

**State Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

June 15-16, 2006

College of Southern Idaho, Twin Falls

- A. Superintendent's Report, Marilyn Howard**
- B. Adequate Yearly Progress Accountability Procedures, Marybeth Flachbart**
- C. Professional Standards Commission Reappointments and Appointments, Jana Jones**
- D. Appointments to the Idaho State Curricular Materials Selection Committee, Jana Jones**
- E. Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula: Buhl, Ray Merical**
- F. Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula: Caldwell, Ray Merical**
- G. Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula: Dietrich, Ray Merical**
- H. Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula: Kellogg, Ray Merical**
- I. Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula: McCall-Donnelly, Ray Merical**
- J. Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula: Meadows Valley, Ray Merical**
- K. Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula: Moscow, Ray Merical**
- L. Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula: Mountain Home, Ray Merical**
- M. Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula: Salmon, Ray Merical**

- N. Appeal and Waiver of 110% Cap Pupil Transportation Funding
Formula: Twin Falls, Ray Merical**
- O. Appeal and Waiver of 110% Cap Pupil Transportation Funding
Formula: Valley, Ray Merical**
- P. Appeal and Waiver of 110% Cap Pupil Transportation Funding
Formula: Wendell, Ray Merical**
- Q. Revisions to IDAPA 08.02.02, Rules Governing Uniformity: New School
Bus Standards and Reimbursement Matrix, Ray Merical**
- R. Proposal to Divide Grangeville Joint School District No. 241, Jana Jones**
- S. Praxis II Assessment Requirements for Teacher Certification: #0014:
Elementary Education: Content Knowledge, Jana Jones**
- T. Praxis II Assessment Requirements for Entry into Alternative Routes for
Idaho Exceptional Child Certificate, Jana Jones**

A. SUBJECT:

Superintendent's Report

B. SUBJECT:**Adequate Yearly Progress Accountability Procedures****BACKGROUND:**

In June of 2004 the State Board of Education adopted Accountability Procedures for schools failing to make adequate yearly progress. As of the spring of 2005 there were 46 schools in year two of school improvement. If any of those schools fail to meet the state benchmarks they will be in year three of school improvement. Year three of school improvement requires schools and Local Education Agency to create Corrective Action Plans. Beginning in January of 2006 an action committee was formed that created guidance specifically addressing: school choice, supplemental education, professional development, school/district improvement planning.

RECOMMENDATIONS:

The committee recommends that the Board adopt the revised Accountability Procedure. The committee drafting the guidance included representation from building and district level administration, Office of the State Board of Education personnel, State Department of Education personnel and higher education. The guidance has been made available for comment on the State Department of Education website. It was discussed at each of the post legislative meetings held by the State Superintendent and presented at a stakeholder group session held in Boise on April 26, 2006. The stakeholder group included district superintendents, curriculum directors, federal program managers, building principals and teachers. The document has been revised to include their comments.

BOARD ACTION:

A motion to approve the Adequate Yearly Progress Accountability Procedures

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. Adequate Yearly Progress Accountability Procedures

**Adequate Yearly Progress
Accountability Procedures**

for

Idaho Local Education Agencies & Schools

**Approved by the State Board of Education June 2004
Revised June 2006**

DRAFT

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INTRODUCTION

State Board of Education administrative rules and federal law 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. 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 Improvement 1	Year 4 Improvement 2	Year 5 Improvement 3	Year 6 Improvement 4	Year 7 Improvement 5	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	
	Create improvement plan	Implement improvement plan	Corrective Action Planning	Implement Corrective Action	Implement Restructuring Plan	
				Restructuring Planning		

An 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 AYP. 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 AYP, it is not a sanction. Technical assistance is practical advice offered by an external source that addresses specific areas of improvement.

Federal law places the primary responsibility for providing technical assistance to schools with the LEA. The State Department of Education (SDE) also plays a significant role in the improvement process. Both federal law and State Board rule require the SDE to provide support to LEAs and schools (technical assistance, consultation, etc.) in the planning and implementation of school improvement.

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.

LEA

The LEA is required to provide technical assistance to its schools that fail to make AYP 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 may 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.

Additional resources may be found on the State Department of Education's website at www.sde.state.id.us/dept.

State Support

Federal law sets specific technical assistance responsibilities for the state. States are to do the following:

1. Reserve and allocate Title I Part A funds for school improvement activities.
2. Create and sustain a statewide system of support that provides technical assistance to schools and LEAs identified for improvement.

The central focus of the statewide system of support and improvement is utilizing external teams of skillful and experienced individuals and professionals to assist schools and LEAs. Federal law also details the roles and responsibilities of these groups as follows:

1. A 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.
2. Each 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, team members should be familiar with a wide variety of school reform initiatives, such as school wide programs, comprehensive school reform, and other means of improving educational opportunities for low-achieving students.
3. Typically, teams will include some or all of the following:
 - a. Highly qualified or distinguished teachers, principals, and district level personnel;
 - b. Pupil services personnel;
 - c. Parents;
 - d. Representatives of institutions of higher education;
 - e. Representatives of educational laboratories or regional technical assistance centers;
 - f. Representatives of external consultant groups; or
 - g. 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 team members.

4. The team's responsibility is to assist the school in strengthening its instructional program to improve student achievement. Specifically, the team must do the following:
 - a. 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.
 - b. Collaborate with school staff, LEA staff, and parents to design, implement and monitor an improvement, corrective action or restructuring plan that can be expected to help the school meet its improvement goals if implemented.
 - c. 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 team.

- d. 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.
- e. The overall charge of the team is to help the school create and implement a coherent, efficient and practical plan for improvement. Effective 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 the Elementary and Secondary Education Act (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 the state to do the following:

1. Make technical assistance available to schools identified for school improvement, corrective action or restructuring.
2. 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.
3. Ensure that academic assessment results under this part are provided to schools before any identification of a school may take place under this subsection.
4. 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 an LEA when one or more of its schools fail to make 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 do the following:

1. Create a choice policy or revise an existing choice or open enrollment policy (Idaho Code 33-1402) to include choices for students enrolled in schools identified for improvement. The policy should include:

- a. Parental notification of choices as soon as possible after identification and no later than by the start of the school year;
 - b. Procedures for parents to sign up their child for transfer;
 - c. Transportation options;
 - d. Criteria to be used for priority rankings if needed;
 - e. Schools available for transfer; and
 - f. Agreements with other LEAs to accept transfer students.
2. For each of its schools not making AYP for two or more years, advise parents of the school's improvement status and offer choices as soon as possible after identification and no later than the first day of school. The notice should accomplish the following:
 - a. 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.
 - b. Identify each public school, which may include charter schools, that the parent can select.
 - c. Include information on the academic achievement of the schools that the parent may select.
3. Report to the State Department of Education the number of students using the choice.

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. School Improvement Plan

All Idaho LEAs and their schools have a strategic plan or a continuous school improvement plan. This sanction refers to a section of that plan that addresses the specific reading and math problems identified through AYP monitoring.

Procedures

Below are the procedures that must be followed by a LEA when schools do not make AYP for two or more years.

The LEA must do the following:

1. 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:

- a. School improvement planning and implementation;
 - b. Data analysis;
 - c. Identification and implementation of effective, scientifically based instructional strategies;
 - d. Professional development; and
 - e. Budget analysis.
2. Ensure that each school identified for improvement completes, within 90 days of its identification, a two-year school improvement plan for LEA review. Improvement plans must:
 - a. Focus on reading and/or math deficiencies in participation or proficiency.
 - b. Identify scientifically based teaching strategies.
 - c. Outline professional development.
 - d. Include parental involvement.
 - e. Identify technical assistance needs.
 - f. Establish measurable goals.
 - g. Define implementation responsibilities for the school and the LEA.
3. Create a process for peer review of the plan.
4. Give final approval within 45 days of receiving the plan.
5. Work with the State Department of Education to identify a school team to assist schools identified for improvement.
6. Ensure that the plan 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 the following:

1. Reviewing and analyzing all facets of the school's operation, including the design and operation of the instructional program;
2. Assisting with writing the plan;
3. Reviewing the Mentoring Program;
4. Identifying a team to advise the school;
5. Offering regional workshops; and

6. 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 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 fails to make AYP for three or more consecutive years. Supplemental services must be offered until the school meets AYP for two consecutive years or is restructured. Requirements of this program vary depending upon whether the school receives Title I funds.

For Title I schools, the LEA must do the following:

1. Notify parents about the availability of services, at least annually. The notice must:
 - a. 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.
 - b. Describe the services, qualifications and evidence of effectiveness for each provider.
 - c. Describe the procedures and timelines that parents must follow in selecting a provider to serve their child.
 - d. Be easily understandable; in a uniform format, including alternate formats upon request; and, to the extent practicable, in a language the parents can understand.
2. Help parents choose a provider, if requested.
3. Determine which students should receive services if not all students can be served based on eligibility criteria. 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.
4. Protect the privacy of students who receive supplemental educational services.
5. Enter into an agreement with a provider selected by parents of an eligible student. The agreement must include the following:

- a. Specific achievement goals for the student, which must be developed in consultation with the student's parents;
 - b. 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;
 - c. A timetable for improving the student's achievement;
 - d. A provision for termination of the agreement if the provider fails to meet student progress goals and timetables;
 - e. Provisions governing payment for the services, which may include provisions addressing missed sessions;
 - f. 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
 - g. An assurance that supplemental educational services will be provided consistent with applicable health, safety and civil rights laws.
6. Assist the state in identifying potential providers within the LEA and LEA charter school.
 7. Report to the State Department of Education the number of students using the supplemental services option.
 8. Provide the information the state needs to monitor the quality and effectiveness of the services offered by providers.

For non-Title I schools, the LEA must do the following:

1. Follow the same procedures outlined in the previous section for Title I schools using state approved supplemental service providers; **OR**
2. Meet the intent of the State Board of Education rule by offering eligible students access to:
 - a. Computerized remediation programs such as Idaho Plato Learning Network (I-PLN);
 - b. Remedial classes through the Idaho Digital Learning Academy;
 - c. After-school academic programs; or
 - d. Other district-sponsored remedial or tutoring services.

Districts using option #2 must notify parents of the choices available to students in non-Title I schools. The notification should:

- a. Describe the services available to eligible students;
- b. Describe the procedures and timelines that parents must follow in selecting a provider to serve their child;
- c. 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

- d. 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.
3. Report to the State Department of Education the number of students using the supplemental services option.
4. Provide the information the state needs to monitor the quality and effectiveness of the services offered by providers.

State Support

The state has a number of responsibilities in ensuring that eligible students receive additional academic assistance. The State Department of Education will do the following:

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

Section V. Corrective Action

This stage requires an 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 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. Schools may choose to submit restructuring plans for approval prior to Year 5.

The LEA must do the following:

1. Ensure that each school identified for corrective action continues to offer choice and supplemental services.
2. Continue to provide technical assistance to schools identified for corrective action.
3. Enroll schools in the state sponsored technical assistance program **and/or** take **one** of the following actions as soon as possible, no later than the beginning of the following school year:
 - a. Provide for all relevant staff appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.
 - b. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.
 - c. Extend the length of the school year or school day in a substantive amount to improve instruction and increase student learning.
 - d. Replace the school staff who are deemed relevant to the school not making AYP.
 - e. Significantly decrease management authority at the school.
 - f. Restructure the internal organization of the school.
 - g. Appoint one or more external 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.
4. 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.
5. In the fifth year of failing to make AYP, provide teachers and parents with notification, opportunity to comment and participation in the development of the school's restructuring plan.

State Support

The State Department of Education will continue to provide technical assistance and monitor the identified corrective actions.

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 LEA. When complete, the restructured school no longer is required to offer choice or supplemental services and is considered in its first year of AYP monitoring.

Procedures

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 four and five years.

1. Continue to plan for restructuring if the school does not meet AYP by the end of the year.
2. Continue to provide teachers and parents with notification, opportunity to comment, and participation in the development of the school's restructuring plan.
3. Prepare a restructuring plan to implement at least one of the following actions:
 - a. Replace all or most of the school staff.
 - b. 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.
 - c. Turn the operation of the school over to the state education agency.
 - d. Re-open the school as a public charter school.
 - e. Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring.
4. 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 its team to implement the restructuring plan.

PART II: LOCAL EDUCATION AGENCY PROCEDURES

State Board of Education rules and federal law establish sanctions or consequences for LEAs that do not make 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 LEAs Not Making Adequate Yearly Progress						
Year 1 & 2	Year 3 Improvement 1	Year 4 Improvement 2	Year 5 Improvement 3	Year 6 Improvement 4	Year 7 Improvement 5	Year 8
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		

An 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 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 LEA Improvement Plan
- Section III LEA Corrective Action Plan

Section I. Technical Assistance

Although technical assistance is listed with the consequences of not making AYP, it is not a sanction. Technical assistance is practical advice offered by an external source that addresses specific areas of improvement. The purposes of state technical assistance are to help the LEA:

1. Develop and implement its required plan; and
2. Work more effectively with its schools identified for improvement.

Section II. Local Education Agency Improvement Plan

All Idaho LEAs have a strategic plan for their programs and schools. This sanction refers to an addition to the plan that addresses the specific problems identified through AYP monitoring.

Procedures

Below are the procedures that must be followed by the LEA when it does not make AYP for two or more years. LEAs may choose to submit corrective action plans for approval prior to Year 5.

The LEA must do the following:

1. 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:
 - a. Address the fundamental teaching and learning needs of schools in the LEA, especially the academic problems of low-achieving students.
 - b. 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.
 - c. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.
 - d. Include, as appropriate, student learning activities before school, after school, during the summer and during any extension of the school year.
 - e. Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction in the areas identified as needs improvement.
 - f. Include strategies to promote effective parental involvement in the schools served by the LEA.
2. Implement its improvement plan, whether new or revised, no later than the beginning of the subsequent school year.

State Support

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

1. 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.

2. 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, the state 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.
3. Broadly disseminate findings.

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.

The state may choose to delay LEA identification for corrective action if the LEA makes AYP 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 the state to take specific steps when a LEA does not make AYP for three or more years.

The state must do the following:

1. Continue to ensure that the LEA is provided with technical assistance.
2. Provide the LEA with a public hearing no later than 45 days after the state decision.
3. Take at least **one** of the following corrective actions, as consistent with state law:
 - a. Defer programmatic funds or reduce administrative funds.
 - b. 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.
 - c. Replace LEA personnel who are relevant to the inability of the LEA to make adequate progress.
 - d. Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision.

- e. Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board.
- f. 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.

C. SUBJECT:

Professional Standards Commission Reappointments and Appointments

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..." (notation added).

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 four terms that will become vacant June 30, 2006.

RECOMMENDATIONS:

The State Department of Education recommends the following nominations for appointment/reappointment consideration to fill the four terms that will become vacant June 30, 2006.

State Division of Professional-Technical Education (submitted by the State Division of Professional-Technical Education)

Dave Dean, State Division of Professional-Technical Education
(reappointment)

School Boards Association (submitted by the Idaho School Boards Association)

Don Soltman, Lakeland Joint School District #272 **(reappointment)**

Secondary Classroom Teacher (submitted by the Idaho Education Association)

Sue Skeen, Oneida County School District #351 **(reappointment)**

Elementary Classroom Teacher (submitted by the Idaho Education Association)

Sharlea Alsager, Middleton School District #134 **(appointment)**

BOARD ACTION:

A motion to approve the request by/for Professional Standards Commission reappointments and appointments as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. Resume for Dave Dean
2. Resume for Don Soltman
3. Resume for Sue Skeen
4. Resume for Sharlea Alsager

VITA
George David Dean, Ph.D.

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Boise, ID 83704
(208) 378-0814

Office: State Division PTE
Len B. Jordan Bldg.
Boise, Idaho 83720
Ph: (208) 334-3216 FAX: 334-2365
E-Mail: ddean@pte.State.id.us

EDUCATION

Certifications 2000 Professional-Technical Administrators Certificate (Idaho).
1984 Postsecondary Vocational Technical School Teaching Certificate (Arkansas).
1970 Lifetime K-9 Teaching Certificate (California).

Ph.D. August, 1989 The Ohio State University, Columbus, Ohio.

Major Fields: Comprehensive Vocational Education.
Minor fields: Human resource development and research.
Dissertation: "Factors That Contribute to Two-Year Technical Faculty Job Satisfaction with
Emphasis on Self-Efficacy."

B.B.A. January 1965 Texas Tech University, Lubbock, Texas.

Major Field: Finance.
Minor fields: Economics and business administration.

PROFESSIONAL EXPERIENCE

1991-Present **Professional Development and Certification Coordinator**

State Division of Professional-Technical Education, Boise, Idaho: Responsibilities include the coordination of certification activities in the state's Professional Technical Education system, promotion and coordination of in-service and pre-service programs on behalf of the State Division, coordinating statewide efforts (PSC & MOST) to promote technical upgrade and pedagogy skills, and promote programs in the comprehensive professional development of educators. Other duties include coordinate school vocational program OCR evaluations, coordinate the annual summer conference, coordinate quality improvement, and collaborate with university teacher educators.

1991 **Assistant Coordinator**

Professional Instruction (PI) Program, Education Theory and Practice, The Ohio State University, Columbus, Ohio. Planned and supervised pre-service teacher education courses, conducted seminars for Graduate Teaching Associates, and supervised 15 Graduate Teaching Associates.

1989-1991 **Lecturer and Visiting Scholar**

Professional Instruction (PI) Program, The Ohio State University, Columbus, Ohio. Taught pre-service teacher foundation courses, supervised student teacher field experiences, and conducted research on teacher professional development.

1988-89 Graduate Teaching Associate

Professional Instruction Program (PI), Education Theory and Practice, The Ohio State University, Columbus, Ohio. Taught Teacher Education Foundation courses.

1986-88 Graduate Research and Administrative Assistant

National Center for Research in Vocational Education (NCRVE): The Ohio State University, Columbus, Ohio. Member of a research team which conducted research and carried out analyses on the dynamics of postsecondary occupational education at public institutions within the United States; conducted literature searches for postsecondary vocational-technical governance structures; helped plan and conduct data collecting workshop; compiled research data; helped analyze research data; wrote research findings; provided administrative services to the Midwest Universities Consortium for International Activities (MUCIA).

1984-86 Coordinator and Instructor of Adult Education

Twin Lakes Vocational-Technical School, Harrison, Arkansas: Co-coordinator and instructor in adult education and ABE/GED classes.

1984-86 Justice of the Peace

Appointed by Arkansas Governor Bill Clinton to a two-year term as Justice of Peace. Served on Quorum Court, County Budget Planning Committee, and wrote guidelines for county personnel contracts.

1972-82 Teacher

Mount Diablo School District, Concord, California. Taught 7th-8th grade mathematics and taught sixth grade self-contained classes.

1970-72 Teacher

Los Angeles School District, Watts, California: Taught grade 5 in a self-contained class in inner-city urban school. Developed curriculum for minority and disadvantaged students.

1967-69 Member of Armed Forces

Honorable discharge at Fort Ord, California after serving two years during Vietnam Conflict: Sergeant, Grade E-5.

1965-67 Peace Corps Volunteer

Homa Bay, Kenya, Africa. Advisor for community and adult cooperative education. Worked through the Ministry of Adult & Cooperative Development and the Ministry of Agriculture.

PUBLICATIONS

Dean, D. & Rush, W. (1996). Vanguard Shows the Way, in The Idaho Vocational-Technical News, January.

Dean, D. (1995). Vocational Education Eyes National Trends, in The Idaho Vocational-Technical News, Spring.

Dean, D. (1994). Change is A-Coming—In Stages, in The Idaho Vocational-Technical News, November.

Dean, D. & Silver, S (1994). Recognizing Vocational Successes, in The Idaho Vocational-Technical News, June.

Dean, D. (1993). Charting Your Professional Course, in The Idaho Vocational-Technical News, July.

Rush, Michael & David Dean. (1993). Motivating Students Across Ability Levels. The Agricultural Education Magazine, 65, 8, Feb.

Dean, George D. & Cruz, Josue Jr. (1992). Preservice Teacher Efficacy: Relationships and Implications. La Education, 36, 111-113, Dec.

Dean, D. (1992). The Three "Cs" of Development, in The Idaho Vocational-Technical News, November.

Dean, D. (1992). You Can't Beat Enthusiastic Thinking, in The Idaho Vocational-Technical News, July.

Dean, D. (1992). The Student Organization, Professional Development Connection, in The Idaho Vocational-Technical News, April.

Dean, D. (1991). Defining Professional Development, in The Idaho Vocational-Technical News, December.

Dean, D. (1991). Orientation as a Career Transition Process, in The Idaho Vocational Technical News, December.

Dean, G.D. Factors That Contribute to Two-Year Technical Faculty Job Satisfaction with Emphasis on Self-Efficacy. Dissertation completed at The Ohio State University, Columbus, Ohio, 1989.

Dean, G.D. (1987). Degree of Decision Making Involvement of Postsecondary Occupational Educators, in Postsecondary Occupational Delivery: An Examination, Ed. Hollenbeck, K.M.. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University.

Dean, G.D. (1987). Curriculum and Instructional Decision Making in Postsecondary Education Occupational Institutions, in Postsecondary Occupational Delivery: An Examination, Ed. Hollenbeck, K.M.. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University.

Hollenbeck, K.M. and Dean, G.D. (1987). Understanding the Dynamics of Postsecondary Vocational Education: A Design Study. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University.

COMMUNITY SERVICE

Peace Corps member -- international
Board member of Youth Outreach -- focus on local at-risk youth
Judge on County Quorum Court -- local government
Member of County Budget Committee -- local government
Member of County Personnel Committee -- local government
Kiwanis member--Secretary Boise Kiwanis Club
Board member for Summer Camp Youth Program: Idaho Episcopal Churches
Examiner: Idaho Quality Award (Assessment based on Malcolm Baldrige Criteria)
Member Church Vestry Committee, All Saints Episcopal Church
Host family for two International Exchange Students (Germany '95 and Brazil '97)
Affiliate faculty, Northwest Nazarene University and University of Idaho

AFFILIATIONS

Career and Technical Educators Association
Omicron Tau Theta, Professional Vocational Leadership Society
American Association of Adult and Continuing Education
Phi Delta Kappa (Foundation Chairperson 1992-2000; Chapter President 2000-2001)
Vocational Research Association
American Society for Training and Development (ASTD)
American Association of University Professors
Toastmasters International
Idaho Total Quality Institute
Episcopal Church (Vestry Member 1996-1999)

AWARDS AND HONORS

1978 Honored as School "Best Teacher" by students.
1986 Appointed Graduate Research Fellowship at The Ohio State University.
1986 Elected Committee Representative for OSU Comprehensive Vocational Education Graduate Program.
1988 Elected Historian of Omicron Tau Theta (professional society)
1990 Voted Honorary Member of Golden Key National Honor Society--recognized for support to student life and academics at The Ohio State University.
1991 Elected President Elect of American Vocational Education Professional Development Association (AVEPDA).
1992 Elected President of AVEPDA.
1993 Elected Foundation Officer and Board Member for Boise Phi Delta Kappa.
1995 Elected Secretary of Boise Kiwanis Club.
1998 Awarded Idaho Vocational Association Outstanding Vocational Educator Support.
1999 Appointed by the State Board of Education to the Idaho Professional Standards Commission
2000 Elected President of Phi Delta Kappa, Gamma Gamma Chapter 1075

Jul-16-2004 07:38am From-KMC ADMIN

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T-761 P 001/003 F-584

PSC CANDIDATES BIO FORM

Personal InformationName: Don Soltman Occupation: Hospital AdministratorSpouse's Name: n/a Occupation: n/a

Do you now have children in public schools? Yes / No

In the past, have you had children in public schools? Yes / No

Years served as a board member: 9District Name: Lakeland 272Size of School District: 4500 District Region No: 1

What have you accomplished while serving on your local school board?

Chair - 4 years All schools accredited with Merit, 4 element-aries A+ designation. 3 years named district as "What parents want"list. Passed 3 bond levies and built 3 schools.

Why do you wish to become a member of the PSC?

I think serving on thiscommittee would be a natural extension of my daily job. I work ina professional setting and deal with ethical and relationship issues
daily. As a board member I have been involved in several teacher
conduct issues and have been objective and fair in resolving these
these in the best interest of students, the district and the teacher.Education: (list schools and/or colleges attended)Diploma - Grangeville High School 1967BS United States Air Force Academy 1971MHA Baylor University 1982

Jul-16-2004 07:19am From-KMC ADMIN

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T-761 P 002/003 F-584

What other activities are you involved in? (Clubs, other associations, etc.)

Rotary - Past President West Kootenai

Chamber - Past President Rathdrum Chamber

United Way - Board Member

Other Information: (Military services, etc.)

US Air Force - 1971-1983 Captain, Medical Service Corps

* Please attach a brief resume - not to exceed 100 words.

Jul-16-2004 07:50am From-KMC ADMIN

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T-761 P 003/003 F-584

BIOGRAPHICAL INFORMATION**DON SOLTMAN**

Born and raised in Grangeville, Idaho.

Graduated from the U.S. Air Force Academy with a BS degree and Baylor University with a Masters of Healthcare Administration.

Served in the Air Force for ten years in various locations. Has lived in the Coeur d'Alene area for the past 21 years. Employed by Kootenai Medical Center as VP / Ancillary-Support Services. Has a daughter, Hilary, who is a third year law student at the University of Idaho.

Mr. Soltman is past President, Rathdrum Chamber of Commerce, Past President, West Kootenai rotary Club and serves as Chairman, Lakeland Joint School District Board of Trustees.

Sue Skeen

375 W. 500 N.
Malad, Idaho 83252
208-766-2953

Objective

I am seeking to improve my knowledge and its use in my live and in the lives of my students and peers.

Employment

ENGLISH, SPEECH TEACHER	1986 - Present
Malad High School, Oneida Co. School District #351	Malad, Idaho 83252

Teach English III, English IV, and Speech; Speech Coach; National Honor Society advisor; Junior Class Advisor, which involves fund-raising, prom, and homecoming supervision; and Ticket Taker at all paid events. Have taught reading, drama, pre-algebra, and competitive speech.

ENGLISH TEACHER/LIBRARIAN	1979 - 1980; 1981 - 1986
Oelrichs Independent School District	Oelrichs, South Dakota

Taught English I, English II, English III, English IV. Was responsible for the video Spanish class, testing and assignments without the aid of a teacher's key. Acted as English Department Head, School Librarian, Cheer Advisor, and Drama Advisor.

SUBSTITUTE	1977 - 1979
Hot Springs School District	Hot Springs, South Dakota

Education

BACHELORS OF SCIENCE	1970 - 1973
Utah State University	Logan, Utah

English Major; Math Minor; Teacher's Certificate

CREDITS TOWARD BACHELORS DEGREE	1967 - 1968
University of Michigan	Ann Arbor, Michigan

CONTINUING EDUCATION
Idaho State University
Brigham Young University
University of Idaho
College of Southern Idaho
Chadron State University

1975 - PRESENT
Pocatello, Idaho
Provo, Utah
Moscow, Idaho
Twin Falls, Idaho
Chadron, Nebraska

Accomplishments/Awards

- **NEA's Campaigning to Win**
- **IEA Region V Vice-President**
- **Oneida Education Association President, Vice-President, Secretary**
- **Fellowship for Teaming Teachers with Industry**
- **Fifth District Speech/Arts President**
- **Oneida Education Foundation member and historian**
- **School to Work Steering Committee**
- **Member Idaho Speech/Arts Teacher's Association**
- **Developed a Drama Program at Malad High School and Oelrichs High School**
- **Member of Idaho Education Association/National Education Association**
- **Established a competitive Dram team at Malad High School**
- **Oelrichs Education Association President and negotiator**
- **Received a grant from the Idaho Arts Council**
- **Mellon Grant Recipient**
- **Work with local youth groups**
- **Judged 4-H and open class at the Oneida County and Bear Lake County Fairs**
- **President of the YOUR Child Development Center**
- **Single mom who raised three daughters and sent them to college**
- **Dean's List at Utah State University**

References

References will be provided upon request.

445 S. Silver Bow Ave
Eagle, Idaho 83616
Phone 208-938-1776

Sharlea Rae Alsager

Functional Summary

Self-directed, passionate and reliable educator with a commitment to student development and the learning experience. Experienced in motivating, challenging and engaging students at the middle level through differentiated and enriched activities that address the diverse needs of Middle School students. Possesses strong communication and organization skills. Goal oriented and committed to the highest level of professional and personal experience. Active team member who effectively collaborates with team partner and staff members and establishes quality relationships with students, parents, and staff.

Education

2005 - Present University of Phoenix Meridian, Idaho
Masters of Arts in Education/Curriculum and Instruction
Currently Pursuing – Graduate September, 2006

1991-1999 Boise State University Boise, Idaho
Bachelor of Arts/Elementary Education
Associate of Science/Criminal Justice

Accreditations

Certified Standard Elementary K/8
Basic Technology Competency

Employment

1999 - Present Middleton School District Middleton, Idaho
6th Grade Teacher

- Curriculum Design and Development
- Teaming and Integrating Content into Daily Lessons
- Differentiated Instruction
- Classroom Management
- Student Motivation
- Student Assessment
- Analyzing and Interpreting Data to Improve Student Test Scores
- Record Keeping
- Communication with Parents
- Teaming and Integrating Content

Coaching Responsibilities

Basketball/7th grade girls
Track/7th and 8th Grade

- Selecting Teams
- Organizing and Running Daily Practices
- Overseeing Games
- Record Keeping

Middle School Gifted and Talented Program

- Great Books
- Academic Bowl
- Stock Market

Professional Memberships

2006 – 2007 Region 3 Co-President Elect
2005 – Present Idaho PTA
2005 – Present Idaho Education Association Region 3 Secretary
2005 – Present Idaho Children's Fund Board of Directors
2004 – Present Idaho Education Association/Board of Directors
2005 – 2006 Middleton Education Association Co-President
2004 – 2005 Middleton Education Association Newsletter Chair
2003 – 2004 Middleton Education Association President
2000 – 2003 Building Rep.

Professional Responsibilities

2005 – 2006 – MMS Leadership Team Representative
2004 – 2005 – MMS Trip Coordinator – Washington D.C. and New York
2004 – 2005 – Presenter -Turning Points Literacy
2004 – 2005 – Presenter - Looking at Student Work Using Protocols
2004 – 2005 – Peer Mentor
2002 – 2004 – District Leadership Team
2001 – 2003 – Idaho Education Association Sparks Facilitator
2001 – 2002 – Presenter -Middle Level Institute – Differentiated Instruction
2001 – 2002 – District Language Arts Curriculum Committee
2000 – 2003 – Middle School Technology Coach
2000 – 2001 – District Social Studies Curriculum Committee
1999 – 2002 – Team Leader

Awards Received

2000 – Rookie of the Year – Outstanding 1st year Teacher
2003 – Teacher of the Year

References

Molly Burger
Principal Middleton Middle School
200 S. 4th Ave West
Middleton, Idaho 83644
208-585-3251

Allen Lake
Curriculum Director
200 S. 4th Ave West
Middleton, Idaho 83644
208-585-3027

Jennifer Warwick
Team Teacher
200 S. 4th Ave West
Middleton, Idaho 83644
208-585-3251

Jim Shackleford
Director Idaho Education Association
P.O. Box 2638
Boise, Idaho 83701
208-336-6967

D. SUBJECT:

Appointments to the Idaho State Curricular Materials Selection Committee

BACKGROUND:

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128, describe the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education. Their terms are for one year.

DISCUSSION:

Currently there are three openings on the Committee. The two open positions being recommended for appointment at this time are for the public school secondary classroom teacher and the public school elementary classroom teacher positions. These recommendations are for a complete five-year term.

This leaves one Boise State University position not filled.

RECOMMENDATION:

The State Department of Education recommends the appointment of Darlene Dyer, of Hailey, Idaho to fill a Public School Secondary Classroom Teacher position and Stacey Jensen, of Pocatello, Idaho to fill a Public School Elementary Classroom Teacher position for a five-year term.

BOARD ACTION:

The State Board of Education moves to approve the request for two appointments to the Idaho State Curricular Materials Selection Committee as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. Darlene Dyer, Letter of Interest and Resume
2. Stacey Jensen, Letter of Interest and Resume

950 Fox Acres Road
Hailey, Idaho 83333



Phone (208) 578-5020
Fax (208) 578-5120

April 14, 2006

Val Fenske, Specialist
Curriculum & Technology Center, B-25
Department of Education
P.O. Box 83720
Boise, ID 83720

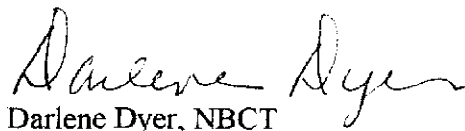
Dear Val:

I am honored to have been nominated by my principal, Graham Hume, to fill a position with the State Board of Education Selection Committee. As an English teacher in Idaho for 25 years, I have had the opportunity to serve on various district selection committees and recognize the value of effective learning materials.

Currently, I serve as the representative from the high school on the Blaine County School District Language Arts Committee. Committee members as well as English teachers at my school are looking forward to the five-year review and adoption of curriculum materials next fall. It seems that in this last five years, there have been more changes and challenges to the learning and teaching environments we experience. It is critical that the materials we choose be thoroughly reviewed.

I would be eager to serve on your selection committee should an appointment be forthcoming. Enclosed please find my résumé of educational and professional experience.

Sincerely,


Darlene Dyer, NBCT

P.O. Box 1981
Hailey, ID 83333

Phone: 208/578-5020
Fax: 208/578-5023
E-mail: ddyer@blaineschools.org

Darlene Matson Dyer

Education and Certifications

National Board for Professional Teaching Standards Certification, 2000:
Adolescence and Young Adulthood/English Language Arts

Idaho Standard Teaching Certificate, University of Idaho, 1979
Endorsements: Secondary English

Bachelor of Arts degree (with honors) in English Literature, University of Illinois at
Chicago, 1975

Teaching Experience

August 2002 – Current: English teacher, Wood River High School, Blaine County
School District No. 61, Hailey, Idaho.

August 2001 - May 2002: College of Education Instructor, Idaho State University
(Motivation & Management; Careers in Education; Planning, Delivery & Assessment),
Pocatello, Idaho.

August 1990 - 2001: English teacher, Wood River High School, Blaine County School
District No. 61, Hailey, Idaho.

August 1982 - June 1990: English teacher, English Department Chairman, Wood River
Junior High School, Blaine County School District No. 61, Hailey, Idaho.

June - August 1979 - 1993: Teacher of Study Skills, Reading, and English; Photography
& Typing teacher, Upward Bound (summer program), University of Idaho, Moscow.

August 1980 - May, 1981: Basic Skills Teacher, Butte County High School, Joint
District No. 111, Arco, Idaho.

March - May 18, 1979: Student teaching practicum: American Drama, Senior Comp.,
Speech, & Diversified Reading (in cooperation with Ms. Judy Chavez), Moscow High
School, 401 East Third Street, Moscow, Idaho.

Professional Development

Participant: Oregon Journalism Education Association Summer Adviser Workshops,
Oregon State University, Corvallis, July 2005.

Participant: Idaho Humanities Council Teacher Institute "Nothing But the Truth: Survival
and Celebration in Native American Literature," Albertson College, Caldwell, July 2005.

Presenter: "Partnering Business Professionals: Student Writing in the Real World" and
"Teaching Punctuation: We Can't Live With It; We Can't Live Without It." National
Council of Teachers of English Annual Convention, San Francisco, November 2003.

Participant: American Society of Newspaper Editors Summer Institute for Teachers, University of South Florida, Tampa, July 2003.

Presenter /Trainer: "Motivating At-Risk High School Students," a 2-day workshop for Upward Bound teachers, University of Idaho, Moscow, June 2002.

Teacher-in-Residence, Idaho State University, College of Education, Pocatello, 2001-02.

Student-Intern Supervisor, Idaho State University, 2001-02.

Participant: National Council of Teachers of English Annual Convention, Baltimore, 2001.

Presenter/participant: International Ezra Pound Conference, Paris, July 2001.

Idaho Professional Standards Commission, 1995-2001.

University of Idaho Supervisor, English 401: Writing Workshop for Teachers.
Assisting alternate route candidate Mary Mozes, Butte High School, Arco, Idaho, 2000-01.

Participant: Idaho Humanities Council Summer Institute for Teachers
"Tough Paradise--The Literature of Idaho and the Intermountain West," July 2000.

Member of Board of Directors, Ezra Pound Association, Hailey, ID, 1999-2002.

Blaine County Education Association Building Representative, 1997-1999.

Idaho Education Association Delegate, 1984, 1997, 1997.

District Language Arts Curriculum Committee, 1996-current.

Graduate Study New York University: "Film Study for the High School Teacher,"
Summer 1995.

Participant: 1994 National Council of Teachers of English Annual Convention, Orlando.

Guest/Chaperone: U.S. Space Academy II, Huntsville, Alabama, October 1992.

Trustee of Hailey Library Board, 1991-92.

Presenter 1992 March District In-service: "Taxidermy and English."

Mentor Teacher, Spring 1990-91: Assisting first year teacher Stephanie Saunders, Wood River High School, in the Blaine County School District "Mentor Program."

Mentor Teacher, Spring 1990: Assisted first year English teacher John DePasquale, Carey High School, in the Blaine County School District No. 61 "Mentor Program."

Presenter, "Motivating Materials and Methods for Upward Bound Students," Northwest Association of Special Programs Fall Conference, Portland, Oregon, December 1989.

Blaine County Education Association Building Negotiator, 1988.

Treasurer, 1988-1992, Blaine County Education Association, Hailey, Idaho.

Area Host and Facilitator, Idaho Council of Teachers of English, 1985 Fall Conference, Hailey.

English Department Chairman, 1983-1990, Wood River Junior High School, Hailey, Idaho.

Presenter: "Basic Skills in a Rural Setting," National Council of Teachers of English Annual Convention, 1981, Boston, Massachusetts.

TRIO Training (Special Programs for Disadvantaged Students):

- National Council of Educational Opportunity Associations
"Computer Training," Coeur D'Alene, Idaho, April 1984.
- Marquette University "Curricula Design Institute," Atlanta, March 1981.
- University of Colorado-Boulder "National Center for Counseling and Instruction," Denver, February 1980.

Special Skills

Basic Educational Technology Competency Certification, Boise State University:
word processing, spreadsheets, database, telecommunications, presentation software,
and integration.

**Professional
Memberships**

National Council of Teachers of English

Idaho Council of Teachers of English

Idaho Education Association

National Education Association

Blaine County Education Association

References

Available upon request.



"Gem of the Mountains"

Edahow Elementary School

2020 Pocatello Creek Road

Pocatello, Idaho 83201

Phone: (208) 233-1844

Fax: (208) 239-7119

Susan Murray, Principal

April 14, 2006

To Whom It May Concern:

I would be very interested in representing elementary schools on the State Board of Education Selection Committee. This committee is of strong interest to me. I am a firm believer of the text book being resources to the teacher for helping her students meet state standards. I believe that the closer a textbook matches Idaho's state standards, the easier it is for the teacher to use it as an appropriate resource.

I have served on many different committees in my district. I have worked to help the district's curriculum align with state standards. After this alignment, I have gone back into my classroom to analyze my current textbooks for appropriate lessons to teach. I have also worked with other teachers to help them complete this same process. I have served on several district textbook adoption committees and therefore I believe I have the skills necessary to analyze textbooks for quality as well as meeting standards.

Again, I thank you for the opportunity to serve on this committee. I am very interested in staying involved at the state level on various projects. I believe serving on this committee will not only improve my teaching but allow me to help others within my district improve their teaching.

Sincerely,

A handwritten signature in cursive script that reads "Stacey Jensen". The signature is written in black ink and is positioned above the printed name.

Stacey Jensen

Stacey Jensen
14504 W. Wallin Rd.
Pocatello, ID 83202
staceyjen@aol.com
(208)237-2349 (home) (208)233-1844 (work)

CERTIFICATION:

National Board Certification Early Childhood Generalist November 2000

EDUCATION:

Idaho State University	Pocatello, ID	August 1995
Masters of Education in Curriculum and Instruction with an emphasis in Early Childhood Education		
Idaho State University	Pocatello, ID	December 1988
Bachelor of Science degree in Elementary Education with a minor in Reading.		
Highland High School	Pocatello, ID	June 1985

TEACHING EXPERIENCE:

Edahow Elementary School Pocatello, ID January 1989-present
Taught kindergarten and first grades. Currently teaching second grade.

AWARDS/HONORS:

School District #25 Teacher of the Year	2005-2006
Edahow Teacher of the Year	2005-2006
Nominated Disney Teacher of the Year	May 2003
Simplot Teacher of the Year Finalist	May 2003

ORGANIZATIONAL INVOLVEMENT:

National Association for the Education of Young Children	January 1989- present
South East Idaho Reading Council	September 1989- present
Pocatello Education Association	January 1989-present
Alpha Delta Kappa	April 1992- present
Idaho Science Teachers Association	September 1996

COMMITTEES:

District #25 committee to align Language Arts Curriculum with state Standards-	March 2006
SEIRC State Reading Conference	October 2003
Edahow=s Leadership Team	2000-present
Professional Standards Commission Accreditation Committee	June 2002-present

Reading Adoption Committee	January 2001-May 2001
Idaho State Assessment Test Question Writing Sessions	2003-present
Idaho K-2 Math Indicator	2004-2005
Second Grade Interdisciplinary Unit	2003-2004
Idaho Power Standards	July 2003
School District #25 Leadership Team	2000-2002
School Districts #25 K-12 Writing Handbook Committee	July 2001
Professional Development Institute Committee	July 2000-July 2001
Early Childhood Education Accreditation Committee	December 1997- June 1998
Science Adoption Committee	September 1999- June 2000
Onward to Excellence Committee	January 1994

PUBLICATIONS:

AElementary School Principals= Beliefs Regarding Developmentally Appropriate Practices in Early Childhood Programs@ Thesis topic, Idaho State University. Pocatello, ID. June 1995.

AThe Pursuit of Excellence in Early Childhood Education.@ **Perspectives** Vol. XIII, No 1, Professional journal of the Idaho Association of School Administrators Boise, ID. Fall 1995

REFERENCES:

Susan Murray, Principal
Edahow Elementary School
2020 Pocatello Creek Road
Pocatello, ID 83201

Dr. Sally Pena
P.O. Box 8057
Idaho State University
Pocatello, ID 83209-8057

E. SUBJECT:

Appeal and Waiver of 110% Cap Pupil Transportation Funding Formula – Buhl School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino, Wallace, and Blaine school districts. Other school districts will not be

applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Buhl School District submitted a Funding Cap Appeal Application to the State Department of Education on April 14, 2006.

On March 28 – April 1, 2005, a team of pupil transportation specialists had the opportunity to ride 12 bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The Buhl School District covers a large geographic area and is located south and west of the Snake River and north of the Castleford School District. Filer School District is located east of Buhl School District.
- The district currently runs 13 morning and 13 afternoon routes, each consisting of one run.
 - This year (2005-06) the District has made a positive attempt to save by consolidating two routes into one route. The District currently runs 12 morning and 12 afternoon routes, each consisting of one run.
- Several bus routes cover short distances in areas with sparse populations, which inherently result in high cost-per-rider and cost-per-mile calculations.
- One bus run transports a small number of riders and involves the transportation of special needs students, which inherently results in a high cost-per-rider calculation.
- One bus run transports a small number of students from a sparsely populated area (Bell Rapids), which inherently results in a high cost-per-rider calculation.
 - This year (2005-06) the District has made a positive attempt to save by discontinuing service to the Bell Rapids area and is instead offering “in-lieu of transportation reimbursement.
- Consolidation of routes may be feasible, but remains uncertain. Buhl School District may be routing and operating as efficiently as possible; however, the inspection team strongly recommended annual evaluation of district-wide routing schemes with a focus on low bus capacity to rider ratios and improving routing efficiencies.

- The Superintendent expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety. In fact, the district expressed a strong desire to evaluate district-wide routing schemes and expressed confidence in their contractor to assist in this endeavor.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the Buhl School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., “Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control.”

BOARD ACTION:

A motion to approve the Buhl School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application submitted by Buhl School District
4. Buhl School District rationale letter
5. Buhl School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788		\$652,789		\$652,789	\$0	\$0	\$0	\$0	\$0	
135		NOTUS DISTRICT	\$0	0.0%	\$127,874	\$0	\$464	\$127,410	55,339	159	\$2.30	\$801	81%	107%	FALSE	\$0	\$0	\$108,693	\$0	\$108,693	\$108,693		\$108,693		\$108,693	\$0	\$0	\$0	\$0	\$0	
136		MELBA JOINT DISTRICT	\$0	0.0%	\$277,762	\$3,330	\$656	\$273,776	105,123	311	\$2.60	\$880	91%	118%	FALSE	\$0	\$0	\$236,098	\$0	\$236,098	\$236,098		\$236,098		\$236,098	\$0	\$0	\$0	\$0	\$0	

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,886	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter Data

2004 -2005

District Name: **Buhl**

Number: **412**

Date: **April 14, 2006**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

☐
☒

Uniquely difficult geographic circumstances (five-year application)

Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

See attachment.

Superintendent Signature:

Richard J. Hill

Date: **03/31/06**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on

BUHL JOINT SCHOOL DISTRICT NO. 412

920 MAIN STREET • BUHL, IDAHO 83316
PHONE (208) 543-6436 • Fax (208) 543-6360



March 17, 2006

Mr. Ray Merical, Supervisor
Pupil Transportation Services
Idaho State Department of Education
P.O. Box 83720
Boise, ID 83720-0027

Mr. Merical:

The Buhl School District wishes to submit its appeal of the legislative transportation funding cap for SY 06.

The following points highlight our arguments why the district believes the funding cap should be lifted for the Buhl School District.

- 1. Age of Buses.** The Buhl School District has maintained that student safety is our paramount concern. To that end, the district has, for many contract years, placed a manufacturer's "age limit" on the contractor's buses. We have insisted that our buses be equipped with the latest safety equipment, hence the provision that the buses be no older than seven years. This prevents a prospective contractor of dumping older and unsafe buses on the district when the bid is awarded, not an uncommon practice. This requirement drives up the cost of the bid (i.e., cost per mile) since the contractor must place newer buses in his respective fleet.
- 2. Fuel Index.** The district has for many years used the April CPI Index for determining cost-per-mile rates for the subsequent school year. We do not engage in negotiations with the contractor when the price of fuel increases (or decreases). This practice keeps the cost of providing pupil transportation services to a predictable cost per mile throughout the school year, hence keeping the cost to a minimum.
- 3. Remote Routes.** The boundary of the Buhl School District includes two farm irrigation projects, located in remote western Twin Falls County. These projects employ a minimum of workers due to the efficiencies of irrigation technologies. We have, in past years, transported very few students off the projects, resulting in a high cost-per-student-per-mile. Effective SY 06, the Buhl School District dropped one of the two routes (The Bell Rapids Project route). This action resulted in a savings of approximately 2,100 miles per month (nearly 19,000 miles per school year). Dropping transportation services to the second irrigation project is under consideration (The Magic Waters Project); the Magic Waters route provides service to more students than did the Bell Rapids route (at approximately 1,500 miles per month).
- 4. Combining Routes.** The superintendent and site manager for Northside Bus Company has conducted several discussions relative to designing/consolidating new bus routes in an attempt to reduce costs. One route found in the previous contract had been consolidated prior to the current contract being awarded. The net result is the principle of unintended consequences: the length of time the student(s) are on the bus traveling to-and-from school.

"Striving for Excellence in Education"

5. Performance Bond. With fewer and fewer qualified contractors available, the district's bid requirement included the successful contractor to maintain a performance bond "in the amount of 20% of the total operating expenses for the life of the Contract." This bid requirement called for the performance bond to remain active during the entire term of the five year contract. This bid requirement undoubtedly added to the cost per mile the contractor charged the district. Since the district is pleased with the performance of Northside Bus Company's performance over the past three years, both parties agreed to drop this provision for SY 06, yielding another cost savings.

6. Student Demographics. The demographics of our school system are such that the number of students riding the buses varies considerably with respect to agriculture activities. Case in point: within the Buhl School District's boundary, Seneca Inc. operates a cannery that processes corn and peas. The agriculture activity that supports Seneca will generally start in mid-April and end in mid-October. During this time frame, the Buhl School District enjoys a large increase in its student body as the migrant workforce (and their children) resides in Buhl. During this time frame, the number of students riding the buses increases then decreases as the parents move on.

7. Snake River Canyon Routes. The district also experiences the problem of transporting its students residing in the Snake River Canyon. Access to the canyon is limited due to geographic restrictions, which leads to longer routes to transport fewer students. The transportation site manager is able to combine efficiencies with routes on the "bench," but is limited to the same strategic efficiencies for river canyon routes. Hence, the topography of the river canyon becomes the "tail wagging the dog."

8. Charter Buses. The board of trustees' policy of allowing charter buses to transport students to athletic events in excess of 120 miles one-way places a subtle cost increase on the contractor. The contractor is still paying fixed costs for buses not in use. The contractor loses the benefit of this extra work when charter buses are being used.

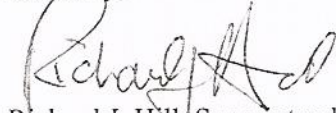
9. Daily Ridership. Many parents, whose children are eligible for transportation services, insist on transporting their children to school, resulting in fewer children riding the buses on a daily basis. The district has asked parents to reconsider this practice via parents' newsletters. The impact of this plea has been minimal.

10. Best Practices. The district continues to research for Best Practices via the Web and professional conversations. One Best Practice under consideration is consolidating bus contractors and/or routes with neighboring school districts. Other states, notably Florida, report considerable savings with respect to adopting Best Practice strategies. We will continue to investigate.

