an assessment of the individual's willingness and ability to monitor and manage the diabetic condition.

Provide on an annual basis confirmation by an ophthalmologist or optometrist that there is no diabetic retinopathy and the individual meets the current vision standards at 49 CFR 391.41(b)(10). If there is any evidence of diabetic retinopathy, provide annual documentation by an ophthalmologist that the individual does not have unstable proliferative diabetic retinopathy.

Submit annual documentation by an endocrinologist of ongoing education in management of diabetes and hypoglycemia awareness.

Report all episodes of severe hypoglycemia, significant complications, or inability to manage diabetes.

Report any involvement in an accident or any other adverse event whether or not they are related to an episode of hypoglycemia.

School bus drivers applying for ITDM exemption should refer to Federal Highway Administration Diabetes Waiver Program – Appendix A.

School Bus Driver Training

All new school bus drivers will complete a prior-approved school bus driver training program, which shall include documented knowledge and skill tests, as well as ten (10) inclusive hours of behind-the-wheel and/or route observation, before being allowed to drive a school bus loaded with students. As a support to school district personnel, the State Department of Education shall develop and maintain model classroom and behind-the-wheel training curricula incorporating nationally recognized driver training methods and resources. (Sections 33-1508; 33-1509; 33-1511, Idaho Code)

All experienced school bus drivers will complete at least ten (10) hours refresher school bus driver training each fiscal school year. At least three (3) hours of pre-service training shall be provided before school begins in the fall. In addition, at least three (3) in-service training sessions shall be provided during the school year utilizing, at a minimum, thirty (30) minute, topic specific and documented, training blocks.

School districts shall request documentation of all previous school bus driver training and driving experience, in accordance with Federal Motor Carrier Safety Administration CDL licensing requirements. Documentation of previous training, similar to State Board of Education training requirements, may be used to comply with new school bus driver training hours. Regardless of any previous out-of-district training, all newly hired school bus drivers shall have sufficient training provided by the hiring district or contractor, along with accompanying documentation, illustrating proficient school bus driving skills. If the district is

unable to obtain documentation of previous school bus driver training, the individual shall complete the training requirements for new school bus drivers. If the applicant has gaps in excess of four years of ongoing school bus driving experience, the individual shall complete the training requirements for new school bus drivers.

Pupil Transportation Personnel File

Each district that operates or contracts pupil transportation services shall cause to have filed for each school bus driver, in a secure area with limited access, the following information: (33-1506, 33-1508 and 33-1509, Idaho Code)

Copy of original application to drive school bus.

Copy of current physical examination, along with any applicable waivers.

Historical record of all topic specific school bus driver training.

Copy of current commercial driver's license.

~~Copy of current permit to drive school bus.~~

Copy of annual driving record check in compliance with CDL licensing requirements. The district shall request annually a driving record check report from the Idaho Transportation Department, Motor Vehicles Division, for those individuals who are going to drive a school bus during the current fiscal school year.

Copy of all driver and route evaluations.

Pupil Transportation Maintenance and Service Personnel

Each district that operates or contracts pupil transportation services shall perform maintenance functions on a timely basis consistent with safe transportation and work environments. (33-1506, Idaho Code)

The SDE Pupil Transportation Section shall develop and maintain pupil transportation staffing guidelines designed to promote efficiency and cost containment. These guidelines shall be for informational purposes. School districts shall not be financially penalized when falling outside SDE staffing guidelines.

VEHICLE OPERATION

All school districts and school bus drivers must meet all operations and performance requirements in conformity with law and with rules and regulations of the Department of Law Enforcement and the State Board of Education (33-1508, Idaho Code). The Board of Trustees or its designee shall be responsible for delineating in writing vehicle operations and the duties of bus drivers, which shall, at a minimum, include:

The driver shall ensure the safe condition of the school bus by conducting an initial and thorough daily pre-trip school bus inspection. The district shall provide drivers with a pre-trip inspection form. The State Department of Education shall develop and maintain a model pre-trip inspection form using nationally recognized criteria for the school bus pre-trip inspection. Each subsequent trip shall require an additional pre-trip school bus inspection, which at a minimum shall ensure that all safety equipment is in working order, i.e., brakes, tires, lights, steering and horn. All defects shall be reported by the school bus driver.

A school bus shall be backed only as a last resort. Buses shall not back to turn around on a public roadway, unless the local board finds there is no alternative to backing buses on certain roads. The local board then, by official action, may allow backing of school buses on certain public roadways. (33-1502, Idaho Code)

No passenger shall be permitted to operate the school bus.

The school bus driver shall not allow guns or inflammable or explosive substances such as gasoline to be carried on a school bus. School districts shall develop policy identifying other perceived unsafe items prohibited from being transported in the passenger compartment of a school bus, such as skis, skateboards, large instruments, etc. Students are to only carry objects on to the bus that can fit safely within the seat compartment, preferably on the student's lap. The student shall not carry hazardous materials, objects, or potentially disruptive animals on the bus.

School bus drivers shall properly wear a seat belt whenever the bus is in motion.

School bus doors shall remain closed while the bus is in motion. No school bus shall start in motion before all passengers have been seated. The driver shall require each passenger on the bus to be seated in a manufacturer's school bus passenger seat. No student shall be allowed to stand while the bus is in motion.

School districts shall establish school bus stops in safe locations with at least one hundred (100) yards clear visibility in both directions, whenever possible, and at least forty (40) feet from intersections, whenever possible. No bus stop shall be established less than one and one-half (1 1/2) miles from the nearest appropriate school except when, in the judgment of the Board of Trustees, the age or health or safety of the pupil warrants. (Sections 33-1501 and 33-1502, Idaho Code)

All school buses shall stop to load/unload passengers at designated bus stops in accordance with the law (49-1422, Idaho Code). The State Department of Education shall maintain model student loading/unloading training curriculum, the basis of which shall be in conformity with nationally recognized procedures (*National School Transportation Specifications & Procedures*). The student shall not leave or board the bus at locations other than the assigned home stop or assigned school unless arrangements for doing so have been approved by appropriate authority.

School bus drivers shall load and unload from the right side of the roadway. School bus drivers shall not allow students to cross roadways having more than three (3) lanes for purposes of loading or unloading and shall only load or unload students who live on the right side of such a roadway, except at locations having easily accessible traffic control signals. (49-1422, Idaho Code)

When it is necessary for the student to cross the roadway, the driver shall require the student to cross ten (10) feet in front of the bus in accordance with state loading/unloading training curriculum.

School bus drivers shall report the license number of any vehicle, which violates any law endangering school children to his/her immediate supervisor (33-1509, Idaho Code).

A driver on a school bus route shall not leave an occupied bus. In case of a breakdown the driver shall request assistance via two-way communication whenever possible. Otherwise, the driver should ask a passing motorist to make contact with the district, send a school bus aide or at least two responsible students to make contact with the district, or wait for help.

Whenever it is necessary for the school bus driver to leave an unoccupied bus or leave the driver's seat, he/she shall shut off the motor, curb the wheels where appropriate, set the brakes and remove the ignition key.

All school and activity buses shall stop at all railroad grade crossings in accordance with the law (33-1508; 49-648 and 49-649 Idaho Codes). The State Department of Education shall develop and maintain railroad grade crossing training curriculum, the basis of which shall be in conformity with nationally recognized procedures (*National School Transportation Specifications & Procedures*).

School districts shall limit on-duty and driving time of school bus drivers similar to the limitations imposed by the Federal Motor Carrier Safety Administration regulations for drivers of similar commercial motor vehicles. Drivers shall use FMCSA over-the-road hours-of-service trip logs, a trip agenda, or other trip documentation validating applicable driving hours on all out-of-district trips in excess of one-hundred (100) miles (*FMCSA Regulations, Hours of Service of Drivers*).

At no time shall a driver exceed sixty-five (65) miles per hour or a lesser posted speed limit.

PUPIL MANAGEMENT

Pupil transportation is another component in the school district's overall education program. An effective pupil transportation management program must have the support of the school district administration, school bus drivers, pupils, and parents. Each school district should institute a comprehensive pupil-management program that is designed to share the responsibility for pupil safety and well-being, as well as protecting the interests of all others involved in the program.

Every school district which operates a pupil transportation system shall have a written policy which sets forth the pupil's right to "due process" when disciplinary action is taken and defines the duties and responsibilities of students when taking advantage of pupil transportation. The school district's pupil transportation student management policy, including the duties and responsibilities of students, teachers and drivers shall be in concert with the district's written classroom policies. (33-512, Idaho Code)

The State Department of Education shall develop and maintain model student management guidelines, suggested rules and regulations in its school bus driver training curriculum.

STUDENT ELIGIBILITY

Eligible Students

Student eligibility for state funded pupil transportation services is defined in 33-1501 and 33-1502, Idaho Code.

A pupil with disabilities who's Individualized Education Plan (IEP) requires transportation is eligible for transportation as a related service (IDEA) under the Pupil Transportation Support Program regardless of distance from the school.

It is the aim of the State Department of Education, in keeping with the "inclusion" concept, to arrange transportation for the student with disabilities as closely as possible to that of the student without disabilities. Whenever possible, students with disabilities will ride with students without disabilities on regular routes.

Students who attend school at an alternate location as assigned by the local board of trustees may be expected to walk reasonable distances between schools (33-1501, Idaho Code). Transporting or shuttling students between schools or buildings in conjunction with non-reimbursable programs is a non-reimbursable expense and all such mileage shall be documented and tracked as non-reimbursable shuttle miles.

Ineligible Students

An ineligible student shall be defined as any properly enrolled public school student who does not otherwise meet ridership eligibility by virtue of distance, age, health, or safety.

If a school district allows ineligible but properly enrolled public school students on a bus and their presence does not create an appreciable increase in the cost of the bus run, as determined by the State Department of Education (in computing to and from school state allocations), the district shall not be penalized.

Ineligible students may ride existing bus runs, and to and from an existing bus stop, on a "space available" basis provided that neither time, mileage, or other appreciable cost is added as a result of this service.

Non-Public (Private or Parochial) School Students

The cost of transporting non-public school students must be deducted when submitting the transportation reimbursement claim. Each school district must recover the full cost of transporting non-public school students, and in no event may that cost be determined to be zero (0). (Section 33-1501, Idaho Code)

Non-Student Rider

A non-student rider shall be defined as any transported person who is not properly enrolled in a pre-K through twelve school program. Each school district must recover the full cost of transporting non-students, except that dependent children of young mothers who are properly enrolled in a public school program, SDE pupil transportation staff, district supervisory personnel and/or administrators and aides may ride on to and from school bus routes. Other persons and teachers who have officially been appointed as chaperones may be allowed on a school bus for field and extracurricular trips. If the local district policy allows, exceptions may be made for passengers other than properly enrolled school students to ride the bus when special circumstances exist and space is available. An appropriate authority must give prior permission before non-students may ride. No eligible transported student is to be displaced or required to stand in order to make room for an ineligible, non-public, or non-student rider.

PUPIL TRANSPORTATION SUPPORT PROGRAM - FINANCIAL REPORTING

Each school district operates motor vehicles of many sizes and types, such as school buses, small and large trucks, cars for administration and driver education, pickups, delivery vans, and other miscellaneous small motor vehicles. All school district vehicle operating costs must be charged to the appropriate individual account or accounts according to their use. Costs for transporting eligible students to and from school shall be accounted for separately in accordance with State Board of Education approved procedures. (33-1006, Idaho Code)

Accurate mileage records shall be kept for reimbursable and non-reimbursable programs so eligible and non-eligible miles can be accurately determined. No indirect costs are allowed. Financial supporting documents shall be maintained throughout the fiscal year for each program category for audit purposes.

Each school district that operates a school transportation system will maintain accurate records of operations including runs, run mileage, categorized bus mileage, student rider counts and other related costs on uniform record-keeping forms provided by the Department of Education.

The Department of Education Pupil Transportation Section shall conduct on-site spot inspections of school district pupil transportation operations at a frequency adequate to ensure compliance with state law, accuracy of data and reimbursement claims, and safety of school buses. Priority for selecting districts for review and audit shall be given to those districts that exceed both the most recent annual state average reimbursable cost per mile and the state average reimbursable cost per rider as calculated by the Department, unless the supervisor of school transportation

determines otherwise (33-1511, Idaho Code). Adequate frequency shall be defined as, at least once every three years, but with an optimal rotation goal of once every year.

The Department of Education Pupil Transportation Section shall, subsequent to on-site review and spot inspection, provide school district with a list of required corrective actions, as necessary. School districts shall submit to the Department written corrective action plans at prescribed intervals until deficiencies are corrected or the corrective action no longer applies (subject to the provisions of 33-1511, Idaho Code).

Information will be made available to the Department of Education for audit purposes upon request. Information will be compiled and retained for a minimum of four (4) years, including the current fiscal year, in the following areas: (Section 33-1006, Idaho Code)

The Department shall annually review school district pupil transportation claims and make available analyses of reported and adjusted costs, including specific cost trends, to school districts in a secure website location or published document.

Administrative and Program Operation Costs

The school district administrative reimbursement will be seven and one half percent (7.5%) of all approved reimbursable operation costs for transporting pupils except administration costs, depreciation, and contracted services, as reported to the State Department of Education on the Annual Pupil Transportation Claim for Reimbursement (Schedule B); or

Actual administrative costs, program operation costs, operation of plant, maintenance of plant, fixed costs, and other pupil transportation costs identified in 33-1006, Idaho Code, which are directly related, charged and reported as transportation costs to the State Department of Education on the Annual Pupil Transportation Claim for Reimbursement (Schedule A).

Districts will be permitted flexibility in scheduling bus routes; however, before-school and after-school activity or other program busing that results in duplicating transportation service to a geographic area is not reimbursable, except that the Idaho Reading Initiative (IRI) shall be reimbursable under the Pupil Transportation Support Program. Transportation costs for other before-school and after-school academic programs may be reimbursable and will be considered on a case-by-case basis when specific requests for consideration are submitted to the State Department of Education on or before March 31 of the school year in which the busing began.

All academic and activity summer programs will be non-reimbursable under the Pupil Transportation Support Program, except transportation costs for Migrant Summer School, the Idaho Reading Initiative (IRI), and Extended School Year (ESY) Special Needs programs will be reimbursable.

The State Department of Education shall develop support staff (supervisor, driver trainer, secretary/dispatcher, etc.) and school bus inventory guidelines for school district pupil transportation operations.