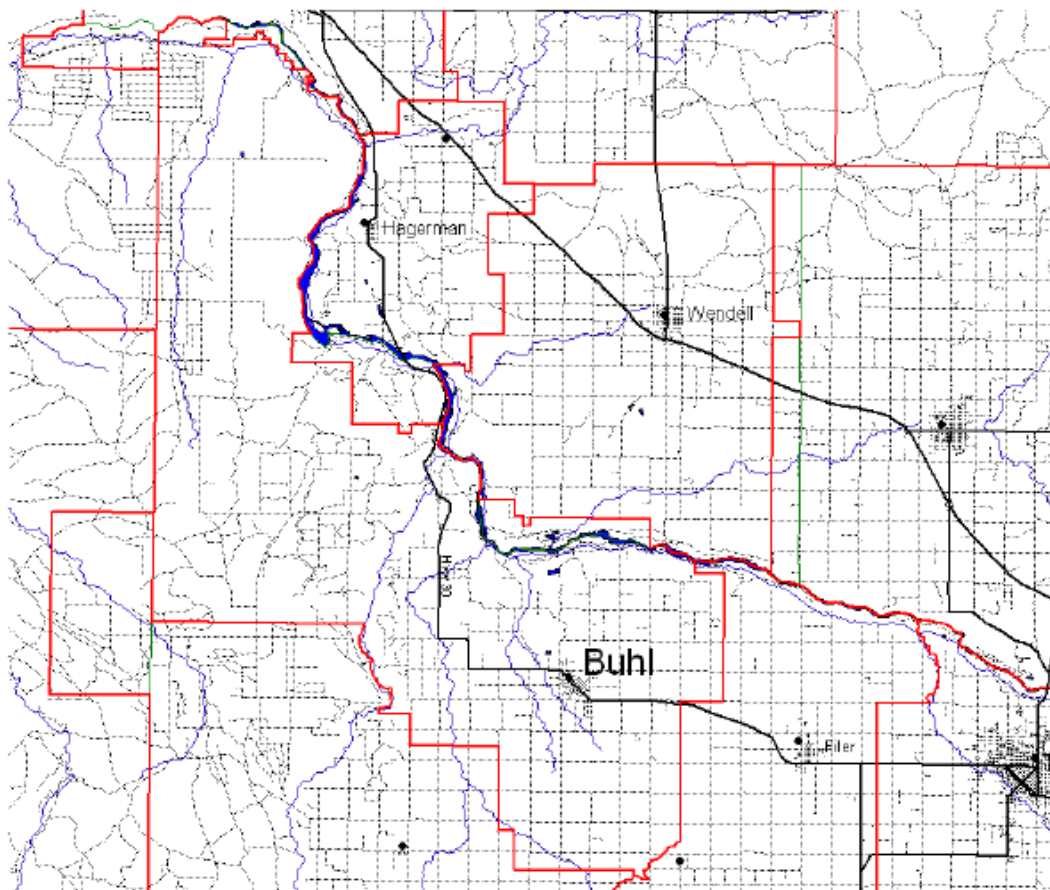
Confidence. I will state unequivocally that the Buhl School District has complete confidence in the advice and counsel of the Northside Bus Company and its Buhl site manager. If there are costs to be saved, we are confident the site manager will call it to my attention. A decision supporting his recommendation(s) will be seriously reviewed and adopted.

Feel free to contact me if you need additional information.

Sincerely,



Richard J. Hill, Superintendent
Buhl School District



Buhl School District Pupil Transportation

The inspection team evaluated twelve bus routes during the week of March 28, 2005.

F. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – Caldwell School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino, Wallace, and Blaine school districts. Other school districts will not be

applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Caldwell School District submitted a Funding Cap Appeal Application to the State Department of Education on April 12, 2006.

The Caldwell School District is located west of Nampa School District and east of the Oregon border and Parma School District.

On February 6 - 10, 2006, a team of pupil transportation specialists had the opportunity to ride 43 bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms. The pupil transportation team noted the following:

- The district is running 55 morning and 55 afternoon routes; out of the 55 listed routes, 18 are mid-day routes.
- The district is running 12 routes (included in the 55 routes referenced above) that transport a small number of students with special needs. Those routes inherently result in higher per rider costs.
- The district's routing schemes did not appear to be efficiently designed to effectively maximize school bus capacities. Most of the 43 routes observed had low bus capacity to rider ratios.
- Some routes appeared to geographically overlap or service areas close in proximity to each other. Many routes reflected load times of 45 minutes or less. Some routes appeared to unnecessarily extend route load times due to poor routing design.
- Consolidation of routes may be feasible, but remains uncertain. The inspection team recommends annual evaluation of district-wide routing schemes with a focus on improving routing efficiencies.
- The Superintendent and contractor expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the Caldwell School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., “Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control.”

BOARD ACTION:

A motion to approve the Caldwell School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application submitted by Caldwell School District
4. Caldwell School District rationale letter
5. Caldwell School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788		\$652,789		\$652,789	\$0	\$0	\$0	\$0	\$0	
135		NOTUS DISTRICT	\$0	0.0%	\$127,874	\$0	\$464	\$127,410	55,339	159	\$2.30	\$801	81%	107%	FALSE	\$0	\$0	\$108,693	\$0	\$108,693	\$108,693		\$108,693		\$108,693	\$0	\$0	\$0	\$0	\$0	
136		MELBA JOINT DISTRICT	\$0	0.0%	\$277,762	\$3,330	\$656	\$273,776	105,123	311	\$2.60	\$880	91%	118%	FALSE	\$0	\$0	\$236,098	\$0	\$236,098	\$236,098		\$236,098		\$236,098	\$0	\$0	\$0	\$0	\$0	

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,886	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter Data

2004-2005

District Name: **Caldwell**

Number: **132**

Date: **April 11, 2006**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key).

☒
☒

Uniquely difficult geographic circumstances (five-year application)

Extraordinary one (1) time circumstances outside the district's foresight and control

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

Caldwell School District would like to request an wavier on the 105% cap due to a small geographic boundary with a large amount of hazards within the boundaries. Increase of students in the Special Needs Programs (increase of two bus routes). Adding one Elementary School, one Middle School and increasing the High School to a four year school.

Superintendent Signature:

Roger Zuanes

Date: **04/11/06**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on

Caldwell School District #132
Transportation Department

April 11, 2006

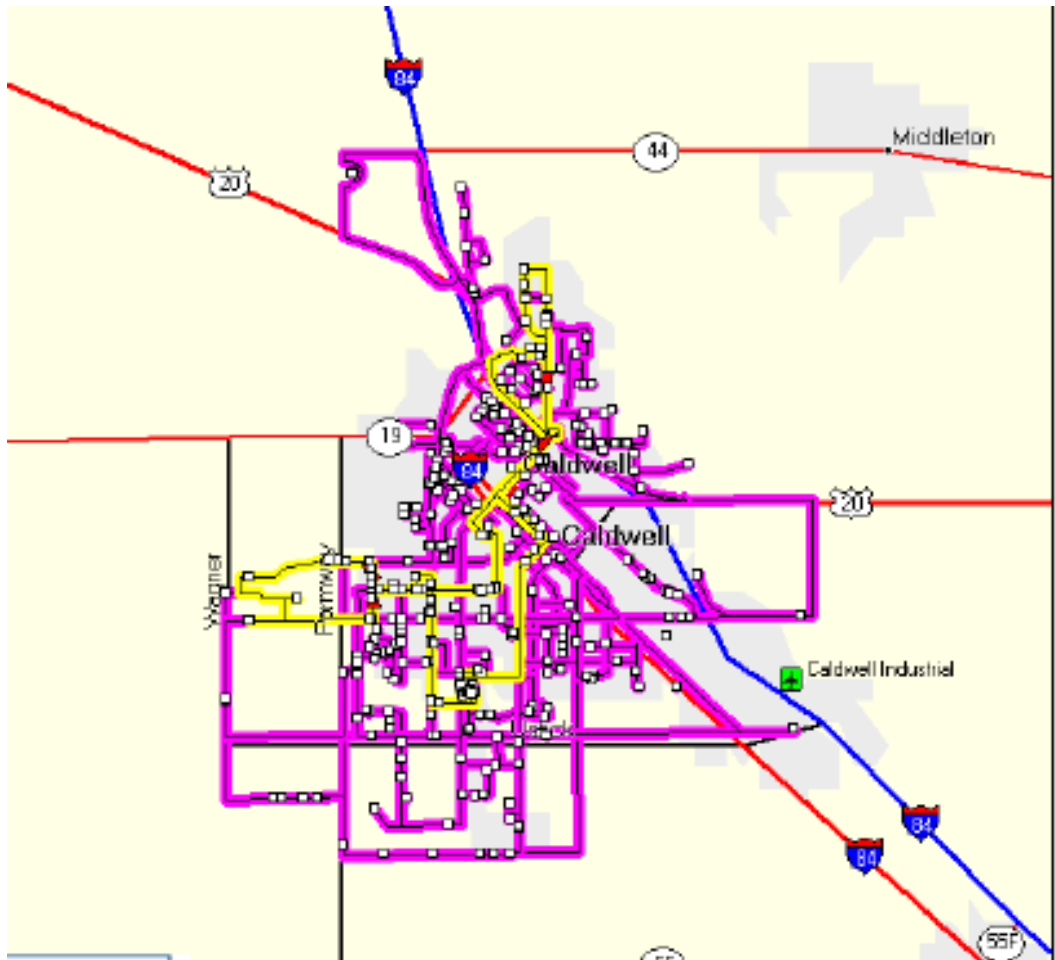
Steps Taken to Reduce Transportation Costs:

- A. Eliminate one (1) daily route at a savings of \$28,667 per school year.
- B. Eliminate two (2) Kindergarten routes at a savings of \$34,953 per school year.
- C. Consolidating Special Needs Routes and Stops at a savings of \$31,662 per year.
- D. Educate Special Needs parents to call the Transportation Department if their student will not ride the bus that day at an estimated savings of \$7092 per year.

All cost savings based on fuel prices of \$2.33 per gallon

Future Steps to Reduce Costs

- A. Caldwell School District will continue to evaluate and monitor all cost savings possibilities.



Caldwell School District Pupil Transportation

The SDE inspection team evaluated forty-three (43) routes and observed approximately 800 school bus stops.

G. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – Dietrich School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino, Wallace, and Blaine school districts. Other school districts will not be

applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Dietrich School District submitted a Funding Cap Appeal Application to the State Department of Education on March 28, 2006.

On March 27-28, 2006, a team of pupil transportation specialists had the opportunity to ride two bus routes, evaluate district routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The Dietrich School District is located north of Interstate 84 and Jerome School District, east of US Highway 93 and Shoshone School District, southwest of Richfield School District, and west of Minidoka School District.
- The district is currently running two morning and two afternoon routes, each consisting of one run.
- The district's routing schemes appear to be efficiently designed.
- The two routes evaluated reflected load times of approximately 60 minutes each.
- The Superintendent and Transportation Supervisor expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the Dietrich School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., "Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control."

BOARD ACTION:

A motion to approve the Dietrich School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application submitted by Dietrich School District
4. Dietrich School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788		\$652,789		\$652,789	\$0	\$0	\$0	\$0	\$0	
135		NOTUS DISTRICT	\$0	0.0%	\$127,874	\$0	\$464	\$127,410	55,339	159	\$2.30	\$801	81%	107%	FALSE	\$0	\$0	\$108,693	\$0	\$108,693	\$108,693		\$108,693		\$108,693	\$0	\$0	\$0	\$0	\$0	
136		MELBA JOINT DISTRICT	\$0	0.0%	\$277,762	\$3,330	\$656	\$273,776	105,123	311	\$2.60	\$880	91%	118%	FALSE	\$0	\$0	\$236,098	\$0	\$236,098	\$236,098		\$236,098		\$236,098	\$0	\$0	\$0	\$0	\$0	

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,886	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter Data

2004-2009

District Name: **Dietrich**

Number: **314**

Date: **March 28, 2006**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key).

☒
☐

Uniquely difficult geographic circumstances (five-year application)

Extraordinary one (1) time circumstances outside the district's foresight and control

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

Dietrich School District #314 hereby appeals the funding cap for the 2004-2005 school year. The criteria/basis for this appeal consists of several aspects. We are a small rural district in an impoverished county. Our free and reduced lunch count is at 63%! Within the Magic Valley area, we are the one school that qualified for a Quality Zone Academy Bond. We have one of the lowest bonding capacity in the Magic Valley and our recent assesment showed the lowest growth rate in the county. Our bus routes cover some of the most delapidated roads in the county. Yet, we must serve our patrons, regardless of road conditions. Our transportation supervisor, Mr. Jim Rodgers, gets more production, more economy out of our transportation dollars than anyone I have worked with in the past 30 years. By considering the size of area that we must cover, the local economy, road conditions and our prudent, frugal method of transportation expenditures, I respectfully request that the department of transportation approves our appeal. Thank you for your consideration.

Superintendent Signature:

Ed Simons Jr.

Date: **03/29/06**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



Dietrich School District Pupil Transportation

The SDE inspection team evaluated two (2) Routes and observed thirty (30) school bus stops.

H. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – Kellogg School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino,

Wallace, and Blaine school districts. Other school districts will not be applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Kellogg School District submitted a Funding Cap Appeal Application to the State Department of Education on March 16, 2006.

The Kellogg School District is located at the North end of the Idaho panhandle, west of the Wallace School District, and east of Coeur d' Alene and Kootenai.

On April 3-5, 2006, a team of pupil transportation specialists had the opportunity to ride 17 bus routes, evaluate district routing schemes, and review district pupil transportation accounting mechanisms. The pupil transportation team noted:

- The district is running 15 morning and 17 afternoon routes, each consisting of one run.
- The district is running one route (included in the 17 routes referenced above) that transport a small number of students with disabilities. This route inherently results in high per rider costs.
- The district has some off-pavement routes, which inherently increase vehicle maintenance costs.
- The district's routing schemes did not appear to be efficiently designed or to effectively maximize school bus capacities. Most of the 17 routes observed had low bus capacity to rider ratios.
- Some routes appeared to geographically overlap or service areas close in proximity to each other. Many routes reflected load times of 45 minutes or less. Some routes appeared to unnecessarily extend route load times due to poor routing design.
- Consolidation of routes may be feasible, but remains uncertain. The inspection team strongly recommends annual evaluation of district-wide routing schemes with a focus on improving routing efficiencies.
- The Superintendent and Transportation Supervisor expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the Kellogg School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., “Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control.”

BOARD ACTION:

A motion to approve the Kellogg School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application submitted by Kellogg School District
4. Kellogg School District rationale letter
5. Kellogg School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788		\$652,789		\$652,789	\$0	\$0	\$0	\$0	\$0	
135		NOTUS DISTRICT	\$0	0.0%	\$127,874	\$0	\$464	\$127,410	55,339	159	\$2.30	\$801	81%	107%	FALSE	\$0	\$0	\$108,693	\$0	\$108,693	\$108,693		\$108,693		\$108,693	\$0	\$0	\$0	\$0	\$0	
136		MELBA JOINT DISTRICT	\$0	0.0%	\$277,762	\$3,330	\$656	\$273,776	105,123	311	\$2.60	\$880	91%	118%	FALSE	\$0	\$0	\$236,098	\$0	\$236,098	\$236,098		\$236,098		\$236,098	\$0	\$0	\$0	\$0	\$0	

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	TRUE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,896	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter Data

2005/2006

District Name: **KELLOGG JOINT SCHOOL**

Number: **391**

Date: **March 16, 2006**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

☒
☐

Uniquely difficult geographic circumstances (five-year application)

Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

Please see attached document for the detailed justification and rationale for this request.

Superintendent Signature:

Greg Godwin

Date: **03/20/06**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on

Joint School District No. 391
Transportation Department

March 17, 2006

Justification and rationale for funding cap:

- a. Over the last two years the district has been able to reduce the amount of mileage it travels by approximately 61,000 miles
- b. The district has gone to an all day setting for Kindergarten as opposed to a half day setting. This reduced our mileage by 25,000 miles.
- c. The District also elected to use the distance learning program for its nursing program. For years we bused our students to Wallace to participate in this class. The decision to do this reduced our mileage by 5,800 miles
- d. The alternative school for the valley high schools was moved back to Kellogg from the Wallace area. This saved the district approximately 11,600 miles.
- e. The rest of the districts' mileage savings came from cut backs in field trips, shuttling, shortening, elimination, or consolidating of routes. This has saved the district approximately 18,000 miles.
- f. At the present time the district is paying in-lieu to a family who brings their special needs daughter in to Pinehurst School. They live out in the Canyon area. If we were transporting the child we would have had to hire a new driver and assistant to cover the route. This particular situation has saved the district a considerable amount of money. At the \$3.44 per mile average our district operates at, the route would cost us approximately \$44,582.00 per year.
- g. Currently the district operates 5 routes that could be considered remote. We cover a large area mileage wise but don't transport many students. The five routes total approximately 65,160 miles.
- h. At the present time our driver's salary costs are down almost \$38,000.00 from four years ago due to cut backs and the overall reduction in mileage.
- i. The district is using approximately 11,000 less gallons of fuel per year than we were four years ago, but our costs are 35-40 % higher.
- j. The transportation department has three less people on benefits than it did four years ago, yet our costs in the area of benefits is up by approximately \$30,000.00.

- k. Insurance on our buses has increased \$8,000.00 over the last four years.



Kellogg School District Pupil Transportation

The inspection team evaluated seventeen (15) routes and observed approximately 300 school bus stops.

I. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – McCall-Donnelly School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino,

Wallace, and Blaine school districts. Other school districts will not be applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

McCall-Donnelly School District submitted a Funding Cap Appeal Application to the State Department of Education on January 19, 2006.

On April 25-27, 2005, a team of pupil transportation specialists had the opportunity to ride 12 bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms. Because the current capping penalty targets data from the 2005 school year, the school district was not re-evaluated by the team of pupil transportation specialists. Findings from the 2005 pupil transportation inspection were reported to the State Board of Education in June of 2005, which included:

- The McCall-Donnelly School District is a geographically large district located at the south end of the Idaho panhandle, west of the Salmon School District, northeast of Council School District, and east of Meadows Valley School District.
- In the 2005 school year, the district was running 15 morning and 15 afternoon routes, each consisting of one run.
 - This year (2006 school year) the district is running 14 morning and 14 afternoon routes, each consisting of one run.
- In the 2005 school year, the district was running two routes (included in the 15 routes referenced above) that transport a small number of students with special needs. The two routes identified inherently result in high per rider costs.
 - This year (2006 school year) the district continues to run two routes (included in the 14 routes referenced above) that transport a small number of students with special needs. The two routes identified inherently result in high per rider costs.
- In the 2005 school year, the district had some off-pavement routes, which inherently increase vehicle maintenance costs.
 - The district reports no significant change in the number of off-pavement routes.
- In the 2005 school year, the district's routing schemes did not appear to be efficiently designed or to effectively maximize school bus

capacities. Most of the 14 routes observed in 2005 had low bus capacity to rider ratios.

- It does not appear that any significant routing changes have occurred during the current school year that would significantly increase bus capacity to rider ratios.
- In the 2005 school year, some routes appeared to geographically overlap or service areas close in proximity to each other. Many routes reflected load times of 45 minutes or less. Some routes appeared to unnecessarily extend route load times due to deficient routing design.
 - It does not appear that any significant routing changes have occurred during the current school year related to overlapping routes.
- In the 2005 school year, the district allowed students living in the McCall area to attend the Donnelly Elementary School. This “open enrollment” option inherently increases operating costs because the district/contractor has been incorrectly tracking the related mileage as reimbursable and billing these costs as reimbursable.
 - This year (2006 school year) the district has taken a positive step in adjusting elementary boundaries; open enrollment is no longer an option. Students living north of Lake Fork Road attend McCall elementary and students living south of Lake Fork Road attend Donnelly Elementary.
- Consolidation of routes may be feasible, but remains uncertain. The inspection team continues to strongly recommend annual evaluation of district-wide routing schemes with a focus on improving routing efficiencies.
- Land values in the McCall area have increased exponentially in the past few years, which inherently create a bidding disadvantage for potential service providers and conversely an advantage for the current service provider.
- Recent improvements at the Tamarack Ski Resort, building permit escalation and a strong economy have contributed to an extremely competitive wage market, making driver retention difficult.
- Operational costs inherently increase during extreme winter conditions, which are characteristic of the McCall-Donnelly area.
- The Superintendent and contractor expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the McCall-Donnelly School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., “Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control.”

BOARD ACTION:

A motion to approve the McCall-Donnelly School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application submitted by McCall-Donnelly School District
4. McCall-Donnelly School District rationale letter
5. McCall-Donnelly School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column 5)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788		\$652,789		\$652,789	\$0	\$0	\$0	\$0	\$0	
135		NOTUS DISTRICT	\$0	0.0%	\$127,874	\$0	\$464	\$127,410	55,339	159	\$2.30	\$801	81%	107%	FALSE	\$0	\$0	\$108,693	\$0	\$108,693	\$108,693		\$108,693		\$108,693	\$0	\$0	\$0	\$0	\$0	
136		MELBA JOINT DISTRICT	\$0	0.0%	\$277,762	\$3,330	\$656	\$273,776	105,123	311	\$2.60	\$880	91%	118%	FALSE	\$0	\$0	\$236,098	\$0	\$236,098	\$236,098		\$236,098		\$236,098	\$0	\$0	\$0	\$0	\$0	

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEHMI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,886	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).

RECEIVED
1/11/06



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter

2005-2010

District Name: **McCall-Donnelly Jt.**

Number: **421**

Date: **January, 2006**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key).

☒
☐

Uniquely difficult geographic circumstances (five-year application)

Extraordinary one (1) time circumstances outside the district's foresight and control

The district is requesting a funding rate of **115** % more than the percentage rate necessary to eliminate the funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

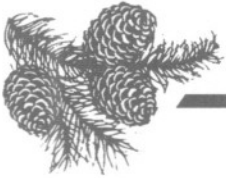
Superintendent Signature: 

Date: **1-17-06**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regular scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



McCall-Donnelly Joint School District No. 421

120 Idaho Street • McCall, Idaho 83638 (208) 634-2161 FAX (208) 634-4075

The McCall Donnelly School District Board of Trustees is requesting that the funding cap for this district be established at 115% of the state average for the upcoming five year period for a number of reasons.

First, the McCall District's economic circumstance precludes the opportunity for the district to obtain transportation contractor services at more financially favorable rates. Contractor services are obtained at a premium in this area because of its remoteness and because of the prices contractors have to pay to operate here. The intrusion of the Tamarack Ski Resort into the area has fueled prices of a host of goods and services, but especially facilities and wages. Land costs have skyrocketed since the January, 2004 sale of residential lots by Tamarack that averaged \$500,000 each. In the Donnelly area, some of the land prices have escalated almost 400% since that sale. Building costs have also increased significantly, as new second homebuyers flooding the area have driven construction costs up more than 50%.

When the district solicited bids from contractors, we received information indicating that building a bus maintenance facility alone would cost significantly more than the \$1,000,000 such a facility cost five years ago. In addition, we were informed that wages and general costs of operation were 15% higher in McCall than surrounding areas. When we bid out our contract, three of the bidders withdrew their bids because they felt they couldn't be competitive. At least one competitor sent us a letter withdrawing from the competition because it couldn't procure property and facilities at a cost that would make its bid reasonable. When we received bids from the two remaining bidders, we found the successful bidder (Harlows) to be nearly \$150,000 per year (20%) below the competing bidder (Laidlaw).

In the year since the latest transportation contract was signed, the bus contractor has requested to increase the reimbursement rate twice. The first request, which was declined by the district, was based on escalating prices of transportation insurance in the area. The second request was based on the inability of the contractor to attract drivers with the wages being paid. We began the school year with five of the 14 routes lacking qualified drivers. All public entities and private businesses in the area have been faced with a labor shortage. Available laborers are finding employment that pays significantly higher wages working at the Tamarack Resort and in the area's booming construction field. Faced with the choice of a contractual default, the district agreed to increase drivers' wages 30% over the amounts upon which the transportation contract was based.

The second circumstance that increases the cost of our transportation operation is environmental. The amount of snow that falls in the McCall Donnelly School District in a given year dwarfs snowfall depths in most other areas of the state. As snowfall

increases during a year, snow removal becomes an issue of simply pushing snow into higher and higher piles, narrowing streets and roadways considerably. As streets and roadways narrow, students walking to school are forced into lanes of traffic; therefore, we safety bus many more students than one would in a less dramatic climate. Operating a transportation fleet is more expensive in heavy snow country. More equipment is needed to keep buses going in heavy snow, and more spare buses are needed to transfer students whose buses have slid off the roadway, become stuck in the snow, or had a mechanical breakdown related to cold winter conditions. These added costs, along with the cost of land, facilities, and the elevated COL in this area, increase our annual transportation expenses to levels that compare unfavorably with other districts.

Despite the need to cover unique geographic areas due to environmental concerns, the district was able to eliminate one route from McCall to Donnelly, as per the recommendation of the State Department's Transportation Audit team. The elimination of this route resulted in many complaints being registered to the district's Board of Trustees as well as to the State Department of Education's Transportation Bureau.

Attached you will find copies of the material we gleaned during the last transportation contract bid solicitation and other supporting documents. I am certain you will see that the McCall Donnelly School District's cost of transportation is as higher than other districts because of the peculiar set of circumstances that it faces and not because of inefficiencies of its operations.



HARLOW'S SCHOOL BUS SERVICE, INC.

Mike Krout, MANAGER

14030 Hwy 55, McCall, Idaho 83638

Telephone (208) 634-1089

Fax (208) 634-1247

February 2, 2004

Dr. Terrell Donicht
120 Idaho St
McCall, Idaho 83638

Re: Twin Fall Contract Review

Dear Dr. Donicht,

Here are a few of my thoughts regarding the Twin Fall Contract Review. I hope that this information will prove helpful.

- 1) Is the bid bond a one time thing or does it convert into a performance bond for the remaining 4 years? Being required annually?
- 2) For a district with such obstacles as we have, I believe the pre bid meeting should be mandatory, so everyone is sure to have all the facts about this area and our schools.
- 3) The 4X4 shop truck – is this a must?
- 4) The minimum beginning wage should be adjusted. Here is what we do now:

New hire route driver	-	\$10.00 per hour
Trip Driver	-	\$10.60 per hour
Trip Driver Stand By	-	\$ 5.55 per hour
Monitor Pay	-	\$ 8.35 per hour
Mechanics 0-3 years	-	\$10.00 per hour
Mechanics 3-30years	-	\$12.00 per hour
Manager		\$45000.00 per year
Office Personnel		\$ 9.00 per hour
- 5) Video cameras, not considered an essential tool, we manage fine without. Your call, but this will probably add cost to transportation.
- 6) Manager hours: decision makers such as managers should be available from 6:00 AM to 5:00PM.
- 7) Insurance should be adjusted to \$500,000,000.00 instead of 3.

- 8) Max ride time should be adjusted to 60 minutes, regular route – 70 minutes, special needs.
- 9) District name and number should not be required on buses – most equipment is used on other things i.e. charters, fire, rafting etc. The state does not require this of contractors. Please reconsider this.
- 10) Bidders evaluation sheet should emphasize more experience and organization – I would suggest- 60 points for cost – 20 points for experience and organization.
- 11) The option for the 14 passenger activity buses has some good points, but training district personnel is risky at best. These are people who do not have the desire to be professional drivers. Why and how should we train them for this very important duty? Harlow's has experience with this issue, trying to train district drivers has not worked in the past.

Our Current bus requirements:

McCall

- | | |
|----------|--|
| Route | 3) 53 passenger buses
4) 65 passenger buses
5) 71 passenger buses
1) 78 passenger buses
1) 20+3 special needs bus
1) 22 passenger special need/pre-school bus |
| Activity | 2) 78 passenger, rear engine with under floor storage
1) 84 passenger, rear engine with full under floor storage |

- | | |
|---|--|
| Spare
(In addition to
activity buses) | 3) 71 passenger buses
1) 12 + 2 special needs bus
1) 22 passenger special needs/pre-school bus |
|---|--|

Meadows Valley

- | | |
|----------------|--|
| Route | 2) 65 passenger buses |
| Spare/Activity | 1) 71 passenger bus with under floor storage |

12) This geographical area requires a few things to operate transportation safely and efficiently.

- 1) Buses must be parked/stored in an enclosed, heated facility, large enough to accommodate all regular route buses as well as 2 activity buses. This facility must be approved by the Valley County P and Z with a conditional use permit stating use and verification of compliance with state and local building codes. Snow load, snow removal and highway access must be considered when picking a bus site. Highway access should have a specific entrance turn lane for safety of the bus driver and surrounding traffic.
- 2) Maintenance on buses must be performed at the contractor's facility, which must also be approved by the Valley County P and Z, in addition to State and County Health and Sanitation Departments for oil and waste disposal.
- 3) Contractors facility must be accommodating to drivers. Training and staging areas must be included. A meeting room sufficient to accommodate up to 20 drivers and monitors. The exterior of the facility must have ample room for behind the wheel training and testing. Snow removal area must also be included.
- 4) Contractor should be required to have an on staff 3rd party state CDL skills tester. We tried doing this without an on staff tester for awhile. Because of our remote location maintaining driver staff was extremely difficult because of the wait time for a skills tester to come up to McCall or for our drivers to go to a tester facility. Only after we sponsored a 3rd party tester and had her on our staff were we able to provide ourselves with good, qualified drivers as needed.

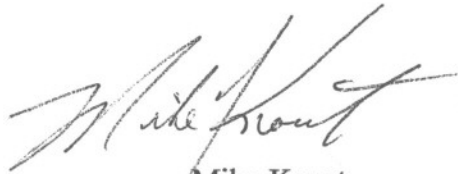
These things seem strange to require, but these are the things that we (Harlows) had to go through when we came on. No one mentioned we would have to do these things, yet.... there is no way to do this contract without them.

Valley County P and Z will require buses to be stored undercover with at least 3 sides, they will require a concrete floor, drains with oil separators, and snow loads of 120 lbs per square foot. They will require additional septic systems for bus washing, limitations on signage, outdoor lighting, and limitations from exhaust smoke and lots of landscaping. I'm not kidding... These folks are tough. McCall area Fire Marshals will require extensive and sensitive leak detection systems on fuel storage tanks. Tank must be of double wall construction. For diesel only, tank and system cost were about \$28,000.00 and constant monitoring and inspections to insure environmental safety. These are some things to consider when contracting for transportation in the Valley County/McCall area. Here are some estimates of what we were surprised by:

Snow Removal - \$5000.00 – We estimated \$2000.00
Land&Building- \$1,000,000.00 –We estimated \$500,000.00
Fuel on Site - \$28,000.00 – We estimated \$5000.00
Skills Tester - \$700.00 – We estimated \$0
General Cost of Living – Approximately 15% higher
Wages – Approximately 15% higher

Without full knowledge of these cost escalations a bidder may be overwhelmed by the real cost of contracting, possibly to the point of defaulting on the contract, causing the McCall-Donnelly and Meadows Valley Districts great harm to their transportation program.

Please feel to contact me if you have any further questions.

A handwritten signature in black ink, appearing to read "Mike Krout", with a stylized, sweeping flourish extending from the end.

Mike Krout
Area Manager
Harlow's School Bus Service Inc.

MK/jp

Cc: McCall-Donnelly/Meadows Valley Board of Trustees

MDSD/MVSD TRANSPORTATION BID

BID CONFERENCE

MARCH 10, 2004

SIGN IN

NAME	COMPANY	ADDRESS	PHONE NUMBER
* Brent Carpenter	Brown Bus Co.	2111 E. Sherman Ave. Nampa, ID	466-4181 83686
NO 2. John BeGasse	First Student	1145 N Central Ave Glendale CA 91202	(818) 240 2502
* Pat Kinsey	Laidlaw	2181 Commerce - Boise, ID	85705 208-344/5572
* Jeremy Hageness	Harlow's	1877 Hwy 26 Libby MT	800-576-7318
* Mike Krout	Harlow's	14030 Hwy 55 McCall	634-1089
* PAUL T TREALOW	WSBS	2121 Highland Twin Falls	733-8003



March 26, 2004

Dr. Terrell Donicht
Superintendent
McCall-Donnelly Joint School District No. 421

Fax: (208) 634-4075

RE: School Transportation Request for Proposal

Dear Dr. Donicht:

Thank you for notifying us of your Request for Proposal for school bus transportation. I regret to inform you that we will not be submitting a proposal at this time. However, we would like to remain on your list for future invitations.

We respectfully request a copy of the final pricing. This will enable us to better prepare for your future request for proposal. Please mail the final prices to:

Durham School Services
9011 Mountain Ridge Drive, Suite 200
Austin, Texas 78759-7222
Attn: Dianne Giardina, Bids and Marketing Coordinator

Thank you in advance for your assistance. If you have any questions regarding our company, please feel free to call me at (800) 950-0485.

Sincerely,

Barry Stock
Sr. Vice President of Marketing

9011 Mountain Ridge Drive
Suite 200
Austin, Texas 78759
Voice: 512.343.6292
Fax: 512.345.6596
www.durhamschoolservices.com



First Student, Inc.
1146 North Central Avenue #273
Glendale, California 91202
Tel 818 240 2502
Fax 818 240 4163

March 24, 2004

Dr. Terrell L. Donicht
Superintendent
McCall-Donnelly Joint School District No. 421
120 Idaho St.
McCall, ID 83638



Re: RFP Pupil Transportation Services

Dear Dr. Donicht,

First Student, Inc. appreciates the invitation to provide a Proposal for Pupil Transportation to McCall- Donnelly and Meadows Valley School Districts. We have made a number of visits to the area in an attempt to find a suitable facility to operate out of if we were the successful bidder. After discussions with local authorities and builders on what requirements would need to be met in order to get permits and the lack of existing available facilities, we have come to the conclusion that we could not offer an economically viable proposal. For this reason we will decline to offer a proposal response.

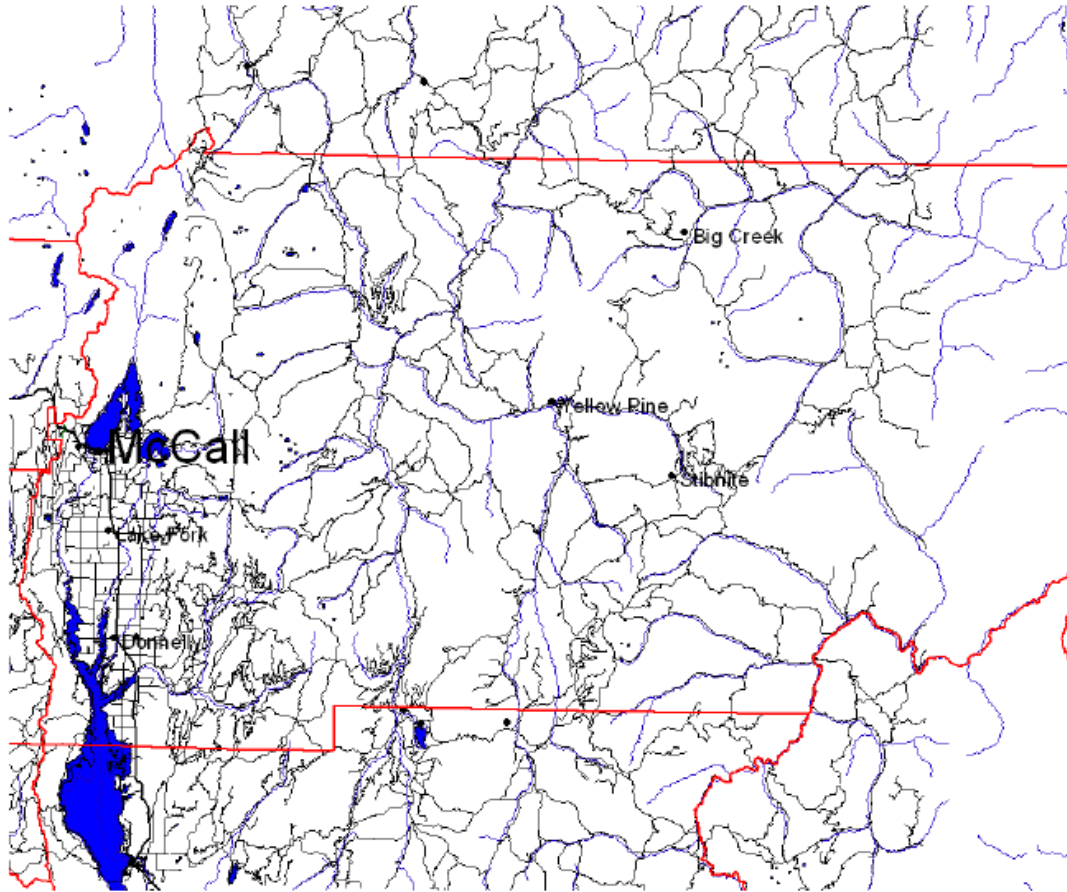
We appreciate the consideration the districts offered us. The RFP was well written and had we been able to overcome the facilities issue, we were prepared to offer a competitive proposal.

Thank you very much for including us in this process. We would like to remain on the bidders list and to be informed of the outcome of this RFP process. Please feel free to contact me with any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'John H. BeGasse', with a long horizontal line extending to the right.

John H BeGasse
Business Development Manager



McCall-Donnelly School District Pupil Transportation

The inspection team evaluated twelve school bus routes during the 2005 school year.

J. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – Meadows Valley School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino,

Wallace, and Blaine school districts. Other school districts will not be applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Meadow Valley School District submitted a Funding Cap Appeal Application to the State Department of Education on January 19, 2006.

On February 21, 2006, a team of pupil transportation specialists had the opportunity to ride two bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

- The Meadows Valley School District is a district located at the south end of the Idaho panhandle, west of the McCall School District, and east of the Oregon.
- The district currently runs two morning and two afternoon routes, each consisting of one run.
- The district has some off-pavement routes, which inherently increase vehicle maintenance costs.
- District routing schemes appear to be efficiently designed. One of the two routes observed had low bus capacity to rider ratios.
- Consolidation of the two routes does not appear to be feasible at the current time because of the length of time it would take to complete the expanded route.
- Land values in the New Meadows area have increased exponentially in the past few years, which inherently create a bidding disadvantage for potential service providers and conversely an inherent advantage for the current service provider.
- Recent improvements at the Tamarack Ski Resort, building permit escalation, and a strong economy have contributed to an extremely competitive wage market, making driver retention difficult.
- Operational costs inherently increase during extreme winter conditions, which are characteristic of the Meadows Valley area.
- The Superintendent expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the Meadows Valley School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., "Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control."

BOARD ACTION:

A motion to approve the Meadows Valley School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application submitted by Meadows Valley School District
4. Meadows Valley School District rationale letter
5. Meadows Valley School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788		\$652,789		\$652,789	\$0	\$0	\$0	\$0	\$0	
135		NOTUS DISTRICT	\$0	0.0%	\$127,874	\$0	\$464	\$127,410	55,339	159	\$2.30	\$801	81%	107%	FALSE	\$0	\$0	\$108,693	\$0	\$108,693	\$108,693		\$108,693		\$108,693	\$0	\$0	\$0	\$0	\$0	
136		MELBA JOINT DISTRICT	\$0	0.0%	\$277,762	\$3,330	\$656	\$273,776	105,123	311	\$2.60	\$880	91%	118%	FALSE	\$0	\$0	\$236,098	\$0	\$236,098	\$236,098		\$236,098		\$236,098	\$0	\$0	\$0	\$0	\$0	

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEHMI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,886	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).

RECEIVED
1/11/06



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter
2005-2010

District Name: Meadows Valley

Number: 11

Date: January, 2006

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code and is appealing to the State Board of Education for relief from financial penalty due to the following:
(Please check all applicable boxes by using mouse key).

- ☒ Uniquely difficult geographic circumstances (five-year application)
☐ Extraordinary one (1) time circumstances outside the district's foresight and control

The district is requesting a funding rate of 115 % more than the percentage rate necessary to eliminate funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

Superintendent Signature: 

Date: 1-11-06

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regular scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



Meadows Valley School District No. 11

PO Drawer F

Miller & McLain Street

New Meadows, Idaho 83654

Ph. 208-347-2411 FAX 208-347-2624

Dr. Donicht, Superintendent of Schools

John Preston, Administrator

Jim Farmer, Administrator

Carol Whitney, Business Manager

January 17, 2006

The Meadows Valley School District #011 Board of Trustees is requesting that the funding cap for this district be established at 115% of the state average for the five year period for the same reasons listed in the waiver application being submitted by the McCall Donnelly School District #421 Board of Trustees. In an effort to cut costs by combining transportation operations and to achieve better economy of scale, the two districts agreed to solicit transportation proposals jointly. As a result, the transportation services provided to Meadows Valley students are within the same contract and have the same economic limitations as the services provided to McCall Donnelly students.

The environmental issues differ a little, however. Meadows Valley School District students who are transported on one of the two routes in the district, do not live in the community of New Meadows, but live outside the city limits. Students in the city walk to school because the snow issues are not as severe as those in McCall Donnelly.

Attached is a copy of the same information being submitted by the McCall Donnelly School District in its application for a waiver of the reimbursement cap.



McCall-Donnelly Joint School District No. 421

120 Idaho Street • McCall, Idaho 83638 (208) 634-2161 FAX (208) 634-4075

The McCall Donnelly School District Board of Trustees is requesting that the funding cap for this district be established at 115% of the state average for the upcoming five year period for a number of reasons.

First, the McCall District's economic circumstance precludes the opportunity for the district to obtain transportation contractor services at more financially favorable rates. Contractor services are obtained at a premium in this area because of its remoteness and because of the prices contractors have to pay to operate here. The intrusion of the Tamarack Ski Resort into the area has fueled prices of a host of goods and services, but especially facilities and wages. Land costs have skyrocketed since the January, 2004 sale of residential lots by Tamarack that averaged \$500,000 each. In the Donnelly area, some of the land prices have escalated almost 400% since that sale. Building costs have also increased significantly, as new second homebuyers flooding the area have driven construction costs up more than 50%.

When the district solicited bids from contractors, we received information indicating that building a bus maintenance facility alone would cost significantly more than the \$1,000,000 such a facility cost five years ago. In addition, we were informed that wages and general costs of operation were 15% higher in McCall than surrounding areas. When we bid out our contract, three of the bidders withdrew their bids because they felt they couldn't be competitive. At least one competitor sent us a letter withdrawing from the competition because it couldn't procure property and facilities at a cost that would make its bid reasonable. When we received bids from the two remaining bidders, we found the successful bidder (Harlows) to be nearly \$150,000 per year (20%) below the competing bidder (Laidlaw).

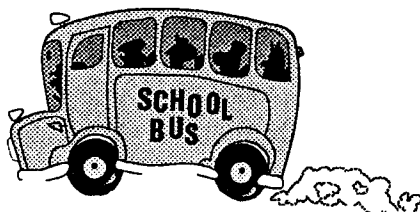
In the year since the latest transportation contract was signed, the bus contractor has requested to increase the reimbursement rate twice. The first request, which was declined by the district, was based on escalating prices of transportation insurance in the area. The second request was based on the inability of the contractor to attract drivers with the wages being paid. We began the school year with five of the 14 routes lacking qualified drivers. All public entities and private businesses in the area have been faced with a labor shortage. Available laborers are finding employment that pays significantly higher wages working at the Tamarack Resort and in the area's booming construction field. Faced with the choice of a contractual default, the district agreed to increase drivers' wages 30% over the amounts upon which the transportation contract was based.

The second circumstance that increases the cost of our transportation operation is environmental. The amount of snow that falls in the McCall Donnelly School District in a given year dwarfs snowfall depths in most other areas of the state. As snowfall

increases during a year, snow removal becomes an issue of simply pushing snow into higher and higher piles, narrowing streets and roadways considerably. As streets and roadways narrow, students walking to school are forced into lanes of traffic; therefore, we safety bus many more students than one would in a less dramatic climate. Operating a transportation fleet is more expensive in heavy snow country. More equipment is needed to keep buses going in heavy snow, and more spare buses are needed to transfer students whose buses have slid off the roadway, become stuck in the snow, or had a mechanical breakdown related to cold winter conditions. These added costs, along with the cost of land, facilities, and the elevated COL in this area, increase our annual transportation expenses to levels that compare unfavorably with other districts.

Despite the need to cover unique geographic areas due to environmental concerns, the district was able to eliminate one route from McCall to Donnelly, as per the recommendation of the State Department's Transportation Audit team. The elimination of this route resulted in many complaints being registered to the district's Board of Trustees as well as to the State Department of Education's Transportation Bureau.

Attached you will find copies of the material we gleaned during the last transportation contract bid solicitation and other supporting documents. I am certain you will see that the McCall Donnelly School District's cost of transportation is as higher than other districts because of the peculiar set of circumstances that it faces and not because of inefficiencies of its operations.



HARLOW'S SCHOOL BUS SERVICE, INC.

Mike Krout, MANAGER

14030 Hwy 55, McCall, Idaho 83638

Telephone (208) 634-1089

Fax (208) 634-1247

February 2, 2004

Dr. Terrell Donicht
120 Idaho St
McCall, Idaho 83638

Re: Twin Fall Contract Review

Dear Dr. Donicht,

Here are a few of my thoughts regarding the Twin Fall Contract Review. I hope that this information will prove helpful.

- 1) Is the bid bond a one time thing or does it convert into a performance bond for the remaining 4 years? Being required annually?
- 2) For a district with such obstacles as we have, I believe the pre bid meeting should be mandatory, so everyone is sure to have all the facts about this area and our schools.
- 3) The 4X4 shop truck – is this a must?
- 4) The minimum beginning wage should be adjusted. Here is what we do now:

New hire route driver	-	\$10.00 per hour
Trip Driver	-	\$10.60 per hour
Trip Driver Stand By	-	\$ 5.55 per hour
Monitor Pay	-	\$ 8.35 per hour
Mechanics 0-3 years	-	\$10.00 per hour
Mechanics 3-30years	-	\$12.00 per hour
Manager		\$45000.00 per year
Office Personnel		\$ 9.00 per hour
- 5) Video cameras, not considered an essential tool, we manage fine without. Your call, but this will probably add cost to transportation.
- 6) Manager hours: decision makers such as managers should be available from 6:00 AM to 5:00PM.
- 7) Insurance should be adjusted to \$500,000,000.00 instead of 3.

- 8) Max ride time should be adjusted to 60 minutes, regular route – 70 minutes, special needs.
- 9) District name and number should not be required on buses – most equipment is used on other things i.e. charters, fire, rafting etc. The state does not require this of contractors. Please reconsider this.
- 10) Bidders evaluation sheet should emphasize more experience and organization – I would suggest- 60 points for cost – 20 points for experience and organization.
- 11) The option for the 14 passenger activity buses has some good points, but training district personnel is risky at best. These are people who do not have the desire to be professional drivers. Why and how should we train them for this very important duty? Harlow's has experience with this issue, trying to train district drivers has not worked in the past.

Our Current bus requirements:

McCall

- | | |
|----------|--|
| Route | 3) 53 passenger buses
4) 65 passenger buses
5) 71 passenger buses
1) 78 passenger buses
1) 20+3 special needs bus
1) 22 passenger special need/pre-school bus |
| Activity | 2) 78 passenger, rear engine with under floor storage
1) 84 passenger, rear engine with full under floor storage |

- | | |
|---|--|
| Spare
(In addition to
activity buses) | 3) 71 passenger buses
1) 12 + 2 special needs bus
1) 22 passenger special needs/pre-school bus |
|---|--|

Meadows Valley

- | | |
|----------------|--|
| Route | 2) 65 passenger buses |
| Spare/Activity | 1) 71 passenger bus with under floor storage |

12) This geographical area requires a few things to operate transportation safely and efficiently.

- 1) Buses must be parked/stored in an enclosed, heated facility, large enough to accommodate all regular route buses as well as 2 activity buses. This facility must be approved by the Valley County P and Z with a conditional use permit stating use and verification of compliance with state and local building codes. Snow load, snow removal and highway access must be considered when picking a bus site. Highway access should have a specific entrance turn lane for safety of the bus driver and surrounding traffic.
- 2) Maintenance on buses must be performed at the contractor's facility, which must also be approved by the Valley County P and Z, in addition to State and County Health and Sanitation Departments for oil and waste disposal.
- 3) Contractors facility must be accommodating to drivers. Training and staging areas must be included. A meeting room sufficient to accommodate up to 20 drivers and monitors. The exterior of the facility must have ample room for behind the wheel training and testing. Snow removal area must also be included.
- 4) Contractor should be required to have an on staff 3rd party state CDL skills tester. We tried doing this without an on staff tester for awhile. Because of our remote location maintaining driver staff was extremely difficult because of the wait time for a skills tester to come up to McCall or for our drivers to go to a tester facility. Only after we sponsored a 3rd party tester and had her on our staff were we able to provide ourselves with good, qualified drivers as needed.

These things seem strange to require, but these are the things that we (Harlows) had to go through when we came on. No one mentioned we would have to do these things, yet.... there is no way to do this contract without them.