The district will maintain accurate records of all bus routes and runs, including rider counts, mileage and other related operation and vehicle maintenance costs (33-1006, Idaho Code). A “route” is defined as anything one bus does during the morning (a.m. route), midday (noon route), or afternoon (p.m. route) and may be comprised of one or more morning, midday, or afternoon to –from school “run(s).” ~~Annual ridership shall be calculated by taking rider counts a minimum of once per academic term and subsequently averaged. The Department shall require school districts to submit annually a data specific “run report,” including but not limited to, number of riders and percent occupancy. Additionally, for purposes of equity and accuracy, school districts shall take ridership counts on specific dates and frequency (minimum of ten counts per school year) annually set by the Department, which shall be reported and submitted in a format approved by the Department.~~

If the local board of trustees authorizes the use of school buses to transport students to and from school-sponsored activities or field trips, the local board will use school buses that are in safe mechanical condition. No school bus shall be operated, loaded, or equipped in such a way as to constitute a hazard to the safety of the pupils being transported. School bus emergency egress systems shall remain operable and the bus aisle shall remain clear of obstruction while pupils are being transported. (33-1506, Idaho Code)

If the local board of trustees authorizes the use of non-conforming vehicles to transport students to and from school-sponsored activities or field trips, the local board will use vehicles that are in safe mechanical condition. No non-conforming vehicle shall be operated, loaded, or equipped in such a way as to constitute a hazard to the safety of the pupils being transported.

The district shall maintain 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. An annual odometer reading will be taken at the end of each fiscal school year (June 30) on all district owned vehicles used in the transportation of pupils. The district shall reconcile annual mileage reports with all recorded reimbursable and non-reimbursable program miles. School districts that contract for pupil transportation services shall report all reimbursable and non-reimbursable program miles. The district shall maintain accurate mileage records of all trips in all district owned non-conforming vehicles used for shuttling school bus drivers to and from their school buses for purposes of efficiency and cost containment.

Field trips will be reimbursable when they are approved school activities that are an integral part of the total education program, are class-curriculum driven, occur during the regular school year and extend not more than one hundred (100) miles beyond the boundaries of the state. Field trips that are for performance, social, recreational, competition, or reward purposes are not reimbursable, except that a local, non-competitive performance event (e.g., musical performance) shall be reimbursable. The costs of transporting athletes or students to and from extracurricular activities are not reimbursable.

The following activities which are under the jurisdiction and sponsorship of the Idaho High School Activities Association will not be reimbursable including, but not limited to: baseball, basketball, cross-country, debate, drama, drill team, football, golf, instrumental music, soccer,

softball, speech, tennis, track, vocal music, volleyball, and wrestling. In addition to these, any other school activity that is scheduled and held for competition purposes is not reimbursable.

Safety Busing

All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests and shall have on file a completed measuring or rating instrument for all submitted requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (33-1502, Idaho Code), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement will be contingent on the application for new safety busing being received by the State Department of Education Transportation Section on or before March 31 of the school year in which the safety busing began.

Contract For Transportation Services

Any district that contracts for pupil transportation services will have a copy of its current contract on file with the State Department of Education, Supervisor of Transportation Services (Section 33-1510, Idaho Code). The State Department of Education shall develop and maintain a model contract. School districts shall use the Department's model contract, but may attach to the model contract addenda to meet local requirements. School districts that contract for pupil transportation services shall submit contracts to the State Department of Education Pupil Transportation Section prior to signing. The Department will then approve or disapprove the submitted contract(s) in compliance to Section 33-1510, Idaho Code, including any contract extension provided for in law.

The State Department of Education shall develop guidelines for use in advertising for transportation bids, reviewing transportation bids and awarding transportation bids.

School districts that contract pupil transportation services will report actual contractual costs to the State Department of Education on the Annual Pupil Transportation Claim for Reimbursement (Schedule C). Specific costs related to district administrative salaries and benefits, purchased services, supplies, etc., embedded in the contract will be reported as non-reimbursable contract costs. The State Department of Education ~~will~~ may consider specific district operational costs related to the transportation contract as reimbursable, on a case-by-case basis when reported costs fall outside the basic reimbursable contract and appear equitable to non-contracting district costs. Reimbursement of ~~S~~specific district operational costs ~~normally~~ reported on Schedule A

~~or Schedule B~~ that are embedded in the contract must receive prior approval or they shall be reported as non-reimbursable contract costs.

School districts that contract pupil transportation services and also operate a district-owned pupil transportation program may submit specific costs related to district salaries benefits, purchased services, supplies, etc. (Schedule A or Schedule B) when the costs can be reconciled to district-owned and operated school buses.

Accurate mileage and contract costs (reimbursable and non-reimbursable) must be reported and submitted annually, for purposes of equity, accountability and reimbursement. Therefore, school districts that contract shall require contractors to accurately track reimbursable and non-reimbursable mileage related to pupil transportation, as well as reimbursable and non-reimbursable contract costs; and said mileage and costs shall not be considered to be proprietary. However, mechanisms and methodologies used in calculating actual costs (using district non-proprietary route mileages and route data) may be proprietary (9-340D, Idaho Code).

Leasing District-Owned Buses

School districts will develop and use a policy approved by the local board of trustees delineating responsibility and use of rental or leased buses. Any costs to the district will not be reimbursable under the Transportation Support Program. A school district that allows a school bus to be operated by a non-district employee as part of a lease or rental agreement might not be insured under the terms of its insurance policy. Therefore, districts will maintain adequate liability insurance coverage on rented or leased buses and shall notify its insurance carrier when renting or leasing a school bus and shall request written confirmation of continued insurance coverage during the particular circumstances of the rental or lease arrangement. Districts will maintain accurate records on all district-owned leased buses, including mileage, to whom leased and revenues received. (Section 33-1512, Idaho Code)

Ineligible Vehicles

Costs incurred when transporting pupils in any vehicle that does not meet all State Board of Education, state and federal standards for a school bus will not be reimbursable within the Transportation Support Program, except as permitted in 33-1006, Idaho Code.

Liability Insurance

Every policy, contract of insurance, or comprehensive liability plan for each contractor-owned school bus will provide that the insurance carrier pay on behalf of the insured local school district to a limit of no less than five hundred thousand dollars (\$500,000) per person limited to three million dollars (\$3,000,000) for bodily or personal injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants. (Section 33-1507, Idaho Code)

Every policy, contract of insurance, or comprehensive liability plan for each district-owned school bus will provide that the insurance carrier pay on behalf of the insured local school

district to a limit of no less than five hundred thousand dollars (\$500,000) for bodily or personal injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants. (Sections 6-924 and 33-1507, Idaho Code)

Non-Traditional Educational Programs

Costs of transporting students for purposes of accessing alternate, special or unique educational programs outside normal school hours or outside the normal school year are not reimbursable. However, districts will not be financially penalized for 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.

Capital Investment

Purchase of school buses with approved reimbursable options and two-way voice communication radios installed in a new bus will be the only capital investment items allowed in the reimbursement program. Reasonable cellular telephone basic service contract costs and reasonable repeater service contract costs are reimbursable. No more than two (2) basic cellular telephone service contracts will be allowed per school district. Reimbursement for basic cellular telephone service contract costs in excess of two (2) must have prior approval. Mobile cellular telephone, additional cellular airtime, roaming and long distance charges are non-reimbursable costs. The cost of a cellular telephone may be reimbursable when the cost is in-lieu of a hard-wired two-way voice radio.

Depreciation

The purchase date for purposes of depreciation is determined to be July 1 of the state fiscal year in which the bus is delivered. Buses will be placed on a depreciation schedule after they have been inspected by personnel from the State Department of Education. When a bus is sold or traded prior to its life expectancy according to the district's SDE generated depreciation schedule, the district shall forfeit an amount equal to total depreciation received, minus depreciation calculated at straight-line method, plus fifty-percent (50%) of the projected depreciation amount for the year in which the bus is sold or traded. (33-1006, Idaho Code)

Before any newly acquired school bus is used for transporting pupils it shall be inspected by a duly authorized representative of the State Department of Education. (33-1506, Idaho Code)

Depreciation Ineligibility

Any used school bus purchased by a district will not be eligible for depreciation if the bus is over five (5) years old, (using the body manufacturer's date). Used school buses new to the State no older than five (5) years will be placed on the district's depreciation schedule, using an accelerated declining balance method of calculating depreciation, which shall include a percentage rate equal to one (1), divided by the remaining years life expectancy of the bus (according to ~~its~~ a life expectancy ~~category of ten (10) years~~), multiplied by two (2).

Standards

In order to be eligible for depreciation and operation costs a school bus must meet all federal and Idaho minimum construction standards and State Board of Education standards. Further, the bus shall be assigned and used daily on to and from school routes, except that new buses purchased for spare, activity and field trip purposes may be placed on the district's depreciation schedule if they are also used on to -from school routes. The maximum number of spare, activity and field trip buses (buses not consistently assigned to –from school routes) allowed for purposes of depreciation reimbursement will be one-tenth percent (0.001) of the district's average daily attendance (ADA) rounded up.

Retrofit Standards

Any vehicle that has been retrofitted to be used as a school bus will meet current Idaho minimum construction standards.

Any school bus that undergoes a partial retrofit will meet current Idaho minimum construction standards applicable to the retrofitted part(s).

Size Categories

All school buses will be categorized by size as follows: eighty-five (85) students and up, seventy-three to eighty-four (73-84) students, fifty-nine to seventy-two (59-72) students, forty-seven to fifty-eight (47-58) students, thirty-five to forty-six (35-46) students, twenty to thirty-four (20-34) students, and one to nineteen (1-19) students.

Life Expectancy

The State Department of Education Pupil Transportation Section shall annually write bid specifications for the purpose of defining "Idaho's basic school bus(es)" and shall advertise for an "indefinite contract, indefinite quantity bid" (33-1006 and 33-601, Idaho Codes). The bid award shall be used to establish a "depreciation reimbursement benchmark" for statewide district school bus purchases for specific size categories. For purposes of depreciation reimbursement, add-on bus component costs may be allowed specific to school district needs that are in accord with 33-1006, Idaho Code, subject to review by the pupil transportation steering committee.

For depreciation purposes, all school buses will be categorized according to size their and depreciated according to a twelve (12)-year life expectancy ~~as follows: ten-year (10) depreciation, twelve-year (12) depreciation, and fifteen-year (15) depreciation.~~ Using construction data supplied by the manufacturers, the Department of Education will compile a list of buses each year that would fall into each of the three depreciation categories. Activity and lift-equipped buses will be categorized for purchase and depreciation purposes as if they had full seating capacity. ~~The cost of the lift will not be included when calculating the high-low mean price of buses in each category; however, the cost of the lift will be included in the total cost for depreciation purposes.~~ The cost of activity bus options (e.g., air conditioning, partially reclining

passenger seats, interior overhead storage compartments, etc.) ~~will not be included when calculating the high-low mean price of buses in each category and will not be included in the total cost for when calculating depreciation purposes.~~ Beginning with buses purchased after July 1, 2002, the previous year high-low mean cost will be calculated for both gas and diesel-powered buses according to size and life expectancy. Whenever the high-low mean in any category exceeds the high-low mean in the next higher category or whenever bus purchases in the category are fewer than three, the State Department of Education will adjust that category's high-low mean subsequent to national pricing trends and input from the Pupil Transportation Steering Committee. Buses will then be placed on the depreciation schedule with the cost of buses reimbursed up to one hundred ten percent (110%) of the category high-low mean for the previous year.

District school bus purchases that fall outside "Idaho's basic bus" categories defined annually in written specifications may be placed on the district's depreciation schedule subsequent to pupil transportation committee review.

Ten-year (10) depreciation

~~The school bus depreciation schedule, within the allowable costs of the Pupil Transportation Support Program, for school buses with life expectancy of ten (10) years, that were purchased subsequent to July 1, 1992, will be determined by using an accelerated declining balance method for calculating depreciation (declining balance schedule to include a percentage rate of twenty percent (20%) per year for useful life expectancy of ten (10) years). (Section 33-1006, Idaho Code)~~

Twelve-year (12) depreciation

The school bus depreciation schedule within the allowable costs of the Pupil Transportation Support Program, for school buses with life expectancy of twelve (12) years, ~~that were purchased subsequent to July 1, 1992,~~ will be determined by using an accelerated declining balance method of calculating depreciation (declining balance schedule to include a percentage rate of sixteen and sixty-seven hundredths percent (16.67%) per year for useful life expectancy of twelve (12) years). (Section 33-1006, Idaho Code)

Fifteen-year (15) depreciation

~~The school bus depreciation schedule within the allowable costs of the Pupil Transportation Support Program, for school buses with life expectancy of fifteen (15) years that were purchased subsequent to July 1, 1992, will be determined by using an accelerated declining balance method of calculating depreciation (declining balance schedule to include a percentage rate of thirteen and thirty-three hundredths percent (13.33%) per year for useful life expectancy of fifteen (15) years). (Section 33-1006, Idaho Code)~~

Purchase Price

The purchase price of each bus will include the total chassis, body, special equipment, freight costs, pre-delivery inspection fees and any other costs directly related to acquiring the bus within the constraints of Idaho's basic bus specifications, indefinite contract/quantity bid award and Idaho Code. Costs of non-reimbursable options will be subtracted for purposes of calculating the district's reimbursable bus depreciation, as necessary. (33-1006; 33-1506, Idaho Code)

~~The purchase amount of the school bus that will be placed on the state depreciation schedule for purposes of reimbursement and calculation of the high-low mean will be the lowest bid quotation received from dealers who meet specifications as established by the local school district.~~

~~Districts will provide verification of bid prices.~~ Any or all bid quotations may be rejected by the school district; however, all bid prices will be evaluated and adjusted as necessary by the State Department of Education Pupil Transportation Section with recommendations for depreciation adjustment from the Pupil Transportation Steering Committee. The lowest responsive and responsible bid will be used in calculating the district's depreciation reimbursement. Verifiable differences in school bus construction quality may be justification for bid rejection.

School districts may purchase from a contract issued by the State Department of Education secondary to awarding an indefinite contract/quantity or through a contract that has been competitively bid by the state of Idaho, one (1) of its subdivisions, or an agency of the federal government. (33-601, Idaho Code)

School Bus Delivery Costs

The State Department of Education Pupil Transportation Section may consider (subject to the constraints of Idaho's basic bus specifications, indefinite contract/quantity bid award and Idaho Code) FOB district bus delivery costs reflected in school district bid specifications and ~~the~~ subsequent vendor invoice ~~will to~~ be considered part of the bus purchase price for purposes of depreciation reimbursement. Costs for transporting school buses from the body factory to the home school district by school district personnel while in the employ of the district will be calculated by using allowable mileage and meal rates established by the Idaho State Board of Examiners and will also include reasonable lodging rates and nights. District delivery costs, including reimbursable district personnel salaries, in excess of comparable dealer delivery costs are not reimbursable.