Valley County P and Z will require buses to be stored undercover with at least 3 sides, they will require a concrete floor, drains with oil separators, and snow loads of 120 lbs per square foot. They will require additional septic systems for bus washing, limitations on signage, outdoor lighting, and limitations from exhaust smoke and lots of landscaping. I'm not kidding... These folks are tough. McCall area Fire Marshals will require extensive and sensitive leak detection systems on fuel storage tanks. Tank must be of double wall construction. For diesel only, tank and system cost were about \$28,000.00 and constant monitoring and inspections to insure environmental safety. These are some things to consider when contracting for transportation in the Valley County/McCall area. Here are some estimates of what we were surprised by:

Snow Removal - \$5000.00 - We estimated \$2000.00
Land&Building- \$1,000,000.00 -We estimated \$500,000.00
Fuel on Site - \$28,000.00 - We estimated \$5000.00
Skills Tester - \$700.00 - We estimated \$0
General Cost of Living - Approximately 15% higher
Wages - Approximately 15% higher

Without full knowledge of these cost escalations a bidder may be overwhelmed by the real cost of contracting, possibly to the point of defaulting on the contract, causing the McCall-Donnelly and Meadows Valley Districts great harm to their transportation program.

Please feel to contact me if you have any further questions.



Mike Krout
Area Manager
Harlow's School Bus Service Inc.

MK/jp

Cc: McCall-Donnelly/Meadows Valley Board of Trustees

MDSD/MVSD TRANSPORTATION BID

BID CONFERENCE

MARCH 10, 2004

SIGN IN

NAME	COMPANY	ADDRESS	PHONE NUMBER
* Brent Carpenter	Brown Bus Co.	2111 E. Sherman Ave. Nampa, ID 83686	466-4181
NO-2 John BeGasse	First Student	1146 N Central Ave Glendale Ca 91202	(818) 240 2502
* Pat Kinsey	Laidlaw	2181 Commerce - Boise, Id	208-344/5572
* Jeremy Hageness	Harlow's	1877 Hwy 24 Libby MT	800-576-7318
* Mike Krout	Harlow's	14030 Hwy 55 McCall	634-1089
* PAUL T TRELLAWN	WSBS	2121 Highland Twin Falls	723-8003



March 26, 2004

Dr. Terrell Donicht
Superintendent
McCall-Donnelly Joint School District No. 421

Fax: (208) 634-4075

RE: School Transportation Request for Proposal

Dear Dr. Donicht:

Thank you for notifying us of your Request for Proposal for school bus transportation. I regret to inform you that we will not be submitting a proposal at this time. However, we would like to remain on your list for future invitations.

We respectfully request a copy of the final pricing. This will enable us to better prepare for your future request for proposal. Please mail the final prices to:

Durham School Services
9011 Mountain Ridge Drive, Suite 200
Austin, Texas 78759-7222
Attn: Dianne Giardina, Bids and Marketing Coordinator

Thank you in advance for your assistance. If you have any questions regarding our company, please feel free to call me at (800) 950-0485.

Sincerely,

Barry Stock
Sr. Vice President of Marketing

9011 Mountain Ridge Drive
Suite 200
Austin, Texas 78759
Voice: 512.343.6292
Fax: 512.345.6596
www.durhamschoolservices.com



First Student, Inc.
1146 North Central Avenue #273
Glendale, California 91202
Tel 818 240 2502
Fax 818 240 4163

March 24, 2004

Dr. Terrell L. Donicht
Superintendent
McCall-Donnelly Joint School District No. 421
120 Idaho St.
McCall, ID 83638

First Student 

Re: RFP Pupil Transportation Services

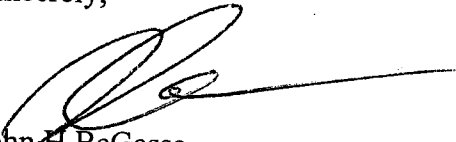
Dear Dr. Donicht,

First Student, Inc. appreciates the invitation to provide a Proposal for Pupil Transportation to McCall- Donnelly and Meadows Valley School Districts. We have made a number of visits to the area in an attempt to find a suitable facility to operate out of if we were the successful bidder. After discussions with local authorities and builders on what requirements would need to be met in order to get permits and the lack of existing available facilities, we have come to the conclusion that we could not offer an economically viable proposal. For this reason we will decline to offer a proposal response.

We appreciate the consideration the districts offered us. The RFP was well written and had we been able to overcome the facilities issue, we were prepared to offer a competitive proposal.

Thank you very much for including us in this process. We would like to remain on the bidders list and to be informed of the outcome of this RFP process. Please feel free to contact me with any questions or concerns.

Sincerely,


John H BeGasse
Business Development Manager



2111 E. Sherman Ave. Nampa, ID 83686

March 26, 2004

McCall-Donnelly Joint School District 421
Attn: Dr. Terrell Donicht, Superintendent
120 Idaho Street
McCall, ID 83638

Dear Dr. Donicht,

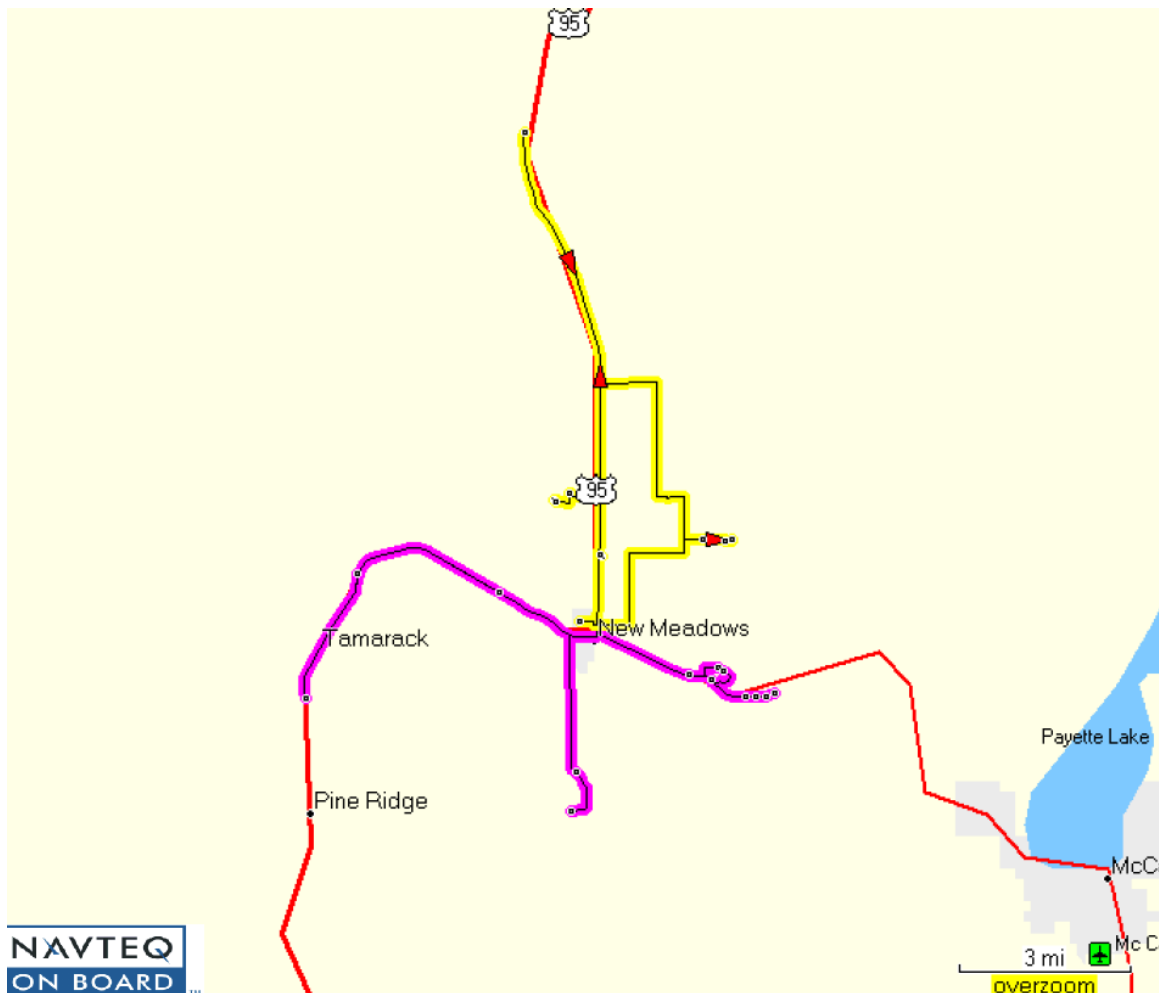
Thank you for the opportunity to submit a bid for pupil transportation. At this time though, Brown Bus Co. respectfully submits a "No Bid", but we request to remain on the bidder list for future bidding opportunities and request to receive a copy of the rates bid or a summary of submitted bid rates.

Brown Bus Co. would like to lend our support in favor of your current contractor Harlow's School Bus Service and wish your district continued safety in your school bus transportation.

Sincerely,

A handwritten signature in cursive script that reads "Brent Carpenter".

Brent Carpenter, Co-Owner
Brown Bus Co.



Meadows Valley School District Pupil Transportation

The SDE inspection team evaluated two (2) routes and observed approximately twenty-six (26) school bus stops.

K. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – Moscow School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino, Wallace, and Blaine school districts. Other school districts will not be

applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Moscow School District submitted a Funding Cap Appeal Application to the State Department of Education on February 7, 2006.

On April 11-14, 2005, a team of pupil transportation specialists had the opportunity to ride 14 bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The district is located in both rural and urban terrain along both east and west sides of Highway 95, extending north approximately 14 miles and south to Eid Road.
- The district currently runs 14 morning and 14 afternoon routes, each consisting of one run.
 - This year (2006 school year) the district is running 13 morning and 13 afternoon routes, each consisting of one run. However, there have been no significant routing changes from the previous school year.
- The district currently operates two routes (not included in the 14 routes observed by the team) that transport a small number of students with special needs. The two routes identified inherently result in high per rider costs.
 - This year (2006 school year) the district is running one route (not included in the 13 routes) that transport a small number of students with special needs.
- The district has some off-pavement routes, which inherently increase vehicle maintenance costs.
- A few of the more remote and sparsely populated routes exponentially increase cost-per-rider and cost-per-mile.
- Most of the 14 routes observed had low bus capacity to rider ratios.
 - It is unknown if ridership ratios per bus have increased during the 2006 school year; however, it is assumed that any increase in ridership ratios have been small.
- Some routes appeared to geographically overlap or service areas close in proximity to each other.

- Some routes appeared to service drastically detached geographic areas, which inherently increase mileage but also increase overall operating costs.
- Current district philosophy (a perceived fairness philosophy) demonstrates a “first on in the morning – first off in the afternoon” scheme. Therefore, an opportunity may exist to increase ridership, if the district opts to reevaluate this philosophy.
 - This year (2006 school year) the district has changed its philosophy; afternoon routes are run in reverse of the morning routes.
- Consolidation of routes may be feasible, but remains uncertain. The district indicated it would be willing to annually evaluate this option. The inspection team recommended annual evaluation of district-wide routing with a focus on routing efficiencies. Recently purchased routing software can serve as a valuable tool in assessing routing efficiencies.
- Adjusting pupil transportation support staffing may contribute to lowering overall pupil transportation costs.
 - The district did evaluate its pupil transportation staffing needs, which resulted in some staffing reduction. The district also eliminated all summer bus washing hours.
- The Superintendent expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the Moscow School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., “Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control.”

BOARD ACTION:

A motion to approve the Moscow School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application and rationale submitted by Moscow School District
4. Moscow School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788		\$652,789		\$652,789	\$0	\$0	\$0	\$0	\$0	
135		NOTUS DISTRICT	\$0	0.0%	\$127,874	\$0	\$464	\$127,410	55,339	159	\$2.30	\$801	81%	107%	FALSE	\$0	\$0	\$108,693	\$0	\$108,693	\$108,693		\$108,693		\$108,693	\$0	\$0	\$0	\$0	\$0	
136		MELBA JOINT DISTRICT	\$0	0.0%	\$277,762	\$3,330	\$656	\$273,776	105,123	311	\$2.60	\$880	91%	118%	FALSE	\$0	\$0	\$236,098	\$0	\$236,098	\$236,098		\$236,098		\$236,098	\$0	\$0	\$0	\$0	\$0	

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEHMI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,896	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter Data

2005/06

District Name: **Moscow School Dist**

Number: **281**

Date: **Feb. 7, 2006**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key).

☒
☐

Uniquely difficult geographic circumstances (five-year application)

Extraordinary one (1) time circumstances outside the district's foresight and control

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

Moscow has unique north/south travel challenges with Paradise Ridge to the south of the town proper and Moscow Mountain to the north. In order to transport students living south or north of town, routes must travel around these two natural barriers. Routes to the east must also circumvent Paradise Ridge. These rural routes must travel additional miles and transport few students. Each route travels an average of 30 miles per day on narrow gravel roads at speeds of less than 35 miles per hour and transports an average of 19 students. These are rural routes where students are picked up on a family basis which adds to the number of stops. Many of the rural routes require the use of traction devices for much of the winter months increasing driver time for installing and removing chains. All of these circumstances impact both the cost per mile and cost per rider.

Superintendent Signature:

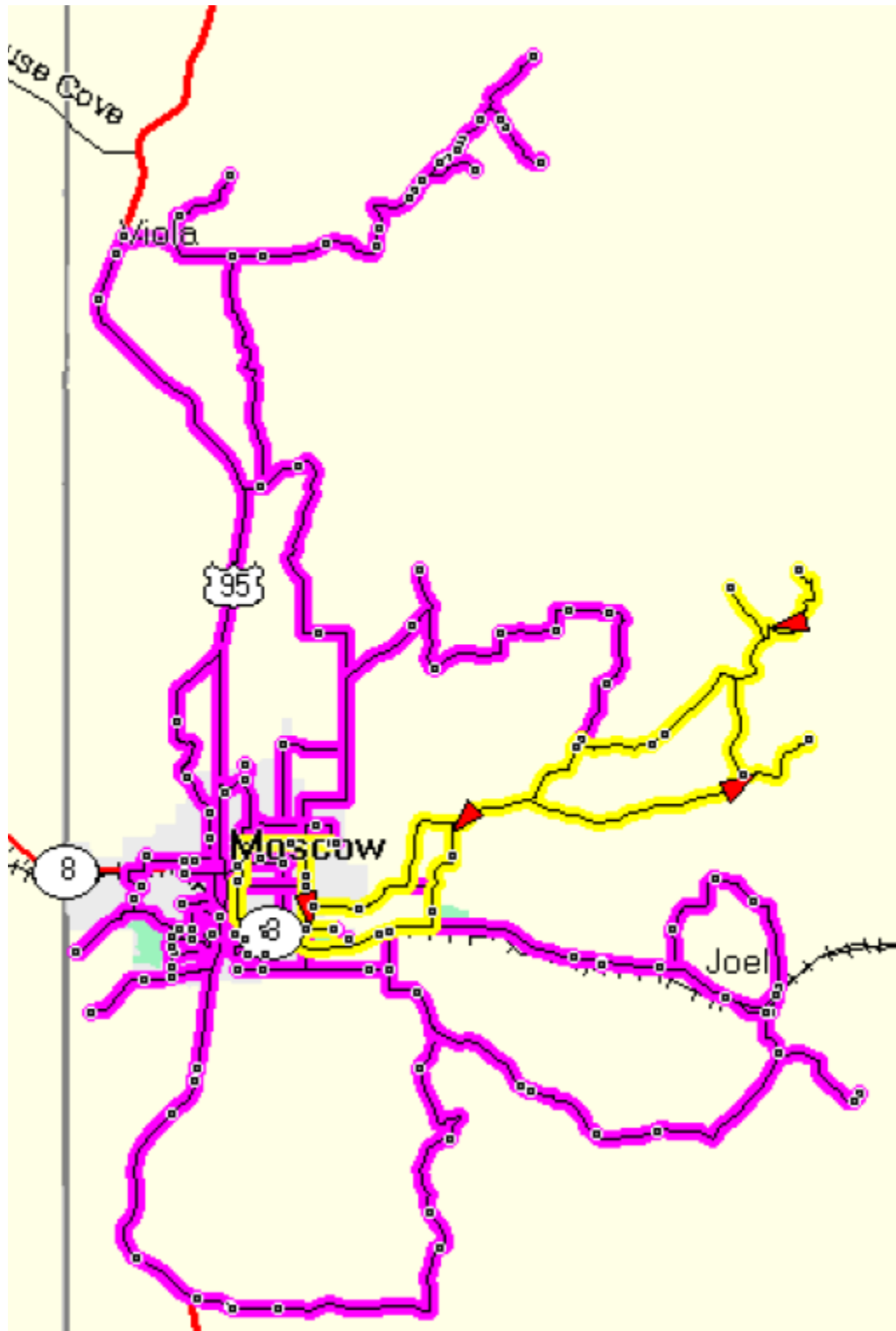
Dr. Candis R. Donick

Date: **03/20/06**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



Moscow School District Pupil Transportation

The SDE Inspection Team evaluated fifteen (15) routes and observed approximately 212 school bus stops.

L. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – Mountain Home School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino,

Wallace, and Blaine school districts. Other school districts will not be applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Mountain Home School District submitted a Funding Cap Appeal Application to the State Department of Education on April 19, 2006.

On May 9-11, 2005, a team of pupil transportation specialists had the opportunity to ride 21 morning or afternoon bus routes and seven midday routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The Mountain Home School District is a geographically large district located approximately 40 miles south of Boise and continuing southward to Bruneau-Grand View School District. The district surrounds Prairie Elementary School District.
- The district currently runs 34 morning and 34 afternoon routes, each consisting of one run. The district also operates 15 midday routes.
- The district has some off-pavement routes, which inherently increase vehicle maintenance costs.
- A few of the more remote and sparsely populated routes exponentially increase cost-per-rider and cost-per-mile.
- Most of the 28 routes observed had low bus capacity to rider ratios.
- Some routes appeared to geographically overlap or service areas close in proximity to each other.
- Some routes appeared to unnecessarily extend route load times and mileage due to “door-to-door” service and poor routing design.
 - During the 2006 school year, the district has made attempts to reduce costs through rerouting efforts; i.e., “we have rerouted children to alternate routes in an attempt to reduce costs.”
- The Superintendent and Business Manager expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety. In fact, the district expressed a strong desire to

evaluate district-wide routing schemes and expressed confidence in their contractor to assist in this endeavor.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the Mountain Home School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., “Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control.”

BOARD ACTION:

A motion to approve the Mountain Home School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application submitted by Mountain Home School District
4. Mountain Home School District rationale letter
5. Mountain Home School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788		\$652,789		\$652,789	\$0	\$0	\$0	\$0	\$0	
135		NOTUS DISTRICT	\$0	0.0%	\$127,874	\$0	\$464	\$127,410	55,339	159	\$2.30	\$801	81%	107%	FALSE	\$0	\$0	\$108,693	\$0	\$108,693	\$108,693		\$108,693		\$108,693	\$0	\$0	\$0	\$0	\$0	

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,886	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter Data

2005-06

District Name: **Mountain Home School District** Number: **193**

Date: **April 13, 2006**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key).

☒
☐

Uniquely difficult geographic circumstances (five-year application)

Extraordinary one (1) time circumstances outside the district's foresight and control

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

I am sending what Bus Route Information I have on behalf of Assistant Superintendent Mr. Doug Johnson. Mr. Cliff Ogborn, Director of Fiscal Operations, is unavailable this week and will submit a more formal application with all the required data and information on Monday, 17 Apr 06. Attached with this email is a copy of MHSD's bus routes for 2005-06 school year. Best regards, Sharon M. Whitman, Administrative Secretary

Superintendent Signature:

Tim W. McMurtry

Date: **04/13/06**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on

Mountain Home School District 193

Appeal to the funding cap on bussing reimbursement for the SY 04-05.

The wide geographical dispersion of students within the Mountain Home School District is the cause of the District exceeding the 103% funding Cap. Our students are spread over one of the largest districts geographically in the state. The students have been bussed separated by elementary and secondary due to a large number of bullying and intimidation situations in the past. Since the separation, these incidents have declined to virtually zero providing a safe and secure environment on the bus. In addition to the improved safety and security of route segregation, the amount of time spent in transporting students has been kept at less than an hour of transport time.

With assistance from the State Department of Transportation and an internal cost analysis, it was determined the cause of our exceeding the state average 103% cap was the busses were not completely full transporting students. Investigating the reasons for this kept bringing us back to our unique geographic situation that we cannot change. There are not enough children on each route that can be picked up and transported to the schools within a one hour commute to fill a bus. It is still cheaper for the state to reimburse us for a bus than to pay each family "revenue in lieu of transportation." The time it takes to pick up the 35-40 students per bus brings the route to its one hour commute because of the miles required to travel. If we were to completely fill the bus in order to meet the state 103% cap limitations, the routes would have to be extended up to a two hour commute each way.

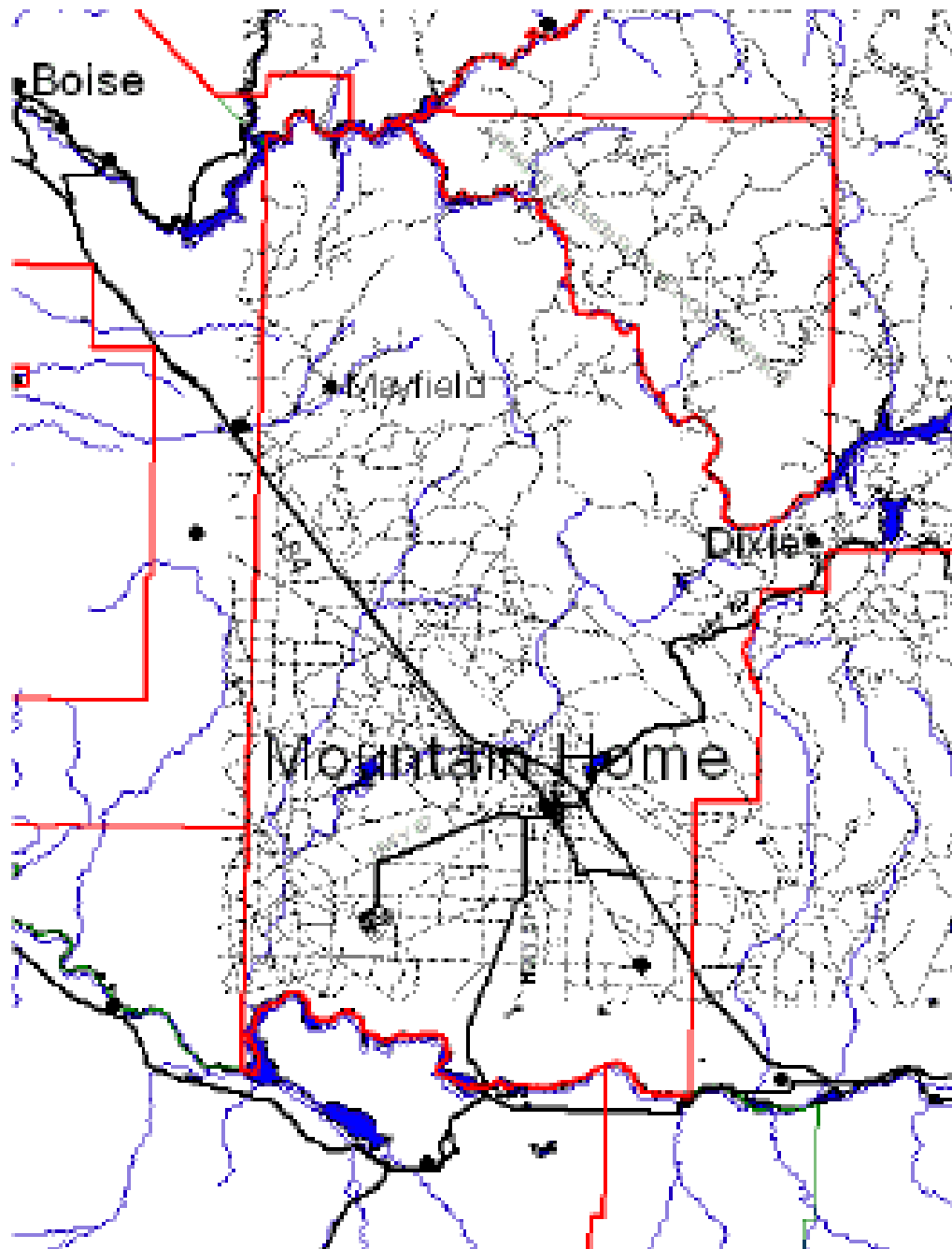
This one hour of transport time is important for the safety and security of students for several reasons.

1. No standard school bus is equipped with rest rooms or air conditioning (unless required under an IEP). Lengthy bus rides exceeding one hour will create bodily waste disposal issues and high temperatures during the early fall and late spring routes. These are health issues that are unacceptable in our District.
2. Students will be required to rise an hour earlier to meet the bus and arrive home an hour later. This will be detrimental to their academics and contrary to our goals under the No Child Left Behind objectives. The children will be sleepier in class and less attentive. Learning will be affected. At night, there will be an hour less of study time for reading or homework. Parental support in assisting with class work will be compromised.
3. There will be parental complaints regarding the amount of time spent on the bus. This year, we have dealt with parents objecting to their children waiting in the pre dawn hours at stops in the country without street lights. The extended bus transportation time will just exacerbated this situation and we will spend our administrative time addressing parental concerns instead of focusing on curriculum enhancement.
4. Even with the age segregation, additional bullying and safety issues will flourish. As travel time increases, students will become more irritable and agitated in an extensive amount of time in close quarters. This is in direct violation of our policy of providing students a safe and secure environment.

Since the first appeal denial, we have closely monitored the bus routes and student ridership. Where appropriate, we have rerouted children to alternative routes in an attempt to reduce costs.

The Mountain Home School District is unique in its requirement to pick up children as widely dispersed as we have. Other districts can fill a bus and offer a short commute. We do not have that luxury. Comparing our costs to those of other smaller districts or those with denser populations places an unfair burden on our district. The State Department could not suggest alternatives other than use routes derived from software programs. This suggestion is being implemented. The suggestion to use routing software was made after the current years routes were established and therefore could not be used in any efficiency review until the 2005-2006 school year. We are investigating the best program and hope to have ideal routes established in the 2006-2007 school year. Until the routes are programmed in, its success will not be available.

Based on the above arguments, I request a full waiver of the costs exceeding the state cap be waived due to the geographic diversity of our district and the wide dispersion of our students.



Mountain Home School District Pupil Transportation

The SDE inspection team evaluated twenty-eight (28) school bus routes during the 2005 school year.

M. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – Salmon School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino,

Wallace, and Blaine school districts. Other school districts will not be applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Salmon School District submitted a Funding Cap Appeal Application to the State Department of Education on March 28, 2006.

On May 1-3, 2006, a team of pupil transportation specialists had the opportunity to ride nine bus routes, evaluate district routing schemes, and review district pupil transportation accounting mechanisms. Findings of the inspection team include:

- The Salmon School District is located south of Missoula, Montana, north of Sun Valley and Challis School District, west of the Montana-Idaho boundary line, and east of McCall-Donnelly School District.
- The district is currently running ten morning and ten afternoon routes, each consisting of one run.
- The nine routes evaluated reflected load times of approximately 45 minutes on seven routes and 60 minutes on two routes.
- The district is running one special needs route and one mid-day kindergarten (not included in the ten routes referenced above). The special needs route inherently results in higher per rider cost.
- The district's routing schemes did not appear to be efficiently designed or to efficiently maximize school bus capacities.
- Consolidation of routes may be feasible, but remains uncertain. The inspection team recommends annual evaluation of district-wide routing schemes with a focus on improving routing efficiencies.
- The inspection team recommends the Salmon School District evaluate their transportation program to determine appropriate staffing needs.
- The Superintendent and Transportation Supervisor expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives

from the Salmon School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., “Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control.”

BOARD ACTION:

A motion to approve the Salmon School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application and rationale submitted by Salmon School District
4. Salmon School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788		\$652,789		\$652,789	\$0	\$0	\$0	\$0	\$0	
135		NOTUS DISTRICT	\$0	0.0%	\$127,874	\$0	\$464	\$127,410	55,339	159	\$2.30	\$801	81%	107%	FALSE	\$0	\$0	\$108,693	\$0	\$108,693	\$108,693		\$108,693		\$108,693	\$0	\$0	\$0	\$0	\$0	
136		MELBA JOINT DISTRICT	\$0	0.0%	\$277,762	\$3,330	\$656	\$273,776	105,123	311	\$2.60	\$880	91%	118%	FALSE	\$0	\$0	\$236,098	\$0	\$236,098	\$236,098		\$236,098		\$236,098	\$0	\$0	\$0	\$0	\$0	

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEHMI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,886	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter Data

2005-2009

District Name: **Salmon**

Number: **291**

Date: **April 10, 2006**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key).

☒
☐

Uniquely difficult geographic circumstances (five-year application)

Extraordinary one (1) time circumstances outside the district's foresight and control

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

Due to the remoteness of our area fuel costs are always \$.10 to \$.15 per gallon higher than the state average. Long distances on some of our routes also contribute to our higher cost per student. Some of the actions we have taken this year to help cut costs are that this winter we used a fuel additive instead of blending fuel which saved \$.10 to \$.14 per gallon. The Transportation supervisor also no longer has a vehicle provided to him and we have cut back on the amount of short, high cost, feild trips. Also, the school board took action to cap bus driver wages effective this year. Long term saveings will result with the retirement of senior drivers in the next few years. One school will be closed at the end of this year which will result in the elimination of many high cost between school shuttles and short feild trips. The school board also approved going to a 4 day week next year which will have a significant impact on the over all expences of the transportation department.

Superintendent Signature:

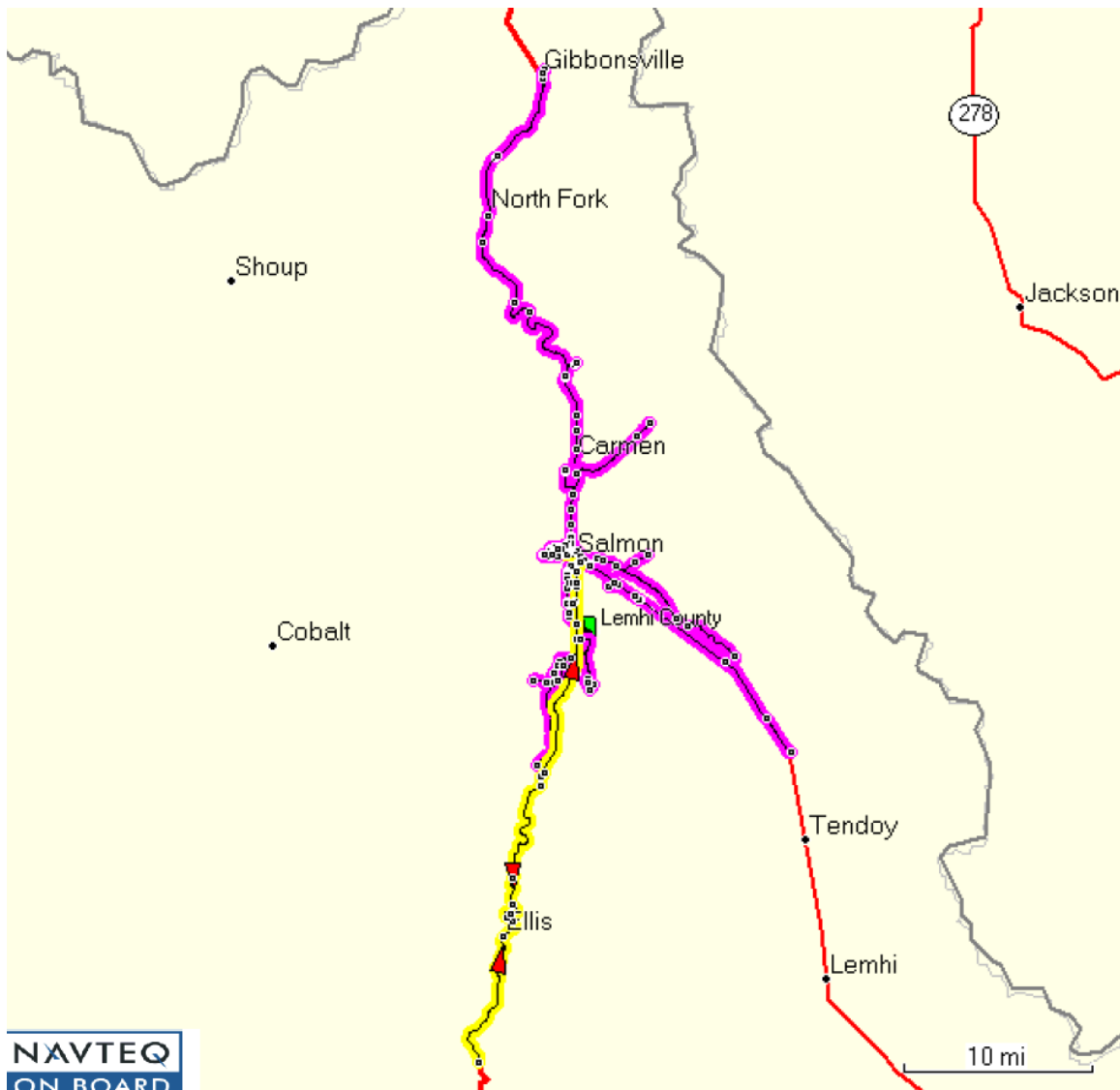
Daniel Grabowska

Date: **04/10/06**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



Salmon School District Pupil Transportation

The SDE inspection team evaluated nine (9) routes and observed approximately 144 school bus stops.

N. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – Twin Falls School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino, Wallace, and Blaine school districts. Other school districts will not be

applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Twin Falls School District submitted a Funding Cap Appeal Application to the State Department of Education on April 4, 2006.

The Twin Falls School District is located South of Interstate 84, east of Filer School District, and west of Kimberley School District.

On April 24-28, 2006, a team of pupil transportation specialists had the opportunity to ride 32 bus routes, evaluate district routing schemes, and review district pupil transportation accounting mechanisms. The pupil transportation inspection team noted:

- The district is running 32 morning, seven mid-day, and 32 afternoon routes, each consisting of one run.
- The district is running two routes (not included in the 32 routes referenced above) that transports a small number of students with disabilities. The two routes identified inherently result in high per rider costs.
- The district has some off-pavement routes, which inherently increase vehicle maintenance costs.
- The district's routing schemes did not appear to be efficiently designed or to effectively maximize school bus capacities. Most of the 32 routes observed had low bus capacity to rider ratios.
- Some routes appeared to geographically overlap or service areas close in proximity to each other. All routes reflected load times of 45minutes or less (district policy). Some routes appeared to unnecessarily extend route load times due to deficient routing design.
- Consolidation of routes may be feasible, but remains uncertain. The inspection team strongly recommends annual evaluation of district-wide routing schemes with a focus on improving routing efficiencies.
- The Superintendent and Contractor expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the Twin Falls School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., “Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control.”

BOARD ACTION:

A motion to approve the Twin Falls School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application submitted by Twin Falls School District
4. Twin Falls School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788		\$652,789		\$652,789	\$0	\$0	\$0	\$0	\$0	
135		NOTUS DISTRICT	\$0	0.0%	\$127,874	\$0	\$464	\$127,410	55,339	159	\$2.30	\$801	81%	107%	FALSE	\$0	\$0	\$108,693	\$0	\$108,693	\$108,693		\$108,693		\$108,693	\$0	\$0	\$0	\$0	\$0	
136		MELBA JOINT DISTRICT	\$0	0.0%	\$277,762	\$3,330	\$656	\$273,776	105,123	311	\$2.60	\$880	91%	118%	FALSE	\$0	\$0	\$236,098	\$0	\$236,098	\$236,098		\$236,098		\$236,098	\$0	\$0	\$0	\$0	\$0	

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,886	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter Data

2004-2005

District Name: **Twin Falls School Dist.**

Number: **411**

Date: **March 17, 2006**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key).

☐

Uniquely difficult geographic circumstances (five-year application)

☒

Extraordinary one (1) time circumstances outside the district's foresight and control

The district is requesting a funding rate of **1** % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

The district could not foresee the higher costs of deisel fuel during the 04-05 school year. We added very little additional mileage and our ridership was higher. Also, for some reason we were not allowed to count our kindergarten students in our ridership counts. Please provide our district with relief from financial penalty due to these extraordinary one time circumstance.

Superintendent Signature:

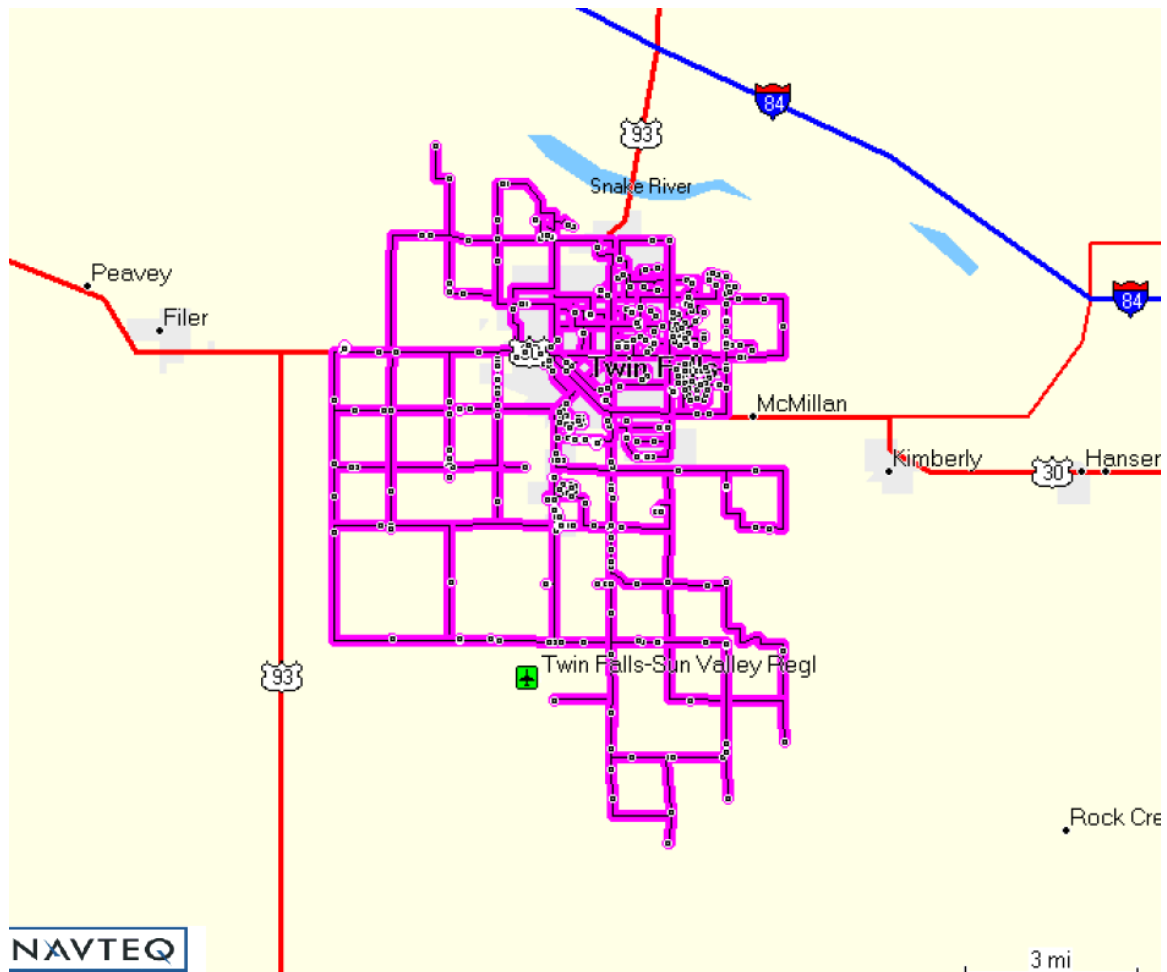
Dr. Wiley J. Dobbs

Date: **03/17/06**

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



Twin Falls School District Pupil Transportation

The SDE Pupil Transportation Inspection Team evaluated 32 routes and observed approximately 594 school bus stops.

O. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – Valley School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino,

Wallace, and Blaine school districts. Other school districts will not be applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Valley School District submitted a Funding Cap Appeal Application to the State Department of Education on March 17, 2006.

The Valley School District is located North of Interstate 84, east of Jerome School District, and west of Minidoka School District.

On March 29-31, 2006, a team of pupil transportation specialists had the opportunity to ride nine bus routes, evaluate district routing schemes, and review district pupil transportation accounting mechanisms. The pupil transportation inspection team noted:

- The district is running nine morning, one mid-day, and nine afternoon routes, each consisting of one run.
- The district had some off-pavement routes, which inherently increase vehicle maintenance costs.
- The district's routing schemes did not appear to be efficiently designed or to effectively maximize school bus capacities. Most of the nine (9) routes observed had low bus capacity to rider ratios.
- Some routes appeared to geographically overlap or service areas close in proximity to each other. All routes reflected load times of 45 minutes or less. Some routes appeared to unnecessarily extend route load times due to poor routing design.
- Consolidation of routes may be feasible, but remains uncertain. The inspection team strongly recommends annual evaluation of district-wide routing schemes with a focus on improving routing efficiencies.
- The Superintendent and Contractor expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the Valley School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., “Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control.”

BOARD ACTION:

A motion to approve the Valley School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application submitted by Valley School District
4. Valley School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL					
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019	
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0	
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0	
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0	
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0	
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720	
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0	
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0	
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0	
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0	
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0	
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0	
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0	
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0	
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0	
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672	
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0	
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0	
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0	
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370	
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0	
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0	
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0	
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0	
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0	
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0	
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0	
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0	
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0	
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0	
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0	
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0	
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0	
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079	
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0	
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652											

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEHMI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,886	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #:	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

Use Tab Key To Enter Data

103% Funding Cap Appeal Application for Fiscal Year(s):

2005-2009

District Name: Valley School District

Number: #262

Date: 2/30/06

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to the following:

(Please check all applicable boxes by using mouse key)

☒
☐

Uniquely difficult geographic circumstances (five-year application)

Extraordinary one (1) time circumstances outside the district's foresight and contro

The district is requesting a funding rate of 1 % more than the percentage rate necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically.**

The Valley school District is respectfully requesting a waiver of the transportation cap. We are currently working with our contractor to come up with a solution to the problem. Following are some of the things that our contractor and I have been doing to try to get our costs down: Contractor reduced prices by 5%, Consolidate bus routes, Requested help from the State Department to cut cost, Purchased own 14 passenger school bus that the district operates, coaches drive school owned bus free of charge, Examined bus routes to make sure we are operating them in the most efficient manner, Participated in an audit from the state dept. of transportation and we are going out for bids this summer to get a new contract for transportation services.

Superintendent Signature:

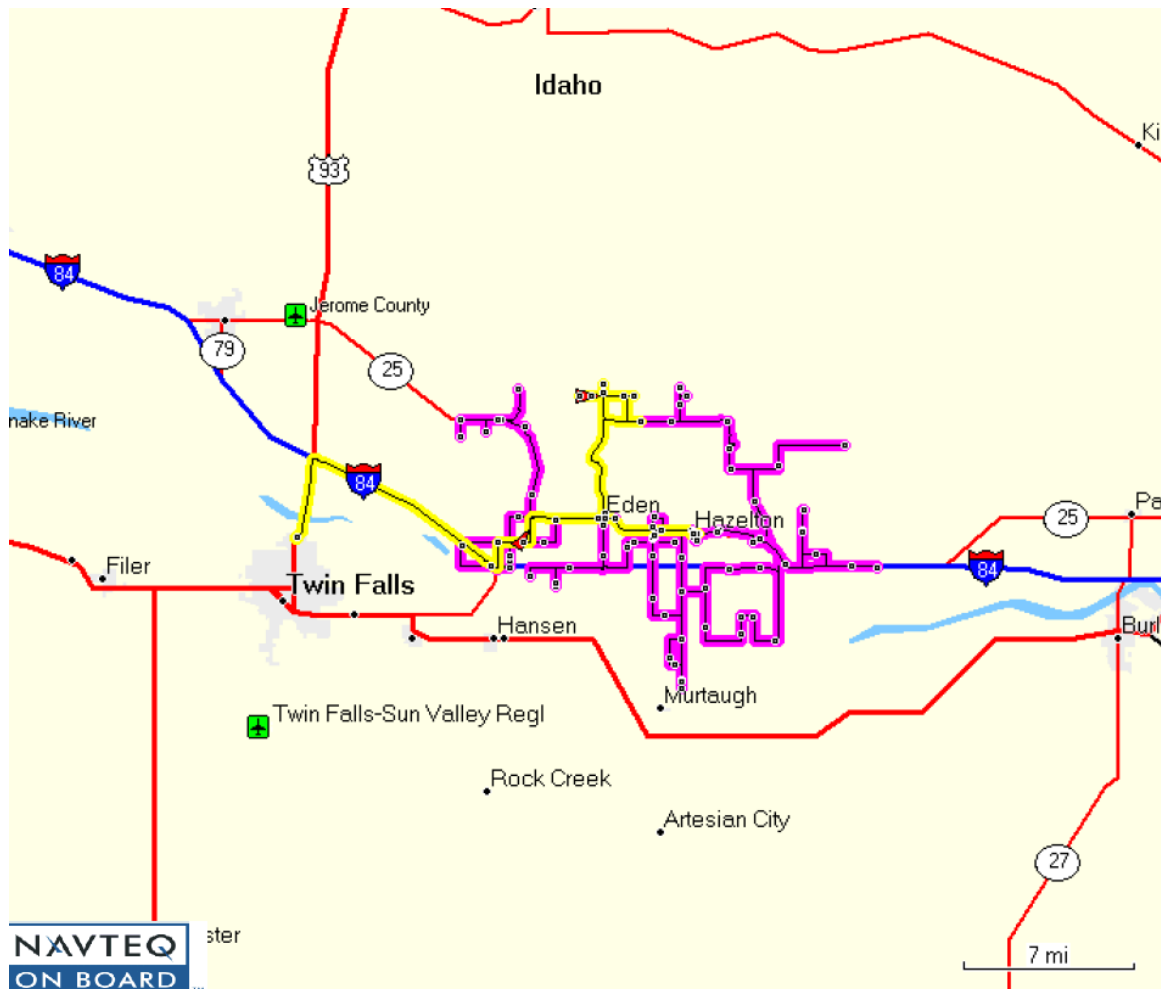
Laurel Nelson

Date: 03/31/06

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on



Valley School District Pupil Transportation

The SDE Pupil Transportation Inspection Team evaluated nine (9) routes and observed approximately 120 school bus stops.

P. SUBJECT:

Appeal and Waiver of 105% Cap Pupil Transportation Funding Formula – Wendell School District

BACKGROUND:

During the 2001 legislative session, § 33-1006, Idaho Code, was amended. The amendment created a pupil transportation funding cap; affecting school districts that exceed (by 105% the second year) the statewide average cost per mile and cost per rider.

As of April 1, 2006, there were 22 school districts that were negatively affected by the pupil transportation funding cap: Boise (\$761,663), Meadows Valley (\$5,312), Blackfoot Community Center Charter School (\$1,494), Blaine County (\$10,232), Garden Valley (\$42,308), Caldwell (\$76,166), Soda Springs (\$4,501), Orofino (\$2,280), Mountain Home (\$99,162), Wendell (\$110,969), Valley (\$29,006), Moscow (\$61,564), Salmon (\$6,720), Kamiah (\$26,909), Dietrich (\$4,879), Lewiston (\$553), Kellogg (\$62,120), Wallace (\$7,741), Twin Falls (\$47,450), Buhl (\$17,498), McCall-Donnelly (\$68,511), and Richard McKenna Charter High School (\$3,950).

During the April 22, 2005, Board meeting, Lapwai, Kamiah, and Garden Valley school districts were granted a five-year cap waiver (2004-2009); however, Lapwai School District is not affected by the Pupil Transportation Funding Cap for fiscal year 2005.

During fiscal year 2005, a team of pupil transportation specialists evaluated the pupil transportation programs of Lapwai, Kamiah, Garden Valley, Mountain Home, Soda Springs, Buhl, Wendell, Moscow, Horseshoe Bend, McCall-Donnelly, Boise, and Blackfoot Charter school districts.

During fiscal year 2006, a team of pupil transportation specialists evaluated the pupil transportation programs of Meadows Valley, Blaine, Caldwell, Soda Springs, Orofino, Valley, Salmon, Dietrich, Lewiston, Kellogg, Wallace, and Twin Falls school districts; and Blackfoot Community Center Charter and Richard McKenna Charter. By the close of fiscal year 2006, some school districts that were affected by the funding cap penalty earlier in the year, will no longer be affected, e.g., Soda Springs, Lewiston, Orofino, Wallace, and Blaine school districts. Other school districts will not be

applying for a funding cap penalty waiver, e.g., Boise school district, Blackfoot Charter, and Richard McKenna Charter.

DISCUSSION:

Wendell School District submitted a Funding Cap Appeal Application to the State Department of Education on February 23, 2006.

On March 29 – April 1, 2005, a team of pupil transportation specialists had the opportunity to ride ten bus routes, evaluate district/contractor routing schemes, and review district pupil transportation accounting mechanisms.

Findings of the inspection team include:

- The district is located north and south of Interstate 84 extending to the Snake River on the South and Gooding School District on the north. Jerome School District lies to the east and Hagerman School District to the west.
- The district currently runs ten morning and ten afternoon routes, each consisting of one run.
 - Routing schemes did not change significantly during the 2006 school year.
- Some routes appeared to geographically overlap or service areas close in proximity to each other. Many routes reflected load times of 45 minutes or less; well under the 60-minute load time suggested in the current contract. Some routes appeared to unnecessarily extend route load times due to “door-to-door” service and deficient routing design.
- District routing schemes did not appear to be efficiently configured or to effectively maximize school bus capacities. Most of the ten routes observed had low bus capacity to rider ratios.
- Consolidation of routes may be feasible, but remains uncertain.
- The contract between the district and contractor specifies significant collaborative efforts between the contractor and district in designing routing schemes; however, it appears the district’s involvement in routing has evolved to a minimal relationship particular to routing.
 - This year (2006 school year), following significant negotiation efforts between the school district and the current contractor, the district has opted not to extend their current contract for transportation services. The district advertised for transportation

services during the month of April and opened bids for contracted transportation services in May.