Districts will not report any new school bus delivery mileage on the Pupil Transportation Reimbursement Claim form. Districts will record the initial mileage on all new school buses delivered to the district and will track and record all subsequent mileage for purposes of reimbursement.

Nonreimbursable Costs

No finance charges, leases, rent, or interest will be included in the purchase price. These are not reimbursable costs on the depreciation schedule. A school district that leases a school bus on a short-term emergency basis must receive prior approval, for purposes of reimbursement.

Inoperable Bus

Any school bus that is wrecked, sold, inoperable, or for any other reason does not or cannot meet all federal, state and State Board of Education construction and operational standards will be removed from the depreciation schedule. Revenues received subsequent to an insurance claim, associated with any district owned vehicle that receives state pupil transportation reimbursement consideration, shall be reported on the pupil transportation reimbursement claim form under revenues/reimbursements received.

Depreciation Account

All school bus depreciation revenue received by school districts from the state will be placed into a separate account and used only for the purchase of school buses. 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. Trade-in values reflected in district bid specifications and subsequent invoicing will not be subtracted from the purchase price of the new bus for purposes of depreciation reimbursement.

PROGRAM SUPPORT

The State Department of Education shall develop a “best practice” model and cost containment guidelines for school district pupil transportation operations, which shall include school bus lifecycle costing and school bus replacement models based on mileage, age and use criteria.

The State Department of Education shall develop guidelines for use in advertising for transportation bids, reviewing transportation bids and awarding transportation bids.

REIMBURSEMENT/NON-REIMBURSEMENT MATRIX

The State Department of Education will, as a matter of policy, periodically publish and distribute a reimbursement matrix.

Memorandum

To: State Board of Education

From: Rodney D. McKnight, Supervisor, Transportation Services

Date: June 1, 2004

Re: Notice of Negotiated/Proposed Rulemaking – Summary of Changes

The State Department of Education received approval to proceed with a Notice of “Negotiated” Rulemaking from the State Board of Education on April 23, 2004. The notice was published in the June Administrative Bulletin.

A public hearing will be held June 25, 2004, 12:00 p.m. to 5:00 p.m. at the Idaho State Department of Education, LBJ Building, 2nd floor Conference Room, 650 State St., Boise, ID 83720-0027.

The State Department of Education has and will continue to notify stakeholders via a variety of communication methods, e.g., e-mail, website, postal service, telephone, etc.

The State Department of Education anticipates returning to the State Board of Education to request approval of a “proposed rule” in August (August 12-13, 2004) following completion of the negotiated rulemaking phase.

Current administrative rules related to Idaho’s pupil transportation support program became effective July 1, 2002 and pending rules will become effective July 1, 2004. Current rulemaking is in response to an Office of Performance Evaluations report (04-02), legislative inquiries, recent legislation and concerns expressed by the State Board of Education. The only change in IDAPA 08.02.02.150-190 will be the actual State Board of Education approval date of the rule by reference – ***Standards for Idaho School Buses and Operations (SISBO)***.

A summary of proposed changes include:

1. SISBO, cover page showing approval date
2. SISBO, State Board of Education approval date change from October 3, 2003 to August 13, 2004 (throughout document)
3. SISBO, page 7, adds clarification to service brake interlock option

4. SISBO, page 8, allows towing device exemption for Type A school bus (OEM accepted)
5. SISBO, page 18, clarifies battery compartment exception on Type A school bus
6. SISBO, page 18, clarifies battery shut-off requirement for school buses so equipped
7. SISBO, pages 21, 26, 35, 41 and 43, adds requirement for noise suppression switch
8. SISBO, page 23, adds language clarifying emergency entrance door release mechanism
9. SISBO, pages 24-25, adds accessibility requirement and adds language clarifying emergency/safety equipment mounting methodology to prevent entanglement of clothing, drawstrings, etc.
10. SISBO, page 29, removes language related to P.U.C. lettering/identification requirements
11. SISBO, page 30, clarifies school bus identifying scheme(s)
12. SISBO, page 33, clarifies regulatory strobe light use
13. SISBO, page 42, adds clarity to windshield wiper option
14. SISBO, page 62, language in response to OPE recommendations and recent amendment to 33-1511, Idaho Code (Senate Bill 1331), relating to SDE pupil transportation staff responsibilities and adequate resources
15. SISBO, pages 64-67, language in response to recent amendment to 33-1509, Idaho Code (Senate Bill 1323), relating to insulin-treated diabetes mellitus waiver/exemption
16. SISBO, page 68, removes “permit to drive school bus” requirement in response to recent amendment to 33-1509, Idaho Code (Senate Bill 1323)
17. SISBO, pages 72-73, language in response to OPE recommendations and recent amendment to 33-1511, Idaho Code (Senate Bill 1331), relating to SDE pupil transportation staff responsibilities, school district responsibilities and fiscal reporting requirements and corrective action plan
18. SISBO, page 73, adds language clarifying reimbursable/non-reimbursable routing schemes and process to applying for special consideration for reimbursement of non-reimbursable routes/programs
19. SISBO, page 74, language in response to OPE recommendations and recent amendment to 33-1511, Idaho Code (Senate Bill 1331), and 33-1006, Idaho Code, relating to school district reporting requirements, run reports and cost-per-mile/cost-per-rider methodology
20. SISBO, page 75, language in response to OPE recommendations and recent amendment to 33-1510, Idaho Code (Senate Bill 1344 and House Bill 603a), relating to SDE pupil transportation staff responsibilities pertaining to contracts, school district responsibilities pertaining to contracts; reporting requirements and approval process

21. SISBO, page 76, language in response to OPE recommendations and recent amendments to 33-1510 and 33-1511, Idaho Codes (Senate Bills 1331 and 1344), relating to SDE pupil transportation staff responsibilities, school district responsibilities and reporting requirements and clarifying proprietary/non-proprietary route and mileage information
22. SISBO, pages 77-81, language in response to OPE recommendations and recent amendment to 33-1511, Idaho Code (Senate Bill 1331), 33-601, Idaho Code (Senate Bill 1345), and 33-1006, Idaho Code relating to definition of “basic bus”, statewide bidding process, depreciation methodology, etc.
23. SISBO, page 81, language in response to OPE recommendations and recent amendment to 33-1511, Idaho Code (Senate Bill 1331), 33-601, Idaho Code (Senate Bill 1345), and 33-1006, Idaho Code relating to definition of “basic bus,” statewide bidding process, “best practices,” and school bus replacement model

IDAPA 08-IDAHO STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0403

NOTICE OF INTENT TO PROMULGATE RULES - (NEGOTIATED RULEMAKING)

AUTHORITY: In compliance with Section 67-5220(1), Idaho Code, notice is hereby given that this agency intends to propose rules and desires public comment prior to initiating formal rulemaking procedures. The action is negotiated rulemaking authorized pursuant to Sections 33-1501 through 33-1512 and 33-1006, Idaho Code.

HEARING SCHEDULE: Hearings on the negotiated rulemaking will be held as follows:

June 25, 2004, 12:00 p.m. to 5:00 p.m. - Idaho State Department of Education, LBJ Building - 2nd floor Conference Room - 650 State St., Boise, ID 83720-0027. The meeting site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the meeting. For arrangements, contact the undersigned at (208) 332-6811.