- As part of the district's efforts in reducing costs, it has developed comprehensive bid specifications with an emphasis on operating at or under statewide pupil transportation averages.
- The district also modified its current bid specifications to include measures that will permit bidders the opportunity to submit more competitive bids.
- The district held a pre-bid conference as part of the bidding process and was able to attract six interested bidders.
- The Superintendent expressed sincere interest in cooperatively working with the State Department of Education in identifying mechanisms designed to improve efficiency without compromising safety. In fact, the district expressed a strong desire to evaluate district-wide routing schemes and requested SDE assistance in identifying possible routing improvements and other cost-cutting mechanisms.
 - Prior to soliciting competitive pupil transportation bids, the superintendent and Wendell School Board worked cooperatively with a private consultant in developing comprehensive pupil transportation bid specifications.

RECOMMENDATION:

The State Department of Education recommends the State Board of Education carefully consider the information provided, invite representatives from the Wendell School District to present additional rationale and justification, and then determine if any criteria exist that are in compliance with § 33-1006, Idaho Code, i.e., "Such a change shall only be granted by the state board of education if the application can be justified based on uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the district's foresight and control."

BOARD ACTION:

A motion to approve the Wendell School District Funding Cap Appeal Application at a funding cap percentage rate that will reduce the funding cap penalty for fiscal year 2005 by _____%

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. SDE's 105% Funding Cap Model
2. Funding Cap Explanation Memorandum
3. 105% Funding Cap Appeal Application submitted by Wendell School District
4. Wendell School District rationale letter
5. Wendell School District map

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2005 Data - Approved Costs Reimbursed in Fiscal Year 2006 (Second Capped Year)				
Set percentage cap to apply to statewide average		105%	Defaults are: 110% for FY 2005 105% for FY 2006 103% for FY 2007	
Revised: 03/30/2006 (Preliminary Data)				
Statewide Averages before cap		Cost Per Mile \$2.85	Cost Per Rider \$746	
Statewide Averages after cap		\$2.99	\$783	
Total Savings From Cap		\$1,447,653	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action		\$1,378,413	\$62,189,574	\$62,064,259

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	INFORMATIONAL				
																										100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
001		BOISE INDEPENDENT DISTRICT	\$762,037	14.5%	\$6,169,478	\$2,122	\$19,182	\$6,148,174	1,755,001	5,742	\$3.50	\$1,071	123%	144%	TRUE	\$4,463,911	\$3,823,088	\$4,482,020	\$0	\$4,482,020	\$5,244,056		\$4,482,020		\$4,482,020	\$5,244,056	\$5,053,547	\$4,863,038	\$4,672,529	\$4,482,019
001	138	ANSER CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$5	\$5	\$0		\$5		\$5	\$0	\$0	\$0	\$0	\$0
002		MERIDIAN JOINT DISTRICT	\$0	0.0%	\$8,433,712	\$0	\$0	\$8,433,712	2,551,346	12,075	\$3.31	\$698	116%	94%	FALSE	\$0	\$0	\$7,168,655	\$7	\$7,168,662	\$7,168,655		\$7,168,662		\$7,168,662	\$0	\$0	\$0	\$0	\$0
002	407	MERIDIAN CHARTER HIGH SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$22	\$22	\$0		\$22		\$22	\$0	\$0	\$0	\$0	\$0
003		KUNA JOINT DISTRICT	\$0	0.0%	\$1,040,464	\$8,027	\$0	\$1,032,437	390,383	1,679	\$2.64	\$615	93%	82%	FALSE	\$0	\$0	\$884,394	\$1	\$884,395	\$884,394		\$884,395		\$884,395	\$0	\$0	\$0	\$0	\$0
011		MEADOWS VALLEY DISTRICT	\$5,317	7.5%	\$83,573	\$137	\$258	\$83,178	25,706	28	\$3.24	\$2,971	114%	398%	TRUE	\$65,384	\$18,643	\$65,720	-\$1	\$65,719	\$71,037		\$65,719		\$65,719	\$71,037	\$69,708	\$68,379	\$67,049	\$65,720
013		COUNCIL DISTRICT	\$0	0.0%	\$69,996	\$3,227	\$0	\$66,769	30,491	78	\$2.19	\$856	77%	115%	FALSE	\$0	\$0	\$59,497	\$0	\$59,497	\$59,497		\$59,497		\$59,497	\$0	\$0	\$0	\$0	\$0
021		MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$451,889	\$5,677	\$1,643	\$444,569	196,616	693	\$2.26	\$642	79%	86%	FALSE	\$0	\$0	\$384,106	\$0	\$384,106	\$384,106		\$384,106		\$384,106	\$0	\$0	\$0	\$0	\$0
025		POCATELLO DISTRICT	\$0	0.0%	\$2,800,567	\$472	\$9,817	\$2,790,278	887,376	3,962	\$3.14	\$704	110%	94%	FALSE	\$0	\$0	\$2,380,482	\$3	\$2,380,485	\$2,380,482		\$2,380,485		\$2,380,485	\$0	\$0	\$0	\$0	\$0
033		BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$552,117	\$2,114	\$1,409	\$548,594	310,335	564	\$1.77	\$973	62%	130%	FALSE	\$0	\$0	\$469,299	\$1	\$469,300	\$469,299		\$469,300		\$469,300	\$0	\$0	\$0	\$0	\$0
041		ST MARIES JOINT DISTRICT	\$0	0.0%	\$543,349	\$2,455	\$2,075	\$538,819	198,265	428	\$2.72	\$1,259	95%	169%	FALSE	\$0	\$0	\$461,847	\$1	\$461,848	\$461,847		\$461,848		\$461,848	\$0	\$0	\$0	\$0	\$0
044		PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$346,771	\$0	\$0	\$346,771	132,622	263	\$2.61	\$1,319	92%	177%	FALSE	\$0	\$0	\$294,755	\$0	\$294,755	\$294,755		\$294,755		\$294,755	\$0	\$0	\$0	\$0	\$0
052		SNAKE RIVER DISTRICT	\$0	0.0%	\$612,902	\$86	\$2,090	\$610,726	319,847	1,142	\$1.91	\$535	67%	72%	FALSE	\$0	\$0	\$520,967	\$0	\$520,967	\$520,967		\$520,967		\$520,967	\$0	\$0	\$0	\$0	\$0
052	801	IDAHO LEADERSHIP ACADEMY	\$0	0.0%	\$71,816	\$0	\$346	\$71,470	72,531	82	\$0.99	\$872	35%	117%	FALSE	\$0	\$0	\$61,044	\$0	\$61,044	\$61,044		\$61,044		\$61,044	\$0	\$0	\$0	\$0	\$0
055		BLACKFOOT DISTRICT	\$0	0.0%	\$1,340,947	\$0	\$4,364	\$1,336,583	511,667	2,099	\$2.61	\$637	92%	85%	FALSE	\$0	\$0	\$1,139,805	\$1	\$1,139,806	\$1,139,805		\$1,139,806		\$1,139,806	\$0	\$0	\$0	\$0	\$0
055	701	BLACKFOOT COMMUNITY LEARNING	\$1,498	3.1%	\$56,670	\$0	\$0	\$56,670	18,349	50	\$3.09	\$1,133	108%	152%	TRUE	\$46,671	\$33,291	\$46,671	-\$9,249	\$37,422	\$48,170		\$37,422		\$37,422	\$48,170	\$47,795	\$47,421	\$47,046	\$46,672
058		ABERDEEN DISTRICT	\$0	0.0%	\$317,336	\$0	\$717	\$316,619	128,390	388	\$2.47	\$816	87%	109%	FALSE	\$0	\$0	\$269,736	\$0	\$269,736	\$269,736		\$269,736		\$269,736	\$0	\$0	\$0	\$0	\$0
059		FIRTH DISTRICT	\$0	0.0%	\$232,058	\$0	\$755	\$231,303	113,648	413	\$2.04	\$560	71%	75%	FALSE	\$0	\$0	\$197,249	\$0	\$197,249	\$197,249		\$197,249		\$197,249	\$0	\$0	\$0	\$0	\$0
060		SHELLEY JOINT DISTRICT	\$0	0.0%	\$447,531	\$0	\$1,439	\$446,092	178,705	998	\$2.50	\$447	88%	60%	FALSE	\$0	\$0	\$380,401	-\$4	\$380,397	\$380,401		\$380,397		\$380,397	\$0	\$0	\$0	\$0	\$0
061		BLAINE COUNTY DISTRICT	\$10,310	1.1%	\$1,119,039	\$2,519	\$2,751	\$1,113,769	368,146	1,233	\$3.03	\$903	106%	121%	TRUE	\$936,393	\$820,945	\$940,873	-\$63	\$940,810	\$951,183		\$940,810		\$940,810	\$951,183	\$948,606	\$946,028	\$943,451	\$940,873
071		GARDEN VALLEY DISTRICT	\$42,319	23.3%	\$213,752	\$10,287	\$784	\$202,681	51,094	121	\$3.97	\$1,675	139%	225%	TRUE	\$129,960	\$80,563	\$139,370	\$0	\$139,370	\$181,689	TRUE	\$181,689		\$181,689	\$181,689	\$171,109	\$160,530	\$149,950	\$139,370
072		BASIN SCHOOL DISTRICT	\$0	0.0%	\$236,288	\$0	\$887	\$235,401	95,648	200	\$2.46	\$1,177	86%	158%	FALSE	\$0	\$0	\$200,845	\$0	\$200,845	\$200,845		\$200,845		\$200,845	\$0	\$0	\$0	\$0	\$0
073		HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	\$122,367	\$742	\$416	\$121,209	32,985	164	\$3.67	\$739	129%	99%	FALSE	\$0	\$0	\$104,012	\$33	\$104,045	\$104,012		\$104,045		\$104,045	\$0	\$0	\$0	\$0	\$0
083		WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$528,017	\$4,437	\$1,860	\$521,720	227,124	702	\$2.30	\$743	81%	100%	FALSE	\$0	\$0	\$448,814	\$1	\$448,815	\$448,814		\$448,815		\$448,815	\$0	\$0	\$0	\$0	\$0
084		LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,414,295	\$5,145	\$4,881	\$1,404,269	580,751	1,286	\$2.42	\$1,092	85%	146%	FALSE	\$0	\$0	\$1,202,151	\$0	\$1,202,151	\$1,202,151		\$1,202,151		\$1,202,151	\$0	\$0	\$0	\$0	\$0
091		IDAHO FALLS DISTRICT	\$0	0.0%	\$2,070,377	\$0	\$7,337	\$2,063,040	602,581	3,130	\$3.42	\$659	120%	88%	FALSE	\$0	\$0	\$1,759,820	\$0	\$1,759,820	\$1,759,820		\$1,759,820		\$1,759,820	\$0	\$0	\$0	\$0	\$0
092		SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$90,571	\$0	\$329	\$90,242	51,585	55	\$1.75	\$1,641	61%	220%	FALSE	\$0	\$0	\$76,985	\$0	\$76,985	\$76,985		\$76,985		\$76,985	\$0	\$0	\$0	\$0	\$0
093		BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$1,736,112	\$0	\$5,621	\$1,730,491	645,180	3,470	\$2.68	\$499	94%	67%	FALSE	\$0	\$0	\$1,475,695	\$0	\$1,475,695	\$1,475,695		\$1,475,695		\$1,475,695	\$0	\$0	\$0	\$0	\$0
101		BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$759,514	\$13,283	\$2,563	\$743,668	329,144	784	\$2.26	\$949	79%	127%	FALSE	\$0	\$0	\$645,587	\$1	\$645,588	\$645,587		\$645,588		\$645,588	\$0	\$0	\$0	\$0	\$0
111		BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$283,246	\$0	\$0	\$283,246	118,342	183	\$2.39	\$1,548	84%	207%	FALSE	\$0	\$0	\$240,759	\$12	\$240,771	\$240,759		\$240,771		\$240,771	\$0	\$0	\$0	\$0	\$0
121		CAMAS COUNTY DISTRICT	\$0	0.0%	\$84,369	\$5,203	\$0	\$79,166	54,402	55	\$1.46	\$1,439	51%	193%	FALSE	\$0	\$0	\$71,714	\$0	\$71,714	\$71,714		\$71,714		\$71,714	\$0	\$0	\$0	\$0	\$0
131		NAMPA SCHOOL DISTRICT	\$0	0.0%	\$3,701,446	\$0	\$0	\$3,701,446	968,007	5,536	\$3.82	\$669	134%	90%	FALSE	\$0	\$0	\$3,146,229	\$0	\$3,146,229	\$3,146,229		\$3,146,229		\$3,146,229	\$0	\$0	\$0	\$0	\$0
131	602	LIBERTY CHARTER SCHOOL	\$0	0.0%	\$157,544	\$0	\$432	\$157,112	52,885	216	\$2.97	\$727	104%	98%	FALSE	\$0	\$0	\$133,912	\$0	\$133,912	\$133,912		\$133,912		\$133,912	\$0	\$0	\$0	\$0	\$0
131	801	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0	\$156,672	\$156,672		\$156,672		\$156,672	\$0	\$0	\$0	\$0	\$0
132		CALDWELL DISTRICT	\$76,329	3.8%	\$2,389,892	\$0	\$5,003	\$2,384,889	429,586	2,930	\$5.55	\$814	195%	109%	TRUE	\$1,092,668	\$1,950,827	\$1,955,079	\$0	\$1,955,079	\$2,031,408		\$1,955,079		\$1,955,079	\$2,031,408	\$2,012,326	\$1,993,244	\$1,974,161	\$1,955,079
133		WILDER DISTRICT	\$0	0.0%	\$124,720	\$0	\$278	\$124,442	45,874	221	\$2.71	\$563	95%	75%	FALSE	\$0	\$0	\$106,012	\$0	\$106,012	\$106,012		\$106,012		\$106,012	\$0	\$0	\$0	\$0	\$0
134		MIDDLETON DISTRICT	\$0	0.0%	\$767,986	\$0	\$0	\$767,986	202,596	1,364	\$3.79	\$563	133%	75%	FALSE	\$0	\$0	\$652,788	\$1	\$652,789	\$652,788	</								

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived	
231		GOODING JOINT DISTRICT	\$0	0.0%	\$348,508	\$0	\$1,437	\$347,071	97.365	594	\$3.56	\$584	125%	78%	FALSE	\$0	\$0	\$296,232	\$0	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$296,232	\$0	\$0	\$0	\$0	\$0
232		WENDELL DISTRICT	\$110,990	29.6%	\$441,211	\$5,640	\$0	\$435,571	101,923	375	\$4.27	\$1,162	150%	156%	TRUE	\$259,245	\$249,679	\$264,039	\$0	\$264,039	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$375,029	\$347,282	\$319,534	\$291,787	\$264,039
233		HAGERMAN JOINT DISTRICT	\$0	0.0%	\$98,023	\$0	\$361	\$98,384	32,263	130	\$3.04	\$754	107%	101%	FALSE	\$0	\$0	\$83,626	\$0	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$83,626	\$0	\$0	\$0	\$0	\$0
234		BLISS JOINT DISTRICT	\$0	0.0%	\$48,687	\$1,055	\$0	\$47,632	25,119	105	\$1.90	\$454	67%	61%	FALSE	\$0	\$0	\$41,384	\$1,798	\$43,182	\$41,384	\$43,182	\$43,182	\$43,182	\$43,182	\$43,182	\$0	\$0	\$0	\$0	\$0
241		GRANGEVILLE JOINT DISTRICT	\$0	0.0%	\$731,920	\$42,582	\$1,998	\$687,340	282,305	612	\$2.43	\$1,123	85%	151%	FALSE	\$0	\$0	\$622,132	\$20	\$622,152	\$622,132	\$622,152	\$622,152	\$622,152	\$622,152	\$622,152	\$0	\$0	\$0	\$0	\$0
242		COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$169,092	\$1,118	\$585	\$167,389	71,197	224	\$2.35	\$747	82%	100%	FALSE	\$0	\$0	\$143,728	\$0	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$143,728	\$0	\$0	\$0	\$0	\$0
251		JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$1,340,213	\$0	\$0	\$1,340,213	629,225	2,233	\$2.13	\$600	75%	80%	FALSE	\$0	\$0	\$1,139,181	\$1	\$1,139,182	\$1,139,181	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$1,139,182	\$0	\$0	\$0	\$0	\$0
252		RIRIE JOINT DISTRICT	\$0	0.0%	\$198,045	\$0	\$599	\$197,446	83,369	360	\$2.37	\$548	83%	74%	FALSE	\$0	\$0	\$168,338	\$0	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$168,338	\$0	\$0	\$0	\$0	\$0
253		WEST JEFFERSON DISTRICT	\$0	0.0%	\$360,799	\$0	\$1,075	\$359,724	232,463	404	\$1.55	\$890	54%	119%	FALSE	\$0	\$0	\$306,679	\$0	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$306,679	\$0	\$0	\$0	\$0	\$0
261		JEROME JOINT DISTRICT	\$0	0.0%	\$805,566	\$0	\$2,618	\$802,948	316,610	1,133	\$2.54	\$709	89%	95%	FALSE	\$0	\$0	\$684,731	\$0	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$684,731	\$0	\$0	\$0	\$0	\$0
262		VALLEY DISTRICT	\$29,032	8.5%	\$402,467	\$0	\$1,414	\$401,053	122,610	375	\$3.27	\$1,069	115%	143%	TRUE	\$311,863	\$249,679	\$313,065	\$0	\$313,065	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$342,097	\$334,839	\$327,581	\$320,323	\$313,065
271		COEUR D ALENE DISTRICT	\$0	0.0%	\$1,873,954	\$12,597	\$0	\$1,861,357	616,045	2,787	\$3.02	\$668	106%	90%	FALSE	\$0	\$0	\$1,592,861	\$0	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$1,592,861	\$0	\$0	\$0	\$0	\$0
272		LAKELAND DISTRICT	\$0	0.0%	\$1,150,758	\$3,772	\$3,939	\$1,143,047	501,472	1,483	\$2.28	\$771	80%	103%	FALSE	\$0	\$0	\$978,144	-\$11	\$978,133	\$978,144	\$978,133	\$978,133	\$978,133	\$978,133	\$978,133	\$0	\$0	\$0	\$0	\$0
273		POST FALLS DISTRICT	\$0	0.0%	\$1,025,477	\$0	\$3,434	\$1,022,043	278,074	2,121	\$3.68	\$482	129%	65%	FALSE	\$0	\$0	\$871,655	\$1	\$871,656	\$871,655	\$871,656	\$871,656	\$871,656	\$871,656	\$871,656	\$0	\$0	\$0	\$0	\$0
274		KOOTENAI DISTRICT	\$0	0.0%	\$174,687	\$342	\$1,137	\$173,208	76,307	190	\$2.27	\$912	80%	122%	FALSE	\$0	\$0	\$148,484	\$0	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$148,484	\$0	\$0	\$0	\$0	\$0
281		MOSCOW DISTRICT	\$61,600	12.7%	\$568,755	\$0	\$2,018	\$566,737	146,668	631	\$3.86	\$898	136%	120%	TRUE	\$373,056	\$420,127	\$421,842	\$306	\$422,148	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$483,442	\$468,042	\$452,642	\$437,242	\$421,842
282		GENESEE JOINT DISTRICT	\$0	0.0%	\$149,271	\$0	\$365	\$148,906	56,752	95	\$2.62	\$1,567	92%	210%	FALSE	\$0	\$0	\$126,880	\$0	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$126,880	\$0	\$0	\$0	\$0	\$0
283		KENDRICK JOINT DISTRICT	\$0	0.0%	\$152,956	\$3,813	\$388	\$148,755	68,694	191	\$2.17	\$779	76%	104%	FALSE	\$0	\$0	\$130,013	\$0	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$130,013	\$0	\$0	\$0	\$0	\$0
285		POTLATCH DISTRICT	\$0	0.0%	\$243,525	\$2,957	\$777	\$239,521	91,952	224	\$2.60	\$1,069	91%	143%	FALSE	\$0	\$0	\$206,767	-\$2	\$206,765	\$206,767	\$206,765	\$206,765	\$206,765	\$206,765	\$206,765	\$0	\$0	\$0	\$0	\$0
287		TROY SCHOOL DISTRICT	\$0	0.0%	\$151,476	\$0	\$511	\$150,965	50,703	126	\$2.98	\$1,198	104%	161%	FALSE	\$0	\$0	\$128,755	\$19,521	\$148,276	\$128,755	\$148,276	\$148,276	\$148,276	\$148,276	\$148,276	\$0	\$0	\$0	\$0	\$0
288		WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$162,660	\$0	\$0	\$162,660	86,905	138	\$1.87	\$1,179	66%	158%	FALSE	\$0	\$0	\$138,261	\$0	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$138,261	\$0	\$0	\$0	\$0	\$0
291		SALMON DISTRICT	\$6,747	2.0%	\$390,784	\$0	\$1,361	\$389,423	127,485	381	\$3.05	\$1,022	107%	137%	TRUE	\$324,263	\$253,674	\$325,420	\$0	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$325,420	\$330,480	\$328,793	\$327,106	\$325,419
291	801	UPPER CARMEN CHARTER SCHOOL	\$0	0.0%	\$0	\$0	\$0	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$8,400	\$0	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400	\$0	\$0	\$0	\$0	\$0
292		SOUTH LEHMI DISTRICT	\$0	0.0%	\$81,638	\$8,110	\$281	\$73,247	44,241	65	\$1.66	\$1,127	58%	151%	FALSE	\$0	\$0	\$69,392	-\$1,290	\$68,102	\$69,392	\$68,102	\$68,102	\$68,102	\$68,102	\$68,102	\$0	\$0	\$0	\$0	\$0
302		NEZPERCE JOINT DISTRICT	\$0	0.0%	\$104,343	\$0	\$374	\$103,969	56,274	54	\$1.85	\$1,925	65%	258%	FALSE	\$0	\$0	\$88,692	\$1	\$88,691	\$88,692	\$88,691	\$88,691	\$88,691	\$88,691	\$88,691	\$0	\$0	\$0	\$0	\$0
304		KAMIAH JOINT DISTRICT	\$26,921	16.3%	\$194,845	\$1,635	\$0	\$193,210	53,983	197	\$3.58	\$981	126%	131%	TRUE	\$137,308	\$131,165	\$138,698	\$0	\$138,698	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$165,618	\$158,888	\$152,158	\$145,428	\$138,697
305		HIGHLAND JOINT DISTRICT	\$0	0.0%	\$164,366	\$180	\$0	\$164,186	73,383	75	\$2.24	\$2,189	79%	293%	FALSE	\$0	\$0	\$139,711	\$0	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$139,711	\$0	\$0	\$0	\$0	\$0
312		SHOSHONE JOINT DISTRICT	\$0	0.0%	\$154,695	\$4,496	\$399	\$149,800	71,040	279	\$2.11	\$537	74%	72%	FALSE	\$0	\$0	\$131,491	\$0	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$131,491	\$0	\$0	\$0	\$0	\$0
314		DIETRICH DISTRICT	\$4,886	5.2%	\$110,126	\$0	\$0	\$110,126	34,881	69	\$3.16	\$1,596	111%	214%	TRUE	\$88,721	\$45,941	\$88,721	\$0	\$88,721	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$93,607	\$92,386	\$91,164	\$89,943	\$88,721
316		RICHFIELD DISTRICT	\$0	0.0%	\$61,391	\$6,961	\$108	\$54,322	31,821	89	\$1.71	\$610	60%	82%	FALSE	\$0	\$0	\$52,182	\$0	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$52,182	\$0	\$0	\$0	\$0	\$0
321		MADISON DISTRICT	\$0	0.0%	\$1,068,290	\$3,395	\$3,784	\$1,061,111	378,611	2,176	\$2.80	\$488	98%	65%	FALSE	\$0	\$0	\$908,047	\$0	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$908,047	\$0	\$0	\$0	\$0	\$0
322		SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$366,057	\$0	\$1,218	\$364,839	139,538	600	\$2.61	\$608	92%	82%	FALSE	\$0	\$0	\$311,148	\$0	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$311,148	\$0	\$0	\$0	\$0	\$0
331		MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,411,671	\$0	\$4,833	\$1,406,838	722,010	1,863	\$1.95	\$755	68%	101%	FALSE	\$0	\$0	\$1,199,920	\$1	\$1,199,921	\$1,199,920	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$1,199,921	\$0	\$0	\$0	\$0	\$0
340		LEWISTON INDEPENDENT DISTRICT	\$624	0.1%	\$1,000,647	\$1,284	\$3,298	\$996,065	332,620	1,207	\$2.99	\$825	105%	111%	TRUE	\$846,032	\$803,634	\$849,926	\$9	\$849,935	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,550	\$850,394	\$850,238	\$850,082	\$849,926
341		LAPWAL DISTRICT	\$0	0.0%	\$178,468	\$1,136	\$509	\$176,823	59,647	137	\$2.96	\$1,291	104%	173%	FALSE	\$0	\$0	\$151,698	\$0	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$151,698	\$0	\$0	\$0	\$0	\$0
342		CULDESAC JOINT DISTRICT	\$0	0.0%	\$83,432	\$0	\$0	\$83,432	37,554	68	\$2.22	\$1,227	78%	164%	FALSE	\$0	\$0	\$70,917	\$0	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$70,917	\$0	\$0	\$0	\$0	\$0
351		ONEIDA COUNTY DISTRICT	\$0	0.0%	\$290,524	\$3,193	\$741	\$286,590	146,708	416	\$1.95	\$689	69%	92%	FALSE	\$0	\$0	\$246,945	\$0	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$246,945	\$0	\$0	\$0	\$0	\$0
363		MARSING JOINT DISTRICT	\$0	0.0%	\$309,842	\$0	\$1,795	\$308,047	114,038	445	\$2.70	\$692	95%	93%	FALSE	\$0	\$0	\$263,366	\$0	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$263,366	\$0	\$0	\$0	\$0	\$0
364		PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$11,534	\$11,389	\$30	\$115	210	0	\$0.55	\$0	19%	0%	FALSE	\$0	\$0	\$9,804	\$0	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$9,804	\$0	\$0	\$0	\$0	\$0
365		BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$232,785	\$40,723	\$0	\$192,062	132,906	237	\$1.45	\$810	51%	109%	FALSE	\$0	\$0	\$197,867	\$0	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$197,867	\$0	\$0	\$0	\$0	\$0
370		HOMEDALE JOINT DISTRICT	\$0	0.0%	\$346,962	\$0	\$1,193	\$345,769	123,720	656	\$2.79	\$527	98%	71%	FALSE	\$0	\$0	\$294,918	\$0	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$294,918	\$0	\$0	\$0	\$0	\$0
371																															

District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Measures	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
District #	Bldg	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Column S)	Total Reimbursable Costs	In-Lieu Costs	FY05 or FY06 SDE Program Assessment Fees Paid in FY05	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above State Average Cost Per Rider	Amount Reimbursed at Statewide % CPM @ 85%	Amount Reimbursed at Statewide % CPR @ 85%	Most Advantageous Reimbursement (plus assessment fee and in-lieu)	Prior Year Adjustments (Including Any Assessment Fee Adjustment)	Actual FY05 Reimbursement ("U") Plus Adjustments ("V")	Total Amount Reimbursed Prior to Cap	Funding Cap Penalty Waived	Actual FY05 Reimbursement Subsequent to Appeal Reimbursed in FY06	Advanced Amounts Received for FY05 Reimbursed in FY05	Final Payment Amount	100% of Funding Cap Penalty Waived	75% of Funding Cap Penalty Waived	50% of Funding Cap Penalty Waived	25% of Funding Cap Penalty Waived	Funding Cap Penalty NOT Waived
452	801	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657	\$0.00	\$683		92%	FALSE		\$0	\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0
Totals			\$0	0.0%	\$1,131,867	\$0	\$0	\$1,131,867	0	1,657								\$962,087	\$0	\$962,087	\$962,087		\$962,087		\$962,087	\$0	\$0	\$0	\$0	\$0



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: 110-105-103 Percent Funding Cap

Idaho Code (33-1006) provides eighty-five percent (85%) reimbursement to school districts for reimbursable pupil transportation costs incurred during the preceding school year when the reimbursable costs do not exceed one-hundred-three percent (103%) of the statewide average reimbursable cost per mile or the statewide average reimbursable cost per student rider, whichever is more advantageous to the school district. The 2003 legislation (House Bill 463) that amended § 33-1006, Idaho Code, mandated a phase-in period of 110% the first year (fiscal year 2004), 105% the second year (fiscal year 2005), and 103% the third year (fiscal year 2006 and beyond).

The statute (33-1006, Idaho Code) allows “capped” school districts to seek fiscal relief from the funding cap by “appealing” to the State Board of Education. Districts can request a funding rate that will minimize or eliminate the funding cap penalty. However, the State Board of Education can only grant a funding percentage rate that is less than the funding percentage rate requested by the school district.

“If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at eighty-five percent (85%) of the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. Any costs above the new level established by the state board of education shall not be reimbursed.”

The process is problematic because of the dynamics of the funding cap formula, which is designed (secondary to statutory language) to take into account multiple variables when determining which school districts will actually be impacted by the cap. The elements of the funding cap formula include: 1) prior year “reimbursable pupil transportation costs; 2) **changing** “statewide” average cost-per-mile and cost-

per-rider subsequent to ongoing fiscal reviews; dropping on or off the “capped” grouping consequent to **changing** statewide averages; and **changing** percent levels in excess of the more advantageous funding calculation based on statewide cost-per-mile average or statewide cost-per-rider average.

For example, a district that is 175% above the 105% (103% in FY2006) statewide average cost-per-rider on December 28, 2005, would require a 175% funding rate in order to drop off the capped list. However, the same school district may drop to 135% above the 110% statewide average cost-per-rider by June 30, 2006, subsequent to ongoing statewide fiscal audits and reviews. The change in funding rate percentage occurs because changes in reimbursable costs for one school district impacts statewide averages, which impacts (negatively or positively) the capping criteria of every other school district in the state.

Unfortunately, selecting a set percentage rate when appealing to the State Board of Education is nearly impossible because of the dynamics of the process and the “floating” percentages that inherently occur in the funding cap calculation process.

Since reimbursable district costs (and statewide averages) do not become final prior to June 30 of each fiscal year, and since school districts must appeal to the State Board of Education for fiscal relief prior to June 30, and since school districts must seek a funding rate in excess of that required to “drop off” the capped list, and since the State Board of Education can only approve a funding rate that is less than the rate required (in accordance to law), the State Department of Education Pupil Transportation Section designed an appeal application that automatically adjusts to fluid percentage changes, i.e., 1% above the floating percentage rate that exists on June 30 (district) and 0-1% (or other rate) less than the floating percentage rate that exists on June 30 (State Board of Education).

Individuals interested in analyzing the dynamics of this funding process can visit the State Department of Education Pupil Transportation website at <http://www.sde.state.id.us/finance/transport/>, viewing the 103% funding cap model found on the home page, and comparing fiscal years 2002, 2003 and 2004 (see tabs at bottom of spreadsheet).

RECEIVED
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DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Pupil Transportation Section

103% Funding Cap Appeal Application for Fiscal Year(s):

Use Tab Key To Enter
2005

District Name: Wendell School District

Number: 232

Date: March 14, 2006

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code and is appealing to the State Board of Education for relief from financial penalty due to the following:
(Please check all applicable boxes by using mouse key).

- ☐ Uniquely difficult geographic circumstances (five-year application)
☒ Extraordinary one (1) time circumstances outside the district's foresight and control

The district is requesting a funding rate of 1 % more than the percentage rate necessary to eliminate i funding cap penalty, in accordance to 33-1006, Idaho Code.

Please provide detailed justification and rationale for this request and appeal. ~~If necessary, attach supporting information~~ and documentation. Save document prior to submitting electronically.

Superintendent Signature:

Sheryl M. Lowe

3/14/06

Date:

Shaded area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regu scheduled meeting on at a Funding Cap Rate of % less than the percentage rate necessary to eliminate the funding cap penalty.

Returned to School District on

WENDELL SCHOOL DISTRICT #232

P.O. Box 300
Wendell, Idaho 83355
(208) 536-2418 Fax (208) 536-2629

Greg M. Lowe
Superintendent

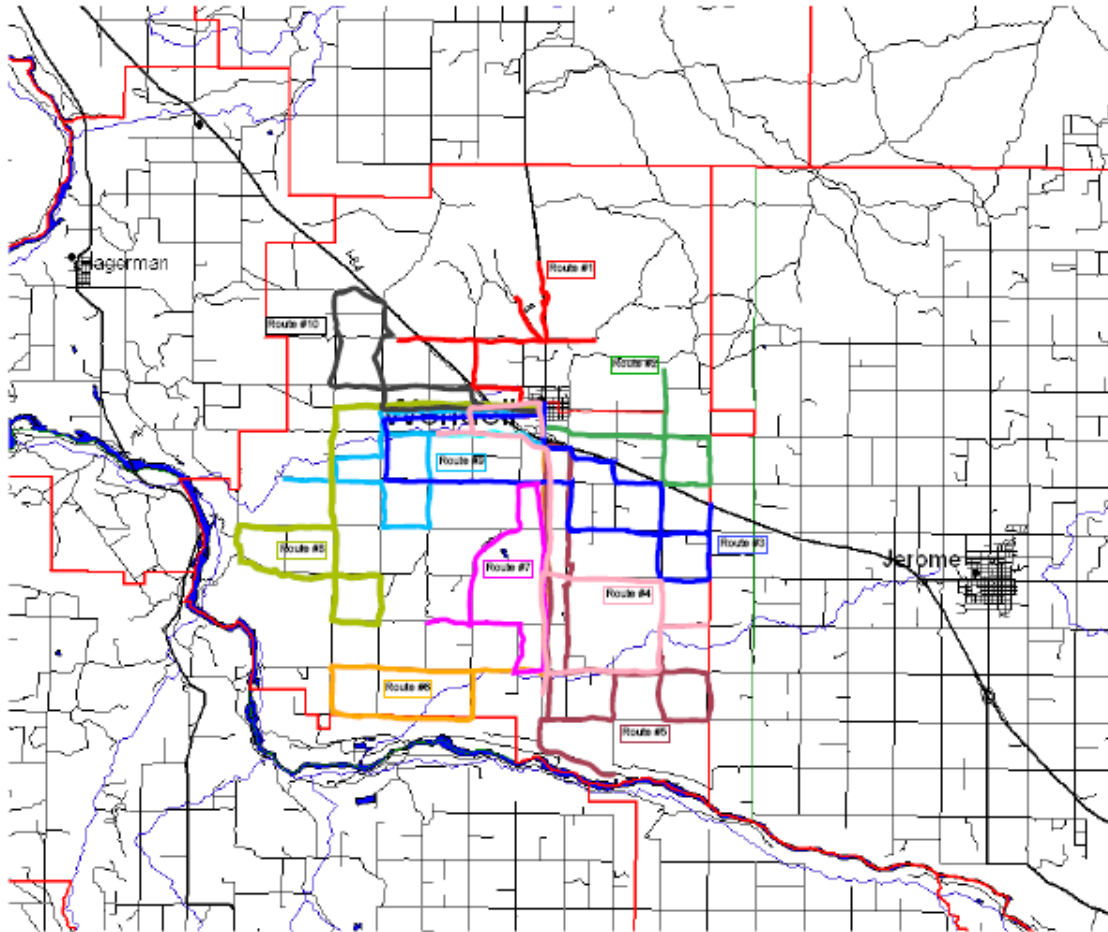
Krissy Messick
District Clerk

Student Transportation Cap Waiver

Please be assured that the school trustees and district administration of the Wendell School District #232 are very concerned with our inability to meet the Pupil Transportation Funding Formula Cap. We have been working diligently to ensure that our district meets the cap. Since becoming aware of the financial penalty assessed to our district for the 2004 fiscal year, we have put a lot of time and energy into solving this problem. Financially, we are a district who cannot afford the type of penalty that has been assessed to our district. To give you an idea of the efforts that have been made, I have listed some main points:

- Two State Department of Education transportation staff met with us to review all of the district's bus routes.
- A mid-day route was eliminated this year, which did save our district over \$50,000 in costs to our contractor. Another two routes were consolidated, but because of parent and bus driver complaints about over crowding, it did not carry through.
- Our busing contractor and their attorney met with the district to try to work out some ways to lower the costs of our transportation bills- especially with the costs of minimum routes. Staff members from the SDE attended the meeting. We found that we could not change the costs of aides on the buses and minimum route charges because of an addendum included in the existing contract.
- We have reviewed the number of "minimum" routes in the district. The contract addendum states that we will pay a minimum of \$145.00 per route, per day. Any routes over the minimum will be charged \$3.05. Of course, these amounts of increased because of the CPI. We now pay \$153.50 for minimums and \$3.25 per mile on regular routes. We have twelve routes including our handicap bus and mid-day route. Of the twelve, nine are being paid the minimum route fee. When looking at cost per mile on these minimum routes, we are paying \$5.31, \$5.69, \$3.97, \$4.40, \$4.15, and \$4.56 per mile on six of these minimum routes.
- We have talked with the state department personnel and have re-worked our possible cap standing if we took out field trips and all mid-day routing for pre-school kindergarten. We discovered that these areas are not really part of the problem.
- We have called surrounding districts and found out what those districts are being charged by their contractors.
- We have had our district attorney review our existing contract with our transportation contractor.

We have now come to the following conclusion; Our cap penalty is such a huge piece, so our problem must be more than just route consolidation problems. If we are paying a high price per mile overall, we will always be capped. If the majority of our routes are minimum routes, this is not meeting our needs. The district's board of trustees has decided to exercise the contract option this year to advertise for bids for new student transportation services. Our new draft advertisement for bid states, "state funding support for Wendell School District #232 is limited to 103% of the statewide average in either cost-per-rider or cost-per-mile (whichever is in the best interest of the District). The successful bidder must demonstrate an ability to perform and operate the Wendell School District pupil transportation program under the 103% statewide funding limitation in either statewide average cost-per-rider or statewide average cost-per-mile, as delineated in 33-1006, Idaho Code. Failure to operate and perform within statewide funding limits may result in early termination of the contract in accordance to Section Ten of the contract."



Wendell School District Pupil Transportation

The SDE Pupil Transportation Inspection Team evaluated ten (10) routes during the 2005 school year.

Q. SUBJECT:

Revisions to IDAPA 08.02.02, Rules Governing Uniformity: New School Bus Standards and Reimbursement Matrix

BACKGROUND:

During the 2004 legislative session, several bills targeting pupil transportation oversight authority and responsibilities, driver qualifications, contracting, auditing, purchasing, student safety, and funding (including virtual charter schools) were passed.

In May of 2005 the National Congress on School Transportation enacted changes affecting Idaho's school transportation program. In accordance to §33-1511(2), Idaho Code, *Standards for Idaho School Buses and Operations* (SISBO) must be modified to reflect changes made in the National Standards.

The State Board of Education approved negotiated rulemaking at its February public board meeting (February 24, 2006). A "Notice to Promulgate Rules" was posted in the April Administrative Bulletin (April 5, 2006 – Vol. 06-4). A public hearing was held on April 27, 2006 between noon and 5:00 p.m. (two stakeholders attended).

DISCUSSION:

Significant discussion related to school transportation in Idaho continues following operations and funding changes enacted during the 2004 legislative session.

Input from stakeholders, the legislative "school transportation funding cap," growth in charter and virtual schools, added responsibilities of the State Department of Education Division of School Transportation, and recent changes enacted at the 2005 National Congress on School Transportation (National Standards) necessitate a response by the State Department of Education Division of School Transportation. Consequently, the Department, in concert with the State Board of Education, desires to engage in proposed rulemaking related to school transportation in Idaho.

The following items will be addressed during the proposed rulemaking process and may or may not require changes in the rule by reference, i.e., *Standards for Idaho School Buses and Operations* (SISBO):

- School bus construction standards in Idaho
- School transportation operations at the local level
- Evaluation, inspection, and review triggers for capped school districts
- Waiver process for capped school districts
- Program and fiscal review/spot inspection procedures and responsibilities
- Resources for effective oversight and improved efficiencies
- Effective cost containment measures
- Rider count methodology
- District contracting and bidding practices
- Lifecycle costing criteria for the replacement of school buses
- Reimbursement/Non-reimbursement Matrix
 - District owned vehicles used in support of school transportation operations (mileage formula)
 - Travel and training costs
 - Out-of-district presenters
 - In-state and out-of-state conference and training workshop attendance
 - Bus depreciation and replacement
 - State school bus bid specifications
 - Activity and field trip costs
 - Accounting and revenue and expense reporting
 - Reimbursement related topics

RECOMMENDATION:

The State Department of Education seeks approval to prepare a Notice of Proposed Rulemaking for publication in the August 2, 2006, Administrative Bulletin, to incorporate by reference the Standards for Idaho School Bus Operations and the transportation reimbursement/non-reimbursement matrix.

BOARD ACTION:

A motion to approve a Notice of Proposed Rulemaking for publication in the August 2, 2006, Administrative Bulletin (Docket No. 08-0202-0601), to incorporate by reference Standards for Idaho School Buses and Operations – June 16, 2006, and the pupil transportation reimbursement/non-reimbursement matrix, as part of the rulemaking process

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. Notice of Intent to Promulgate Rules (Proposed Rulemaking)
2. IDAPA 08.02.02.150-190 in legislative format (proposed changes)
3. *Standards for Idaho School Buses and Operations* (SISBO) in legislative format; a rule by reference
4. Pupil reimbursement/non-reimbursement matrix (proposed changes)
5. Summary of Comments, Rulemaking History, and Rationale for Proposed Rulemaking Memorandum

IDAPA 08-IDAHO STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY
DOCKET NO. 08-0202-0601

NOTICE OF INTENT TO PROMULGATE RULES - (PROPOSED 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. The action is proposed rulemaking authorized pursuant to Sections 33-1501, 33-1511 and 33-1006, Idaho Code.

HEARING SCHEDULE: A public hearing was held on April 27, 2006, in conjunction with negotiated rulemaking (see April Administrative Bulletin). Two interested stakeholders attended. An additional hearing on the proposed rulemaking will be held as follows:

August 24, 2006, 1:30 p.m. – 4:00 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) 332-6800.

METHOD OF PARTICIPATION: Persons wishing to participate in the proposed rulemaking process must do the following:

Persons wishing to participate in the proposed rulemaking process must do the following: Interested persons may submit written comments through August 23, 2006. Requests to give oral presentation during the August 24, 2006, public hearing must be submitted prior to August 24, 2006. The proposed rule and referenced document have been posted and routinely updated on the agency's website (www.sde.state.id.us/finance/transport).

DESCRIPTIVE SUMMARY: The following is a statement in nontechnical language of the substance and purpose of the proposed 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 April 6, 2005. Changes in *Standards for Idaho School Buses and Operations (SISBO)* related to new school bus construction and operation standards are anticipated subsequent to changes enacted at the 2005 National Congress on School Transportation (see § 33-1511(2), Idaho Code, and IDAPA 08.02.02.150-190). Changes in SISBO related to operations, driver qualifications, bus purchasing, and reimbursements will be reviewed and modified subsequent to public hearings, OPE input, legislative inquiries, session law and related 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 school transportation 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 or referenced document, contact Rodney D. McKnight, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6851 or fax request to (208) 334-3484.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before August 24, 2006.

DATED this 16th day of June, 2006

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

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates into its rules: (4-5-00)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on in June 2004. (4-6-05)

02. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at <http://www.idahoboardofed.org>. (3-16-04)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on ~~August 13, 2004~~ June 16, 2006. (~~4-6-05~~)()

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (7-1-02)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004. (4-6-05)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (3-10-05)T

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

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 ~~August 13, 2004~~ June 16, 2006, as authorized in Section 33-1511, Idaho Code. (~~4-6-05~~)()

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 ~~August 13, 2004~~ June 16, 2006, the school district will eliminate the deficiency before returning the vehicle to service. (~~4-6-05~~)()

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-day (60) 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 ~~August 13, 2004~~ June 16, 2006. (Section 33-1508; 33-1509, Idaho Code) (4-6-05)(_____)

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, program support and district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations as approved on ~~August 13, 2004~~ June 16, 2006. (Section 33-1006, Idaho Code) (4-6-05)(_____)

STANDARDS FOR IDAHO SCHOOL BUSES AND OPERATIONS

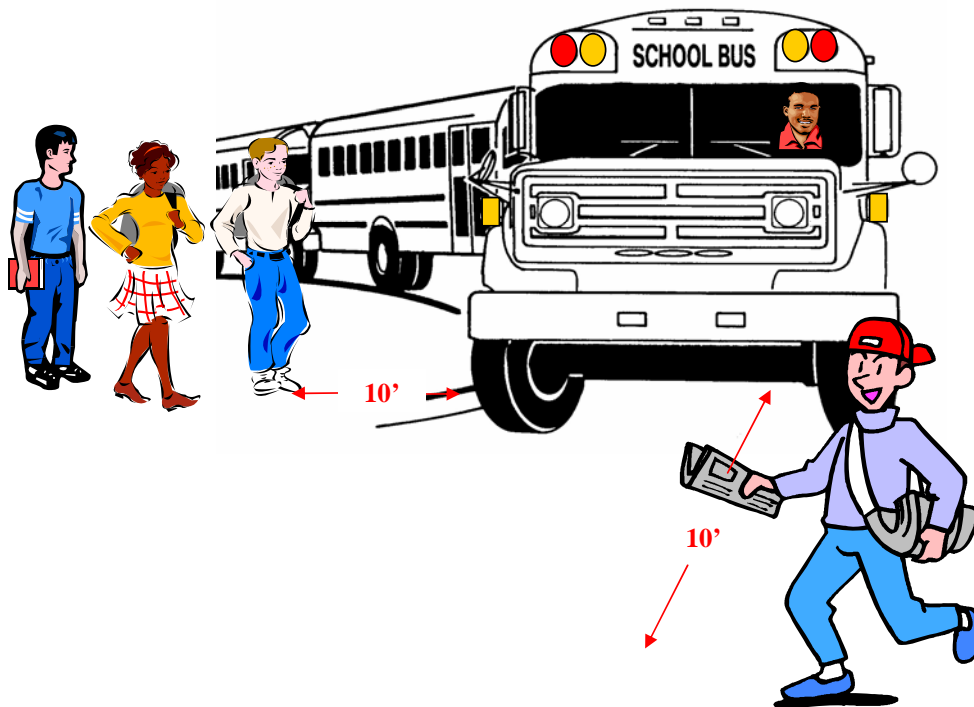
~~August 13, 2004~~

June 16, 2006

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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* – ~~August 13, 2004~~, June 16, 2006 is based on the latest report from the ~~Fourteenth~~ National Conference on School Transportation, ~~Warrensburg, Missouri, May, 2005~~, (*National School Transportation Specifications & Procedures*). (33-1511, Idaho Code)

Deleted: Thirteenth

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This portion of *Standards for Idaho School Buses and Operations* – ~~August 13, 2004~~, June 16, 2006 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 Idaho State Police. (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~~ 14,500 pounds; and Type A2, with a GVWR greater than ~~10,000~~ 14,500 pounds and less than or equal to 21,500 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 [also known as a conventional style school bus.](#) [This type also includes the cut away truck chassis or truck chassis with cab with or without a left side door and with a GVWR greater than 21,500 pounds.](#)

Type D

A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels [also known as a rear engine or front engine transit style school bus.](#)

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

{tc \11 "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~~ of the bus loaded to the rated passenger capacity.

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.~~ the engine key switch. Once the parking brake has been set and the ignition switch turned to the “off” position, the parking brake cannot be released until the key switch is turned back to the “on” position.

BRAKES (HYDRAULIC)

Busess 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 to prevent loss of air pressure in the service brake reservoir.

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 shall not release until the brake pedal is depressed.

Air brake systems shall include a system for anti-compounding of the service brakes and parking brakes.

Deleted: may

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.

Type A buses having a GVWR of 14,500 pounds or less may be equipped with an OEM-supplied front bumper. The front bumper shall be of sufficient strength to permit being pushed by another vehicle on a smooth surface with a 5 degree, (8.7 percent) grade, without permanent distortion. The contact point on the front bumper is intended to be between the frame rails, with as wide a contact area as the bumper attachments to the frame rail brackets unless the manufacturer specifies different lifting points in the owner's manual. Contact and lifting pressures should be applied simultaneously at both lifting points.

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. Tow hooks or eyes shall have an individual strength rating of 13,500 pounds each, for a combined rating of 27,000 pounds. For pulling and lifting purposes, tow hooks are meant to be used simultaneously. For pulling, angularity applied to the tow hooks will decrease the capacities of the tow hooks.

NOTE: Type A buses are exempt from this requirement for front tow hooks or eyes due to built-in crush zones.

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, and be of sufficient gauge to carry the required amperage.

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~~ 130 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 ~~400~~ 130 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~~ shall 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~~ provide a warranty at least equal to the warranty offered by the original equipment manufacturer (OEM), and shall certify that the modification and other parts or equipment affected by the modification shall be free from defects in material and workmanship under normal use and service intended by the OEM.

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 SYSTEM

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.

Installation of Compressed Natural Gas (CNG) containers shall comply with FMVSS No. 304, *Compressed Natural Gas Fuel Container Integrity*.

The GNG Fuel System shall comply with FMVSS No. 303, *Fuel System Integrity of Compressed Natural Gas Vehicles*.

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.~~ An electronic engine speed limiter shall be provided and set to limit engine speed, not to exceed the maximum revolutions per minute, as recommended by the engine manufacturer.

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~~) (Note: For types B, C, and D buses, a tachometer shall be installed so as to be visible to the driver while seated in a normal driving position.)

Odometer which will give accrued mileage (to seven digits), including tenths of miles, unless tenths of miles are registered on a trip odometer. Odometer is to be able to be read without using a key.

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)~~ air pressure gauge (air brakes), brake indicator lamp (vacuum/hydraulic brakes), or brake indicator lamp (hydraulic/hydraulic).

(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 displays](#) 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 in accordance with the engine manufacturer's recommendation.](#)

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.~~ [A retarder system, if used, shall limit the speed of a fully loaded school bus to 19.0 mph on a 7 percent grade for 3.6 miles.](#)

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, or its agent, 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, or shall have a variable volume feature that allows the alarm to vary from 87 dBA to 112 dBA sound level, staying at least 5 dBA above the ambient noise level.

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.~~ Battery cables installed by the body manufacturer shall meet chassis manufacturer and SAE requirements. Battery cables shall be of

sufficient length to allow the battery tray to fully extend. The battery compartment is required on Type A-1 diesel buses.

Buses may be equipped with a battery shut-off switch. If so equipped, 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 bus bumper shall be a minimum of 8 inches wide (high) and Type A-2, B, C and D bus 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.

The bottom of the rear bumper shall not be more than 30 inches above ground level.

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. Entrance door exterior (excluding glass) shall be NSBY. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY (National School Bus Yellow).

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.

The assembly shall include a device attached to the bumper near the end of the arm to automatically retain the arm while in the stowed position. That device shall not interfere with normal operations 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. Exception: The requirement of this standard does not apply to the exterior surfaces of double pane storm windows.

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. Entrance door exterior (excluding glass) shall be NSBY.

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 ¼ 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.

<u>O to</u> 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 handle 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 (breakable) 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
- 1 pair of examination gloves

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Warning devices:

Each school bus shall contain at least three (3) reflectorized triangle road warning devices that meet requirements in FMVSS 125. The warning device(s) shall be enclosed in an approved box that shall be sealed with a breakable type seal. The warning device(s) and approved box 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. The lid of the approved box may be designed so as to reveal the contents of the box without opening the lid.

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.

Tape(s) and silicone sealants do not meet breakable type seal requirement. ~~Plastic shrink wrap may meet breakable type seal requirement.~~ Breakable type seal(s) shall be replaced as appropriate and necessary and also during every annual school bus inspection following a thorough inspection for deterioration and required contents.

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, and a calculated burn rate of 0.1 or less, using the test methods, procedures and formulas listed in FMVSS No. 302. 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. 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 4" x 10" (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 ¼ 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 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 (+/- 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. 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, 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.

The right side rear view mirror shall not be obscured by the un-wiped portion of the windshield.

Heated external mirrors may be used.

Remote controlled external rear view 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 wheelhousings, 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. In addition to the fastener that forms the pivot for each seat retaining clip, a secondary fastener may be used in each clip to prevent the clip from rotating and releasing the seat cushion unintentionally.

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. On buses where the driver's seat and upper anchorage for the shoulder belt are both attached to the body structure, a driver's seat with an integrated Type 2 lap/shoulder belt may be substituted. On buses where the driver's seat and upper anchorage for the shoulder belt are separately attached to both body and chassis structures (i.e., one attached to the chassis and the other attached to the body), a driver's seat with an integrated Type 2 lap/shoulder belt should be used.

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.~~ Each bus shall be equipped with a durable webbing cutter having a full width handgrip and a protected, replaceable or non-corrodible blade. The required belt cutter shall be mounted in a location accessible to the seated driver in an easily detachable manner.

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 1/2-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.~~ Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D-4060, Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser; (CS-17 Wheel, 1000 gram, 1000 cycle)

~~Flexibility so that it can be bent around a 1/2" mandrel both at 130 degrees Fahrenheit and 20 degrees Fahrenheit without breaking, cracking, or crazing.~~ Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (7 days at 50 phm at 40 degrees C) and Weatherometer exposure (ASTM D-750, Standard Test Method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, 7 days)

~~A durometer hardness 85 to 95.~~ Flame Resistance: Step treads shall have a calculated burn rate of .01 or less using the test methods, procedures and formulas listed in FMVSS No. 302, Flammability of Interior Materials

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.~~ Rear towing devices (i.e. tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a wrecker with a "wheel lift" or an "axle lift" is not available or cannot be applied to the towed vehicle.

Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer's specifications.

Each rear towing device shall have a strength rating of 13,500 pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail.

The towing devices shall be mounted such that they do not project rearward of the rear bumper.

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. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY (National School Bus Yellow).

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~~ [breaker or electronic protection device](#).

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.

There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off type that deactivates body equipment that produces noise, including, at least, the AM/FM radio, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers or lighting 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.

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 [transportation](#) 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 utilize 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.

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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.

[Vehicle lifts and installations shall comply with the requirements set forth in FMVSS 403, Platform Lift Systems for Motor Vehicles, and FMVSS 404, Platform Lift Installations in Motor Vehicles.](#)

The design load of the vehicle lift shall be at least ~~600~~ 800 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~~ 800 pounds applied through a 26 inches by 26 inches test pallet at the centroid of the platform.

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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).

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.

{tc \12 "Ethanol}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 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:

{tc \12 "Natural gas}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.)

{tc \12 "Compressed natural gas (CNG)}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.

{tc \12 "Liquid natural gas (LNG)}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{tc \12 "Electric power} 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 staff and resources necessary for optimal job performance.

A comprehensive school bus operator and school bus technician training program.

Frequent visits to local school districts and charter schools 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.

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 [diverse](#) 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 state driver licensing 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 while under the care of a endocrinologist (may have consulting relationship with driver's personal physician) familiar with the treatment and monitoring of Diabetes Mellitus.

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 driving experience began or the previous three years, whichever is less;
- 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 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. Appropriate authority and the approval process shall be defined in local district policy.

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).

Pupil transportation operations shall be included in the district's crises planning and related training shall be provided to school bus drivers related to district crises plans. School bus drivers shall remain vigilant and report suspicious behavior or conditions which could become harmful to students or be indicative of impending acts of terror. School bus drivers shall be provided training in homeland security awareness.

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 school or district boundary, 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.

Properly enrolled students living in district of residence but attending school in a non-resident district, under the provisions of 33-1402, Idaho Code (enrollment options), may be transported; however, all related "yellow school bus" mileage shall be reported as non-reimbursable. Exceptions shall be permitted when transporting student(s) to out-of-district school demonstrates cost effectiveness, as determined by the State Department of Education, in which case the related mileage shall be reported as reimbursable. Other exceptions include but are not limited to, mileage related to provisions of the McKinney-Vento Homeless Assistance Act and the "No Child Left Behind Act (NCLB)" in concert with Idaho's Academic Yearly Progress Plan (when school districts opt to provide transportation services to a neighboring school district). In any event, cooperative written agreements, as detailed in 33-1402, Idaho Code, shall be required.

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 or related activities 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.

Annual odometer readings (end of day June 30 or start of day July 1) on all district owned or contracted "yellow school buses" used to transport students to and from school or related activities shall be annually submitted to the State Department of Education upon request. No "yellow school bus" used to transport public school students shall be excluded.

School districts shall annually report all miles linked to a "yellow school bus" as reimbursable or non-reimbursable on Schedule C of the Pupil Transportation Reimbursement Claim Form.

Revenues generated from the use or lease of a district owned "yellow school bus" shall be reported as follows:

- When the revenues correlate to reported "reimbursable" miles and their related costs, the revenue shall be reported on the pupil transportation reimbursement claim form under revenues received.
- When the revenues correlate to reported "non-reimbursable" miles and their related costs, the revenue shall not be reported.

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.

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).

The Department shall annually review school district pupil transportation claims and make available analyses of reported and adjusted costs, including specific cost trends, to individual school districts and charter schools in a secure website location or published document.

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)

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 written 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 staffing (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).” 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.

{xe "Field Trips And Activity Busing"}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. The district shall maintain accurate mileage records of all trips in all district-owned shop trucks and supervisor/trainer cars used in support of yellow school buses to repair school buses, deliver parts, and check road/route/bus stop conditions. Support mileage will be tracked separately and reimbursed at the State Board of Examiners rate established at the beginning of each school year. Mileage for home-to-work-to-home and mileage in vans and other non-conforming vehicles used to transport students is non-reimbursable.

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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 or incorporate overnight lodging or occur outside the regularly-scheduled (4 or 5 day) school week are not reimbursable, except that a local, non-competitive performance event held in the community (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.

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 shall require contractors to accurately track all mileage related to pupil transportation and said mileage shall not be considered to be proprietary. However, mechanisms and methodologies used in calculating actual costs for purposes of bidding (using district non-proprietary route mileages and route data) may be proprietary (9-340D, Idaho Code).

School districts that contract for the provision of pupil transportation services must report actual contractual costs to the State Department of Education for reimbursement on the annual Pupil

Transportation Reimbursement Claim form (Schedule C). In addition, school districts that contract for the provision of pupil transportation services may also report the costs of employing not more than one (1) transportation contract manager for reimbursement on the annual Pupil Transportation Reimbursement Claim form (Schedule A). Notwithstanding, the total reimbursement to school districts that contract for the provision of pupil transportation services shall not exceed the limits provided under Idaho law (33-1006(5), Idaho Code).

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. School districts that contract shall require contractors to accurately track all mileage related to pupil transportation.

Contracting school districts shall be responsible for determining and reporting reimbursable and non-reimbursable trip mileage and shall be able to reconcile all mileage to contractor invoices.

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 a life expectancy 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 and depreciated according to a twelve (12)-year life expectancy. Activity and lift-equipped buses will be categorized for purchase and depreciation purposes as if they had full seating capacity. 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 depreciation.

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 steering committee review.

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 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)

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)

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 subsequent vendor invoice 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 or as a credit to the district's parts and supplies budget account.

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.

APPEALS and WAIVERS

The State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written request, as provided in IDAPA 08.02.01.001. Written requests for such a waiver shall be submitted to the State Department of Education Pupil Transportation Section using the waiver request form. The State Department of Education shall submit the waiver request to the State Board of Education, along with any appropriate recommendation(s). All waiver requests must include supporting rationale and detailed justification for the request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations.

A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the State Board of Education, as provided in 33-1006(5), Idaho Code. Appeals must be submitted to the State Department of Education Pupil Transportation Section using the appeal application form. The State Department of Education shall submit the appeal to the State Board of Education, along with any appropriate recommendation(s). All appeals must include supporting documents demonstrating uniquely difficult geographic circumstances, or extraordinary one (1) time circumstances outside the school district's foresight and control.

PUPIL TRANSPORTATION REIMBURSEMENT MATRIX

July 1, 2005

CATEGORY	Reimbursable	
	Yes	No
100 - Salaries (Districts wishing to claim indirect administrator salaries must use Schedule B) (Contracting districts are eligible for one district transportation contract manager not eligible)		
Bus Drivers (Schedule A/B - Record all school bus driver salary)	√	
Bus Assistants (Schedule A/B - Record all school bus assistant salary)	√	
Bus Technician (Schedule A/B - Prorate: Record all time charged to pupil transportation program)	√	
Transportation Supervisor (Schedule A only - Prorate: Record all time charged to pupil transportation program)	√	
Driver Trainer/Other Program Cord. (Schedule A/B - Prorate: Record all time charged to pupil transportation program)	√	
Dispatcher/Secretary (Schedule A/B - Prorate: Record all time charged to pupil transportation program)	√	
Other Pupil Transportation Staff (Schedule A/B - Prorate: Record all time charged to pupil transportation program)	√	
Indirect Salary Costs (Any administrative or support position above transportation supervisor is not reimbursable)		√
Superintendent, assistant superintendent, school principal, payroll personnel, building maintenance supervisors, etc.		√
Crossing guards, loading/unloading area monitors, etc.		√
200 - Benefits (Districts wishing to claim indirect administrator benefits must use Schedule B) (Contracting districts are eligible for one district transportation contract manager not eligible)		
Life Insurance (Schedule A only - Prorate: Record at same percentage as salary)	√	
Health Insurance (Schedule A only - Prorate: Record at same percentage as salary)	√	
Workers Compensation (Schedule A only - Prorate: Record at same percentage as salary)	√	
FICA (Schedule A/B - Prorate: Record at same percentage as salary)	√	
PERSI (Schedule A/B - Prorate: Record at same percentage as salary)	√	
Other Benefit, Must Be Identified (Schedule A only - Prorate: Record at same percentage as salary)	√	
300 - Purchased Services (Contracting districts are not eligible)		
Leasing School Bus (Schedule A/B - Short-term, emergency only. Must have prior SDE written reimbursement approval)	√	√
Equipment Rental (Schedule A/B - Short-term, emergency only. Must have prior SDE written reimbursement approval)	√	√
Contracted Repairs & Maintenance (Schedule A/B - On yellow school bus only. Not for shop repairs or improvement)	√	
Two-way radio (school bus installed radio only) repair and/or maintenance. (Mobile radios, batteries and radio maintenance agreements are not reimbursable)	√	
Shop or property improvements, painting of curbs, signing, snow removal, grading, road base fill, etc.		√
Contracted Laundry Service for Coveralls and Rags (Schedule A/B - See coveralls & rags under supplies)	√	
Contracted Office/Shop Cleaning/Custodial Service		√
Utilities in Bus Garage (Schedule A/B - Telephone service, garbage collection, water, heat, electricity, sewer, etc.)	√	
Cellular telephone, purchase of		√
Cellular telephone, basic service agreement (Limit of two (2) service contracts per district without prior approval - exception allowed with prior SDE written reimbursement approval) Up to \$30 per phone per month	√	
Internet basic service agreement (Limit of one (1) service contract per district specific to transportation when not networked with district server(s). Up to \$20 per month.	√	
Communications Repeater, purchase of		√
Communications Repeater, service contract at reasonable cost	√	
Bus Routing Software (Schedule A/B - Must have prior SDE written reimbursement approval contingent upon efficiencies demonstrated with documented results)	√	√
Annual License and Maintenance Fees Contingent Upon Efficiencies Demonstrated with annual documented results	√	√
Software training		√
Training - Registration & Travel Costs (Schedule A only - For attending SDE approved training conferences & workshops)	√	
First Aid or CPR training, maximum of \$10.00 per year per driver or technician	√	
Idaho State Regional Safety Competition		√
Employee incentive awards; salary bonus, trophies, hotel nights, gifts, etc.		√
Meals, e.g., breakfast, lunch or dinner (refreshments at training workshops are reimbursable expenses)		√
Idaho State Safety Competition (Limited to winners of regional safety competition according to IAPT rules)	√	
Idaho Regional Special Needs Safety Competition Training (Must have prior SDE written approval)	√	√

Idaho Regional Train-the-Trainer & Train-the-Tech Workshops – (Limited to six (6) participants)	√	
IAPT/SDE Pupil Transportation Summer Conference (Limited to four (4) participants) or School Transportation News Conference (Limited to two (2) participants)	√	
IAPT dues that are not part of Idaho Pupil Transportation Summer Conference registration		√
Western States Director's Pupil Transportation Conference (Limited to two (2) participants)	√	
National Association of Pupil Transportation and Transporting Students with Special Needs conferences School Transportation News Conferences (Exceptions allowed with prior approval; geographic proximity and reporting/training participation requirements. One representative from each region, individual chosen at regional supervisors meeting and approved by district and SDE shall be allowed to attend annual NAPT and Special Needs Conference.	√	
Out-of-State Training Conference/Workshop/Seminar (Must have prior SDE written approval)	√	√
Regional professional development & training registration fees to bring in professional presenters – Must have prior SDE written approval, must be multi-district attended, not to exceed \$5 per attendee	√	
Employee Benefit Related Costs (Schedule A only)	√	√
Vehicle Mileage Reimbursement – (For use of personal vehicle for pupil transportation program mileage only)	√	
Commercial Drivers License (CDL) Costs – (Licensing costs, third-party testing, vehicle rental, etc.)		√
FMCSA Physicals	√	
FMCSA Drug Testing Compliance	√	
Criminal Background Check (33-130, Idaho Code)		√
In-house or regional training costs	√	
Refreshments, handouts	√	
In-house CPR and First-Aid Training costs for presenters, workbooks, or cards – Up to \$10 per driver for 2-year certification. (Separate card fee is non-reimbursable.)	√	
Videos, meals, professional presenters (must have prior SDE approval), lodging		√
Newspaper Ads – limited to employment, calls for bus bids and contracting of transportation system; routing ads are not reimbursable	√	
Other Purchased Service, Must Be Identified (Schedule A/B)	√	√
400 – Supplies (Contracting districts are not eligible)		
Fuel (Schedule A/B – Must submit documentation of fuel tax rebates. Do not combine with oils or lubricants)	√	
Fuel for district owned non-conforming vehicles, e.g., pupil transportation shop truck, supervisor/trainer car, van		√
Fuel for other district owned pupil transportation vehicle, e.g., supervisor/trainer car; district supervisor vehicle is eligible for vehicle mileage reimbursement for pupil transportation trips – not for home-to-work-to-home		√
Oils & Lubricants (Schedule A/B – Do not combine with fuel costs)	√	
Oil & Lubricants for district owned non-conforming vehicles, e.g., pupil transportation shop truck, supervisor/trainer car, van		√
Oil & Lubricants for other district owned pupil transportation vehicle, e.g., supervisor/trainer car		√
Shop Materials & Parts (Schedule A/B)	√	
Replacement wheelchair lift in used school bus	√	
Replacement two-way communications radio/telephone in used school bus with prior SDE written approval (must show cost effectiveness, i.e., less expensive than repairing)	√	√
Shop Materials & Parts for district owned non-conforming vehicles, e.g., pupil transportation shop truck, supervisor/trainer car, van		√
Shop Materials & Parts for other district owned pupil transportation vehicle, e.g., supervisor/trainer car		√
Consumable Office Supplies (Schedule A/B)	√	
Office paper, printer cartridges, employment newspaper ads, small print jobs (e.g., work order forms, student conduct forms, pretrip inspection forms, rules posted in bus, etc.	√	
Office furniture, computer hardware/networking, printer, copier lease/maintenance , magazine subscriptions, telephone equipment, fax machine, computer software, training videos, in-school pupil transportation manuals and/or book, large print jobs, large newspaper ads, student policy books/materials/letters, individual student rules (should be incorporated into student conduct violation form), etc.		√
Cleaning Supplies (Schedule A/B – Detergent, soap, wax, bus interior broom/mop/brush)	√	
Coveralls and Rags (Schedule A/B – Coveralls and rags may be reimbursable when in-lieu of laundry service)	√	√
Shop & Hand Tools, District Owned or Employee Tool Allowance – Up to \$400/technician/year (\$1,200 if amortized over three year period)	√	
500 – Capital Outlay (Contracting districts are not eligible)		
Lease of Real Property		√
Yellow School Bus (Schedule C only – Amortized depreciation over 40, 12 or 15 years)	√	
Communications (Schedule C only) – Amortized depreciation over 40, 12 or 15 years)	√	

Voice communication base station		✓
VCR & video cameras installed in new bus – Amortized depreciation over 10, 12 or 15 years. <u>Repairs and supplies for existing cameras. (No reimbursement for replacement camera equipment)</u>	✓	
Bus delivery costs when not FOB district – Limited factory to district costs. (No reimbursement for district to factory costs)	✓	
Interior Overhead Storage Compartments		✓
Wheelchair lift in new bus	✓	
Activity-style passenger seats		✓
Air-conditioning (Reimbursable only when IEP driven)	✓	✓
Any purchased option not part of the original bid without prior approval		✓
Any purchased school bus above low bid is subject to review by the pupil transportation steering committee		
600 – Interest (Contracting districts are not eligible)		
Interest Charges – (Finance, late fees, interest, leases, special fees etc. are non-reimbursable costs)		✓
700 – Insurance (Contracting districts are not eligible)		
Real Property Loss Insurance (Schedule A only – Building structure only, no contents, <u>premium may not exceed \$550</u>)	✓	
Vehicle insurance (6-927, Idaho Code)		✓
Schedule C		
All mileage shall be tracked on all vehicles used to transport students. All mileage shall be categorized according to program and recorded as “reimbursable” or “non-reimbursable.” Districts will not be penalized when combining “reimbursable programs” with “non-reimbursable programs” when there is no appreciable increase in costs or resources and when in compliance with federal or state law. Districts may request special reimbursement consideration for special and/or unique educational programs.		
To –from school, educational field trips (curriculum driven, entire class, grade affected), reasonable and necessary shuttle trips. Overnight trips are non-reimbursable.	✓	
Mileage necessary to meet the needs of students with disabilities	✓	
Mileage related to Idaho Reading Initiative (IRI) program	✓	
Summer Migrant Education and Special Education Extended School Year (ESY) program	✓	
Before and after school programs, other summer school programs, summer alternative school, extra-curricular activity trips, trips for elective classes, club-affiliated trips, award trips, competition trips, <u>overnight trips, weekend trips or trips outside the regularly-scheduled school week/year</u>		✓
<u>Mileage in district-owned non-conforming vehicles, e.g., pupil transportation shop truck, supervisor/trainer car</u>		
<u>Mileage in support of yellow school buses, e.g., to shuttle drivers to and from remotely parked route buses, repair school buses, deliver parts, check road/route/bus stop conditions. Mileage is tracked separately and reimbursed at the State Board of Examiners rate established at the beginning of the applicable school year.</u>	✓	
<u>Mileage for home-to-work-to-home. Mileage in vans to transport students or district personnel.</u>		✓
In-lieu of transportation costs (Must be least expensive method)	✓	
Reimbursable contract costs (districts contracting for transportation services)	✓	
District Liaison Personnel, district liaison office(s) and related costs,		✓
Specific district operational costs secondary to contracting transportation services considered on case-by-case basis. Non-reimbursable costs embedded within the contract must be reported as non-reimbursable costs.	✓	✓
Bus assistants (aides); Must be reasonable and necessary	✓	
Depreciation (See capital outlay above) (Contracting districts are not eligible)	✓	



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education
From: Ray Merical, Supervisor, Transportation Services
Date: June 16, 2006
Re: Summary of Comments, Rulemaking History, and Rationale for Proposed Rulemaking

A public hearing was held on April 27, 2006 between noon and 5:00 p.m. (two stakeholders attended) during the Negotiated Rulemaking phase. The topic of discussion between the two stakeholders that attended the hearing centered on proposed changes in school bus construction standards. The Department explained that proposed changes to Idaho's *Standards for Idaho School Buses and Operations* (SISBO) related to school bus construction standards are closely tied to recent changes made at the "National Congress on School Transportation" held in Warrensburg, Missouri during May of 2005. Idaho uses the National Document (*National Specifications and Procedures for School Transportation*) as a template for SISBO as required by law (see § 33-1511, Idaho Code). It appeared that the stakeholders were satisfied with the explanation and rationale for the proposed changes related to school bus construction standards.

The Department received two (2) separate comments related to "non-reimbursement" for overnight educational field trips, as delineated in SISBO (pg. 77) and the Reimbursement/Non-reimbursement Matrix. The Department explained that this practice is not a new practice and the misunderstanding by the stakeholders affirms the Department's position for establishing the Reimbursement/Non-reimbursement Matrix several years ago. Initial clarification of this particular practice surfaced in the second rulemaking process since the sun setting of the rules in 1996 (see August 2004 board meeting minutes). Many reimbursement questions over the past several years resulted in the Department (with the help and cooperation of the State Board of Education) engaging in the rulemaking process in order to clarify construction standards, operation standards, and reimbursement and non-reimbursement practices. Fueling the debate and process were the various Office of Performance Evaluations (OPE) reports from 1996 and 2004. One of the conclusions reached by OPE was that some districts failed to understand the correct guidelines for reimbursable/non-reimbursable field trips and often claimed non-reimbursable trips as reimbursable.

Another stakeholder from the "Magic Valley" area expressed concern related to the Department's practice for not reimbursing for school bus liability insurance. It was explained that this proposed rule is also not a new practice, but a clarification of a longstanding practice and that it was the result of a statute that

Idaho State Board of Education
Summary of Comments Regarding Proposed Rule
June 16, 2006

authorizes school districts to use local tax dollars to purchase “comprehensive liability insurance” (see § 6-927, Idaho Code).

The *Standards for Idaho School Buses and Operations* (SISBO) and the prerequisite rulemaking process surfaced in late 1996 when many rules related to school transportation had been sunset and some school district superintendents began to complain about the lack of definitive language describing reimbursable and non-reimbursable practices and purchases. Since 1996, SISBO has undergone the rulemaking process three times previously with numerous public hearings and appropriate scrutiny by various board members during public board meetings. The level of controversy has diminished over time because of ongoing efforts of department regional transportation specialists in educating school district transportation supervisors, business managers, and superintendents.

School transportation is a volatile and dynamic industry that is impacted by a variety of variables from year to year, such as escalating fuel and energy costs, dynamic growth patterns, labor retention and competing industries, student safety requirements, etc. It is the goal of the Department to encourage school districts to engage in “best practices” in reducing overall school transportation costs while ensuring student safety; the rulemaking process inherently becomes a part of reaching and maintaining this goal.

R. SUBJECT:

Proposal to Divide Grangeville Joint School District No. 241

BACKGROUND:

A proposal to divide Grangeville Joint School District No. 241 has been submitted to the State Board of Education by the district board of trustees.

The board of trustees contracted with Dave Teater of MGT of America to put together the proposal in Attachment 1. The trustees approved the proposal at their April 17, 2006 meeting. The proposal appears to be in compliance with the requirements of Idaho Code § 33-312 in that the proposal contains the information required and the requisite hearings were held.

The proposed timeline for patron election if the proposal is approved by the State Board is November 2006. If approved by the patrons, the effective date of governance of new districts would be the date that the State Board appoints a Board of Trustees for each new district. The fiscal or operational division would occur July 1, 2007.

The proposed new District 244 (Grangeville/Kooskia/Elk City/Whitebird) will have 86.68 percent of the current market value of existing District 241. The proposed new District 243 (Riggins) will have 13.32 percent.

DISCUSSION:

Under the provisions of Idaho Code § 33-312, "The state board of education may approve or disapprove any such proposal submitted to it..." If the State Board of Education approves the proposal, the Department of Education will notify the Idaho and Adams Counties Boards of Commissioners to conduct an election by the patrons of Grangeville Jt. School District No. 241 on the question of the division. If the State Board of Education disapproves the proposal, the question of division is resolved in the negative.

RECOMMENDATIONS:

The State Department of Education recommends that the State Board of Education approve the proposal for division of Grangeville Joint School

District No. 241. Approval would allow the Idaho and Adams Counties Boards of Commissioners to proceed with an election by the patrons of the district to determine if the district shall be divided under the provisions set forth in the proposal for division.

BOARD ACTION:

A motion to approve the proposal for division of Grangeville Joint School District No. 241.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. Division Plan

SCHOOL DISTRICT DIVISION PLAN

for

IDAHO JOINT SCHOOL DISTRICT #241, IDAHO



Submitted By:

MGT of America, Inc.
711 Capitol Way, Ste. 608
Olympia, WA 98502



April 17, 2006

ACKNOWLEDGMENTS

Joint School District #241 administration and staff spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

BOARD OF TRUSTEES

Jim Wiebush, Chair
Bobbi Bodine, Trustee
Craig Spencer, Trustee
Vernon Kennedy, Trustee
Joyce Barnard, Trustee

ADMINISTRATION

Dr. Wayne Davis, Superintendent
Becky Hogg, Business Manager
Greg Bailey, Director of Supervision & Instruction - Federal Programs
Tim O'Connor, Clerk and Technology Coordinator

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APPENDICES

Appendix A:	Current Legal Descriptions – District and Trustee Zones
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Appendix C:	Maps
Appendix D:	Hearing Minutes
Appendix E:	Relevant Idaho Code Sections
Appendix F:	Draft Election Motions, Resolutions, Oaths, Ballots, and Notice
Appendix G:	Questions and Answers

1.0 INTRODUCTION

1.1 Community Information

Idaho Joint School District #241 district administrative offices are located in Grangeville. Idaho County is in North Central Idaho and is south of Lewiston and North of McCall. The County covers an area of 8,503 square miles. Idaho County is the largest county in the State of Idaho covering approximately 10% of the state. The county ranks 20th in the state in population. It encompasses an area from the Oregon State line to the Montana state line. Large rivers, including the Clearwater, Salmon and the Snake dominate the geography of the county.

Joint School District #241 has five population centers. Grangeville, with a population of nearly 3,200, is the main economic center of the county. Kooskia, located on the Nez Perce Indian Reservation which is North of Grangeville, has a population of 675. Riggins located 47 miles south of Grangeville on highway US 95, has a population of 402. Fifteen miles south of Grangeville on highway US 95 is the town of White Bird with a population of 106. Elk City is located 50 miles south east of Grangeville. Elk City has a population of 156.

1.2 Economic Information

The communities served by the Joint School District #241 are dependent on the natural resources of the area. The agriculture industry plays a significant role in the economy of this region along with timber and tourism. The tourism industry is growing rapidly in some parts of the District. Riggins is well-positioned to benefit from the summer recreational opportunities in the area. White water rafting and fishing play a significant

role in the economy of Riggins. The region is well-known for numerous types of hunting opportunities. Only 15.2% of the total land in the county is owned privately. The federal government owns 83.3%.

The largest single employer in the County is the school district. Many local citizens staff a wide range of small shops, lumber mills, and local businesses. In addition, there are numerous city, county, state, and federal offices located primarily in the Grangeville area.

1.3 School District Information

Joint School District #241 has one senior high school, two junior-senior high schools, one kindergarten through 10th grade school, one combined elementary and middle school, two elementary schools, and one kindergarten through fourth grade school. The total enrollment of the school district in January 2006 was 1,340 students in grades K-12. The grade configuration for each school is outlined in Exhibit 1-1.

EXHIBIT 1-1 GRADE CONFIGURATION

School Name	Grade Configuration
Clearwater Valley Elementary School	K-6
White Bird Primary School	K-4
Riggins Elementary School	K-6
Grangeville Elementary-Middle School	K-8
Elk City School	K-10
Salmon River Jr.-Sr. High School	7-12
Clearwater Valley Jr.-Sr. High School	7-12
Grangeville High School	9-12

Source: Joint School District #241, January 2006

The District is governed by an elected Board of Trustees who hires a Superintendent. The Superintendent along with six other administrators is responsible for assisting approximately 105 certified staff and 107 classified staff who work in the various schools and support services departments.

The District passed a 10-year plant facilities levy in 1997 as a means of securing financing necessary for the repayment of principal and interest owed on the sale of certificates of participation (COP's) for capital improvements. The District has no bonded indebtedness.

1.4 School District Division Requirements of Idaho Code

Idaho Code 33-312 specifically empowers local school districts to divide into two districts. The procedure outlined in the code refers often to consolidation procedures in Idaho Code 33-310 and 33-311. Some have described the division process as “like consolidation, but in reverse.” Appendix E contains all of the relevant Idaho Code sections that apply to a district division. In addition, Appendix G has a series of questions and answers based on this plan and Idaho Code.

1.5 Trustee Statements

Trustees for Joint School District #241 were asked by MGT to express their thoughts and position regarding the concept of dividing Joint School District #241. Their responses follow. (These are verbatim comments with only minor grammatical changes.)

Joyce Stapleton Barnard

I am neither for, nor against the division of the school district. It is my expectation to be able to make a decision on which way would be the best way to support after the school division plan has been completed.

My decision to have a school division plan implemented was based on the following: The requests of the patrons in my zone as well as other patrons in the district; the fact that two M&O levies failed to pass district-wide, but did pass both times in my zone; having to cut electives, entire programs, cutting para-professionals, and having to cut all extra-curricular activity funding from the budget. I believe these kinds of cuts have hurt kids in not being able to offer them a complete and thorough public education. I feel there is a lack of trust with the board of trustees and administrators in the communities and schools. It is my hope that having an outside source help us come up with the division plan that is open to the public will reinstate the trust in the board and administration, give the patrons some concrete answers and options to look at, and give us the board the needed guidance in making good and sound decisions.

I feel that we as a board need to look at all possible avenues to keep our schools open and give our students the education they must have to become successful in our ever changing world. We must also look at funding our schools when funding resources from the state and national government do not meet the funding needed. We must do what we can to meet the needs of our students whether it is staying as one consolidated district or with a division. The division plan as it progresses will hopefully help all of us understand what it will take from us as a board, administrators, teachers, other staff members and each individual in our communities to meet the needs of our students.

Bobbi Bodine

The question is, "Would there be an academic benefit to students by deconsolidating our large and diverse district?" Specifically, "Do two smaller districts stand to gain more than they stand to lose?" If the answer is in the affirmative, or even if it comes out neutral, it makes sense to me to put the question of deconsolidation to the voters.

Within the communities in our district there is a faction of people that, simply put, do not feel that they get their fair share of the monies they pay into the support of the whole district. The communities do not always share a unified vision of what the needs are of the district. There is a long-standing feeling of disenfranchisement and a lack of trust by some patrons toward the district administration and the board of trustees. And there is the sense from each of the communities that they get steamrolled by the other communities in the polling booth. There is no doubt that the larger voting population in the Grangeville area, has the potentiality to vote in improvements that benefit Grangeville schools.

Complicating this matter, average annual income varies considerably between the prairie region and the valley regions. Both valley regions in our district have expressed a willingness to financially support their own schools, but don't have a sense of having the resources to be magnanimous when it comes to supporting the other schools. They need information on what it would require of them to give financial support to a smaller, home district. It's important that patrons have clear information regarding what they would give up with two smaller districts, as well as what they might gain.

There has been talk of deconsolidation in our district for many years, and, after the failure of two M&O levy attempts in the spring of 2005, the subject has been pressed by a group of citizens, mostly from the Grangeville and Riggins areas. The people pushing for deconsolidation want the autonomy and sense of ownership that a smaller district would give them. They want a more local board, and they are concerned about the difficulty of getting patrons to vote favorably for bond and levy issues which do not directly benefit their particular community. If, by deconsolidating, the communities would give more support to their schools by passing bond and levy issues, there would be an academic benefit to students. Voters need to know how this would impact them.

Granted, there may be an advantage to the “economy of scale” of the larger district. However, we just don’t seem to be able to overcome the prevailing perception that “the other communities in the district are getting more than we are.”

We all need to have the facts to see how deconsolidation would affect all the communities in our district. We need this study done by a source outside the school district, and we need to put the issue before the people so that they will be able to make an informed decision.

Vernon Kennedy

Before the consolidation of 241 I was a student at Stites, Idaho. I graduated in 1947, through my times in the school we suffered as a school because we were so small we had nothing. Through the consolidation the school’s that were involved became better, new schools were built in Riggins, Kooskia and Grangeville, the environment greatly improved. Opportunities for our students improved, and better offerings I would hate to

this reversible situation become like it was in my days. I am not in favor of deconsolidation as a solution.

Craig L. Spencer

This year the patrons of District 241 have again asked that the Board of Trustees split up our district. As in 1995, the people from the Riggins area are the main proponents of this division. Since this issue seems to be gaining momentum over the years, the Board has begun to study the possibility of "getting on the bandwagon," so to speak. We have authorized a neutral third party, Dave Teater of MGT, to present a plan for division.

Personally, as a 20 year member of the Board, I have consistently opposed this movement. We became consolidated in the first place because some of the various parts of the district didn't have the tax base to fund construction of the high schools and other buildings needed. My father was involved with the formation of the district and was a proponent of consolidation and indeed carried the consolidation plan to the State Board of Education and the legislature for approval. He was very proud of our area for building new schools and providing excellent education for our area students. Our patrons have passed several measures recently to remodel and maintain our physical plants. We continue to provide excellent education for our students.

Now the time has come to shake things up again. The Riggins area is separated from the rest of the district by 47 miles and a social and cultural abyss. They do not want the patrons from the rest of the district involved in their schools. The Salmon River separates the south part of the state from the north. Riggins is developing close ties with the south. They go to McCall for their medical needs. They belong to the southern

school athletic conference, the Long Pin. They do their major shopping in McCall and Boise. North of Riggins all these activities are done north, to Lewiston, and Moscow, and Spokane.

The people of Riggins feel disaffected. They have no interest in the northern part of the district. They feel that the northern district starves their schools for funds. They want out. They feel they are perfectly capable financially to get along on their own and they are.

Even though there may be some savings to be garnered by staying consolidated, those savings are now virtually non-existent. They have the tax base to repair and build schools. Their schools are in excellent repair now. They have the ability to cooperate outside of their proposed district to provide needed services. There are some savings to be gathered by eliminating travel back and forth to the present district. The community believes that they can improve their schools if they have more local control.

Because of the improved financial status of the Riggins area, and because of the long-standing disaffection between Riggins and parts north, the time is right to proceed with a division. If the planning firm can provide a logical division plan I intend to support it whole heartedly. I believe that almost everybody will be happier. I believe that the students of both districts will be better off. A division will allow both districts to focus on the improvement of education, and to stop wasting time discussing a proposed division. This is a growth process that the Riggins area is ready to undertake.

Jim Wiebush

I am not a supporter of division at the present time. This is not because I have a

fundamental problem with the concept of division. I believe that we can draw the boundary lines of districts almost anywhere and people can make these districts work. My concern is that I do not see how division will resolve or fix District # 241's immediate financial needs.

As I see it the fundamental problem facing District #241 is lack of funding! We are simply experiencing the inevitable stress and fallout created by our present funding crisis.

Closely intertwined with this funding issue is the equity issue. Both issues have been identified in our strategic plan. Our strategic plan was developed with public input. It is a good plan that provides a key link to understanding our situation. My preference would be to focus on doing a good job of implementing this plan.

Yes, it is true that we have failed to pass some key M&O levy's in the past. Our 2005 M&O levy failed by three votes after two attempts at passage. On the positive side, we passed two ten-year SPFR levy's to maintain and improve district buildings. We also passed two M&O supplemental levies for a total funding level of \$1.5 million in 2004.

My point here is that levies take lots of hard work to pass. That brings me to my other concern with pursuing the division process. This ongoing discussion of the division process diverts the Board's and the public's attention and energy away from the work needed to address our financial needs. I fear people will not focus on our financial needs until we have put the division issue behind us.

There is one advantage that I see, to proceeding with a Division Plan. So far the division debate has been almost exclusively an emotional one. The plan will provide solid data and facts to develop a better understanding of the issues. The issue of division has been around a long time and it may always be with us. But if we are to make a decision (yes or no) on division that is supported by a majority of patrons it needs to be based on good data and an open process.

At this point I hope that we can get through the division process quickly because until we put this issue behind us we risk leaving our schools, kids and communities hanging with a false hope that our financial problems will soon go away.

2.0 PROPOSAL FOR DIVISION - BOUNDARIES AND ZONES

2.1 Proposed Geographic Division

It is proposed that there be formed from the present Joint School District No. 241, Idaho County, State of Idaho, two districts. The legal description for the proposed School District No. 244 (School District No. 244, Idaho County, State of Idaho) is included in Appendix B. It is further proposed that a new Joint School District No. 243 (Joint School District No. 243, Idaho County, State of Idaho) be comprised of the remaining portion of the existing Joint School District #241. The legal description for the proposed new Joint School District No. 243 (Joint School District No. 243, Idaho County, State of Idaho) is included in the Appendix B. A map of the two proposed new districts is included in Appendix C.

2.2 Proposed Trustee Zones

Proposed School District No. 244

It is proposed that School District No. 244 (School District No. 244, Idaho County, State of Idaho) have five (5) trustee zones with population differences less than 10% between the most highly populated zone and the least populated zone. (See Appendix B for legal descriptions of the five proposed zones and Appendix C for a map showing the five proposed zones.) Exhibit 2-1 details the population estimates of the five zones.

**EXHIBIT 2-1
TRUSTEE ZONE ESTIMATED POPULATIONS**

Proposed District No. 244 Zones	Estimated Population
Trustee Zone 1	2,954
Trustee Zone 2	2,696
Trustee Zone 3	2,898
Trustee Zone 4	2,691
Trustee Zone 5	2,866
Total	14,105

Source: JP Stravens Planning, Inc., 2006.

It is further proposed that the proposed new Joint School District No. 243 (Joint School District No. 243, Idaho County, State of Idaho) have five (5) trustee zones with population differences less than 10% between the most highly populated zone and the least populated zone. (See Appendix B for legal descriptions of the five proposed zones and Appendix C for a map showing the five proposed zones.) Exhibit 2-2 details the population estimates of the five zones.

**EXHIBIT 2-2
TRUSTEE ZONE ESTIMATED POPULATIONS**

Proposed District No. 243 Zones	Estimated Population
Trustee Zone 1	318
Trustee Zone 2	307
Trustee Zone 3	330
Trustee Zone 4	328
Trustee Zone 5	312
Total	1,595

Source: JP Stravens Planning, Inc., 2006.

2.3 Methodology for Determination of Proposed Trustee Zones

The population for the trustee zones was gathered using current estimated populations from the 2000 US Census Block data for Idaho County and Adams County and cross-referenced with (1) data from JP Stravens Planning Associates, Inc., (2) inventoried dwelling unit counts, and (3) Idaho County and Adams County Assessor records. For boundaries, the use of natural, man-made and other geographic features enabled population data within small geographic areas to be gathered. The US Census had block data and boundaries available that also follow similar features for their boundaries. This enabled the use of Census data on a small geographic level (city block) and the ability to “field check” the specific areas for accuracy.

To realign the trustee zones, the population of the proposed School District No. 244 was verified, thus enabling the subtraction of that population from the existing Joint School District No. 241. The proposed School District No. 244 population (14,105) was divided by 5 to derive the new average needed for each trustee zone (2,281). Identification of all the populated areas within the new district (i.e. Grangeville, Kooskia, etc.) was a high priority. By doing this it was possible to see the potential new trustee zones. After the populated areas were identified, the construction of new zones using Arcview GIS software began. The population was identified using JP Stravens Planning, Inc. data combined with the US Census data for each new potential zone. Because JP Stravens Planning, Inc. data is so specific (i.e. dwellings per neighborhoods, streets), it was possible to draw boundaries down city streets, ultimately providing balanced trustee zone populations. When the new zone was too small in population, it was altered to pick up more people, or if it was too big, the opposite. Some areas hadn't been inventoried (wilderness areas). In those instances data from the Adams and Idaho County

Assessor's roll was used. Each zone's population is within 10% of each other. The same process was used in the proposed new Joint School District No. 243.

3.0 PROPOSAL FOR DIVISION - FINANCE

3.1 Financial Division - Overview

The division of an Idaho school district requires that there be new taxable market value calculations, a division of assets, and a division of liabilities (including bonded indebtedness). In addition, there are a number of other operational factors (transportation, personnel, contractual obligations, etc.) that are affected by a school district division that should be addressed in a division plan. The following sections address those relevant issues.

3.2 Estimated Market Values

Proposed School District No. 244

As of December 31, 2005, the total taxable value of the existing Joint School District No. 241 was \$631,921,910. In January 2006, Jim Beckman, the Idaho County Assessor, estimated the proposed School District No. 244 would have a taxable market value of approximately \$547,742,653. For the proposed School District No. 244, the average daily attendance (ADA) for school year 2005-2006 was approximately 1,115.91. The total ADA for the existing Joint School District No. 241 was approximately 1,250.61. Therefore, the proposed School District No. 244 would have approximately 86.68% of the total taxable market value for the existing Joint School District No. 241 and 89.23% of the ADA. The proposed Joint School District No. 244 would have approximately \$490,848 taxable market value per ADA.

Proposed New Joint School District No. 243

As of December 31, 2005 the total taxable value of the existing Joint School District No. 241 was \$631,921,910. Jim Beckman, the Idaho County Assessor and Karen Hatfield, the Adams County Assessor, estimated the proposed new Joint School District No. 243 would have a taxable market value of approximately \$84,179,257 as of December 31, 2005. (\$78,834,587 was from Idaho County and \$5,344,670 was from Adams County.) For the proposed new Joint School District No. 243, the average daily attendance (ADA) for school year 2005-2006 was approximately 134.70. The total ADA for the existing Joint School District No. 241 was approximately 1,250.61. Therefore, the proposed new Joint School District No. 243 would have approximately 13.32% of the total former taxable market value for the existing Joint School District No. 241 and 10.77% of the ADA. The proposed new Joint School District No. 243 would have approximately \$624,939 taxable market value per ADA. Exhibit 3-1 details the taxable market value and average daily attendance data for the existing and proposed districts.

**EXHIBIT 3-1
ESTIMATED TAXABLE MARKET VALUES
AND AVERAGE DAILY ATTENDANCE**

	Market Value	% Market Value	Average Daily Attendance (ADA)	% Average Daily Attendance	Market Value per ADA
District 243	84,179,257	13.32%	134.70	10.77%	624,939
District 244	547,742,653	86.68%	1,115.91	89.23%	490,848
District 241	631,921,910	100.00%	1,250.61	100.00%	505,291

Source: Idaho State Department of Education, Adams and Idaho Counties. District No. 244 and District No. 243 taxable market values are December 31, 2005 Idaho County Assessor and Adams County Assessor estimates.

3.3 Estimated Enrollments

The existing Joint School District No. 241 has a variety of grade configurations in its schools. There are three elementary schools, one K-8 school, one K-10 school, two

Jr.-Sr. high schools, and one 9-12 high school. Exhibit 3-2 details the grade configuration and enrollment information as of January 2006.

**EXHIBIT 3-2
GRADE CONFIGURATION AND SCHOOL ENROLLMENT
AS OF JANUARY 2006**

School Name	Grade Configuration	Enrollment
Clearwater Valley Elementary School	K-6	180
White Bird Primary School	K-4	12
Riggins Elementary School	K-6	66
Grangeville Elementary-Middle School	K-8	513
Elk City School	K-10	31
Salmon River Jr.-Sr. High School	7-12	81
Clearwater Valley Jr.-Sr. High School	7-12	211
Grangeville High School	9-12	246
Total		1,340

Source: Joint School District No. 241, 2006

3.4 Estimated State Foundation Support and Salary Allocation

In the existing Joint School District No. 241, the number of units derived from dividing and estimate of the best 28 weeks of ADA by the proper divisor from the table of divisors from Idaho Code is 83.5 units. Exhibit 3-3 details the calculations for the existing Joint District No. 241 using the State of Idaho school finance formulas. (MIN means that the adjusted ADA generates the minimum number of units as per Idaho Code.)

**EXHIBIT 3-3
UNIT CALCULATIONS FOR EXISTING DISTRICT #241**

	Adjusted ADA	Attendance Divisor	# Support Units
A. Administrative Units			
1 . Kindergarten Administrative	53.68	40.0	1.34
2 . Elem. Administrative Grades 1-6	266.82	20.0	13.34
3 . Secondary Administrative	298.34	13.5	22.10
B. Exceptional Child Units			
4 . Elementary Preschool	5.92		
5 . Elementary Approvals	39.42		
6 . Secondary Approvals	36.69		
Total Exceptional Approvals	82.03	14.5	5.66
C. Separate and Alternative Attendance Units			
7 . Elk City Elementary Kindergarten	5.39		Add to Elem.
8 . Elk City Elementary 1-6	23.16	12.0	1.93
9 . Elk City Secondary	8.55	16.0	0.53
10 . Clearwater Valley Elem. Kindergarten	14.99	MIN	0.50
11 . Clearwater Valley Elementary 1-6	156.15	19.0	8.22
12 . Riggins Elementary Kindergarten	11.15	MIN	0.50
13 . Riggins Elementary 1-6	50.01	13.0	3.85
14 . White Bird Elementary Kindergarten	2.11		Add to Elem.
15 . White Bird Elementary 1-6	11.39	MIN	1.00
16 . Clearwater Valley Secondary	198.06	12.0	16.51
19 . Salmon River Secondary	73.54 MIN		8.00
Total Units (A+B+C) rounded to the nearest 10th =			83.5

Source: Idaho State Department of Education, 2006

In the proposed School District No. 244, the number of units, using the same procedure, would be 70.7 units. Exhibit 3-4 details the calculations for the proposed School District No. 244 using the State of Idaho school finance formulas.

**EXHIBIT 3-4
UNIT CALCULATIONS FOR THE PROPOSED DISTRICT #244**

	Adjusted ADA	Attendance Divisor	# Support Units
A. Administrative Units			
1 . Kindergarten Administrative	53.68	40.0	1.34
2 . Elem. Administrative Grades 1-6	270.60	20.0	13.53
3 . Secondary Administrative	302.80	MIN	22.00
B. Exceptional Child Units			
4 . Elementary Preschool	5.92		
5 . Elementary Approvals	35.64		
6 . Secondary Approvals	32.23		
Total Exceptional Approvals	73.79	14.5	5.09
C. Separate and Alternative Attendance Units			
7 . Elk City Elementary Kindergarten	5.39		Add to Elem.
8 . Elk City Elementary 1-6	23.16	12.0	1.93
9 . Elk City Secondary	8.55	16.0	0.53
10 . Clearwater Valley Elem. Kindergarten	14.99	MIN	0.50
11 . Clearwater Valley Elementary 1-6	156.15	19.0	8.22
14 . White Bird Elementary Kindergarten	2.11		Add to Elem.
15 . White Bird Elementary 1-6	11.39	MIN	1.00
16 . Clearwater Valley Secondary	198.06	12.0	16.51
Total Units (A+B+C) rounded to the nearest 10th =			70.7

Source: Idaho State Department of Education, 2006

In the proposed new Joint School District No. 243, the number of units would be 12.8.

The proposed new Joint School District No. 243 continues to meet minimum unit thresholds. Exhibit 3-5 details the calculations for the proposed new Joint School District No. 243 using the State of Idaho school finance formulas.