METHOD OF PARTICIPATION: Persons wishing to participate in the negotiated rulemaking process must do the following:

Interested persons may submit written comments through June 25, 2004. Requests to give oral presentation during the June 25, 2004 public hearing must be submitted prior to June 25, 2004. Interested individuals will have an additional opportunity to participate during the proposed rulemaking phase.

Copies of the preliminary draft of the text of the proposed rule will be provided to superintendents and other interested parties during regional superintendents meetings during May with ongoing discussion opportunities during June.

DESCRIPTIVE SUMMARY: The following is a statement in nontechnical language of the substance and purpose of the intended negotiated rulemaking and the principle issues involved:

Current administrative rules related to Idaho's pupil transportation support program became effective secondary to State Board of Education and legislative review on July 1, 2004. Changes in Standards for Idaho School Buses and Operations related to new school bus construction standards are anticipated. Changes in Standards for Idaho School Buses and Operations related to operations, driver qualifications and bus purchasing are anticipated in response to OPE reports 03-02 and 04-02, legislative inquiries, recent session law and legislation and State Board of Education requests.

The goal of the State Department of Education is to clarify standards language where appropriate and continue in its support of rules and procedures designed to promote safety, equity, accountability and efficiency.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING COPIES: For assistance on technical questions concerning this negotiated rulemaking or to obtain a copy of the preliminary draft of the text of the proposed rule, contact Rodney D. McKnight, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6851 or fax to (208) 334-3484.

Anyone may submit written comments regarding this negotiated rulemaking. All written comments must be directed to the undersigned and must be delivered on or before June 25, 2004.

DATED this 23rd day of April, 2004.

Dr. Marilyn Howard, Superintendent of Public Instruction
State Department of Education
650 West State Street - P.O. Box 83720
Boise, Idaho 83720-0027
(208) 332-6811 - (208) 332-6836 fax

K. SUBJECT:

Safety Busing – Approval to Reimburse Costs for Transporting Students Less than One and One-half Miles

BACKGROUND:

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

Standards for Idaho School Buses and Operations (rule by reference) states, “All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests . . . Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged . . . School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement will be contingent on the application for new safety busing being received by the State Department of Education Pupil Transportation Section on or before March 31 of the school year in which the safety busing began.

DISCUSSION:

Requests from various school districts to transport students less than one and one-half miles as provided in Section 33-1006, Idaho Code, have been received by the State Department of Education and are being submitted to the State Board of Education for reimbursement consideration. Approximately 28,276 students will be affected by this board action. Boise, Meridian, Jefferson, Nampa, and Middleton school districts are requesting reimbursement consideration for new safety busing sites.

Thirty-eight school districts reported an increase in the number of safety-based students; fifty school districts reported a decrease; and twenty-four school districts reported no change. The requests submitted represent an

overall statewide decrease of 629 safety-based students. For FY2004, the overall safety-busing cost represents approximately \$999,705. This includes an increase of approximately \$4,371 (using SDE's current methodology for calculating safety busing costs).

School districts reported a total of 6,553 bus runs for fiscal year 2003. Approximately 73% of the runs service students who live farther than 1.5 miles from the assigned school. Approximately 19% of the 6,553 bus runs service 25 to 100 percent safety busing students. The remaining 8% of the 6,553 bus runs transport far more students living farther than 1.5 miles from their assigned school than students living less than 1.5 miles from their assigned school.

It can be assumed, therefore, that the statewide safety busing cost would more realistically approach \$200,000 (less than 0.3% of statewide operating costs) than \$1,000,000.

RECOMMENDATION:

Ninety-eight school districts are applying for safety busing reimbursement consideration. The State Department of Education requests approval of all safety busing reimbursement requests.

BOARD ACTION:

It was carried to approve/disapprove/table safety busing reimbursement requests for fiscal year 2004. Moved by _____, seconded by _____, and carried.

ATTACHMENT:

1. Safety busing list

Request to Transport Students Less than One and One-half Miles with Recommendation for Approval

The following is a list of previously approved and new safety busing requests from various school districts to transport students less than one and one-half miles to and from school. The requests were all received on or before the March 31 deadline, were approved by the local school district boards, and the students in the respective districts are currently being transported. All new applications have been reviewed by Department of Education Staff and, in our opinion, meet safety-busing criteria.

Boise Independent School District No. 1

This request involves 2,437 students attending grades K through 9 **(two new sites)**.

Meridian Jt. School District No. 2

This request involves 2,021 students attending grades K through 12 **(four new sites)**.

Kuna Jt. School District No. 3

This request involves 627 students attending grades K through 12.

Marsh Valley Jt. School District No. 21

This request involves 124 students attending grades K through 12.

Pocatello School District No. 25

This request involves 1,292 students attending grades K through 12.

Bear Lake Co. School District No. 33

This request involves 107 students attending grades K through 12.

St. Maries Jt. School District No. 41

This request involves 75 students attending grades Pre-school through 8.

Plummer/Worley Jt. School District No. 44

This request involves 96 students attending grades Pre-school through 12.

Snake River School District No. 52

This request involves 242 students attending grades K through 12.

Blackfoot School District No. 55

This request involves 395 students attending grades K through 12.

Aberdeen School District No. 58

This request involves 144 students attending grades K through 12.

Firth School District No. 59

This request involves 120 students attending grades K through 12.

Shelley Jt. School District No. 60

This request involves 204 students attending grades 1st through 5th.

Blaine Co. School District No. 61

This request involves 398 students attending grades K through 12.

Garden Valley School District No. 71

This request involves 39 students attending grades K through 12.

Basin School District No. 72

This request involves 23 students attending grades Pre-school through 10.

Horseshoe Bend School District No. 73

This request involves 308 students attending grades K through 12.

West Bonner Co. School District No. 83

This request involves 24 students attending grades K through 6.

Lake Pend Oreille School District No. 84

This request involves 120 students attending grades K through 6.

Idaho Falls School District No. 91

This request involves 871 students attending grades K through 12.

Swan Valley School District No. 92

This request involves 5 students attending grades K through 8.

Bonneville Jt. School District No. 93

This request involves 1,300 students attending grades K through 12.

Boundary Co. School District No. 101

This request involves 27 students attending grades K through 8.

Butte County Jt. School District No. 111

This request involves 45 students attending grades Pre-school through 8.

Nampa School District No. 131

This request involves 1,350 students attending grades K through 12 **(three new sites)**.

Caldwell School District No. 132

This request involves 2,690 students attending grades Pre-school through 12.

Wilder School District No. 133

This request involves 117 students attending grades K through 6.

Middleton School District No. 134

This request involves 503 students attending grades K through 12 **(one new site)**.

Notus School District No. 135

This request involves 93 students attending grades K through 12.

Melba Jt. School District No. 136

This request involves 33 students attending grades K through 12.

Parma School District No. 137

This request involves 44 students attending grades K through 5.

Vallivue School District No. 139

This request involves 283 students attending grades K through 12.

Grace Jt. School District No. 148

This request involves 15 students attending grades K through 12.

North Gem School District No. 149

This request involves 14 students attending grades K through 12.

Soda Springs Jt. School District No. 150

This request involves 192 students attending grades K through 12.

Cassia Co. Jt. School District No. 151

This request involves 651 students attending grades Pre-school through 12.

Clark Co. School District No. 161

This request involves 66 students attending grades Pre-school through 12.

Orofino Jt. School District No. 171

This request involves 92 students attending grades K through 8.

Challis Jt. School District No. 181

This request involves 54 students attending grades K through 12.

Mackay Jt. School District No. 182

This request involves 65 students attending grades Pre-school through 12.