**EXHIBIT 3-5
UNIT CALCULATIONS FOR THE
PROPOSED JOINT DISTRICT #243**

	Adjusted ADA	Attendance Divisor	# Support Units
A. Administrative Units			
1 . Kindergarten Administrative	11.15	MIN	0.50
2 . Elem. Administrative Grades 1-6	46.23	13.0	3.56
3 . Secondary Administrative	69.08	MIN	8.00
B. Exceptional Child Units			
4 . Elementary Preschool	0.00		
5 . Elementary Approvals	3.78		
6 . Secondary Approvals	4.46		
Total Exceptional Approvals	8.24	MIN	0.75
C. Separate and Alternative Attendance Units			
Total Units (A+B+C) rounded to the nearest 10th =			12.8

Source: Idaho State Department of Education, 2006

Using the 2005-2006 school year fall enrollment and attendance factors, the existing Joint School District No. 241 would have generated 83.5 units. Using the financing formulas in Chapter 33 of Idaho Code, 83.5 units would have required the employment of 91.85 full time equivalent (FTE) teachers, 6.3 FTE administrators, and the expenditure of \$583.916 for classified staff. Exhibit 3-6 details the salary apportionment calculations for the existing Joint District No. 241 using the State of Idaho school finance formulas.

**EXHIBIT 3-6
SALARY APPORTIONMENT CALCULATIONS
FOR THE EXISTING DISTRICT #241**

Certified Salary Apportionment	
A # Units	83.5
B Instructional Staff Factor	1.1
C Instructional Staff Index (estimate)	1.63656
D State Schedule Base	23,210
E Required Certified Staff (A X B)	91.85
F Additional FTE as per Idaho Code	0
G Total Required Certified Staff (E + F)	91.85
Addtl funding to bring to \$27,500 min	35,084
H Certified Salary Apportionment	3,523,966
Administrator Salary Apportionment	
I # Units	83.5
J Administrative Staff Factor	0.075
K Administrative Staff Index (estimate)	1.95218
L State Schedule Base	33,760
M Required Administrative Staff (I X J)	6.3
N Additional FTE as per Idaho Code	0
O Total Required Admin. Staff (M + N)	6.3
P Administrative Salary Apportionment	412,734
Classified Salary Apportionment	
Q # Units	83.5
R Classified Staff Factor	0.375
S State Schedule Base	18,648
T Classified Salary Apportionment	583,916
Total \$ 4,520,615	

Source: Idaho State Department of Education, 2006 and MGT of America

Using the 2005-2006 school year fall enrollment and attendance factors, the proposed School District No. 244 would generate 70.7 units. Using the financing formulas in Chapter 33 of Idaho Code, 70.7 units would require the employment of 77.77 full time equivalent (FTE) teachers, 5.3 FTE administrators, and the expenditure of \$494,405 for classified staff. Exhibit 3-7 details the salary apportionment calculations for the proposed School District No. 244 using the State of Idaho school finance formulas.

**EXHIBIT 3-7
SALARY APPORTIONMENT CALCULATIONS
FOR THE PROPOSED DISTRICT #244**

Certified Salary Apportionment	
A # Units	70.7
B Instructional Staff Factor	1.1
C Instructional Staff Index (estimate)	1.63656
D State Schedule Base	23,210
E Required Certified Staff (A X B)	77.77
F Additional FTE as per Idaho Code	0
G Total Required Certified Staff (E + F)	77.77
Addtl funding to bring to \$27,500 min	29,706
H Certified Salary Apportionment	2,983,765
Administrator Salary Apportionment	
I # Units	70.7
J Administrative Staff Factor	0.075
K Administrative Staff Index (estimate)	1.95218
L State Schedule Base	33,760
M Required Administrative Staff (I X J)	5.3
N Additional FTE as per Idaho Code	0
O Total Required Admin. Staff (M + N)	5.3
P Administrative Salary Apportionment	349,464
Classified Salary Apportionment	
Q # Units	70.7
R Classified Staff Factor	0.375
S State Schedule Base	18,648
T Classified Salary Apportionment	494,405
Total \$ 3,827,635	

Source: Idaho State Department of Education, 2006 and MGT of America

Using the 2005-2006 school year fall enrollment and attendance factors, the proposed new Joint School District No. 243 would generate 12.8 units. Using the financing formulas in Chapter 33 of Idaho Code, 12.8 units would require the employment of 14.08 full time equivalent (FTE) teachers, 1.5 FTE administrators, and the expenditure of \$89,510 for classified staff. Exhibit 3-8 details the salary apportionment calculations for

the proposed new Joint School District No. 243 using the State of Idaho school finance formulas.

**EXHIBIT 3-8
SALARY APPORTIONMENT CALCULATIONS
FOR THE PROPOSED JOINT DISTRICT #243**

Certified Salary Apportionment	
A # Units	12.8
B Instructional Staff Factor	1.1
C Instructional Staff Index (estimate)	1.63656
D State Schedule Base	23,210
E Required Certified Staff (A X B)	14.08
F Additional FTE as per Idaho Code	1
G Total Required Certified Staff (E + F)	15.08
Addtl funding to bring to \$27,500 min	5,378
H Certified Salary Apportionment	578,185
Administrator Salary Apportionment	
I # Units	12.8
J Administrative Staff Factor	0.075
K Administrative Staff Index (estimate)	1.95218
L State Schedule Base	33,760
M Required Administrative Staff (I X J)	1.0
N Additional FTE as per Idaho Code	0.5
O Total Required Admin. Staff (M + N)	1.5
P Administrative Salary Apportionment	96,222
Classified Salary Apportionment	
Q # Units	12.8
R Classified Staff Factor	0.375
S State Schedule Base	18,648
T Classified Salary Apportionment	89,510
Total \$ 763,918	

Source: Idaho State Department of Education, 2006 and MGT of America

Under Idaho State school finance laws, the dollar amount distributed to each district under the unit allocation formula is essentially derived by dividing the total State allocation by the number of units plus State adjustments. Therefore, whenever the total number of units increases, for whatever reason, the amount distributed decreases. As

detailed in Exhibit 3-9, funding for the division of existing Joint School District #241 costs \$70,935 more than if Joint District #241 did not divide. This would require the State of Idaho to lower the funding of other Idaho school districts by a small amount to fund this division.

**EXHIBIT 3-9
NET APPORTIONMENT CALCULATIONS
FOR DISTRICT DIVISION**

	District #241	District #243	District #244
	A	B	C
Certified Salary Apportionment	3,523,966	578,185	2,983,765
Administrative Salary Apportionment	412,734	96,222	349,464
Classified Salary Apportionment	583,916	89,510	494,405
Total Apportionment	4,520,616	763,917	3,827,634
Net Cost of Division (Total of (B+C)-A)	\$ 70,935		

Source: Idaho State Department of Education, 2006 and MGT of America

3.5 Division of Assets

Real and Personal Property

It is proposed that all real and personal property presently located within the proposed legal boundaries of the proposed School District No. 244 be owned by that proposed new district.

It is proposed that all real and personal property presently located within the proposed legal boundaries of the proposed new Joint School District No. 243 be owned by that proposed new district.

It is proposed that the new School District No. 244 pay the proposed new Joint School District No. 243 a portion of the estimated value of the district office building, the bus

shops, the fuel building, and any furniture and equipment from the district office building(s), such amount to be proportional to the 2006 taxable market value for each proposed new district. The amount paid by the proposed School District No. 244 shall be placed in a plant facility fund in the proposed new Joint School District No. 243, should the proposal for division be approved by the voters as per applicable sections of Idaho Code. Exhibit 3-10 provides an estimate of the amount that will be owed by proposed School District No. 244 to the proposed new Joint School District No. 243 under the terms of this section.

**EXHIBIT 3-10
DISPOSITION OF NON-SCHOOL
REAL PROPERTY (ESTIMATE ONLY)**

Description	Estimated Value	Proposed District #243 Percent of Total Value	Estimate Due to Proposed District #243
District Office	\$ 80,968	13.32%	\$ 10,785
Grangeville Fuel Building	\$ 759	13.32%	\$ 101
Clearwater Valley Bus	\$ 48,664	13.32%	\$ 6,482
Grangeville Bus Garage	\$ 46,034	13.32%	\$ 6,132
Total			\$ 23,500

Source: Joint School District No. 241, 2006 and MGT of America, 2006

Transportation and Service Vehicles

It is proposed that the proposed School District No. 244 pay the proposed new Joint School District No. 243 a portion of the estimated value of the transportation and service vehicles, such amount to be proportional to the 2006 taxable market value for each proposed new district. (The payment may be in the form of vehicles.) The division shall be based on the approximate age of the vehicles. The age basis for school buses shall be the Idaho Department of Education's school bus depreciation list for school year

2006-07. The age basis for service vehicles shall be the fixed asset list of the existing Joint School District No. 241 for school year 2006-07.

Consumable Supplies

It is proposed that the proposed School District No. 244 pay the proposed new Joint School District No. 243 a portion of the estimated value of all consumable supplies in the district office building(s), the bus shops, the fuel building, and any other central service facility, such amount to be proportional to the 2006 taxable market value for each proposed new district.

Cash – General Fund

It is proposed that any cash balance of the general fund shall be divided between the two new districts using the same state equalization formula in place at the beginning of Fiscal Year 2008.

Cash – Supplemental Levy for General Fund

It is proposed that any cash received from a supplemental levy or emergency levy approved by the existing Joint School District No. 241 after the July payment for Fiscal 2007 be placed in separate funds proportional to the 2006 taxable market value for each proposed new district.

Cash - Agency Funds

It is proposed that agency funds for student activity accounts, staff activity accounts, or special revenue accounts shall remain with their respective schools.

Cash – Special Project Funds

It is proposed that any cash balance of any special project fund (special project funds as identified in the State IFARMS Manual) shall be divided, such amount to be proportional to the 2006 taxable market value for each proposed new district. Those special project funds dedicated to specific schools will stay with that school (e.g., Title I, Johnson O'Malley, etc.)

Cash – Federal Forest Funds

It is proposed that any cash balance of any Federal Forest Fund shall be divided between the two new districts based on a per-pupil basis.

Cash – Plant Facility Funds

The existing Joint School District No. 241 has a plant facility levy that has not expired. It is assumed that annual receipts for this plant facility levy will continue until its expiration date. It is proposed that the cash balance of any plant facility fund and the future receipts from the existing levy shall be divided proportional to the 2006 taxable market value for each proposed new district.

3.6 Division of Liabilities

Certified Personnel Contracts

It is proposed that the contracts of all certified personnel presently assigned to school buildings be assumed by their respective districts according to the building or department assignment at the time of legal division.

It is proposed that the contracts of all certified personnel not presently assigned to school buildings be divided among the two new districts. Approximately 15% of those contracts may be offered for assignment to the new Joint School District No. 243 and approximately 85% of those contracts may be offered for assignment to the proposed School District No. 244. Exhibit 3-10 details the rationale for the 15%-85% split for personnel. (See also, Exhibits 3-7 and 3-8.) Any multi-year contracts for certified personnel shall be assumed by the receiving district.

**EXHIBIT 3-10
PERSONNEL ASSIGNMENT BASED ON
STAFF APPORTIONMENT CALCULATIONS**

	Certified Allocation FTE's	Certified Allocation %
District #243	14.08	15.3%
District #244	77.77	84.7%
Total	91.85	100.0%

Source: MGT of America, 2006

The superintendent of schools of the existing Joint School District No. 241 shall make those assignment offers. The superintendent will use the following criteria for those assignments: (1) certifications required for the assignments, (2) professional skills necessary to efficiently and effectively complete the assignment, (3) employee preference (by seniority), and (4) by lot if necessary.

It is proposed that the terms and conditions of the Master Negotiated Agreement with the Central Idaho Education Association shall be assumed by both the proposed School District No. 244 and the proposed Joint School District No. 243.

Bonded Indebtedness

At the time of this writing, there is no bonded indebtedness for the existing Joint School District No. 241. If bonds are issued prior to the time of division, it is proposed that the proposed School District No. 244 and the proposed new Joint School District No. 243 assume their share of bonded indebtedness as it exists at the time of financial separation, such amount to be proportional to the 2006 taxable market value for each proposed new district.

LID

The existing Joint School District No.241 has an LID obligation on the parking lot at the District Office in Grangeville. It is proposed that any outstanding liability for this LID should be divided by the two proposed new districts, such amount to be proportional to the 2006 taxable market value for each proposed new district.

COP's and Wells Fargo Note

The existing Joint School District No.241 has an obligation for COP's and a Well Fargo note for capital improvements in the District. These obligations are funded by a plant facility levy. It is proposed that the two new districts be obligated for their proportionate share of the payments for the COP's and Well Fargo notes, such amount to be proportional to the 2006 taxable market value for each proposed new district.

Legal Claims

The existing Joint School District No. 241 presently has one tort claim and no judgments against it. The tort claim does not carry any legal liability. However, additional legal claims could be filed prior to division. Should the district divide, the existing claim, or any new ones, may not be settled until after division occurs. It is proposed that any

outstanding liability remaining after insurance carrier payments on behalf of existing Joint School District No. 241 should be divided by the two proposed new districts, such amount to be proportional to the 2006 taxable market value for each proposed new district.

3.7 Division – Other Considerations

At-Will Employees

It is proposed that the employment of “at will” employees (those not under contract) assigned to school buildings be assumed by their districts according to the building or department assignment at the time of legal division.

It is proposed that the employment of “at will” employees (those not under contract) not assigned to school buildings be divided among the two new districts. Approximately 15% of those employees may be offered assignment to the proposed Joint School District No. 243 and approximately 85% of those employees may be offered assignment to the proposed new School District No. 244. (See Exhibit 3-10) The superintendent of schools of the existing Joint School District No. 241 shall make those offers of assignment. The superintendent will use the following criteria for those assignments: (1) licenses or certifications required for the assignments, (2) professional skills necessary to efficiently and effectively complete the assignment, (3) employee preference (by seniority), and (4) by lot if necessary.

Records

It is proposed that all records pertaining to the proposed new districts shall be transferred to the newly created district upon division. The records shall then become

the property of that newly created district. The placement of records pertaining to the existing Joint School District No. 241 will be determined through consultations with the Idaho State Department of Education.

Transition Issues

It is proposed that the two newly created districts, if approved by the voters, shall be considered sub-districts of the existing Joint School District No. 241 from the time of legal division until the time of fiscal division. (Please see Proposed Motion, Resolution, Elector's Oath, Ballot, and Notice in Appendix F.)

It is proposed that the existing Board of Trustees of Joint School District No. 241 act as a joint powers board for the two sub-districts from the time of legal division until the time of fiscal division.

It is further proposed that the authorization for receipt of revenues and authorization for expenditures be made by a joint powers board from the time of legal division until the time of fiscal division.

It is recommended that the boards of the newly created districts work together to establish a transition plan for a smooth fiscal transition, a smooth transition of personnel, and other issues related to the establishment of the two new districts.

Critical Timeline and Effective Dates

The timeline for a division is driven by two main factors:

- a. the accumulation of necessary financial data from the school district, the counties, and the State; and
- b. the timing of the election, which can only be conducted by the county clerk in Joint School District 241's home county of Idaho County.

Therefore, the division plan needs to be finalized in the early spring of 2006. The State Board of Education needs to consider the plan no later than late spring of 2006. If the State Board approves the plan, the election would be conducted at the general election in November 2006. (A summer or early fall election in 2006 would not be possible because the county clerk would be preparing for the general election in November 2006.)

Therefore, should the voters approve the division plan, it is proposed that the effective date for the governance of the districts would be on the date the State Board of Education appoints a Board of Trustees for each newly formed school district. Further it is proposed that the effective date for the fiscal (operational) division of the districts would be on July 1, 2007. Further, it is proposed that upon certification of the election to divide the district that a joint powers board would operate the "combined" districts until operational (fiscal) separation on July 1, 2007. (See Transition Issues above.)

Appendix A

Current Legal Descriptions for Idaho County Joint School District No. 241

Legal Description of Joint School District No. 241, Idaho County, State of Idaho

BEGINNING at the junction of the centerline of the channels of the Salmon and Snake Rivers; thence along the centerline of the channel of the Salmon River upstream to a point where the Boise Meridian intersects the centerline of the channel of the Salmon River; thence south along the Boise Meridian approximately 1 mile to the NE corner of Sec. 1, Twp. 29 N, R 1 WBM; thence east 2 miles; thence north 1 mile; thence west 1 mile; thence north 3 miles; thence east 1 mile; thence north 2 miles to the NW corner of Sec. 4, Twp. 30 N, R 1 EBM; thence east $\frac{1}{2}$ mile; thence north 1 mile; thence west $\frac{1}{2}$ mile; thence north 2 miles to the NW corner of Sec. 21, Twp. 31 N, R 1 EBM; thence east 1 mile to the NE corner of Sec. 21; thence south approximately 2470 feet to a point 170 feet north of the east-west centerline of Sec. 21, Twp. 31 N, R 1 EBM; thence west 170 feet; thence south 170 feet to the east-west centerline of Sec. 21; thence east 170 feet to the NE corner of the SE $\frac{1}{4}$ of Sec. 21; thence south 1 mile; thence east 1 mile; thence north $\frac{1}{2}$ mile; thence east approximately $1\frac{3}{4}$ miles to the SW corner of the SE $\frac{1}{4}$ SE $\frac{1}{4}$ of Sec. 24, said township and range; thence north approximately $\frac{1}{2}$ mile to the NW corner of the NE $\frac{1}{4}$ SE $\frac{1}{4}$ of said Sec. 24; thence west approximately $\frac{3}{4}$ mile to the W $\frac{1}{4}$ corner of said Sec. 24; thence north approximately $1\frac{1}{2}$ miles to the NW corner of Sec. 13, Twp. 31 N, R 1 EBM; thence east 1 mile; thence north 1 mile; thence west 1 mile; thence north $\frac{1}{2}$ mile; thence east 3 miles; thence south $\frac{1}{2}$ mile; thence east $1\frac{1}{2}$ miles to the NE corner of the NW $\frac{1}{4}$ of Sec. 10, Twp. 31 N, R 2 EBM; thence north $1\frac{3}{4}$ miles to the NW corner of the SW $\frac{1}{4}$ NE $\frac{1}{4}$ of Sec. 34, Twp. 32 N, R 2 EBM; thence east $\frac{1}{4}$ mile; thence north $\frac{1}{4}$ mile; thence east $5\frac{3}{4}$ miles to the north-south centerline of Sec. 34 & 27, Twp. 32 N, R 3 EBM; thence north $\frac{3}{4}$ mile; thence east $\frac{1}{2}$ mile to the SE corner of the NE $\frac{1}{4}$ NE $\frac{1}{4}$ of Sec. 27; thence north $\frac{1}{2}$ mile; thence east 2 miles to the NE corner of the SE $\frac{1}{4}$ SE $\frac{1}{4}$ of Sec. 24, Twp. 32 N, R 3 EBM; thence north $6\frac{1}{4}$ miles, more or less, along the range line common to R 3 & R 4 EBM, to the NW corner of the SW $\frac{1}{4}$ of Sec. 19, Twp. 33 N, R 4 EBM; thence east 1 mile to the SE corner of the NE $\frac{1}{4}$ of Sec. 19; thence north 1 mile; thence east 2 miles; thence south $\frac{1}{2}$ mile; thence east $\frac{1}{2}$ mile; thence north 1 mile; thence east 1 mile to the $\frac{1}{4}$ corner common to Sec. 11 & 14, Twp. 33 N, R 4 EBM; thence north $\frac{1}{4}$ mile; thence east $\frac{1}{2}$ mile; thence south $\frac{1}{4}$ mile; thence east 1 mile; thence south 1 mile to the SW corner of Sec. 18, Twp. 33 N, R 5 EBM; thence east 6 miles; thence north 6 miles, more or less, to the centerline of the channel of Lolo Creek and the county boundary line common to Idaho and Clearwater Counties; thence northeasterly following the boundary line common to Idaho and Clearwater Counties to the point where the boundary line intersects the boundary line common to the states of Idaho and Montana; thence southeasterly and southerly following the present defined boundary line between the State of Idaho and Montana to a point where the boundary line intersects the boundary line between Idaho and Lemhi Counties; thence along the boundary line to a point where it intersects the boundary line common to Idaho and Valley Counties; thence west to a point where the boundary line intersects the boundary line common to Idaho and Adams Counties; thence following the boundary line to a point where it intersects the southern boundary line of Sec. 11, Twp. 21 N, R 1 EBM; thence

west 4½ miles, more or less, to the SW corner of Sec. 7, Twp. 21 N, R 1 EBM; thence north on the Boise Meridian to the NW corner of Sec. 7, Twp. 22 N, R 1 EBM; thence west on the south boundary line of Idaho County to its intersection with the centerline of the channel of the Snake River; thence downstream along the center of the channel of the Snake River to the mouth of the Salmon River, to the point of beginning.

**Current Legal Descriptions for Idaho County Joint School District No. 241
Trustee Zones**

Legal Descriptions of the Trustee Zones for Joint School District No. 241, Idaho County, State of Idaho

Zone 1

Beginning at the intersection of Twin House Road and US Highway 95 on the northern district boundary; thence south on US Highway 95 and the district boundary to the point where the district boundary departs the highway to the east; thence easterly on the northern district boundary to its point of intersection with Cottonwood Creek at approximately the NW corner of Sec. 36, Twp. 32 N, R 3 EBM; thence easterly on Cottonwood Creek and the boundary of the Grangeville 1 Voting Precinct to the point where said precinct boundary departs to the south; thence continuing south along the boundary between the Grangeville 1 and Stites 24 Voting precincts to the point where the precinct boundary between Grangeville 1 and Grangeville 5 departs to the SW; thence following the Grangeville 1 precinct boundary to the southwest, then south, then west to the point where the Grangeville 1 and Grangeville 2 boundary departs to the north; thence continuing west a short distance along the precinct boundary between Grangeville 2 and Grangeville 4 to the point where the precinct boundary between Grangeville 3 and Grangeville 4 departs to the south; thence following the Grangeville 3 precinct boundary westerly to the point where the district boundary departs to the east; thence east a short distance; thence east a short distance; thence northerly to the point of beginning

Zone 2

Beginning at the intersection of Sutter Creek Road and US Highway 12; thence northwesterly and then easterly on Sutter Creek Road to its intersection with Sutter Creek; thence northeasterly along Sutter Creek to Maggie Butte Road, which is the precinct boundary between Glover 8 and Kooskia 19; thence north then west then northwesterly on the precinct boundary between Glover 8 and Kooskia 19 to its intersection with the district boundary; thence east, then north, then easterly around the district boundary and the Idaho-Clearwater County line to the northeastern most corner of the district; thence southerly along the eastern district boundary as it follows the Idaho-Montana state line and the Idaho-Lemhi County lines to the Salmon River, which is the precinct boundary between Elk City 5 and Riggins 22; thence west on the Riggins 22 precinct boundary to the point where the precinct boundary between Harpster 15 and Slate Creek 23 departs to the northwest; thence northwest following the precinct boundary of Harpster 15 to the point where the precinct boundary between Harpster 15

and Grangeville 5 departs to the north; thence following the precinct boundary of Grangeville 5 with White Bird 25 and continuing on the precinct boundary of Grangeville 5 with Grangeville 4 to its intersection with and east-west unnamed road about ½ mile south of the intersection of Crooks Road and Rehner Road; thence east on said unnamed road to NFDR 221; thence north on NFDR 221 as it becomes Mount Idaho Grade to Harpster Grade, which is the precinct boundary between Grangeville 1 and Grangeville 5; thence following the Grangeville 1 and Grangeville 5 precinct boundary first east then north to Butcher Creek Road; thence northeast on said precinct boundary to the point where the precinct boundary between Stites 24 and Grangeville 5 departs to the east; thence east on the precinct boundary between Stites 24 and Grangeville 5 to the point where the precinct boundary between Stites 24 and Harpster 15 departs to the north; thence north, then northeast on the precinct boundary between Stites 24 and Harpster 15 to the point where the boundary between precincts Stites 24 and Clearwater 2 departs to the northeast; thence northeast on the precinct boundary between Stites 24 and Clearwater 2 to the point where the precinct boundary between Kooskia 19 and Clearwater 2 departs to the east; thence following the precinct boundary of Kooskia 19 first to the east, then south, then northeast, then west, then north to the Middle Fork of the Clearwater River; thence departing said precinct boundary to the west and following the Middle Fork of the Clearwater River to the point where Sutter Creek departs to the north; thence north on Sutter Creek a short distance to US Highway 12 and the point of beginning.

Zone 3

Beginning along the northern district boundary at the point where it intersects the precinct boundary between Keuterville 18 and Cottonwood 1; thence north on the Keuterville 18 and Cottonwood 1 precinct line a short distance to the district boundary; thence east on the district boundary to the point where the precinct boundary between Cottonwood 1 and Grangeville 3 departs to the southeast; thence following the Grangeville 3 precinct boundary to the east to the point where the precinct boundary between Grangeville 3 and Grangeville 4 departs to the south the point being the intersection of Main and Idaho Streets; thence east on Main Street and the Grangeville 3 boundary to Mount Idaho Street; thence departing said precinct boundary and south on Mount Idaho Street to NFDR 221; thence continuing south on NFDR 221 to an unnamed east-west road approximately ½ mile south of the Crooks-Rehner intersection; thence west on said unnamed road to Threemile Creek and the precinct boundary between Grangeville 4 and Grangeville 5; thence southerly and the meandering in a westerly direction on said precinct boundary and following the precinct boundary of Grangeville 4 to the point where the precinct boundary between Grangeville 3 and White Bird 25 departs to the west; thence continuing on the Grangeville 3 precinct boundary to the point where the district boundary departs to the north; thence north, then west, then north, then east on the district boundary to the point of beginning.

Zone 4

Beginning on the northern district boundary at the point where US Highway 12 departs to the southeast; thence continuing east on the district boundary to Maggie Butte Road, which is the precinct boundary between Kooskia 19 and Glover 8; thence southeast on said precinct boundary to its intersection with Sutter Creek; thence southwesterly on Sutter Creek to Sutter Creek Road; thence south on Sutter Creek Road to US Highway

12; thence southwest on US Highway 12 a short distance to Sutter Creek; thence southeast on Sutter Creek to its confluence with the Middle Fork of the Clearwater River; thence east on the Middle Fork of the Clearwater River to the point where the precinct boundary between Kooskia 19 and Lowell 20 departs to the south; thence south on said precinct boundary and following the precinct boundary of Kooskia 19 first south, the east, then southwest, then northwesterly to the point where the precinct boundary between Stites 24 and Clearwater 2 departs to the southwest; thence southwest on said precinct boundary to the point where the precinct boundary between Harpster 15 and Stites 24 departs to the west; thence on said precinct boundary west a short distance, then southeast a short distance, then south a short distance to the point where the precinct boundary between Stites 24 and Grangeville 5 departs to the west; thence following the precinct boundary of Stites 24 west, then north to the point where the Big Butte 1 and Grangeville 1 precinct boundary departs to the west; thence west on the precinct boundary between big Butte 1 and Grangeville 1 to its intersection with the district boundary; thence on the district boundary north a short distance, then east, then north, then east to the point of beginning.

Zone 5

Beginning along the west district boundary at the point where the Nezperce-Lewis County line departs to the north; thence easterly on the district boundary and after a distance, following the Salmon River to a point where the district boundary departs the Salmon River to the south; thence south, then east, then north a short distance on the district boundary to the precinct boundary between Grangeville 3 and White Bird 25; thence easterly on the precinct boundary of White Bird 25 to the point where the boundary between Riggins 22 and Harpster 15 departs to the east; thence following the precinct boundary of Riggins 22 easterly, then south, then west along the Idaho-Valley county line to the point where the precinct boundary between Riggins 22 and Pollock 21 departs to the north; thence west on the Idaho-Valley County line to the Idaho-Adams County line; thence west, then north on the Idaho-Adams County line to the point where the district boundary departs to the west; thence west, then north, then west on the district boundary to the Idaho-Oregon State line; thence north on the Idaho-Oregon State line to the point where the Idaho-Nez Perce County line departs to the east; thence east on the Idaho-Nez Perce County line to the point of beginning.

Appendix B

Legal Description for the Proposed School District No. 244

(proposed Idaho School District No. 244)

BEGINNING at the junction of the centerline of the channels of the Salmon and Snake Rivers; thence along the centerline of the channel of the Salmon River upstream to a point where the Boise Meridian intersects the centerline of the channel of the Salmon River; thence south along the Boise Meridian approximately 1 mile to the NE corner of Sec. 1, Twp. 29 N, R 1 WBM; thence east 2 miles; thence north 1 mile; thence west 1 mile; thence north 3 miles; thence east 1 mile; thence north 2 miles to the NW corner of Sec. 4, Twp. 30 N, R 1 EBM; thence east $\frac{1}{2}$ mile; thence north 1 mile; thence west $\frac{1}{2}$ mile; thence north 2 miles to the NW corner of Sec. 21, Twp. 31 N, R 1 EBM; thence east 1 mile to the NE corner of Sec. 21; thence south approximately 2470 feet to a point 170 feet north of the east-west centerline of Sec. 21, Twp. 31 N, R 1 EBM; thence west 170 feet; thence south 170 feet to the east-west centerline of Sec. 21; thence east 170 feet to the NE corner of the SE $\frac{1}{4}$ of Sec. 21; thence south 1 mile; thence east 1 mile; thence north $\frac{1}{2}$ mile; thence east approximately $1\frac{3}{4}$ miles to the SW corner of the SE $\frac{1}{4}$ SE $\frac{1}{4}$ of Sec. 24, said township and range; thence north approximately $\frac{1}{2}$ mile to the NW corner of the NE $\frac{1}{4}$ SE $\frac{1}{4}$ of said Sec. 24; thence west approximately $\frac{3}{4}$ mile to the NW corner of the SW $\frac{1}{4}$ of said Sec. 24; thence north approximately $1\frac{1}{2}$ miles to the NW corner of Sec. 13, Twp. 31 N, R 1 EBM; thence east 1 mile; thence north 1 mile; thence west 1 mile; thence north $\frac{1}{2}$ mile; thence east 3 miles; thence south $\frac{1}{2}$ mile; thence east $1\frac{1}{2}$ miles to the NE corner of the NW $\frac{1}{4}$ of Sec. 10, Twp. 31 N, R 2 EBM; thence north $1\frac{3}{4}$ miles to the NW corner of the SW $\frac{1}{4}$ NE $\frac{1}{4}$ of Sec. 34, Twp. 32 N, R 2 EBM; thence east $\frac{1}{4}$ mile; thence north $\frac{1}{4}$ mile; thence east $5\frac{3}{4}$ miles to the north-south centerline of Sec. 34 & 27, Twp. 32 N, R 3 EBM; thence north $\frac{3}{4}$ mile; thence east $\frac{1}{2}$ mile to the SE corner of the NE $\frac{1}{4}$ NE $\frac{1}{4}$ of Sec. 27; thence north $\frac{1}{2}$ mile; thence east 2 miles to the NE corner of the SE $\frac{1}{4}$ SE $\frac{1}{4}$ of Sec. 24, Twp. 32 N, R 3 EBM; thence north $6\frac{1}{4}$ miles, more or less, along the range line common to R 3 & R 4 EBM, to the NW corner of the SW $\frac{1}{4}$ of Sec. 19, Twp. 33 N, R 4 EBM; thence east 1 mile to the SE corner of the NE $\frac{1}{4}$ of Sec. 19; thence north 1 mile; thence east 2 miles; thence south $\frac{1}{2}$ mile; thence east $\frac{1}{2}$ mile; thence north 1 mile; thence east 1 mile to the SE corner of the SW $\frac{1}{4}$ of Sec. 11, Twp. 33 N, R 4 EBM; thence north $\frac{1}{4}$ mile; thence east $\frac{1}{2}$ mile; thence south $\frac{1}{4}$ mile; thence east 1 mile; thence south 1 mile to the SW corner of Sec. 18, Twp. 33 N, R 5 EBM; thence east 6 miles; thence north 6 miles, more or less, to the centerline of the channel of Lolo Creek and the county boundary line common to Idaho and Clearwater Counties; thence northeasterly following the boundary line common to Idaho and Clearwater Counties to the point where the boundary line intersects the boundary line common to the states of Idaho and Montana; thence southeasterly and southerly following the present defined boundary line between the State of Idaho and Montana to a point where the boundary line intersects the boundary line between Idaho and Lemhi Counties; thence along the boundary line to a point where it intersects the boundary line common to Idaho and Valley Counties; thence west to a point where the boundary line intersects the boundary line common to Idaho and Adams Counties; thence following the boundary line to a point where it intersects the southern boundary line of Sec. 31, Twp. 22 N, R 4 EBM; thence west along said boundary line to the SW corner said section;

thence north approx. 18 miles to the NE corner of Sec. 1, Twp. 24 N, R 3 EBM; thence west approx. 12 miles to the NE corner of Sec. 1, Twp. 24 N, R 1 EBM; thence north approx. 6 miles to the NE corner of Sec. 1, Twp. 25 N, R 1 EBM; thence east approx. 1400 feet to the SE corner of Sec. 36, Twp. 26 N, R 1 EBM; thence north approx. 4 miles to NE corner of Sec. 13, Twp. 26 N, R 1 EBM; thence west approx. 6 miles to the NE corner of Sec. 18, Twp. 26 N, R 1 EBM; thence south approx. 4 miles to the SW corner of Sec. 31, Twp. 26 N, R 1 EBM; thence west approx. 6 $\frac{3}{4}$ miles along the southern boundary of Township 26 to its intersection with the centerline of the channel of the Snake River; thence downstream along the center of the channel of the Snake River to the mouth of the Salmon River, to the point of beginning.

Legal Descriptions for the Proposed School District No. 244 Trustee Zones

(proposed Idaho School District No. 244)

Zone 1

Beginning at the intersection of the centerline of United States Highway 95 and the east/west centerline of Sec. 27, Twp. 31 N, R 1 EBM; thence easterly along the northern district boundary to the NE corner of the SE $\frac{1}{4}$ of Sec. 24, Twp. 32 N, R 3 EBM; thence south to the SE corner of said section; thence southerly along the Stites 24 Voting Precinct / Grangeville 1 Voting Precinct boundary to the north edge of Township 31; thence east approx. 300 ft. along the north edge of said township to the centerline of the South Fork Clearwater River; thence southerly along the centerline of the South Fork Clearwater River to its intersection with the centerline of State Highway 13 at the bridge in Sec. 9, Twp. 30 N, R 4 EBM; thence southerly and westerly along the centerline of State Highway 13, continuing westerly through Grangeville as State Highway 13 becomes Main Street until the intersection with State Street; thence westerly along the southern boundary of Grangeville 2 Voting Precinct to the center of Sec. 24, Twp. 30 N, R 2 EBM; thence north approx. 1 mile to United States Highway 95; thence northwesterly along the centerline of United States Highway 95 to the point of origin.

Zone 2

Beginning at the intersection of Sutter Creek and United States Highway 12; thence northwesterly and then northeasterly on Sutter Creek to its intersection with the western edge of Sec. 24, Twp. 33 N, R 5 EBM; thence north along said edge approx. 1,000 ft. to its intersection with the district boundary; thence east, then north, then easterly around the district boundary and the Idaho-Clearwater County line to the northeastern most corner of the district; thence southerly along the eastern district boundary as it follows the Idaho-Montana state line and the Idaho-Lemhi County lines to the Salmon River, which is the precinct boundary between Elk City 5 and Riggins 22; thence west on the Riggins 22 precinct boundary to the point where the precinct boundary between Harpster 15 and Slate Creek 23 departs to the northwest; thence northwest following the precinct boundary of Harpster 15 to the point where the precinct boundary between Harpster 15 and Grangeville 5 departs to the north; thence following the precinct boundary of Grangeville 5 with White Bird 25 and continuing on the precinct boundary of Grangeville 5 with Grangeville 4 to its intersection with Mountain View Road; thence east on Mountain View Road to Grangeville Salmon Road; thence north on Grangeville Salmon Road as it becomes Mount Idaho Grade to State Highway 13; thence following the Trustee Zone 1 boundary first east then north to the point where the boundary between Harpster 15 Voting Precinct and Stites 24 Voting Precinct departs from the South Fork

Clearwater River; thence following said boundary to the point where the boundary between Stites 24 and Clearwater 2 departs to the north; thence northeast on the precinct boundary between Stites 24 and Clearwater 2 to the point where the precinct boundary between Kooskia 19 and Clearwater 2 departs to the east; thence following the precinct boundary of Kooskia 19 first to the east, then south, then northeast, then west to the intersection with the Middle Fork of the Clearwater River; thence departing said precinct boundary to the west and following the Middle Fork of the Clearwater River to the point where Sutter Creek departs to the north; thence north on Sutter Creek a short distance to US Highway 12 which is the point of beginning.

Zone 3

Beginning where the Grangeville 5/Grangeville 4 Voting Precinct boundary crosses Mountain View Road in Sec. 32, Twp 30 N, R 3 EBM; thence following the Grangeville 4 Voting Precinct boundary south then east then south then north to point where the Precinct boundary heads southeast in Sec. 25, Twp. 30 N, R 2 EBM; thence northeasterly along the centerline of United States Highway 95 until its intersection with Main Street; thence east along the centerline of Main Street until its intersection with Mount Idaho Grade Road; thence south along the centerline of Mount Idaho Grade Road as it becomes Grangeville Salmon Road, until its intersection with Mountain View Road; thence east along the centerline of Mountain View Road approx. 1,600 ft. to the point of beginning.

Zone 4

Beginning on the northern district boundary at the point where US Highway 12 departs to the southeast; thence continuing east on the district boundary to Maggie Butte Road, which is the precinct boundary between Kooskia 19 and Glover 8; thence southeast on said precinct boundary to its intersection with Sutter Creek; thence southwesterly on Sutter Creek to Sutter Creek Road; thence south on Sutter Creek Road to US Highway 12; thence southwest on US Highway 12 a short distance to Sutter Creek; thence southeast on Sutter Creek to its confluence with the Middle Fork of the Clearwater River; thence east on the Middle Fork of the Clearwater River to the point where the precinct boundary between Kooskia 19 and Lowell 20 departs to the south; thence south on said precinct boundary and following the precinct boundary of Kooskia 19 first south, the east, then southwest, then northwesterly to the point where the precinct boundary between Stites 24 and Clearwater 2 departs to the southwest; thence southwest on said precinct boundary to the point where the precinct boundary between Harpster 15 and Stites 24 departs to the west; thence on said precinct boundary west a short distance, then southeast a short distance, then south a short distance to the point where the precinct boundary between Stites 24 and Grangeville 5 departs to the west; thence following the precinct boundary of Stites 24 west, then north to the point where the Big Butte 1 and Grangeville 1 precinct boundary departs to the west; thence west on the precinct boundary between big Butte 1 and Grangeville 1 to its intersection with the district boundary; thence on the district boundary north a short distance, then east, then north, then east to the point of beginning.

Zone 5

Beginning along the west district boundary at the point where the Nezperce-Lewis County line departs to the north; thence easterly on the district boundary until United States Highway 95 crosses the district boundary heading southeast in Sec. 27, Twp. 31 N, R 1 EBM; thence along the centerline of said Highway until it intersects the western

edge of the eastern half of Sec. 13, Twp. 30 N, R 2 EBM; thence south approx. 3/4 mile to Cash Lane; thence following the centerline of said Lane south then east to United States Highway 95; then following the Centerline of said Highway southwesterly until it joins the border of Grangeville 3 Voting Precinct/Grangeville 4 Voting Precinct; thence southerly along the boundary of Grangeville 4 until the boundary between Grangeville 4 and Grangeville 5 heads north; thence along the boundary of White Bird 25/Grangeville 5 until the boundary between Grangeville 5/Harpster 15 heads northeast, thence southeast along the boundary of Harpster 15 until the boundary between Riggins 2/Elk City 5 heads south; thence along the boundary of Riggins 22 heading southeast then west along the county boundary; thence west along the southern boundary of Sec. 31, Twp. 22N, R 2 EBM; thence following the district boundary north approx. 18 miles, then west approx. 12 miles, then north approx. 6 miles, then east approx. 1,400 ft., the north approx. 4 miles, then west approx. 6 miles, then south approx. 4 miles, then west approx. 6 ¾ miles to the centerline of the channel of the Snake River; thence north on the Idaho-Oregon State line to the point where the Idaho-Nez Perce County line departs to the east; thence east on the Idaho-Nez Perce County line to the point of beginning.

Legal Description for the Proposed Joint School District No. 243

(proposed new Joint School District No. 243)

Beginning at the intersection of the Idaho State/Oregon State border and the northern edge of Sec. 1, Twp. 25 N, R 2 WBM; thence west approx. 6 $\frac{3}{4}$ miles to the NW corner of Sec. 6, Twp. 25 N, R 1 EBM; thence north approx. 4 miles to the NW corner of Sec. 18, Twp. 26 N, R 1 EBM; thence east approx. 6 miles to the NE corner of Sec. 13, Twp. 26 N, R 1 EBM; thence south approx. 4 miles to the SE corner of Sec. 36, Twp. 26 N, R 1 EBM; thence west approx. 1,400 ft. to the NE corner of Sec. 1, Twp. 25 N, R 1 EBM; thence south approx. 6 miles to the NW corner of Sec. 6, Twp. 24 N, R 2 EBM; thence east approx. 12 miles to the NE corner of Sec. 1, Twp. 24 N, R 3 EBM; thence south approx. 18 miles to the NW corner of Sec. 6, Twp. 21 N, R 4 EBM; thence east approx. 4,500 ft. to Idaho County/Adams County boundary; thence southwest then west then north along said boundary to its intersection with the southern boundary of Sec. 11, Twp. 21 N, R 1 EBM; thence west approx. 4 $\frac{1}{2}$ miles to the SW corner of Sec. 7, Twp. 21 N, R 1 EBM; thence north approx. 7 miles to the SW corner of Sec. 6, Twp. 22 N, R 1 EBM; thence west approx. 14 miles to the Idaho State/Oregon State border; thence northeast along said border to the point of beginning.

Legal Descriptions for the Proposed Joint School District No. 243 Trustee Zones

(proposed new Joint School District No. 243)

Zone 1

Beginning at the NW corner of Sec. 18, Twp. 26 N, R 1 EBM; thence east approx. 6 miles to the NE corner of Sec. 13, Twp. 26 N, R 1 EBM; thence south approx. 4 miles to the SE corner of Sec. 36, Twp. 26 N, R 1 EBM; thence west approx. 1,400 ft. to the NE corner of Sec. 1, Twp. 25 N, R 1 EBM; thence south approx. 8 miles; thence west approx. 6 miles to the SW corner of Sec. 7, Twp. 24 N, R 1 EBM; thence north approx. 8 miles to the NW corner of Sec. 6, Twp. 25 N, R 1 EBM; thence east approx. 650 ft. to the SW corner of Sec. 31, Twp. 26 N, R 1 EBM; thence north approx. 4 miles to the point of beginning.

Zone 2

Beginning at the intersection of the Idaho State/Oregon State border and the northern edge of Sec. 1, Twp. 25 N, R 2 WBM; thence west approx. 6 $\frac{1}{2}$ miles to the NE corner of Sec. 1, Twp. 25 N, R 1 WBM; thence south approx. 8 miles to the NE corner of Sec. 13, Twp. 24 N, R 1 WBM; thence east approx. 3 miles to the NE corner of Sec. 16, Twp. 24 N, R 1 EBM; thence south approx. 1 mile to the SE corner of Sec. 16, Twp. 24 N, R 1 EBM; thence west approx. 1 mile to the SW corner of Sec. 16, Twp. 24 N, R 1 EBM; thence south approx. 2 miles to the NE corner of Sec. 32, Twp. 24 N, R 1 EBM; thence east approx. 1 mile to the NE corner of Sec. 33, Twp. 24 N, R 1 EBM; thence south approx. 3 miles to the SE corner of Sec. 9, Twp. 23 N, R 1 EBM; thence west approx. 2 miles to the SW corner of Sec. 8, Twp. 23 N, R 1 EBM; thence north approx. 2 miles to the NW corner of Sec. 5, Twp. 23 N, R 1 EBM; thence west to the NE corner of Sec. 2, Twp. 23 N, R 1 WBM; thence south approx. 2 miles to the SE corner of Sec. 11, Twp. 23

N, R 1 WBM; thence west approx. 12 miles to the Idaho State/Oregon State border; thence north along said border to the point of beginning.

Zone 3

Beginning at the NW corner of Sec. 15, Twp. 24 N, R 1 EBM; thence east approx. 1 mile to the NE corner of said section; thence south approx. 1 mile to the SE corner of said section; thence west along the southern edge of said section approx. 1,950 ft. to a point directly south of the southeast end of the common boundary between parcels R00000158420 and R00000158564; thence north approx. 1,030ft to the southeast end of said common parcel boundary; thence northeast along that boundary then following that trajectory to the centerline of United States Highway 95; thence southwest along the centerline of said Highway to the southern boundary of Sec. 15, Twp. 24 N, R 1 EBM; thence west approx. 1,300 ft. to the SW corner of Section 15, Twp. 24 N, R 1 EBM; thence north approx. 1 mile to the point of beginning.

Zone 4

Beginning at the NW corner of Sec. 6, Twp. 24 N, R 2 EBM; thence east approx. 12 miles to the NE corner of Sec. 1, Twp. 24 N, R 3 EBM; thence south approx. 18 miles to the NW corner of Sec. 6, Twp. 21 N, R 4 EBM; thence east approx. 4,500 ft. to Idaho County/Adams County boundary; thence southwest then west then north along said boundary to its intersection with the southern boundary of Sec. 11, Twp. 21 N, R 1 EBM; thence west approx. 4 ½ miles to the SW corner of Sec. 7, Twp. 21 N, R 1 EBM; thence north approx. 6 miles to the NW corner of Sec. 18, Twp. 22 N, R 1 EBM; thence east approx. 3 miles to the NW corner of Sec. 15, Twp. 22 N, R 1 EBM; thence north approx. 9 miles to the SE corner of Sec. 28, Twp. 24 N, R 1 EBM; thence west approx. 1 mile to the SW corner of Sec. 28, Twp. 24 N, R 1 EBM; thence north approx. 2 miles to the NW corner of Sec. 21, Twp. 24 N, R 1 EBM; thence east approx. 1 mile to the SE corner of Sec. 16, Twp. 24 N, R 1 EBM; thence east approx. 1,300 ft. along the southern boundary of Sec. 15, Twp. 24 N, R 1 EBM to its intersection with the centerline of United States Highway 95; thence northeast along the centerline of said Highway approx. 2,420 ft.; thence southeast to and long the shared boundary of parcels R00000158420 and R00000158564; thence south approx. 1,030 ft. to the southern boundary of Sec. 15, Twp. 24 N, R 1 EBM; thence east approx. 1,950 ft. to the SW corner said section; thence north approx. 1 mile to the NE corner of said section; thence east approx. 2 miles to the NW corner of Sec. 18, Twp. 24 N, R 2 EBM; thence north approx. 2 miles to the point of beginning.

Zone 5

Beginning at the intersection of the Idaho State/Oregon State border and northern edge of Sec. 14, Twp. 23 N, R 3 WBM; thence east approx. 12 miles to SW corner of Sec. 12, Twp. 23 N, R 1 WBM; thence north approx. 2 miles to the NW corner of Sec. 1, Twp. 23 N, R 1 WBM; thence east approx. 2 miles to the NE corner of Sec. 6, Twp. 23 N, R 1 EMB; thence south approx. 2 miles to the SE corner of Sec. 7, Twp. 23 N, R 1 EMB; thence east approx. 2 miles to the NE corner of Sec. 16, Twp. Twp. 23 N, R 1 EMB; thence south approx. 6 miles to the SE corner of Sec. 9, Twp. 22 N, R 1 EBM; thence west approx. 3 miles to the SW corner of Sec. 7, Twp. 22 N, R 1 EBM; thence north approx. 1 mile to the NW corner of Sec. 7, Twp. 22 N, R 1 EBM; thence west approx. 14 miles to the Idaho State/Oregon State border; thence northeast along said border to the point of beginning.

Appendix C

Map for the Proposed School Districts No. 244 and No. 243

See Following Page

Appendix D

Public Hearing Minutes – Riggins, Grangeville, and Kooskia Areas

1 TRANSCRIPT OF THE DECONSOLIDATION HEARING
2 HELD BEFORE THE BOARD OF TRUSTEES
3 ON APRIL 10TH AND 11TH, 2006
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24 REPORTED BY: KRISTI LYNN EVANS, RPR, CSR NO. 661
25 KEITH M. EVANS, RPR, CSR NO. 655

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School Division Plan – Appendix D: Public Hearing Minutes

10th, 1 BE IT REMEMBERED that the above-entitled matter
2 came on for hearing before the Board of Trustees, April
3 2006, in Riggins and Grangeville, Idaho; and April 11th,
4 2006, in Kooskia, Idaho.
5 (Thereupon the following oral proceedings
6 were had as follows, to-wit:)
7 (April 10, 2006 at 5:10 p.m. Salmon River High School.)
8 MR. SPENCER: Okay, call the meeting to order. I
9 want to welcome you all and thank you very much for
10 taking an interest in your school affairs. We'll have
11 some short introductions here. You all know the school
12 board and our staff. Tim O'Connor is going to be over
13 here working on the power point presentation, and we
14 have asked Kristi Evans to be our reporter. And she
15 will take verbatim everybody's statement, and she also
16 has a tape recorder so that she doesn't make any
17 mistakes. Next to her are the people that we have
18 employed to form this plan, MGT Corporation. Is that
19 it, MGT, Dave Teater and --
20 MR. GEE: Jerry Gee.
21 MR. SPENCER: I forget names when I get nervous.
22 MR. GEE: No problem.
23 MR. SPENCER: And that's the people who are
24 working here tonight. The plan, we have updated
25 versions. It's not a lot different than what you have

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School Division Plan – Appendix D: Public Hearing Minutes

1 seen now. There is some, a few minor changes, and
2 there are copies available. The maps are on the wall.
3 Would you like to have a question and answer period in
4 case anybody wants to answer or know what the plan says
5 or are we just going to get to the power point
6 presentation first or what would you like to have?

7 MR. TEATER: Mr. Spencer, I'll spend a few
8 moments kind of going over the main part of the plan
9 and then would entertain questions from the Board on
10 that. And then it would be your prerogative about any
11 question and answer from the audience. So --

12 MR. SPENCER: Okay, that's what we'll do. First
13 we'll have the Board accept the current version of the
14 plan, and I guess I can do that by a unanimous consent.
15 There are no objections from the Board. Is it all
16 right if we accept the current version, the newest
17 version for discussion tonight? Just a draft plan.

18 MS. BARNARD: I'll make a motion to accept the
19 draft plan.

20 MR. SPENCER: Motion to amend the draft plan. Is
21 there a second?

22 MS. BODINE: Seconded.

23 MR. SPENCER: Seconded by Bobbi. All in favor
24 say aye. (Response: aye.) Any opposed? So, passed
25 unanimous. The floor is now open for hearing, and we

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1 shall do it like most hearings you have seen before.
2 We'll probably have approximately three minutes allowed
3 for each speaker. And we'll try and listen to
4 everybody before we allow people to repeat and --
5 probably won't allow people to repeat. I guess
6 probably one chance unless we have -- one chance, but
7 we do have another meeting to make it to tonight so we
8 will probably have, depend on how it goes, but if
9 everybody tries to keep their remarks around three
10 minutes or less, why, we should be fine. That said,
11 I'll guess we'll now turn the meeting over to
12 Mr. Teater and allow him to explain the latest version.
13 Thank you. Mr. Teater.

14 MR. TEATER: As I remember from the last meeting
15 we need the mic. Right? Yeah. Okay. Tim, have you
16 go ahead and let's crank this power point up and get
17 right to business here.

18 (Power point presentation given but not reported.)

19 MR. TEATER: Few moments for the Board. Craig,
20 do you or your Board have questions?

21 MR. SPENCER: Does the Board have any questions
22 from the plans?

23 MS. BODINE: One of the questions that just came
24 to me this afternoon had to do with the boundary line,
25 and I know that we'll be hearing probably some

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1 testimony about that. We gave the assignment -- you
2 the assignment of making this process legal and
3 disrupting as few students as possible were basically
4 the instructions we gave you.

5 MR. TEATER: Yes, ma'am.

6 MS. BODINE: Okay. The question still has to do
7 with going north with the boundary line. And I guess I
8 would like to have you discuss it again. I know that
9 the north boundary disrupts the least amount of
10 students. That's pretty well-known. But if the
11 boundary were to take in White Bird it would also
12 increase the land value but would also add a number of
13 students to the formula so would it become -- I guess I
14 would like to have you discuss whether we could make
15 that come out even if we chose to do that.

16 MR. TEATER: Okay. First off we did not run a
17 calculation on the property value per ADA at different
18 points up and down the river, Bobbi. We did not do
19 that. We worked with the County Assessor's Office and
20 tried to find some natural boundaries that were already
21 set in some of the County's precinct work, that work,
22 to start with. When we had that boundary that was just
23 upstream from Slate Creek where it is now we could see
24 already at that point that we had a problem in market
25 value per ADA. Then the question for us became what

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1 impact is this going to have on students. As we did
2 our homework, behind-the-scene homework, we felt pretty
3 strongly we had picked up that the folks at Slate Creek
4 and White Bird were more tied in with the schools in
5 Grangeville and most of those students went to the
6 Grangeville schools. So, we were really interested in
7 how those folks felt when we came back in our previous
8 set of public meetings. And we had a number of folks
9 from those communities came up to us afterwards, both
10 at this meeting and in the meeting in Grangeville, and
11 said, we didn't speak up in the meetings but we
12 strongly feel that we need to be tied in, and we think
13 it would really disrupt our lives and our students'
14 lives if the boundary was set any further north. So,
15 as a firm -- I know there is always room for discussion
16 and debate on this, but we felt like the line where it
17 is drawn now is the best value of that market value per
18 ADA and the disruption issue. Could we run additional
19 models? Certainly we could.

20 MS. BODINE: Thank you.

21 MR. SPENCER: You did mention there that there is
22 a similar levy in effect, actually two plant
23 facilities, both passed in 1997, so would have to amend
24 that.

25 MR. TEATER: Yes, Craig, it would be both of

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1 those levies, or if there was any other levy passed in
2 the interim that would be affected as well. So, any
3 plant facility levy would fall under those same rules.

4 MS. BODINE: What is a sinking fund?

5 MR. TEATER: A sinking fund is another term for a
6 plant facility levy. You gather money up, put it into
7 a fund and wait for it to accrue.

8 MR. SPENCER: No further questions from the
9 Board.

10 MR. TEATER: Okay. Craig, it is up to you if you
11 want me to take questions from the audience or whether
12 go first to the hearing.

13 MR. SPENCER: Any questions on the proposal so
14 far? Take a few short questions and then get into the
15 testimony. Stand up and state your name for the
16 reporter.

17 MS. MEDLEY: Shari Medley. My question is with
18 the forest grounds, Federal grounds and funds we get
19 for the forest funds. I don't hear anybody talking
20 about those funds. I don't know who is getting them or
21 will we get any? It's not in the proposal. I'm like,
22 what happened to that?

23 MR. TEATER: You'll find it in Chapter 3, and the
24 Federal Forest Funds right now are divided out on a per
25 capita basis so the amount of money that would come to

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1 either one of these districts would remain constant no
2 matter where the boundary line is because it follows
3 the students.

4 MS. MEDLEY: Okay.

5 MR. TEATER: Check it, I'm pretty sure it's in
6 Chapter 3.

7 MR. GEE: 3-13.

8 MR. SPENCER: Yes.

9 MR. WOODS: My name is Doug Woods. I got a
10 question, two things. First is, you go down south,
11 north down here, the first two township sections, why
12 do you square it up in the sections? And the other
13 question is: If -- did I understand right in the paper
14 says 90 percent approval by the State Board before you
15 can have this division?

16 MR. TEATER: Okay. Two questions. I'll take the
17 first one first. You may have to help me remember the
18 second one. The lines were drawn and not squared off
19 because they followed existing precinct lines that the
20 County already had information on as far as taxable
21 value, and that's the honest answer. And the question
22 about the State Board, the State Board just has to have
23 a majority vote. There is not a 90 percent
24 requirement. It is just a majority vote of the State
25 Board.

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1 MR. SPENCER: Okay. We'll start taking testimony
2 now, and as we said, try to limit yourself to three
3 minutes. I have asked Jim, who happens to have a stop
4 watch, to mention to the speaker when they have reached
5 the three minutes, and at that time if you could finish
6 your sentence or your thought briefly and then allow
7 the next person we would very much appreciate it. If
8 you could sign up and then use the mic, Kristi would
9 appreciate it if everybody will use the mic when they
10 answer.

11 MR. SHAW: Is this it for the questions? Are we
12 going to have a question period after this testimony
13 or -- there is a few issues here. There's a lot of
14 questions in this audience is what I'm saying. I got a
15 question.

16 MR. SPENCER: I think Dave can answer that. Are
17 you asking the Board?

18 MR. SHAW: Possibly.

19 MR. SPENCER: Proposal questions or questions
20 about the procedural --

21 MR. SHAW: Boundaries, procedural, couple of
22 different questions.

23 MR. TEATER: I'll leave it up to you, Craig?

24 MR. SPENCER: Do we have enough time to have a
25 few more questions? Do testimony first and see what

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1 time we have left.
2 MR. TEATER: How many people have signed up to
3 testify, Greg?
4 MR. BAILEY: Nine.
5 MR. TEATER: We may be okay for a little bit, if
6 you want.
7 MR. SPENCER: Okay.
8 MR. TEATER: Sure. Let's do a few more, and I
9 think we'll probably have room for more.
10 MR. COOK: Eric Cook is my name.
11 MR. SPENCER: Stand up so the person can see you.
12 MR. COOK: Back to the Federal ground. I know
13 you are saying that moving the boundary doesn't spread
14 the percentage between market value and ADA even
15 further with moving the boundary north.
16 MR. TEATER: Yes.
17 MR. COOK: Why is that? Slate Creek, and where
18 is that? I mean, it seems like there would be more
19 students for just a little bit more land within the
20 boundaries.
21 MR. TEATER: We have not run models further north
22 of that line. I think that was the essence of Bobbi's
23 question earlier. And we could run additional models
24 north, but then we felt like if we did that then we
25 were running into the other criteria, that we not

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1 disrupt students' education. And so that's why we said
2 that's as far as we want to go.

3 MR. COOK: Well, now, would we still be
4 disrupting student education for the simple fact
5 voluntary enrollment both buses from each proposed
6 district turn around at Slate Creek. How would that
7 disrupt the students?

8 MR. TEATER: If both districts agreed to that
9 ahead of time that would be wonderful and that would
10 make a big difference.

11 MR. COOK: That's what they're doing now.

12 MR. TEATER: I understand, but you have to also
13 understand that when we put the plan together and this
14 Board cannot obligate the actions of the future Board,
15 and so we would hope there would be cooperation between
16 those two districts in something along that line and
17 that students who wanted to cross boundary lines either
18 way could work that out with the boards. But there's
19 no way that this Board now or we as a firm can obligate
20 that Board through our plan.

21 MR. COOK: Is there any situation in the State of
22 Idaho where there isn't voluntary enrollment between
23 districts?

24 MR. TEATER: Oh, way, a number of them,
25 especially when they get to the limit on their

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1 facilities they close -- I believe a number of them.
2 MR. COOK: But if there -- I mean, if facilities
3 weren't overtaxed I doubt very much that that would be
4 an issue.
5 MR. TEATER: Sure, and I think that's one of the
6 nice things about living in Idaho is the Boards of
7 Trustees I have worked with as a superintendent and
8 since they have used a lot of common sense as they
9 worked through it. So --
10 MR. COOK: It really wouldn't be an issue in your
11 mind, then?
12 MR. TEATER: No, I'd be surprised --
13 MR. COOK: Probably not, yeah.
14 MR. TEATER: I would be real surprised if the
15 Boards of these two districts would not work carefully
16 together.
17 MR. COOK: Majority of the public feels also and
18 that's why I don't understand why that border can't be
19 moved to Slate Creek.
20 MR. TEATER: All I can do is --
21 MR. COOK: Especially, again -- again, again, I
22 think, like you say, maybe a model should be done.
23 Maybe it should be figured out to where maybe the
24 equity, the word of the day, between market value here
25 and ADA might even become a little bit closer.

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1 MR. TEATER: Sure. I think you're getting into
2 what we would want you to testify here for.

3 MR. COOK: Okay. I got another question. The
4 Federal land, I know that the issue has been that the
5 Federal had whatever Federal had come to school
6 districts divided on student basis per capita.

7 MR. TEATER: Federal Forest Funds?

8 MR. COOK: Right. I guess what Shari touched on
9 this earlier about these Federal lands, if we are
10 talking about basically a 10 percent split of students
11 and market value and everything else how come the
12 Federal land isn't split at about 10 percent
13 county-wide, district-wide?

14 MR. TEATER: Kind of two parts to that answer.
15 One is that we did not get into gerrymandering Federal
16 land and private land. We looked at major blocks of
17 land, mixtures of both. The second issue is that --

18 MR. COOK: Gerrymandering -- excuse me, but
19 gerrymandering looking into what?

20 MR. TEATER: We did not go out and draw the
21 boundary in special places to accommodate special
22 needs.

23 MR. COOK: That's not what I'm asking, special
24 needs. I'm asking in equity, the amount of Federal
25 ground being split up the same way as the market value

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1 and average of the ADA.

2 MR. TEATER: Because right now there is
3 absolutely -- it makes no difference.

4 MR. COOK: If it doesn't make any difference why
5 do we do it? I guess -- I mean, now, we are coming
6 push come to shove. You're telling me it won't make
7 any difference, looks a lot better on paper. Sure
8 would help with the vote.

9 MR. TEATER: I'm not going to argue with you,
10 sir. I'm just telling you that's how we looked at the
11 plan, and right now the Federal dollars -- the Federal
12 forest fund dollars are divided out on a per pupil
13 basis and the boundaries of districts -- it is a county
14 distribution based on per pupil.

15 MR. COOK: Could be done that way.

16 MR. TEATER: You may want to testify to that,
17 about your opinions to that. Sir?

18 MR. SHAW: My name is Leroy Shaw. I have along
19 the same question. You say the Federal land now means
20 nothing. That could change, and no doubt it will. And
21 when it does it is inequitable. And that's all he's
22 asking and that's all we are asking is can we make that
23 equitable so when that happens we'll come out right?

24 MR. TEATER: We did not build the plan on what
25 might happen. We built it on what the rules are now.

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1 Your concern is one you probably need to express in the
2 hearing. Ma'am?

3 MS. CARLSON: A couple of questions.

4 MR. SPENCER: Excuse me, could you stand?

5 MS. CARLSON: Cindy Carlson, and you said that
6 the State Board of Education only meets in June. Do
7 they meet again like if the proposal -- if we don't
8 have our proposal ready by June will they be meeting
9 again?

10 MR. TEATER: Yes. They meet again. I think
11 there is a summer recess and again in August. And we
12 looked at the August date and thought that that was --
13 if there were any problems with that that we would not
14 have enough time to get turn around on technical issues
15 and still get time for the county clerk to run the
16 election.

17 MS. CARLSON: It is an option if it has to go
18 that way, possibly?

19 MR. TEATER: I suppose, sure.

20 MS. CARLSON: I didn't see a section in the
21 proposal talk about whether the new district would be
22 able to be a viable district?

23 MR. TEATER: If you'll look at the very last page
24 there were a number of questions that were asked
25 similar to that. I think at the very last question in

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1 the report, and we have given a table showing other
2 districts of similar size to what 243 would be and
3 whether or not they have supplemental levies, and those
4 districts of similar size have been operating for some
5 time. So, could this district make it? Well, that
6 remains to be seen, but are there others like this that
7 are viable, the answer is certainly, yes.

8 MS. CARLSON: Okay. Also I'll be testifying to
9 this, but I kind of agree with the same thing with
10 possibly moving the line up north, but I don't think
11 we've heard from all the White Bird people that -- I
12 think there is a lot of sleeping giants in the White
13 Bird people.

14 MR. TEATER: You will want to testify to that
15 effect.

16 MS. CARLSON: How much further go forward when we
17 know that there is that division?

18 MR. TEATER: Sure. You'll want to testify to
19 that effect. Sir?

20 MR. TALLENT: I have a question. I'm somewhat
21 disturbed. Maybe you can explain the basis for
22 apportioning tax base on average daily attendance
23 because to me small schools cost more to operate than
24 big schools.

25 MR. TEATER: Sure.

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1 MR. TALLENT: I think there should be an
2 adjustment in there recognizing that our schools are
3 more costly to operate than other schools and a portion
4 of the so-called tax base is purely on an average daily
5 attendance.

6 MR. TEATER: I'll take a stab at your question.
7 Let me take a stab --

8 MR. TALLENT: That bothers me.

9 MR. TEATER: Tim, let's go back to that one
10 table. Keep going. There we go. Jack, there is kind
11 of two parts to the answer to your question. When it
12 comes to the operations of schools there are tables in
13 the Idaho State Code for the distribution of dollars
14 that do take large and small districts into account. I
15 think they still call it the table of divisors and so
16 you get a favorable divisor if you are a smaller
17 district. And -- but that's for the day in and day out
18 operations. The issue of market value per ADA has more
19 to do with the potential of the Riggins School District
20 to indebt itself to improve facilities or to bond for
21 new facilities. That's where the issue in market value
22 per ADA really comes into play.

23 Now, some folks have said, well, gee, why didn't
24 you even bring a plan where there is this inequity
25 right now, and my answer to that has been that kind of

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1 what you just said, Jack, that there is some economies
2 of scale here that we need to consider, and I felt that
3 the inequity was somewhat in favor of the Riggins
4 district. But the district is smaller and so that
5 might help to some extent. So, those are the two parts
6 of that answer, Jack.
7 THE REPORTER: What is his last name?
8 MR. TEATER: Jack, your last name?
9 MR. TALLENT: Tallent.
10 UNKNOWN FEMALE: With two LLs.
11 MR. TEATER: Sir?
12 MR. HALL: Mark Hall, and not to beat a dead
13 horse, but I also have a question there that hasn't
14 been -- I haven't heard brought up. But again we go
15 back to this, you know, per student to figure out our
16 budget and I have heard you say that because we are in
17 a recreational tax base that per student, if I'm not
18 mistaken, doesn't that put us in a position where we
19 end up bringing more money to the table per student?
20 MR. TEATER: I don't think so. Let me kind of
21 think out loud with you for a moment. I'm assuming you
22 are talking about operations?
23 MR. HALL: Yes.
24 MR. TEATER: Okay, in operations of school
25 districts you are taxed at a rate that is set in Idaho

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1 Code, and it will generate a certain number of dollars.
2 The State will then add whatever dollars are necessary
3 to bring it up to the State's funding law. If you only
4 generate a tiny bit of tax dollars the State will put a
5 lot more in. If you have a whole lot of property value
6 per ADA and you tax quite a bit then the State doesn't
7 have to add as much. But at the end of the day whether
8 you are a large district or a small district, whether
9 you are a property rich district or a property poor
10 district you are equalized under Idaho law.

11 MR. HALL: I understand that, but on an
12 individual basis if an acre of ground is worth more in
13 one district than another and where the acre of ground
14 is worth more value is there not more tax money or more
15 money at some point that is generated from that ground
16 that goes into the school district?

17 MR. TEATER: Yes, but remember it's kind of like
18 the State giveth and the State taketh away. You would
19 have more value if you have a richer acre, a more
20 valuable acre, it would generate more tax dollars but
21 the State would then put less on that.

22 MR. HALL: I understand, but if I can say for me
23 personally, you know, we pay more taxes as you have
24 said, recreational property, and so when we go back to
25 this very simple formula of per student when obviously

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1 a smaller school costs more money to operate than a
2 large school it's never been brought up that we pay a
3 lot of taxes on our property. And I don't know.
4 Somewhere in there there is not an equity that works
5 for me. I don't know if you can help me with that or
6 not, but that's how I feel in my heart.

7 MR. TEATER: I appreciate that, and you will need
8 to testify to that effect. I will tell you that we
9 have had a lot of people testify at the Idaho Supreme
10 Court about that issue, and the Supreme Court says the
11 way we are doing it is okay. It doesn't make your tax
12 day any brighter, sorry. Other questions? Okay.
13 Craig?

14 MR. SPENCER: Okay. Like to work down the list
15 as they came in.

16 MR. BAILEY: Can we first have Stefanie? She
17 needs to go to class -- or take a class. Would you
18 like to lead off?

19 MR. SPENCER: Go to the microphone.

20 MS. BRIMACOMB: I'm a teacher. My voice carries,
21 right?

22 MR. SPENCER: Turn it slightly so the
23 recorder can actually see your face. She needs to see
24 what you are saying. She reads lips. So, thank you.

25 MS. BRIMACOMB: My name is Stefanie Brimacomb,

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1 and I still want to urge you to look at other options
2 besides deconsolidation. I have been in business for
3 many years before I came here. I was in middle
4 management for Sears and Roebuck. I also did asset
5 management for First Security Bank in their trust
6 department. And I'm very familiar with the problems
7 that arise out of funding opportunities whether we are
8 in business or personal matters. I'm painfully aware
9 of the emotional passion that is ripping at our
10 communities. As a relatively new person in this
11 community I see and I hear the long-standing prejudices
12 toward one another; nonetheless, deconsolidation is not
13 going to heal the funding issues for either of the
14 proposed new districts. How much more can our
15 communities expend the human and financial resources
16 that are demanded to continually hold various
17 fundraisers. After reading the plan I see the need for
18 fundraising to increase rather than decline.

19 There are certain things that I don't see
20 addressed in the plan that affect me personally. The
21 financial solvency of the community, the tax base, is
22 increased; therefore, a proportionately larger amount
23 of our tax monies would be spread in the equitable
24 thing that the State does with school funding. So,
25 Mark, that kind of is what your question was

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1 addressing.

2 There would be decreased funding for technology.
3 Currently our district shares a very large Federal
4 Perkins Grant with Riggins and that is why we enjoy
5 much of the technology that keeps our students and our
6 children current with what is going on in the outside
7 world. But in addition to that there would be an
8 increased workload for technology maintenance because
9 our technology would be aging. We have networks. We
10 have certain compliance things that we have to deal
11 with for internet access for minors that are going on
12 all sorts of different paths as they hit the internet.
13 That's just a few of the things as far as our
14 technology goes. It would take a lot more than three
15 minutes to cover.

16 Compliance with State mandated staff positions
17 such as a state certified school nurse, school
18 librarian, school psychologist, an administrative
19 position such as superintendent. We could share those
20 with another district, which we currently do, but we
21 would have to come up with the funding for them. And I
22 don't see that outlined in this, and I could have
23 missed that.

24 The boundary lines that we are talking about, we
25 could go ahead and go to White Bird but if those --

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1 MR. WEIBUSH: Time.

2 MS. BRIMACOMB: Thank you very much. Can I just
3 say that I would urge you to look at other options
4 besides deconsolidation.

5 MS. BARNARD: Thank you, Stefanie.

6 MR. BAILEY: The next person would be Chuck
7 Vogelsong.

8 MR. SPENCER: Mr. Vogelsong?

9 MR. VOGELSONG: I hadn't intended to testify. I
10 didn't realize it was to testify. I thought it was
11 attendance.

12 MR. SPENCER: You can if you want.

13 MR. VOGELSONG: Well, all right, for a second.
14 My name is Chuck Vogelsong. I live at Rapid River, and
15 quite contrary to the lady who just spoke I would urge
16 you to stick with the plan and consider the
17 deconsolidation. There are many reasons, some of which
18 are perhaps more personal than they make sense
19 otherwise. I wasn't prepared to speak so I'm just kind
20 of winging it here. Part of what we have spoken about
21 was these boundaries lines. I think we have got a
22 psychological problem as well as a physical one, with
23 federal land, separation or division. If in reality as
24 Mr. Teater says it makes no difference now, as Leroy
25 says it may very well make quite a difference. From a

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1 psychological point of view from the people here as
2 opposed to the folks at Grangeville perhaps it just
3 looks like we are not really getting quite a fair shake
4 on this Federal situation. Now, that may not be
5 reality at this moment, but that's the way it strikes
6 you if you look at the map. It just looks like --
7 particularly my bone of contention is the land that is
8 south of the Salmon River, Burgdorf, Warren, for
9 instance. If we ever had students going to want to
10 come back into the district, the present district,
11 would have to go through Riggins to get to Grangeville.
12 So I still -- the same bone of contention I had before
13 is the land south of the Salmon River for the entire
14 district, both Federal and private, should be part,
15 just logically, should be part of the Riggins district,
16 assuming there is a Riggins district.

17 As far as the other, we spoke of squaring off the
18 area up on the northern end of the thing. There are a
19 few students that come into consideration at that
20 point, and perhaps a little better survey of that area
21 might lead you to the contention that you square that
22 thing off and go up the top of the ridge and follow the
23 lines you have. Not a great change, but makes you feel
24 better from this side of the fence. I really haven't
25 got anything else to say at this point, so thank you

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1 very much for your attention.

2 MS. BARNARD: Thank you, Chuck.

3 MR. BAILEY: The next person would be Jack
4 Williams. Jack, can you go up to the microphone?

5 MR. WILLIAMS: My name is Jack Williams. My
6 theory here is that we got two township sections laying
7 right north of the Time Zone Bridge. Why aren't we
8 blocked in straight? Why are we taking a quarter of a
9 mile on each side of the road? It is also a tax
10 problem. It should be coming into our district. A lot
11 of personal ground, not forest ground. In fact, I know
12 clear to the top of the mountain. That's all I have to
13 say. I think it is a bad mistake not being there.

14 MS. BARNARD: Thank you, Jack.

15 MR. BAILEY: The next person would be Cindy
16 Carlson.

17 MS. CARLSON: Okay. My name is Cindy Carlson. I
18 have a lot of things to say so I'll try not to say them
19 too fast. We have not had enough time to make an
20 educated decision based on this proposal. We haven't
21 read it, so I just wanted to state that. We haven't
22 had a chance to look at the proposal. The boundaries,
23 we need to look at adding White Bird to the district
24 and possibly Burgdorf and Warren and adding Federal
25 land at least in proportion to the student ADA. We

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1 need to also hear from White Bird. We have heard from
2 the White Bird parents and students, but I don't know
3 about the old timers from White Bird. I believe it
4 could be -- I don't know, but I know we need to hear
5 from White Bird.

6 In order for this proposal to be agreeable we
7 need to add more land. I already said that. Our
8 property values have gone up in this area. They are
9 rising in Grangeville, and in Kooskia they haven't -- I
10 don't even believe they have started to go up yet. So,
11 we are actually being held hostage to our property
12 values at the moment. We may be wiser to wait until a
13 different time when the property values actually go up
14 everywhere throughout the district because as it sits
15 right now it doesn't, as we all know, it doesn't seem
16 like it is a fair proportion of the current district.
17 That's it.

18 MS. BARNARD: Thank you, Cindy.

19 MR. BAILEY: The next person is Ed Benedict.

20 MR. BENEDICT: I have nothing.

21 MR. BAILEY: Eric Cook.

22 MR. COOK: My name is Eric Cook. Want my
23 address, too? Okay. Basically I'm reiterating the
24 same points. I think we need to look at a border
25 adjustment and see if that helps our percentage between

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1 market value. Run a model on the market value and the
2 ADA. Federal land split, if it doesn't make any
3 difference it should be done. It would just look
4 better. I know we are going to have to try and pass
5 this with the Grangeville voters, too, and getting that
6 market share and ADA equity is important so it looks
7 better on paper. But the biggest thing -- the biggest
8 thing here is that Stefanie Brimacombe brought up the
9 fact we should be looking at alternatives. We have
10 been looking at alternatives. We have gone to the
11 School Board with alternatives. We are trying to get
12 T-1 in, live video feeds for teaching, a variety of
13 different things. We are kind of stuck. We are stuck
14 to where this is our option, our only option, it seems,
15 and we need to try it. We haven't tried it. We need
16 to try it. Because what we are looking for is not
17 equity in market value or equity with the ADA, we are
18 looking for equity of education. We are looking for
19 our kids to have an equal education. We are not
20 getting it district-wide. So, that's about all I got
21 to say about it.
22 MS. BARNARD: Thank you.
23 MR. BAILEY: Michelle Hollon.
24 MS. HOLLON: I'm Michelle Hollon. I am going to
25 just kind of agree on some of the points that Eric just

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1 made, and that is we have felt the division I don't
2 think just here in Riggins but I believe it has been
3 felt in Grangeville and Kamiah as well -- or Kooskia or
4 Clearwater. The bottom line is the way the money works
5 and the division and the money per student with that
6 formula, Grangeville is going to continue to feel like
7 they give plenty and Riggins is going to continue to
8 feel like they get shorted. And that's not making
9 anybody the good guy or anybody the bad guy, it's just
10 the way that the feelings are. And I think that they
11 have been for a while. We feel like we get the short
12 end of the stick, and they feel like they are giving
13 plenty. It's come back around. The division of
14 schools has been brought up in the past, and here we
15 are again. And I think that, you know, let's try
16 something different. Let's not have a school district
17 that is so far apart from one another. What goes on in
18 Clearwater and what goes on here, we are just
19 completely isolated from one another. And I just think
20 that reigning it in a little closer to home would be
21 beneficial. In turn, I want to make sure -- you know,
22 we all want to make sure our teachers are happy with
23 the plan.
24 And as far as the Federal properties go I think
25 from my perspective the scare is if that land ever gets

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1 sold or -- then what? Then where does it lie? Does it
2 go to where it is sold in what area? Who gets the
3 money? I think that that's something that we need to
4 look at. And I think that for the most part what I'm
5 hearing from the Slate Creek, White Bird area is they
6 -- their families, their moms and dads work in
7 Grangeville, and that's where they want to be. And I
8 think that's where they should be. I think they should
9 be where they want to be. I don't think we should
10 force them to come here. I don't think they'll vote
11 for that. I just -- I think that they should stay
12 where they want to be, and if we need to look at
13 property values, I mean, this is where we are. This is
14 where we are right now. Thank you.

15 MR. BAILEY: Mr. Chairman, that was the last
16 person on the list.

17 MR. SPENCER: Bob, you didn't sign it. We'll
18 take anybody else who would like to speak. Please
19 state your name.

20 MR. MAREK: I'm Pat Marek. I'm a resident of
21 Riggins, Idaho. Have been for many years about as long
22 as some of these lots. I have a lot of good friends in
23 Grangeville. I have been to school board meetings
24 where Craig's mother was the chair. I have known Dr.
25 Davis, Earl Vopat, everybody, and what really concerns

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1 me now is here we are Idaho County, we are a community
2 all together, Riggins, Kooskia, Stites, all of us, and
3 it looks like to me nobody trusts each other. I think
4 that's our whole problem. We think that we have been
5 shortchanged. And I don't know for sure if we have or
6 haven't, but the community is -- I hear it from both
7 sides, even in Grangeville, that nobody trusts one
8 another. And I think until people get together and
9 build some trust I don't think we'll ever have anything
10 going. And that's my feelings. I may be all wrong,
11 but I don't think so. Thank you.

12 MR. VOGELSONG: All politics local.

13 MR. SHAW: Again my name is Leroy Shaw. I would
14 just like to be able to believe that if we back this
15 whole process up 20 years, 25 years with the economy
16 the way it was then, property values the way they were
17 then, that this line would be drawn by your model at
18 the top of White Bird Hill. I would like to believe
19 that that was true. I don't know that it is, but so
20 maybe what Cindy is saying that it is the wrong time
21 because we have got skewed property values versus few
22 kids, maybe it is the wrong time. I would hate to see
23 that, but it could be a fact. Would you believe that
24 that is true? Not time for questions. Thank you very
25 much.

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1 MS. BARNARD: Thank you, Leroy.

2 MR. VOGELSONG: Mr. Spencer, one further comment?

3 MR. SPENCER: Please.

4 MR. VOGELSONG: Property values are pretty much
5 the crux of this entire discussion tonight, and it
6 appears that there may be some legislation coming
7 hopefully to relieve the property obligation to the
8 schools. If so, then the property value criterion is
9 going to be much less consideration than it is now
10 hopefully. And the other question that I have had, and
11 I know you have had it posed and never really got an
12 answer, the Supreme Court supposedly has said that the
13 levy system is illegal. Where does that leave you?
14 That's all. Thank you.

15 MR. SPENCER: Okay. I think that that is going
16 to end the formal hearing. And I want to thank you
17 all, people who spoke. Thank you for putting in your
18 opinions. We appreciate it. It always helps to have
19 an accumulation of thought, and more heads are better
20 than one, they say. We have no further business, and
21 we probably should leave in about 15 minutes or so.
22 But if the Board would like we would entertain further
23 questions and discussions if you would like, or what
24 would you like to do?

25 MS. BODINE: I would take more testimony, but as

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1 far as discussion, not really.
2 MR. SPENCER: If there is any further -- is it
3 all right with everybody?
4 MR. WEIBUSH: Adjourn.
5 MR. SPENCER: About an hour and a half in
6 Grangeville so we'll just adjourn, recess, until we
7 take up again in Grangeville.
8 MS. BODINE: We could talk here for another 15
9 minutes.
10 MR. SPENCER: If there is no further formal
11 testimony we are going to stick around and visit.
12 MS. BODINE: Talk.
13 MR. SPENCER: And try and leave in about 20
14 minutes. Thank you, again.
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1 (April 10, 2006 at 7:30 p.m. Grangeville High School.)
2 MR. SPENCER: I want to welcome everybody.
3 Thanks for coming and taking an interest. It is really
4 a rather serious subject we are dealing with. It
5 doesn't come around very often. Thank you very much
6 for coming. This is going to be a formal hearing on
7 the idea of a division of the school district. The
8 School Board is here to hear the public testimony.
9 Actually there is only -- Vern is back. Four of us
10 now. Just left Joyce was being hot boxed by parents in
11 the gym in Riggins, but I don't think she can make it
12 but she might. As you are all aware the School Board
13 hired a so-called independent third party, MGT
14 Corporation, to author a division plan. And you all
15 have seen -- it's been on now for about two months in
16 various forms and keeps getting updated. And we have
17 another update tonight that we just received, and it is
18 basically exactly the same as what you have seen except
19 for some few changes and some additional numbers in
20 Chapter 2 as far as the financial situation goes. It's
21 still not written in stone. The School Board hasn't
22 even discussed it yet, and I know of at least one
23 amendment they are going to ask for. So, it is still a
24 work in progress, and it is still a draft plan.
25 The School Board is in session. We opened our

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1 meeting in Riggins. We have recessed to travel to
2 here. We are now out of recess and still in a formal
3 hearing posture. The plan is to have MGT Corporation,
4 represented by Dave Teater and Jerry Gee, give an
5 explanation, again, of the plan that they are working
6 on to start the meeting. And we will have time after
7 that for some questions and then we will go into
8 hearing mode. We'll take testimony, and any testimony
9 that you give we are going to record. Kristi is a
10 court reporter, and she is taking every -- Kristi is
11 taking verbatim the testimony which will be an addendum
12 on the plan and any testimony given tonight will be
13 submitted with the plan to the State Board of Education
14 if it goes that far.

15 I think that's all of my preparatory remarks
16 unless you can think of anything I should cover? In
17 that case, turn it over to Dave to start with here.
18 Thank you.

19 MR. TEATER: Good evening, folks. Thank you for
20 coming out this evening and helping us with this
21 hearing process. We are going to take just a minute
22 here and fire the computer up. We have a power point
23 presentation. It took us a few minutes to get it
24 warmed up so if you'll hang tight. I will make a few
25 comments for you folks while that is warming up. The

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1 plan that we have in front of you right now is part of
2 the requirements that the Board must have in order to
3 move the process of deconsolidation forward, if they
4 choose to do so.

5 We were having some discussion after the hearing
6 down in Riggins in which we reminded ourselves, this
7 whole process is about the concept of deconsolidation,
8 and so it's more than just the plan. If you have
9 comments about the plan, of course we will welcome
10 those. But your comments about the process and the
11 concept of deconsolidation is important to us as well.
12 Okay, Tim. Jump right in.

13 (Power point presentation given but not reported.)

14 MR. TEATER: I think I will walk us through what
15 we will expect here. Any questions for the Board of
16 Trustees and, Greg, how many have signed up?

17 MR. BAILEY: Eight.

18 MR. TEATER: Eight. If any of you folks have
19 comments or would like to have some comments go in the
20 record please sign up with Greg. This is a good time
21 to do that. If you'll raise your hand. Craig, do you
22 folks have any questions for me?

23 MR. SPENCER: Does the Board have any questions
24 of Dave while he's here to ask? No. We would then, I
25 guess, take a little time to do some interaction here

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1 to help clarify what we have got going here to help you
2 get ready for the testimony if that would be
3 acceptable. So, we'll take questions. Carl?

4 MR. CRABTREE: I'm trying to understand who are
5 we testifying to? Is this for the State of Board of
6 Education and their review of this proposal or is it
7 for testimony about the plan itself? Who is the
8 audience for this testimony?

9 MR. TEATER: Do you want me to take it?

10 UNKNOWN FEMALE: Can you repeat the question?

11 MR. TEATER: I'll make a stab at repeating the
12 question. Your name again, Carl.

13 MR. CRABTREE: Carl Crabtree.

14 MR. TEATER: Is this, question, directed at the
15 plan, at this Board, at the State Board, and the answer
16 is, yes, all of the above. So, Carl, I guess what I'm
17 saying is if there is testimony that you folks have
18 that you think would improve the plan we want to hear
19 about it. If there are thoughts or feelings about the
20 whole issue of deconsolidation you want your Board to
21 know about, this is the time to do it. Remember that
22 your testimony is recorded and will appear in the index
23 of this plan if and when it's submitted to the State
24 Board. So, to that extent it will be part of what the
25 State Board will read if it gets that far. Did I

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1 answer your question?

2 MR. CRABTREE: Well, I -- no, to be honest
3 because you can't talk about the plan, when the plan is
4 given to the State Board of Education at that time you
5 want to be solidified in your support of the plan. If
6 we are testifying to change the plan then that would be
7 a different audience. You see what I'm saying? Don't
8 want to show division when it goes to the State Board
9 but maybe show division now before it goes to the
10 Board.

11 MR. TEATER: It would be the first time in all of
12 these that I have ever done in which everybody would
13 hold hands and say, we all agree. There is -- I think
14 that not only this Board -- I'll speak for this Board
15 or make a stab at it anyway, Craig, that this Board
16 will expect different points of view. There was down
17 in Riggins this evening, and we want to hear honestly
18 what people are feeling. Other questions? Sir?

19 MR. KUTNER: My question is on the map. Kids
20 live up the Big Salmon will be bused to Grangeville.

21 MR. TEATER: That is one option. They would be
22 bused to Grangeville. Typically what happens in very
23 isolated areas, number of places in Idaho right now,
24 this Board of Trustees would enter into some agreement
25 to have those students educated in some other way. For

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1 example, right now there are some students way over on
2 the Montana side that are -- that live in this district
3 who are being educated in the State of Montana. And so
4 this Board has dealt with those kinds of issues before
5 and will face those issues in the future. Other
6 questions? Sir?

7 MR. MAREK: Talking about the market value of the
8 land is that all private land, not Forest Service State
9 Land, BLM?

10 MR. TEATER: That's correct, that land that has
11 taxable market value so those numbers came from the
12 Idaho County Assessor's office.

13 MR. MAREK: If you move that line up on that map
14 that covers the Big Salmon since it is 99 percent of
15 the public land it wouldn't affect the ADA, would it?

16 MR. TEATER: No, in fact, what happened when we
17 made the little change there that I discussed earlier,
18 I don't think we picked up any students but there are
19 pockets of private property out in those areas that
20 have value. And so when we added and squared that one
21 section off there it exacerbated the problem of the
22 inequity between the property value per ADA. So, I'm
23 fairly confident that any additions that we would make
24 in the -- any significant additions we would make in
25 the amount of property that would go into one district

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1 or another would affect that market value per ADA.
2 Ma'am?

3 MS. MCDONALD: Could you just explain for me how
4 specifically ADA is important to each of the school
5 districts? You said it had to do with construction or
6 bonding?

7 MR. TEATER: I'll make a stab at that. Wayne,
8 you may have to give me some assistance here.

9 UNKNOWN MALE: Not to interrupt, but can we give
10 the portable mic to --

11 MR. SPENCER: I would just ask, can you also
12 state your name when you have a question so Kristi can
13 get your name?

14 MS. MCDONALD: Nadine McDonald. I was asking for
15 clarification again talking about the ADA and
16 clarification on why that is important to each of the
17 districts.

18 MR. TEATER: ADA in and of itself is not an
19 important issue. The market value per student is an
20 issue because it is in that market value is where you
21 are able to generate dollars for facilities or for
22 supplemental levies. And so if you don't have enough
23 market value per students to be able to afford
24 buildings or building improvements then it begins to
25 affect that aspect of the school district. Did that

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1 help you?

2 MS. MCDONALD: Yes. Thank you.

3 MR. TEATER: Okay. Ma'am? Going to do this
4 differently here.

5 MS. SOLBERG: Andrea Solberg. If you haven't
6 signed up to testify at this point, you want to just
7 listen to discussion here what people have to say, are
8 you not allowed to testify? Is this a fluid hearing or
9 is the door shut?

10 MR. SPENCER: It is going to be a fluid hearing.
11 You can sign up at any time until we are done.

12 MR. TEATER: Any other questions I can help you
13 folks with on the plan?

14 MS. MCDONALD: You were talking about the salary
15 appropriations in the last chart. You said the cost to
16 the State was approximately \$70,000 for this division
17 process, correct? And then you were also talking about
18 District 244 would have to be buying out 243 for its
19 share of, say, the district building here in
20 Grangeville. Was there any analysis given to -- does
21 that scrap the new District 244 for cash if they are
22 having to pay out all of that money on those joint
23 shared buildings to the other district?

24 MR. TEATER: I don't know. That's the direct
25 answer to your question. On the other deconsolidation,

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1 each district had a share of the cash balance that was
2 left in the existing school district that they could
3 use to get started on some of those issues. And
4 remember when one district is buying out equity in
5 another they are also sometimes paying for some of that
6 equity so it is a back and forth issue. And it would
7 be up to those two boards how they would ultimately
8 resolve that. Whether it all had to be done on June
9 30th is still up in the air. Those two boards may say,
10 let's do this over a period of a year or two. And my
11 experience with school boards has been that when you
12 have a problem that has -- requires some reason and
13 some give and take, that school boards by and large do
14 that.

15 MS. MCDONALD: Thank you.

16 MR. TEATER: Sir?

17 MR. KUTNER: Jeff Kutner. The payment in lieu of
18 taxes, Craig-Widen monies taken into account in any of
19 the transactions?

20 MR. TEATER: I think we are talking forest funds,
21 Federal Forest Fund? Yes. The plan right now has a
22 little section in Chapter 3 on Federal Forest Funds,
23 and it is pretty straight forward. Currently Federal
24 Forest Funds are distributed out to the districts on a
25 per pupil basis and so it really doesn't matter where

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1 that line is in the current law. It is where the
2 students are. So, the students who are in Riggins get
3 a proportion of that, get the same proportion of the
4 division.

5 MR. KUTNER: Go by County?

6 MR. TEATER: Yeah. Money allocated to the County
7 and the County doles it out on a per pupil basis.
8 Craig?

9 MR. SPENCER: Another question that has been
10 asked was, what will happen with the coming proposed M
11 and O levy and how will that be divided up. That
12 should be noted that is not affected by the division
13 plan because that will be during the fiscal year coming
14 so that is when that will be collected and spent. And
15 this consolidation -- or deconsolidation, if it
16 happens, will be after that levy is over.

17 MR. LINDSLEY: Ted Lindsley.

18 MR. SPENCER: Do you want this?

19 MR. LINDSLEY: No. Is there any indication on
20 how Riggins feels about this? Can everybody hear that?
21 I just wondered if there's any indication -- you guys
22 have had more than one meeting with Grangeville. I
23 have missed them except for this one. You have had
24 some other meetings with Riggins. Is there any
25 indication after being there today how they feel about

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1 dividing?

2 MR. SPENCER: Anybody prefer to try that one?

3 No.

4 MR. TEATER: Some are for it and some are again
5 (sic) it. I think like we said earlier this evening, I
6 think they had some suggestions for things they felt
7 would improve the plan from their prospective and some
8 things that they liked and some things that they didn't
9 like, not only about the plan but in the whole concept
10 of deconsolidation. And they were candid with us about
11 that, I felt.

12 MR. LINDSLEY: What are some of those things that
13 they are not happy with?

14 MR. TEATER: I'm trying to decide whether I want
15 to answer your question.

16 MR. LINDSLEY: Just wonder, can we get passed it?

17 MR. TEATER: Well, I think that some of the folks
18 at Riggins expressed concern about long-standing
19 inequities that they felt that they experienced. Some
20 of them felt like the lines could be drawn differently.
21 Some folks were for the concept of deconsolidation and
22 others were not. And I think without getting into too
23 much specifics and too much time this evening, I think
24 most of those comments could be categorized in those
25 ways. Okay. Yes, ma'am.

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1 MS. PALMER: I'm Lori Palmer, and I want to know
2 when the comments were going to be made to the general
3 public and if the plan is online so people who aren't
4 at the meetings can look at it?

5 MR. TEATER: The plan is online now, and we've
6 already found a few things this evening, some editorial
7 changes that we want to make. And so that plan will be
8 updated in a couple of weeks that we will be able to
9 update the plan with the comments here and that goes
10 into -- I can't remember which index it is, D, appendix
11 D and so if we finish up early it will be earlier but
12 estimate a couple of weeks. Okay. Folks -- Craig, do
13 you want to walk them through the hearing? Why don't I
14 do that. The hearing part of this you folks that have
15 signed up or wish to sign up may do so. We are going
16 to ask you folks to limit your comments to about three
17 minutes. If we have more time it will be at the
18 discretion of the Chair if you have some additional
19 time. Remember that this is all part of making this
20 plan the best it can be and giving the Board
21 information about how you feel about the
22 deconsolidation process. The Board is in total control
23 of this plan and what happens to it. Okay.

24 MR. SPENCER: Okay. We'll ask you to come up to
25 this mic to give your testimony, and if you would like

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1 to preface your testimony by saying that you disagree
2 with a particular part of the plan but in no -- you
3 want to say that you are in favor of deconsolidation or
4 out of favor with deconsolidation you can preface your
5 remarks for whichever audience you would like it to be
6 prefaced for. So, we'll start. Greg, who is number
7 one signed up?

8 MR. BAILEY: Terry Vanderwall.

9 MR. SPENCER: Terry, if you would like to start.
10 Please state your name for Kristi.

11 MR. VANDERWALL: Good evening. My name is Terry
12 Vanderwall. Everybody hear me all right. My name is
13 Terry Vanderwall. I am a lifelong District 241
14 resident. I never dreamed I would be here tonight to
15 talk about this sort of thing. I'm just sitting here
16 thinking I used to have hot lunch in this building. I
17 think it was pretty good back then. Let's see, I have
18 been a resident of District 241 for 58 years. I
19 graduated from Grangeville High School. My two sons
20 have also graduated from here. One of my sons was a
21 teacher, and I currently have a daughter-in-law that is
22 a school teacher over in District 242. My father was
23 on the School Board way back when. With all that in
24 mind I would remind you that I know how important
25 education is to things, and I am a strong supporter of

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1 it. I have been a farmer and currently an insurance
2 agent. I have been in Grangeville city government
3 since 1978, and I am currently the Mayor of the City of
4 Grangeville. I believe in this community and the
5 people in it. A strong school district is the key to
6 so many things. It is unfortunate that our state
7 legislature has not seen that and have put their heads
8 in the sand when dealing with education and its
9 problems. A strong school system is important to the
10 economic base of a community. It helps keep our
11 existing residents and attracts future ones. Any new
12 business or any new person to the area will ask, how is
13 your school system and your hospital. Unfortunately,
14 we do not have a strong school system right now, and
15 that is the reason why I am here in support of the
16 deconsolidation effort. This district has gone from a
17 group of unified school patrons to two communities who
18 feel like one is getting more than the other. A sad
19 situation, and the losers are the students.

20 The previous school board and current one have
21 done their best to take care of all their patrons. It
22 is difficult for them to do that when you realize that
23 this district is in two different time zones, and it
24 takes a couple of hours to drive from one end to the
25 other. Deconsolidation will allow all dollars raised

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1 in the area to stay there. School Boards would be made
2 up of local community members. As I understand it the
3 state funding process would be the same. There are a
4 lot of communities in the state that are smaller than
5 us and are doing a great job of supporting a school
6 district on their own.

7 I didn't mention one other thing, that's the fact
8 that I am a grandpa several times. And I would like to
9 feel that I could look forward to having my kids'
10 grandkids receive a quality education in this school
11 district. I think the only way that that can be done
12 is if deconsolidation is approved.

13 I know that the challenges ahead are many, but
14 I'm here to tell you I will do whatever I can to help
15 with those. I would say this to all you folks involved
16 in this, I thank you for your efforts. I know
17 sometimes they are very frustrating, not going to get
18 any pats on the back. Thank you for this time, and I
19 wish you well. Thank you.

20 (Applause.)

21 MR. SPENCER: That was very good and very close
22 to three minutes. Greg?

23 MR. BAILEY: The next person is Todd Marek.

24 MR. SPENCER: Todd?

25 MR. MAREK: I didn't want to follow that great

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1 presentation out there so, unfortunately, try to wade
2 in here and get things back to normal. But great to
3 hear from the Mayor and lucky for his support. My name
4 is Todd Marek. I was born and raised here in
5 Grangeville, and I graduated from the school district.
6 Went away for college and moved back here 12 years ago
7 and have a family. And we have slowly seen the schools
8 deteriorate, and it has been very sad and very hard to
9 see. I know it is going on quite a bit through the
10 state, but particularly hard here in small towns. We
11 have noticed once things get tough, you have a spread
12 out school district, that the towns all seem to be
13 doing -- each get a bit curious, a lot of issues, I
14 think pretty soon everybody kind of got each other hog
15 tied. And I have noticed in dealing in business I
16 am in, dealing with a lot of big corporations, a lot of
17 people seem to think that larger is more efficient.
18 And I know for a factor that it is not. What I have
19 seen is a lot of times large companies are the ones
20 that aren't flexible. They can't adapt very well, and
21 they have a problem changing direction and being
22 flexible in today's fast moving world. And I think a
23 lot of times our district's awful large and spread out
24 and can't adapt well to a lot of the issues that are
25 coming up.