Glenns Ferry Jt. School District No. 192

This request involves 188 students attending grades K through 12.

Mountain Home School District No. 193

This request involves 415 students attending grades K through 12.

Preston Jt. School District No. 201

This request involves 306 students attending grades K through 8.

West Side Jt. School District No. 202

This request involves 102 students attending grades K through 12.

Fremont Co. Jt. School District No. 215

This request involves 204 students attending grades K through 12.

Emmett Independent School District No. 221

This request involves 431 students attending grades K through 9.

Gooding Jt. School District No. 231

This request involves 250 students attending grades Pre-school through 12.

Wendell School District No. 232

This request involves 35 students attending grades K through 12.

Hagerman Jt. School District No. 233

This request involves 63 students attending grades K through 12.

Bliss Jt. School District No. 234

This request involves 71 students attending grades K through 12.

Grangeville Jt. School District No. 241

This request involves 159 students attending grades K through 12.

Cottonwood Jt. School District No. 242

This request involves 90 students attending grades K through 12.

Jefferson Co. Jt. School District No. 251

This request involves 337 students attending grades K through 12 **(three new sites)**.

Ririe School District No. 252

This request involves 50 students attending grades K through 12.

West Jefferson School District No. 253

This request involves 59 students attending grades Pre-school through 12.

Jerome Jt. School District No. 261

This request involves 115 students attending grades K through 6.

Valley School District No. 262

This request involves 4 students attending grades K through 6.

Coeur d'Alene School District No. 271

This request involves 392 students attending grades K through 12.

Lakeland School District No. 272

This request involves 163 students attending grades K through 12.

Post Falls School District No. 273

This request involves 1,079 students attending grades K through 12.

Kootenai School District No. 274

This request involves 15 students attending grades K through 12.

Moscow School District No. 281

This request involves 225 students attending grades K through 12.

Genesee School District No. 282

This request involves 61 students attending grades K through 12.

Kendrick School District No. 283

This request involves 11 students attending grades K through 12.

Potlatch School District No. 285

This request involves 48 students attending grades K through 12.

Salmon School District No. 291

This request involves 132 students attending grades K through 12.

South Lemhi School District No. 292

This request involves 8 students attending grades K through 7.

Kamiah Jt. School District No. 304

This request involves 87 students attending grades K through 12.

Highland School District No. 305

This request involves 2 students attending grades 4 and 7.

Shoshone Jt. School District No. 312

This request involves 119 students attending grades Pre-school through 12.

Madison School District No. 321

This request involves 614 students attending grades K through 7.

Sugar-Salem Jt. School District No. 322

This request involves 76 students attending grades K through 12.

Minidoka Co. Jt. School District No. 331

This request involves 911 students attending grades K through 12.

Lapwai School District No. 341

This request involves 21 students attending grades K through 12.

Culdesac School District No. 342

This request involves 8 students attending grades K through 7.

Oneida Co. School District No. 351

This request involves 97 students attending grades K through 12.

Marsing Jt. School District No. 363

This request involves 70 students attending grades K through 7.

Homedale Jt. School District No. 370

This request involves 210 students attending grades K through 12.

Payette Jt. School District No. 371

This request involves 489 students attending grades K through 12.

New Plymouth School District No. 372

This request involves 63 students attending grades K through 8.

Fruitland School District No. 373

This request involves 140 students attending grades K through 8.

American Falls Jt. School District No. 381

This request involves 332 students attending grades K through 12.

Arbon School District No. 383

This request involves 6 students attending grades K through 12.

Kellogg Jt. School District No. 391

This request involves 78 students attending grades K through 8.

Wallace School District No. 393

This request involves 31 students attending grades K through 12.

Avery School District No. 394

This request involves 6 students attending grades K through 8.

Teton Jt. School District No.401

This request involves 100 students attending grades K through 5.

Twin Falls School District No. 411

This request involves 1,140 students attending grades K through 12.

Buhl Jt. School District No. 412

This request involves 346 students attending grades K through 12.

Filer School District No. 413

This request involves 108 students attending grades K-12.

Kimberly School District No. 414

This request involves 150 students attending grades K through 6.

Hansen School District No. 415

This request involves 67 students attending grades K through 12.

Castleford Jt. School District No. 417

This request involves 26 students attending grades K through 12.

McCall-Donnelly Jt. School District No. 421

This request involves 136 students attending grades K through 12.

Cascade School District No. 422

This request involves 9 students attending grades K through 12.

Weiser School District No. 431

This request involves 491 students attending grades K through 12.

Cambridge Jt. School District No. 432

This request involves 4 students attending grades K through 12.

Midvale School District No. 433

This request involves 20 students attending grades K through 12.

L. SUBJECT:

Appeal of Transportation Reimbursement, Placeholder

BACKGROUND:

Four school districts have recently requested state reimbursement for costs related to the administration of transportation that were denied by the State Department of Education for the 2002-2003 and 2003-2004 school years. The basis of the denial is that administration of transportation by district personnel is not a reimbursable expense in these districts, because they also contracted with private busing companies to provide transportation, including administration, which was reimbursed. There were 18 other school districts also contracting for transportation that did follow the State Board of Education administrative rule and reimbursement standards established in 2001, for the 2002-2003 school year and beyond, related to reimbursement of the administration of transportation.

DISCUSSION:

The claim of the four school districts is that the rule is not stated well enough, and that they should get reimbursement, in spite of their knowledge of the rule change in 2001. All school district transportation supervisors and school superintendents were made aware of the rule change through negotiated and proposed rule making processes taking place in 2000 and 2001, prior to approval.

The Department indicated it would include a placeholder in its portion of the June State Board agenda, in case the district(s) appeal our denial, when it was indicated that one or more of the districts might do so.

RECOMMENDATION:

Should the district(s) choose to appeal, it is recommended that such an appeal not be approved.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the appeal of the _____ school district(s) for reimbursement of expenses for district personnel related to the administration of transportation for 2002-2003 and 2003-2004, in addition to the expenses for the administration of transportation which have been and will be reimbursed to the district(s) for contracted transportation by private bus companies. Moved by _____, seconded by _____ and carried.

M. SUBJECT:

Accreditation Status of Summit Academy

BACKGROUND:

Non-public schools may choose to be accredited through the state. The accreditation standards for non-public schools are the same as for public schools including the requirement for appropriately certificated/endorsed instructional staff, participation in the state assessment program, and using textbooks and other curricular materials from the state adopted list.

Summit Academy is a non-public school serving grades K-12 located in Cottonwood. It has been accredited (“approved with warning”) by the state since the 2002-2003 school year. On October 15, 2004, in its annual accreditation report, the school indicated six (6) certified teachers were teaching in areas for which they did not have appropriate certification/endorsements. This resulted in eighteen (18) deviation points on the school’s preliminary accreditation report. In addition, the school reported that it did not participate in all the statewide assessments, i.e. ISAT, IRI, DMA/DWA, and did not select textbooks and other curricular materials from the state adoption list. These departures from accreditation standards resulted in a total of twenty-four (24) deviation points on the school’s report. Deviations of this magnitude should have resulted in the school receiving a second consecutive year of warned accreditation status for the 2003-2004 school year.

Schools are afforded the opportunity to correct oversights and deviations during a preliminary report review period that occurs during November each year. After the preliminary period is over, the final accreditation report is prepared for approval by the State Board of Education.

During the November 2003 preliminary report review period, Summit Academy e-mailed the accreditation secretary that the school was seeking approved misassignments from the Department’s Bureau of Teacher Certification and Professional Standards for those teachers who did not hold proper certification/endorsements. Based upon this e-mail of intent from the school, 18 assigned deviation points were inappropriately removed from Summit Academy’s preliminary report, resulting in a final accreditation report that indicated approved status for the 2003-2004 school year.

It recently became known that Summit Academy never filed the appropriate paperwork with the Bureau of Teacher Certification and Professional Standards and all six of the teachers were continuing to teach without the proper state certification/endorsements.

DISCUSSION:

The 18 deviation points for six inappropriately certificated/endorsed teachers have been added back to Summit Academy's final report. This brings the school's total deviation points to 24 which equates to an *approved with warning* accreditation rating for Summit Academy.

The state accreditation committee will seek appropriate documentation from Summit Academy during the fall 2004 reporting period to ensure that teachers at this school hold State of Idaho certification/endorsements and that the school participates in all statewide assessments. Failure to meet these accreditation standards may result in Summit Academy losing accreditation through the state.

RECOMMENDATIONS:

The State Department of Education recommends that the accreditation status of Summit Academy be changed from *approved* to *approved with warning* for the 2003-2004 school year.

BOARD ACTION:

It was carried to approve/disapprove/table the recommended change in Summit Academy's accreditation status from *approved* to *approved with warning* for the 2003-2004 school year. Moved by _____, seconded by _____, and carried.

N. SUBJECT:

Notice of Rulemaking – Negotiated Rulemaking

BACKGROUND:

Idaho is having trouble retaining special education teachers and speech-language pathologists. The average caseload of 26 for special education teachers in Idaho significantly exceeds the national average of 18, and is the highest in the nation.

Likewise, speech-language pathologist caseloads exceed the national average. The American Speech-Language and Hearing Association found the national average caseload for speech-language pathologists serving schools is 53. In Idaho some districts report speech-language pathologists being assigned to over 90 students on Individual Education Programs.

DISCUSSION:

During the past six months, each division of the Idaho Association of School Administrators was informed of the intention to enter into negotiated rulemaking to establish caseload limits. During the May regional superintendents' meetings, the preliminary draft of the text of the proposed rule was made available.

School administrators have requested flexibility regarding staff assignments.

The preliminary draft of the text of the proposed rule would expand IDAPA 08.02.02.110 (Personnel Standards) to include goals for special education teacher workloads and speech-language pathologist caseloads.

RECOMMENDATION:

The State Department of Education seeks approval to prepare a Notice of Negotiated Rulemaking for publication in the August Administrative Bulletin.

BOARD ACTION:

It was carried to approve/disapprove/table a Notice of Negotiated Rulemaking for publication in the August Administrative Bulletin. Moved by _____, seconded by _____, and carried

ATTACHMENTS:

1. Notice of Intent to Promulgate Rules (Negotiated Rulemaking)
2. Preliminary draft of the text of the proposed rule

IDAPA 08-IDAHO STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0404

NOTICE OF INTENT TO PROMULGATE RULES - (NEGOTIATED RULEMAKING)

AUTHORITY: In compliance with Section 67-5220(1), Idaho Code, notice is hereby given that this agency intends to propose rules and desires public comment prior to initiating formal rulemaking procedures. The action is negotiated rulemaking authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Section 33-105, Idaho Code.

HEARING SCHEDULE: Hearings on the negotiated rulemaking will be held as follows:

August 25, 2004, 12:00p.m. to 5:00 p.m.- Idaho State Department of Education, LBJ Building - 2nd floor Conference Room - 650 State St., Boise, ID 83720-0027. The meeting site will be accessible to persons with disabilities. Requests for accommodations must be made not later than five (5) days prior to the meeting. For arrangements, contact the undersigned at (208) 332-6811.

METHOD OF PARTICIPATION: Persons wishing to participate in the negotiated rulemaking process must do the following:

Interested persons may submit written comments through August 25, 2004. Requests to give oral presentation during the August 25, 2004 public hearing must be submitted prior to August 25, 2004. Interested individuals will have an additional opportunity to participate during the proposed rulemaking phase.

Copies of the preliminary draft of the text of the proposed rule have been provided to superintendents and other interested parties during regional superintendents meetings during May 2004 with ongoing discussion opportunities during June and July. In addition, it may be accessed on the State Department of Education website at <http://www.sde.state.id.us/SpecialEd/>.

DESCRIPTIVE SUMMARY: The following is a statement in nontechnical language of the substance and purpose of the intended negotiated rulemaking and the principle issues involved:

Current administrative rules related to Idaho's personnel standards became effective secondary to State Board of Education and legislative review on April 1, 1997. These standards set class size ratio goals or teacher load goals for instructional personnel and student to personnel ratios for pupil personnel. The proposed rule change would expand these goals to include special education teachers and speech-language pathologists.

The goal of the State Department of Education is to support the retention of qualified special education teachers and speech-language pathologists and to ensure the provision of a free appropriate public education to students with disabilities.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING COPIES: For assistance on technical questions concerning this negotiated rulemaking or to obtain a copy of the preliminary draft of the text of the proposed rule, contact Russell Hammond, State Department of Education, Bureau of Special Education, P.O. Box 83720, Boise, Idaho, (208) 332-6919 or fax to (208) 334-4664.

Anyone may submit written comments regarding this negotiated rulemaking. All written comments must be directed to the undersigned and must be delivered on or before August 25, 2004.

DATED this 18th day of June 2004.

Dr. Marilyn Howard, Superintendent of Public Instruction
State Department of Education
650 West State Street - P.O. Box 83720
Boise, Idaho 83720-0027
(208) 332-6811 - (208) 332-6836 fax

110. PERSONNEL STANDARDS.

The State Board of Education supports the efforts made by the Idaho Legislature to lower class size. Significant progress has been made in grades one through three (1-3). The State Board of Education believes that class sizes in grades four through six (4-6) are too high. Districts are encouraged to lower all class sizes as funds become available. Each district will develop personnel policies and procedures to implement the educational program of the district. The policies and procedures will address representation in each of the following personnel areas, as appropriate to student enrollment and the needs of each attendance area. Districts should strive to achieve ratios consistent with state class size ratio goals.

INSTRUCTIONAL PERSONNEL

TEACHERS	STATE GOALS
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5, 6	26
Middle School/Jr. High	160 teacher load
High School	160 teacher load
Special Education Teacher (K-12)	20 teacher load
Alternative School (7-12)	18 average daily class load

Schools are encouraged to explore technological options that provide for credible alternative delivery systems. Present and emerging information transmission technology may provide for greater teacher/pupil class size ratios.

PUPIL PERSONNEL	
(Certificated School Counselors, Social Workers, Psychologists)	400:1 * student/district average
Speech-Language Pathologist	50 case load
Secondary Media Generalist and Assistants	500:1 * student/district average
Elementary Media Generalist or Assistants	500:1 * student/district average
Building Administrative Personnel	Not to exceed 500:1 * district average

* The stated pupil to personnel ratio is the goal; each school district will assign personnel as appropriate to student enrollment and the needs of each attendance area.

Classroom Assistants - State Goal: will be provided where the student/teacher ratio is deemed excessive by the district or where other student special needs exist (e.g., limited English proficiency or special education).

Classified Personnel - State Goal: will be employed in each building to support the needs of the staff, students, and community.

O. SUBJECT:

Superintendent's Report