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1 One of the things I have thought of right off the
2 bat, put myself in other people's shoes and thinking of
3 Riggins and how they would see this and I kind of use
4 like -- what I thought of like say the school district
5 was basically included Lewiston and Grangeville was one
6 of the small towns that was kind of ran by a Lewiston
7 school district and the district people probably
8 wouldn't hardly be known to the local people. And I
9 can see how they feel, and that's why I know all the
10 people that I have talked to down there -- I am down
11 there pretty much once a week. Do a lot of business
12 down there -- all the people I have talked to, they are
13 very excited. They felt like they haven't felt they
14 have control what goes on down there. I just think
15 that the local control is so critical and so
16 empowering. And so, I guess important to everybody
17 local control, local say so, and don't operate your
18 school the way you want to and keep the dollars raised
19 locally as well. So, anyway, that's how I feel about
20 it.

21 MR. SPENCER: Thank you. Greg?

22 MR. BAILEY: Mary Schmidt.

23 MS. SCHMIDT: I hope you don't mind if I just
24 turn a little bit.

25 MR. SPENCER: Actually if you want to do that, go

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1 over here because Kristi needs to see your face. She's
2 reading lips, too.

3 MS. SCHMIDT: Okay, I just feel uncomfortable
4 with my back to everybody. As far as I'm concerned
5 this effort to split the district really isn't about
6 money, it is about local control. And it is about
7 getting communities the power to make decisions and
8 help develop the educational system that fits their own
9 community. Currently I don't think we have a system
10 that allows community to have, or at least feel, that
11 they have local control, and often times one community
12 is forced to live with the decisions because they are
13 outvoted by one or the other communities one way or the
14 other.

15 The second reason that I certainly am for the
16 splitting of the district is because I think that they
17 are definitely too large. We are the largest school
18 district geographically in the state. We are one of
19 the largest in the United States. We have Alaska up
20 there and they have a few bigger ones than we do, but
21 basically this is about the largest. I think to be an
22 effective Board, effective administration, you have got
23 to be very involved in the community. You have got to
24 be at the ball games. You've got to be in the coffee
25 shops. You've got to be on Main Street. You've got to

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1 be visiting with people and develop the relationships
2 that you need to help garner support for schools and
3 trust in schools. And with the best, most
4 well-intentioned School Board administration that is
5 just very, very difficult to do when you are looking
6 at, at least, four communities in an area this large.
7 And so I really think that the schools and the kids
8 suffer because of the fact that we are so large.

9 And the third reason that I am definitely for
10 deconsolidation is I think this is about choice and it
11 is about giving communities some people choice. They
12 are happier, more willing to be involved in things they
13 feel that they can help choose. I would believe if the
14 split actually happens we will see a lot of cooperation
15 continue. We may see joint administration, joint
16 support services and people actually, you know, hiring
17 one person work part time here, part time there. I am
18 not sure what it may be, but because people choose to
19 be in that range one school chooses to be informed when
20 it works, that's great. If it is not working they can
21 choose to do something different. And at this point
22 they don't really have a choice. I think often times
23 they feel forced. As you can tell I'm a real advocate
24 for local choice, local support with our schools, and I
25 certainly hope that the State Board of Education and

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1 our School Board will allow this plan once it is
2 finally finalized to go to the voters so that they may
3 choose what is best for them.

4 (Applause.)

5 MR. SPENCER: Thank you. Greg?

6 MR. BAILEY: Al Arnzen.

7 MR. SPENCER: Al?

8 MR. ARNZEN: Al Arnzen. I want to thank the
9 Board for giving the patrons a time tonight to let us
10 say what we think and give you our opinions. I think
11 the last thing we need tonight is a retired
12 superintendent who administered this district for 13
13 years to say anything about School District 241 after
14 you retire. But I have a few comments I would like to
15 say and observations over the past years. And I'm all
16 for deconsolidation, and I will tell you why. I think
17 Riggins will do just fine alone. When they have to
18 vote to replace the water and sewer lines and detach
19 themselves years ago they strongly supported the issue.
20 They have no problem taxing themselves. This year they
21 were the first community to raise the money for their
22 activities. That tells you how they feel about their
23 community and their students. I think they will do
24 just fine. There has always been a perception in the
25 school district that Grangeville got everything. In my

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1 opinion this was never true. Perceptions are hard to
2 change. I can remember being in Riggins at one time
3 and this individual was telling me that they received
4 the Grangeville High School basketball uniforms. And
5 that was 40 years ago, and it was still being passed
6 down from one generation to another. Very difficult to
7 change perceptions.

8 If the people approve this division and it works
9 out well then I think we should look at one more
10 division, and that's separate Grangeville and Kooskia.
11 I'm firmly convinced that the people in those
12 communities will support their education in their
13 schools, but they don't like giving money to other
14 communities in other schools and that's the problem I
15 think you are faced with. There are good people in all
16 the communities so it has nothing to do with the
17 people. Most citizens like to see their taxes go for
18 their own schools.

19 With the passage of House Bill 770 Riggins will
20 receive two more teachers because they are a secondary
21 school. But if they are divided from School District
22 241 they will receive, I believe, one more teacher and
23 a half time administrator. This would almost be a
24 wash.

25 An override levy needs to be passed. We cannot

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1 continue down the road we have been on these past
2 years. I cannot believe or foresee a high school
3 without activities, and we may be faced with that
4 scenario if we can't pass an override levy. The
5 legislature has not been kind to education. Override
6 is the only way you have to raise more money. I
7 believe overrides will be easier to pass when the
8 patrons know that all their taxes is going to go for
9 their school.

10 I want to thank you for allowing me to come
11 tonight. I know all of you are paid a lot, Board
12 members, to do this job, which is nothing. But I know
13 why you do it. You do it because you appreciate kids
14 and you are trying to help kids. And I want to thank
15 you for that. Thank you.

16 (Applause.)

17 MR. SPENCER: Greg?

18 MR. BAILEY: Andrea Solberg?

19 MS. SOLBERG: I am Andrea Solberg, and I am a
20 parent. And my husband and I own a business in town,
21 and we have settled in this community 20 years ago.
22 And when we moved here the schools were strong and the
23 best in this state and unfortunately I cannot say that
24 anymore. So, my question has always been in the last
25 1990 we had a failed levy and cut activities. In 1999

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1 we had a failed levy and we cut activities. And then
2 again in 2005. And I remember in '99 I was just new to
3 the community in '90, but '99 I said, we need to split
4 up. This isn't working. But it wasn't an option. It
5 was, that won't work, we can't do that. And, of
6 course, we can do it. I mean, change happens all the
7 time. We own a small business. We are adapting. In
8 the last 20 years I look at the Lindsleys and other
9 business owners in the community, of course you change.
10 And just because we consolidated 40 years ago it does
11 not mean we have to stay together forever. It just
12 doesn't. So, of course, this is doable. Other
13 districts have done it, and most districts in our state
14 are not consolidated. I have a list, and I won't read
15 it, but I will name a few at how close they are
16 together. You look at Parma, Notus, Wilder, Homedale,
17 Middleton and Caldwell has two districts in its own
18 city within 10, 15 miles of each other. You look at
19 Midvale, Wilder, Cambridge, Council, Weiser, Payette,
20 you can name them across the whole state, this is not
21 the way education does business in Idaho. We have done
22 it, and I commend the administration, the Board, that
23 have done it successfully over the years. We did it,
24 but it's not working anymore. We need to do it
25 differently, so I urge us to deconsolidate.

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1 (Applause.)
2 MR. SPENCER: Thank you. Greg?
3 MR. BAILEY: Next one is Carl Crabtree.
4 MR. SPENCER: Carl?
5 MR. CRABTREE: Well, thank you, Craig. I think
6 we are supposed to state our address as well, so being
7 I'm a very formal fellow I will state where I live: 36
8 White Tail Lane, Carl Crabtree in Grangeville.
9 Educated at Clearwater Valley High School. Went
10 through the school in Kooskia so I know something about
11 being a second class citizen. Moved up to Grangeville.
12 But, truthfully, the perceptions over in Clearwater
13 Valley, we got the Grangeville books. But I said, we
14 were second class citizens because we sent them on to
15 Riggins, and so actually I don't know if it was true
16 but that was the stories that were told. But used
17 books with Grangeville's name in them. I think the
18 reason I tell that story isn't to say I believe there
19 are inequitable situations. I think the facts are that
20 people vote on what they feel. And the feeling is that
21 the outliers get the second class situation, the
22 leftovers. And so if we deal in facts only and don't
23 deal with politics of things, I think we tend to get
24 ourselves in trouble. For me I think the issue here
25 with deconsolidation, local control is critical. We

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1 have to have people who feel they are connected to what
2 they are paying for. We have such a complex situation
3 with the schools in two time zones and lot of miles
4 apart that people cannot understand the financial
5 situation and the complexity of all kinds. So if
6 people, when they don't feel they understand it, they
7 don't support it. I think we can continue to look
8 forward to that if we don't deconsolidate.

9 I think, this is a smaller issue, but I believe
10 the Riggins people feel like they go south with
11 everything. They don't come to Grangeville. They
12 don't travel up here. They don't look at the Spokane
13 news, they look at Boise news. I feel there is a
14 disconnect because of the thinking south mentality. I
15 don't think that's the right term, but I think you know
16 what I'm saying. Division in time almost like I'm
17 speaking another language. I think we need to consider
18 that. I think consolidation was probably a real good
19 idea at the time. And time has changed, and the time
20 is now.

21 MR. SPENCER: Greg?

22 MR. BAILEY: The last person I have is Brandy
23 Brown.

24 MR. SPENCER: Brandy?

25 MS. BROWN: I'm Brandy Brown, 31 Hidden Springs

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1 Road. My husband and I moved here 13 years ago, and
2 one of the first things we did here when we moved here
3 was look into the school district. That was really
4 important to us. And as we all know over the 13 years
5 there has been problems that have been dropped and
6 things have changed to where we are now. I have five
7 children that will be coming through the school system,
8 and I am definitely in favor of deconsolidation. Our
9 district is too large. This past year as I tried to
10 become educated on how the school works and what's
11 happening I have traveled to Riggins, to Kooskia, and I
12 commend the School Board for all they do to try to keep
13 up with all that. It is too large. It is hard to get
14 to know people from that many different areas.

15 I guess I can get rid of my notes. When our
16 school levy failed I found it really interesting that
17 in the three different communities, with the high
18 school, how each community valued different things and
19 fund raised for different things. Some were able to
20 fund, some were able to, some weren't. Some able to
21 get PE. We truly are three different communities, and
22 I believe with local control each community can then
23 get what they deserve and work for what they want to
24 work for. And I echo the words said tonight that if we
25 feel like when we get out there and we work and we have

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1 motivation on the School Board we can focus on our own
2 local areas that we can accomplish more for our area
3 instead of being spread so thin. Trying to raise five
4 kids, attend meetings, as we all do, life is really,
5 really busy, if we can keep our local control and be
6 able to make a difference right here with the people we
7 work with, associate with, not on a different time
8 zone, we have the same understandings, same things, I
9 just think it will be better for everyone involved.
10 Thanks.

11 (Applause.)

12 MR. SPENCER: Thank you, Brandy. Now there are
13 no further names that have signed up to speak. After
14 hearing this testimony would the Board like to go out
15 of hearing mode and take more questions now? Is there
16 any more testimony now? We could take questions and
17 then go back into hearing mode if you like or -- do the
18 same thing we did in Riggins but -- I think what we are
19 going to do, then, I think is adjourn, and we are going
20 to be here for a while and talk. Available to talk
21 individually with anybody who wants to bring up any
22 points to us. So, again, I want to thank you for
23 coming. I remind the people we have a meeting a week
24 from tonight, next Monday, right. Okay. That's a
25 regularly scheduled School Board meeting in which we

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1 will, of course, be talking about this plan again. We
2 haven't even as a Board discussed it, so that's the
3 state we are in.

4 MS. PETERSON: Is the meeting over here?

5 MR. SPENCER: Yes. Okay. Thank you.

6 (Meeting adjourned at 7:40 p.m.)

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1 (April 11, 2006 in Kooskia, Idaho.)

2 MR. SPENCER: I want to thank everybody that came
3 and hope we have a few more that come along a little
4 later. You all know the board members, I hope.

5 MR. JACKS: We will in a minute when they all
6 take a seat.

7 MR. WIEBUSH: Make sure I get the right name in
8 front of me. I don't want to be called Bobbi or
9 anything.

10 MR. SPENCER: And you know our superintendent,
11 Wayne Davis. And tonight we have special guests, court
12 recorders, Keith and Kristi Evans. Who's doing it?
13 Keith is going to record all the testimony tonight, and
14 that goes in the plan when it goes to the State Board
15 of Education, verbatim. So, that's how that will work.

16 As you all know we've been working on this for a
17 couple of months, and we hired MGT Corporation to be a
18 disinterested third party to write a plan when we were
19 requested to by the so-called Riggins district.
20 They've given us several versions as we've been going
21 along, and the present version is on the website. And
22 it's in your hands tonight, if you would like a copy.
23 It will be updated again next week or the week after
24 with the verbatim testimonies from the three public
25 hearings, and it will be updated by any changes that

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1 the Board makes. The Board hasn't even considered it
2 yet. We haven't even looked at it and talked about it.
3 If the Board has any changes to make, that will come
4 within the next week or two probably. We're trying to
5 get this approved within a month, and then it will be
6 on the agenda for the State Board of Education. I
7 think they require like four weeks ahead of time. So
8 we're -- we're slightly ahead of schedule, but we
9 haven't finalized anything. Nothing is written in
10 stone. So, there's a lot to be -- to happen yet.

11 I'm going to introduce Jerry Gee from MGT
12 Corporation who's going to tell you a little more, then
13 he's going to walk us through the latest version of the
14 plan and bring us all up-to-date. And after that we'll
15 have a little question and answer time to make sure
16 everybody understands what he's saying and what is in
17 front of us, and then we'll start taking testimony.
18 And we'll probably try and limit it to like three
19 minutes or so. Doesn't look like we're going to have a
20 time constraint of any kind tonight, so we'll -- that's
21 kind of the way things are going to operate. Are there
22 any questions?

23 MR. JACKS: What did you say his name was?

24 MR. SPENCER: Jerry Gee is his name.

25 MR. DAVIS: You might mention Kristi and Keith's

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1 role.

2 MR. SPENCER: I did.

3 MR. DAVIS: I'm sorry. I slept through that.

4 MR. SPENCER: You were thinking.

5 DR. DAVIS: Yeah, only happens on occasions.

6 MR. SPENCER: Any other questions? This is Jerry

7 Gee.

8 MR. GEE: Thank you. The last name is a little
9 bit confusing. It is like the letter G, but it's
10 spelled G-e-e. As a kid growing up I heard all the
11 jokes and, of course, we really struggled with what we
12 would name our children. Golly was one that we
13 considered, and the list goes on and on.

14 But, anyway, it is a pleasure for me to be here
15 this evening and spend a few minutes with you folks on
16 what really is a serious issue and one that we do need
17 to take seriously, and that is the issue of the
18 proposed deconsolidation of this school district. As
19 was mentioned MGT was asked to put together a plan by
20 the Board. We're in that process. It is a draft plan.
21 This evening if things are mentioned, that the Board
22 may want to consider modifications to that plan. Those
23 things absolutely can happen, and the primary function
24 this evening, of course, is public testimony or public
25 hearing, not only on the plan, but also the topic

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1 itself, and that is the deconsolidation of the
2 District.

3 (Power point presentation given but not reported.)

4 MR. GEE: Mr. Spencer, do you want to go with
5 questions now?

6 MR. SPENCER: Is that the full explanation, then,
7 for now? I guess we're ready for questions. Do you
8 have any questions on the plan or about -- anything
9 about it before you want to start testifying?

10 One of the questions people have asked has been
11 how will this deconsolidation affect the current try
12 for an M & O override levy, and the answer to that one
13 is that it wouldn't. We're desperately in need of
14 funds that will last for just the next year before the
15 deconsolidation will even take place, and that's what
16 the levy would be for would be just for one year. It
17 would be collected and spent for one year for specific
18 things.

19 The law states that we are required to have just
20 one hearing, and by having three hearings and making it
21 convenient for everybody it makes it so that you don't
22 get to hear Riggins' testimony or the testimony that
23 was last night in Grangeville either which is not --
24 and neither did they anywhere along the line, which is
25 kind of a disadvantage. I wish we could all hear

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1 everybody's testimony, but it is more convenient for
2 everybody.
3 MR. CATHY: This is the one and only time to
4 comment on the process, then?
5 MR. SPENCER: This is the one official time that
6 goes into the plan itself for the State Board of
7 Education to read.
8 MS. BODINE: Mr. Chairman?
9 MR. SPENCER: Yes.
10 MS. BODINE: Can I ask a question of Mr. Gee?
11 MR. SPENCER: Yes.
12 MS. BODINE: Mr. Gee, on the map included is some
13 other districts at the northwest section and some of
14 those are partial districts, but do you know is -- 242
15 is the Cottonwood District, and is the whole District
16 is actually represented on that map or do you know?
17 MR. GEE: I do not know, but I do not believe it
18 is.
19 MS. BODINE: I think there's more of it.
20 MR. GEE: I think there is more, but I do not
21 know that for a fact.
22 MS. BODINE: Do you know if 302 is the entirety
23 of that District?
24 MR. GEE: Based upon the map I would say it
25 probably is would be my guess.

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1 MS. BODINE: Okay.

2 MR. GEE: Once again I am not absolutely
3 positive.

4 MS. BODINE: Pretty sure 304 and 305 just shows
5 part of those districts. Okay, thank you.

6 MR. GEE: Uh-huh (affirmative.)

7 MR. SPENCER: All the colored lines on the map
8 are the bus routes, and if you want to take some time
9 now to look over the map before you start testimony
10 that would be fine, too. Yes?

11 MR. WOODS: What was the rationale behind -- I
12 know we discussed it at our earlier meeting -- what was
13 the rationale behind the addition to Riggins District
14 243?

15 MR. DAVIS: Fred, I got to ask you to speak so
16 that these guys can actually hear you and see you. I
17 don't know if they could or not. So, you need to kind
18 of stand up so they can watch you talk.

19 MR. WOODS: I thought I was pretty loud. What
20 was the reason or the rationale behind the addition to
21 the Riggins district?

22 MR. GEE: When we had the discussions about a
23 month ago there was a strong indication that there was
24 going to be a development, and I don't remember the
25 name of that development. Does anyone?

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1 MR. SPENCER: Marshall Mountain Subdivision.

2 MR. GEE: Marshall Mountain Subdivision. And we
3 went ahead and researched that, and it looked like
4 there was a possibility that that was going to occur
5 and felt that it made sense at this point in time to
6 move the line over and absorb what might potentially be
7 that subdivision.

8 MR. WOODS: Clarify one more thing, again. On
9 your zoning for new Board of Trustees in 244 that's
10 based on population within ten percent; is that what
11 you said?

12 MR. GEE: That's correct.

13 MR. WOODS: Okay. Well, I'll ask more questions.
14 The number one question I get from people around here
15 when they come in and ask about the deconsolidation has
16 to do with are there any rules or regulations when it
17 comes to guidelines set forth by the State Board of
18 Education whether to accept this or is it just -- how
19 would they know whether this is a good plan and move on
20 or not? Do they just feel like they want to vote for
21 it that day or not, and that's a question that keeps
22 being asked. What are the guidelines? And my answer
23 has been, I really don't know.

24 MR. GEE: One of the things that will occur at
25 the State Board of Education meeting is the opportunity

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1 for public comment as well during that time frame. The
2 Board will -- if the Board of Trustees chooses to send
3 it to the State Board they will get all of this
4 information plus they will get all of the comments of
5 the public testimony that's being given. There will be
6 a formal presentation by MGT, of course, the local
7 board here, superintendent will be invited to come as
8 well and express their feelings, as well as individuals
9 from the public. Based upon all of that information,
10 they then vote and make a decision.

11 MR. SPENCER: You'll see in that packet that
12 there are a lot of reprints of the state code, and in
13 reading through that I don't see any guidelines in
14 there for the State Board of Education to make a
15 decision, nor for your local Board to make a decision.
16 We have tentatively chosen two guidelines on the basis
17 of which we hired MGT, and they were -- would you like
18 to repeat them?

19 MR. GEE: Go ahead.

20 MR. SPENCER: They were that we wanted to have
21 the least disruption for students, try and do the best
22 thing we could for what the students' needs were. And
23 the other was to try and balance financially so that
24 both districts could survive, and that's the two
25 guidelines we gave MGT.

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1 MR. DAVIS: Mr. Chairman, I might add there's
2 only been a history, I think, of three districts that
3 have tried deconsolidation in the, I'll say, in the
4 last ten years or in that neighborhood. And two of
5 those succeeded, I believe, and one didn't. And they
6 all have the same kind of plan. So there is not a
7 guideline other than the guideline these folks
8 established, and so the State Board can decide what
9 they want to decide. So, it's kind of political.

10 MR. SPENCER: MGT was involved in those three
11 districts, and they've written a plan based upon their
12 experience. There's no telling what the State Board
13 will do and, of course, they have a whole new school
14 board to deal with, too, and a whole new set of
15 circumstances. But that's the closest we can come to
16 answering your question.

17 MR. GEE: I think it's important to remember that
18 the State Board has given the authority for the patrons
19 to make the decision as to ultimately what happens.
20 And the State Board can rule in favor of doing that or
21 they can choose not to do that. But ultimately the
22 decision if given the opportunity rests with the voters
23 of this school district.

24 MR. JACKS: I guess I got a question. What
25 happens after this? If this all went through and maybe

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1 one of the districts wouldn't be able to make it, what
2 happens then? What happens to that district? Somebody
3 picks them back up or what?

4 MR. SPENCER: There's -- in that plan you'll see
5 that there's all the state codes relevant to the
6 situation of not only deconsolidation but
7 consolidation, and they will have the option at that
8 time to consolidate and they may consolidate north or
9 south or we don't know. It would be kind of up to
10 them.

11 MR. DAVIS: Or operated by the State.

12 MR. SPENCER: Or -- that's true, they could be
13 operated by the State. Is that in there?

14 MR. DAVIS: No, it's not in there, but that's
15 part of -- a district that is nonfunctional the State
16 can come in and take over their operation and try and
17 get them functional again. And then you're right,
18 deconsolidation is the next -- or consolidation is the
19 next.

20 MR. SPENCER: On the back page there's a table
21 that shows approximately ten different districts that
22 are of the same size and the same values, and those
23 districts are all currently functioning so it's
24 happening in Idaho now on approximately 10 percent of
25 the districts about that size.

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1 MR. DAVIS: Mr. Chairman, on that same chart you
2 might talk about the supplemental levy option and the
3 need that will continue there. Do you want to mention
4 that?

5 MR. SPENCER: Another of the most asked questions
6 was, what's going to happen with the money, and we all
7 know that the consolidated 241 is in pretty bad straits
8 financially and is this going to improve it by
9 splitting. Staff-wise the Riggins district will gain,
10 by splitting, half an administrator and a teacher. If
11 they don't split they are going to gain two teachers if
12 the bill that has been passed by the House and the
13 Senate gets signed by the Governor. And so basically
14 that's a wash. But also in this plan it states that
15 there's about a 70,000 increase in their funding if
16 they split, and that basically relates to the half time
17 administrator and the teacher they'll gain. So
18 financially it's about an even steven. If we split
19 we're going to have two districts that are both in
20 financial straits, just as we are now. In our state
21 right now the only districts that are not in financial
22 straits pass an M & O override levy. Those that don't
23 are providing a more limited education in this state.
24 And that's the story of the state right now. Any other
25 questions?

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1 MS. BODINE: Mr. Chairman?
2 MR. SPENCER: Bobbi?
3 MS. BODINE: If the deconsolidation was approved
4 by the State Board it would take place July of '07 --
5 '08, '08 -- '07.
6 MR. SPENCER: '07.
7 DR. DAVIS: '07.
8 MS. BODINE: So if at that point -- could both
9 districts -- no, they couldn't. Only one district
10 could ask for an override levy during that spring, or
11 could they if it's been approved?
12 MR. GEE: The State Board has -- if the State
13 Board has appointed two boards by then there is also an
14 oversight board that is going on. I think that those
15 decisions could be determined based upon the powers of
16 those boards. I'm not sure there would be anything
17 that would restrict them from doing that if they chose
18 to do so.
19 MS. BODINE: Running two?
20 MR. GEE: The two districts are established.
21 They officially exist.
22 MS. BODINE: Okay.
23 MR. GEE: Okay.
24 MS. BODINE: Okay.
25 MR. SPENCER: And they are established the minute

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1 that that election is certified.

2 MS. BODINE: Okay.

3 MR. SPENCER: Just a week after -- as soon as the
4 County Commissioners meet after the November election
5 and canvas the vote then they are certified as new
6 districts, and they will physically become independent
7 at the start of the fiscal year in July. And I think
8 that will be the end of the joint powers board also at
9 the July '07.

10 MR. GEE: (Nods head affirmatively.)

11 MR. WOODS: I'm not sure how to ask this
12 question. Are there things that would be owned
13 jointly? We're sitting here talking about even little
14 things like servers, computer servers. How do we -- I
15 saw an 85-15 split on a lot of things, and so what
16 about the things that are physical? How do we split
17 those?

18 MR. DAVIS: I can address that, if you'd like.
19 Most of them will come out of the principal's offices.

20 MR. WOODS: Well, that's okay because mine are
21 archaic.

22 MR. DAVIS: Good deal. One of the parts of the
23 plan says that most of that equipment stays with the
24 school. The things that are utilized on a
25 district-wide basis, buses, transportation, those are

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1 the areas that would be divided. Each school has a
2 server. Each school has a server for basically their
3 population of students. All of those items stay with
4 the school.

5 MR. WOODS: And busing would be the only thing
6 that's really joint?

7 MR. DAVIS: That's correct. And food service
8 supplies and some of those kind of commodities that the
9 district buys that's distributed out for the others.
10 But that particular scenario in terms of busing, food
11 service, I think are the main items in the plan that
12 are to be distributed. Part of the plan includes a
13 division of a cost of the bus garage in both
14 Grangeville and here. Riggins does not have a bus
15 garage. So the value of those are considered, and then
16 District 244 would buy out 243's cost of the joint
17 owned facilities. We won't get down to the little
18 knit-picky things I don't think, if we get to that.

19 MR. SPENCER: Can you think of any other
20 questions?

21 MR. JACKS: Another one, but so anything that you
22 buy now like your buses and stuff like that one
23 District won't get a better bus or more new buses now
24 from now until -- I mean, it will still be split, won't
25 be one district getting more new buses and the other

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1 one still got their old ones.

2 MR. DAVIS: I would address that at this point.
3 The way the plan talks about dividing those is buses
4 are calculated on a depreciation schedule throughout
5 the district, so they're considered on a value. And as
6 we look at the division one of the things to keep in
7 mind is the value of the bus and also the age. And
8 quite openly they're pretty distributed evenly right
9 now so, I mean, six of one, half dozen of the other.

10 MR. JACKS: Okay.

11 MR. DAVIS: We are looking for any of the
12 shortfalls to be made up of any of the retired
13 secretaries that are still living in the District.
14 Just checking to see if you're listening.

15 MS. ULMER: I thought I retired.

16 MR. SPENCER: Well, if there are no further
17 questions, then, I would like to open up the formal
18 hearing part and ask if anybody would like to give
19 formal testimony on the plan for deconsolidation.
20 Jerry?

21 MR. CATHY: I would. My name --

22 MR. SPENCER: State your name and address,
23 please, now that we're formal.

24 MR. CATHY: My name is Jerry Cathy. I live in
25 Stites. I've been in the Valley for about 20 years.

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1 I've had two children go through the district school
2 system. And the way I see it at this point is that I
3 know that 241 as it exists is going to continue to have
4 funding problems because part of the reason because
5 we're basing our levies on property taxes. But I can't
6 see where deconsolidation is going to help funding to
7 help kids, so at this point I can't support the
8 deconsolidation. And that's basically my feeling in a
9 nutshell.

10 MR. SPENCER: Thank you, Jerry. Is there other
11 testimony? In that case, we'll call the formal part of
12 the hearing closed, and thank you for listening. We're
13 going to take our time in packing up, and we're still
14 here to visit with you and answer any questions you
15 might think of. And I urge you to look at the map and
16 see what you think. And the Board will probably start
17 talking about this plan now, and we will -- we have
18 to -- we have to deliberate tonight a little bit. MGT
19 asked Wayne to start pumping us to see if we were going
20 to support what he had written so far, so preliminarily
21 he's supposed to start questioning the Board and see
22 how we stand, and he's supposed to give MGT some
23 direction within a week or two, or what?

24 MR. GEE: I believe so, within a week, I believe.

25 MR. SPENCER: Within a week. So that's kind of

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1 the way the situation we're in right now. So, thank
2 you very much for attending, and if there's anything we
3 can do for you, please ask. And, I guess, we're
4 adjourned.

5 (Hearing concluded at 7:45 p.m.)

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1 CERTIFICATE OF TRANSCRIPTION
2 The undersigned does hereby certify that they
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which 5 were reported on the 10th and 11th days of April, 2006,
in the 6 above-entitled action or proceeding.
7 Dated this 16th day of April, 2006.
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Appendix E

Relevant Idaho Code Sections

33-305. NAMING AND NUMBERING SCHOOL DISTRICTS. Each school district as the same is organized on the effective date of this act shall bear the same number as theretofore. Excepting specially chartered school districts, each school district operating a secondary school, or secondary schools, on said date shall be designated by number and county, after the following style:

School District No. __, __ County, State of Idaho, or Joint School

District No. __, __, __, (and __) Counties, State of Idaho.

Each school district which, on the effective date of this act, is maintaining only an elementary school, or elementary schools, shall be designated after the following style:

Elementary School District No. __, __ County, State of Idaho, or Joint

Elementary School District No. __, __, __, (and __) Counties,

State of Idaho.

Joint districts shall be designated by the same number in each county in which the district lies, or shall lie.

Wherever the term "school district" appears in this act, it shall mean and include any school district, joint school district, elementary school district, joint elementary school district or specially chartered school district, unless a more limited meaning is clearly expressed and intended, or unless any provision of a charter is contrary thereto.

33-306. BOUNDARIES OF SCHOOL DISTRICTS. There shall be no part of the area of the state of Idaho not included in the area of some school district. A legal description of the boundaries of each school district, as now or hereafter established, shall be kept by the state board of education and by the board of county commissioners in each county in which any school district, or any part thereof, shall lie.

33-310. CONSOLIDATION OF SCHOOL DISTRICTS. The boards of trustees of two (2) or more contiguous school districts may submit to the state board of education a plan for the consolidation of their districts into a single new district.

The plan shall contain as a minimum the following, and in addition any other information required by the state board of education:

1. A map or maps showing the boundaries of the proposed new district, the boundaries of the component consolidating districts, the location of existing schoolhouses or other facilities of the component districts, the proposed trustee zones, and the proposed transportation routes if any;
2. A legal description of the boundaries of the proposed new school district and of the trustee zones proposed, with estimates of the population in each such zone;
3. The assessed value of taxable property of each component consolidating district and of the entire proposed new district;
4. Outstanding general obligation bonds of any component consolidating district, sinking funds accumulated, and estimated proceeds of sinking fund levies in process of collection;
5. Whether any component district has established a plant facilities reserve fund, and if so the amount on hand in such fund, the obligations against the fund, and the levy being made for such fund together with estimate of the proceeds of such levy in process of collection;
6. Whether any outstanding and unpaid bonds of any district included in the proposal are to be and become the obligations of the proposed consolidated district, or shall remain the obligations of the area of the district which first incurred the same. If such bonds are proposed to become the obligations of the proposed consolidated district, the plan shall show each participating district's portion thereof which shall be that portion of the aggregate debt as the assessed value of taxable property in each district bears to the aggregate assessed value of taxable property in the area of the proposed consolidated district;
7. If a joint district, the designation of the home county;
8. The official name and number of the proposed new district; and
9. How the property, real and personal, of former districts shall vest in the

new district.

Before submitting any proposal for consolidating school districts to the state board of education, the board of trustees of each proposing district shall first call and cause to be held, within said district, a hearing on the proposal. Notice of the time and place of such hearing shall be given, by each such district, by two (2) publications in a newspaper of general circulation in the district, the first and last publications being not less than six (6) days apart.

At such hearings, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation if and when it is submitted to the state board of education.

Following any hearing, it shall be within the discretion of the board of trustees of any proposing district whether it shall further proceed in the plan for consolidating the districts.

33-311. PLAN OF CONSOLIDATION SUBMITTED TO ELECTORS. The state board of education may approve or disapprove any plan proposing consolidation, and if it approves the same it shall give notice thereof to the board of trustees of each school district proposing to consolidate and to the board of county commissioners in each county in which the proposed consolidated district would lie. Notice to the board of county commissioners shall include the legal description of the boundaries of the proposed consolidated district and a brief statement of the approved proposal, and shall be accompanied by a map of the proposed consolidated district.

Not more than ten (10) days after receiving the notice from the state board of education, each board of county commissioners receiving such notice shall enter the order calling for an election on the question of approving or disapproving, and shall cause notice of such election to be posted and published. The notice shall be posted and published, the election shall be held and conducted and its results canvassed, in the manner and form of sections 33-401 through 33-406, Idaho Code.

If the qualified school electors of any one (1) district proposing to consolidate, and voting in the election, shall constitute a majority of all such electors voting in the entire area of the proposed consolidated district, the proposed consolidation shall not be approved unless a majority of such electors in such district, voting in the election, and a majority of such electors in each of the remaining districts, voting in the election, shall approve the proposed consolidation.

If the qualified school electors in no one (1) of the districts proposing to consolidate, and voting in the election, constitute a majority of all such electors voting in the entire area of the proposed consolidated district, the proposed consolidation shall not be approved unless a majority of all such electors in each district, voting in the election, shall approve the proposed consolidation.

In any plan of consolidation the existing bonded debt of any district or districts proposing to consolidate, shall not become the obligation of the proposed consolidated school district. The debt or debts shall remain an obligation of the property within the districts proposing the consolidation. Upon voter approval of the proposed consolidation, the districts proposing to consolidate shall become subdistricts of the new district as if they had been created under the provisions of section 33-351, Idaho Code. The subdistricts shall be called bond redemption subdistricts. The powers and duties of such

bond redemption subdistricts shall not include authority to incur new indebtedness within the subdistricts.

When a consolidation is approved, as hereinabove prescribed, a new school district is thereby created, and the board of county commissioners of any county in which the consolidated district lies shall enter its order showing the creation of the district and a legal description of its boundaries.

33-312. DIVISION OF SCHOOL DISTRICT. A school district may be divided so as to form not more than two (2) districts each of which must have continuous boundaries, in the manner hereinafter provided, except that any district which operates and maintains a secondary school or schools shall not be divided unless the two (2) districts created out of the division shall each operate and maintain a secondary school or schools immediately following such division.

A proposal to divide a school district may be initiated by its board of trustees and submitted to the state board of education. Such proposal shall contain all of the information required in a proposal to consolidate school districts as may be relevant to a proposal to divide a school district. It shall also show the manner in which it is proposed to divide or apportion the property and liabilities of the district, the names and numbers of the proposed new districts, and legal description of the proposed trustee zones.

Before submitting any proposal to divide a school district, the board of trustees shall hold a hearing or hearings on the proposal within the district. Notice of such hearing or hearings shall be posted by the clerk of the board of trustees in not less than three (3) public places within the district, one (1) of which places shall be at or near the main door of the administrative offices of the school district, for not less than ten (10) days before the date of such hearing or hearings.

The state board of education may approve or disapprove any such proposal submitted to it, and shall give notice thereof in the manner of a proposal to consolidate school districts; except, that the state board of education shall not approve any proposal which would result in a district to be created by the division having or assuming a bonded debt in an amount exceeding the limitations imposed by law, or which would leave the area of any city or village in more than one school district.

If the state board of education shall approve the proposal to divide the district, notice of the election shall be published, the election shall be held and conducted, and the ballots shall be canvassed, according to the provisions of sections 33-401--33-406[, Idaho Code]. The division shall be approved only if a majority of all votes cast at said special election by the school district electors residing within the entire existing school district and voting in the election are in favor of the division of such district, and a majority of all votes cast at said special election by the qualified voters within that portion of the proposed new district having a minority of the number of qualified voters, such portion to be determined by the number of votes cast in each area which is a

contemplated new district, are in favor of the division of the district, and upon such approval two (2) new school districts shall be thereby created. The organization and division of all school districts which have divided since June 30, 1963, are hereby validated.

If the division be approved, as herein provided, the board of canvassers shall thereupon notify the state board of education and the trustees of the district which has been divided. The state board shall give notice to the board of county commissioners of any county in which the newly created districts may lie.

33-313. TRUSTEE ZONES. Each elementary school district shall be divided into three (3) trustee zones and each other school district shall be divided into no fewer than five (5) or more than nine (9) trustee zones according to the provisions of section 33-501, Idaho Code. Any proposal to define the boundaries of the several trustee zones in each such school district shall include the determination, where appropriate, of the number of trustee zones in such district, and the date of expiration of the term of office for each trustee. The boundaries of the several trustee zones in each such school district shall be defined and drawn so that, as reasonably as may be, each such zone shall have approximately the same population.

Whenever the area of any district has been enlarged by the annexation of all or any part of another district, or by the correction of errors in the legal description of school district boundaries, any such additional territory shall be included in the trustee zone or zones contiguous to such additional territory until such time as the trustee zones may be redefined and changed. Trustee zones may be redefined and changed, but not more than once every five (5) years in the manner hereinafter provided.

A proposal to redefine and change trustee zones of any district may be initiated by its board of trustees, and submitted to the state board of education, or by petition signed by not less than fifty (50) school electors residing in the district, and presented to the board of trustees of the district. Within one hundred twenty (120) days following the receipt of a petition to redefine and change the trustee zones of a district the board of trustees shall prepare a proposal for a change which will equalize the population in each zone in the district and shall submit the proposal to the state board of education. Any proposal shall include a legal description of each trustee zone as the same would appear as proposed, a map of the district showing how each trustee zone would then appear, and the approximate population each would then have, should the proposal to change any trustee zones become effective.

Within sixty (60) days after it has received the said proposal the state board of education may approve or disapprove the proposal to redefine and change trustee zones and shall give notice thereof in writing to the board of trustees of the district wherein the change is proposed. Should the state board of education disapprove a proposal that had been initiated at the request of petitioners, the board of trustees shall within forty-five (45) days submit a revised proposal to the state board of education. Should the state board of education approve the proposal, the board of trustees shall

within sixty (60) days after notification of the approval of such proposal submit to the school district electors residing in the district, in an election to be held not less than thirty (30) days prior to the date of the next ensuing annual election of school district trustees, the question of approving or disapproving the proposal to change trustee zones. Notice of such election shall be posted and published, the election shall be held and conducted and the ballots canvassed, as provided in chapter 4, title 33, Idaho Code. If a majority of the school district electors residing in the district, and voting in the election, should approve the proposal, the trustee zones shall be changed in accordance with the proposal.

At the next regular meeting of the board of trustees following the approval of the proposal the board shall appoint from its membership a trustee for each new zone to serve as trustee until that incumbent trustee's three (3) year term expires. If the current board membership includes two (2) incumbent trustees from the same new trustee zone, the board will select the incumbent trustee with the most seniority as a trustee to serve the remainder of his three (3) year term. If both incumbent trustees have equal seniority, the board will choose one (1) of the trustees by the drawing of lots. If there is a trustee vacancy in any of the new zones, the board of trustees shall appoint from the patrons resident in that new trustee zone, a person from that zone to serve as trustee until the next annual meeting. At the annual election a trustee shall be elected to serve during the term specified in the election for the zone. The elected trustee shall assume office at the annual meeting of the school district next following the election.

33-402. NOTICE REQUIREMENTS. a. Notice of all school elections must be given by posting and publishing notice of said elections and such notice shall state:

1. The date of holding the election;
 2. The hours between which the polls will be open;
 3. The definite place or places of holding the election;
 4. In the case of election of trustees, the offices to be filled, the trustee zones, and a statement that declarations of candidacy must be filed not later than 5:00 p.m. on the fifth Friday prior to the day of the election;
 5. In the case of bond election, the amount of the issue, the purpose and period of the issue;
 6. In the case of the assumption of a debt, the amount of any such debt to be assumed by each district, or part of a district; and
 7. In all other elections, a brief statement of the question being submitted to the electors.
- b. In school elections involving (i) the incurring or increasing of a debt, (ii) approving a levy for a plant facilities reserve fund and term thereof, (iii) excising and annexing territory, (iv) consolidating districts, or (v) dividing a district, notice of the election shall be posted not less than twenty-one (21) days prior to the day of the election in at least three (3) places in each district participating in or affected by such election, one (1) of which places shall be at or near the main door of the administrative offices of each such district, and by publishing at least once each week for three (3) consecutive weeks prior to the day of the election in a newspaper as provided in section 60-106, Idaho Code, published in the county or in any county in which such district may lie and having general circulation within such district.
- c. Notice of all other school elections shall be given in the same manner, except that the posting shall be for not less than ten (10) days, and publishing shall be at least once each week for two (2) consecutive weeks prior to the day of the election.
- d. Notice of the deadline for filing declaration of candidacy for election of trustees shall be posted for not less than ten (10) days and published at least once each week for two (2) consecutive weeks prior to the last day

for filing nominating petitions as required by section 33-502, Idaho Code.

- e. In elections for excising and annexing the territory of school districts, or to create new school districts by consolidation or division, the clerk of the board of county commissioners of the county in which the district lies, or of the home county if the district be a joint district, shall prepare, post, sign and arrange for the publishing of, the notice of election. In all other elections it shall be the duty of the clerk of the board of trustees so to do.
- f. Notice of annual meeting of elementary school districts as provided for in section 33-510, Idaho Code, and of intent to discontinue a school, as provided for in section 33-511, Idaho Code, and annual budget hearing as provided for in section 33-801, Idaho Code, shall be given by posting and publishing as outlined in subsection b of this section except that posting shall be for not less than ten (10) days, and publishing shall be once in a newspaper as provided in section 60-106, Idaho Code, published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, published in the county in which such district lies. If more than one (1) newspaper is printed and published in said district or county, then in the newspaper most likely to give best general notice of the election within said district; provided that if no newspaper is published in the said district or county, then in a newspaper as provided in section 60-106, Idaho Code, most likely to give best general notice of the election within the district.
- g. Notices calling for bids for the acquisition, use, or disposal of real and personal property as provided for in section 33-601, Idaho Code, and contracting for transportation services as provided for in section 33-1510, Idaho Code, shall be given by publishing twice, not less than one (1) week apart in a newspaper as provided in section 60-106, Idaho Code, published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, published in the county in which such district lies. If more than one (1) newspaper is printed and published in said district or county, then in the newspaper most likely to give best general notice of the election within said district; provided that if no newspaper is published in the said district or county, then in a newspaper

as provided in section 60-106, Idaho Code, most likely to give best general notice of the election within the district. The notice inviting bids shall set a date and place for opening bids. The first publication of the notice shall be at least two (2) weeks before the date of opening the bids; except that the notice for contracting for transportation services shall be made not less than four (4) weeks before the date of opening bids.

- h. Proof of posting notice shall be upon the affidavit of the person posting the same; and proof of publication shall be upon the affidavit of the publisher of the newspaper or newspapers respectively. Such affidavits shall be filed with his board by the clerk responsible for the posting and the publishing of said notice, before the day of the election named in the notice.

33-403. CONDUCT OF ELECTIONS. In all school elections each polling place shall be presided over by a board of election. Each board shall consist of one (1) or more judges and a clerk, who shall be qualified school district electors of the district. The board of election shall determine the time of duty of each judge and clerk as full time or part time on duty and require those who count the ballots to remain on duty until the ballots are counted. Before entering upon his duties, each member of the board of election shall take an oath, which shall be administered by any qualified school district elector of the district, faithfully to perform the duties of such member.

In any election involving excision and annexation of territory, or consolidation of districts, or division of a district, the board of county commissioners of any county affected by such election shall appoint the boards of election and designate the polling places within that county; and in all other school elections, the board of trustees of the district shall appoint the board or boards of election.

Polling places designated for school election shall conform to the accessibility standards established by the secretary of state pursuant to the authority granted in section 34-302, Idaho Code.

While the polls are open neither the board of election nor any person shall give information on the progress of the election. All elections shall be by secret and separate ballot, each ballot to be in print, type or other legible writing. The ballots in each case shall be prepared by the person responsible for signing, posting and arranging the publishing of the notice of election, and shall be in such form that an elector may express a choice in the affirmative or in the negative of any proposition to be voted on or the election of any person, by marking a cross (X). Ballots shall carry a brief but clear statement of any proposition being submitted; and

1. In the case of an election involving the creation or assumption of debt, the amount of the issue, purpose and period of the issue, or the amount to be assumed;
2. In the case of election of trustees, the names of the nominees, together with space in which an elector may write in the name or names of other qualified persons;
3. In the case of an election involving excision and annexation of territory, or the consolidation of school districts, or the division of a school district, a description of the proposed change.

In all school elections, the ballots used by the electors shall be kept in a sealed container until the polls are closed at the time specified in the notice of election.

It is intended that no informalities in the conduct of school elections shall invalidate the same if the election shall have been otherwise fairly held.

33-404. PLACES ELECTIONS TO BE HELD. In elections involving excision and annexation of territory, or the consolidation of school districts, or the division of a school district, each notice of election shall designate that polling places shall be established, as follows:

In an election involving excision and annexation of territory, polling places shall be established in the district to which the territory or area is to be annexed; in the territory or area to be annexed; and in the remainder of the school district from which the territory or area is to be excised.

In an election involving consolidation of school districts, polling places shall be established in each district proposed to be consolidated.

In an election involving the division of a school district, polling places shall be established in each proposed trustee zone of each school district proposed to be created by the division.

In any school election held within a joint school district, polling places shall be designated and established, within such district, in each county in which ten (10) or more electors of the district reside. In an area where less than ten (10) electors reside, a polling place shall be designated upon petition to the board of trustees, received not less than twenty-eight (28) days preceding the date of the election, of three (3) or more electors within the affected area, or may be designated at the option of the board of trustees.

33-407. RETURN AND CANVASS OF ELECTIONS. In any school election involving the excision and annexation of territory, or the consolidation of school districts, or the division of a school district, the board of county commissioners of the county in which the election is held, or, in the case of a joint school district, the board of county commissioners of the home county of the school district, shall constitute the board of canvassers. In all other school elections, the board of trustees of each school district shall act as the board of canvassers.

Following the close of the polls at the time stated in the notice of election, each board of election shall open the ballot boxes and compute the results in public view. Any ballot or part of a ballot from which it is impossible to determine the elector's choice shall be void and shall not be counted. In the event of a bond election or any other election requiring more than a simple majority conducted by a school district, any qualified elector casting such ballot or part of a ballot shall be deemed not to have voted at or participated in such bond election and the ballot or part of a ballot shall not be counted in determining the number of qualified electors voting at or participating in such elections. Within not more than three (3) days thereafter each board of election shall make return to the chairman of the board of canvassers. Said return shall include the computation of the results of the election and all ballots cast at the election, both those counted and those rejected.

At its next meeting after receiving all returns from the board or boards of election, the board of trustees or the board of county commissioners, when acting as a board of canvassers shall canvass all returns of the election. The board of canvassers shall examine and make a statement of the total number of votes cast for all candidates or questions that shall have been voted upon at the election. The statement shall set forth the names of the candidates or questions for which the votes have been cast. It shall also include the total number of votes cast for each candidate and/or the total number of affirmative and negative votes cast for any question voted upon at the election. The board of trustees of the school district, when acting as a board of canvassers, shall enter the results of the election as reflected in such a statement in the minutes of the board of trustees.

The board of county commissioners, when acting as a board of canvassers, shall canvass the returns and shall give notice of the result of the election as reflected in such statement to the board of trustees of any school district involved in the election. If the

proposals have been approved by the majority or majorities required by law, the board of county commissioners shall thereupon enter its order showing the proposals as having been approved, and shall also give notice of such approval to the board of county commissioners of any other county in which shall lie any part of the territory of any school district affected by the result of the election. The board of county commissioners of each county shall thereupon make appropriate corrections in the legal descriptions of any school district boundaries, within its county whenever the result of the election requires such correction.

All returns of elections, including ballots cast thereat, shall be kept and retained by the clerk of the board of trustees, or by the clerk of the board of county commissioners, as the case may be, for not less than eight (8) months after the date of the election.

33-505. BOARD OF TRUSTEES, DISTRICT NEWLY CREATED. Within ten (10) days after the entry of any order creating a new school district by the consolidation of districts or parts thereof, the trustees of all school districts involved in the consolidation shall meet at the call of the state board of education and, from their number or from other qualified school district electors of the district, shall select a board of trustees of the new district to serve until the annual election of trustees next following; and shall report the names of said trustees to the state board of education.

The state board of education, at its first meeting next following receipt of notice of the creation of new school districts by the division of a district, shall appoint a board of trustees for each such new district, to serve until the annual election of school district trustees next following.

Boards of trustees selected or appointed as in this section provided shall forthwith meet and organize as provided in section 33-506, and thereupon the board of trustees of any district, the whole of which has been incorporated within the new district, or which was divided as the case may be, shall be dissolved and its powers and duties shall cease. Prior to the notice of annual election of trustees next following, the board of trustees of each school district created by consolidation or by division of districts shall determine by lot or by agreement which of the trustee zones the trustees therefor shall be elected for a term of one (1) year, which for a term of two (2) years, and which for a term of three (3) years. Thereafter each trustee shall be elected for a term of three (3) years.

Appendix F

Draft Election Motions, Resolutions, Oaths, Ballots, and Notice

Proposed Motion, Resolution, Elector's Oath, Ballot, and Notice

MOTION AUTHORIZING HEARINGS REGARDING THE DIVISION OF JOINT SCHOOL DISTRICT NO. 241

I move, in accordance with Idaho Code 33-312 (the third paragraph thereof), that the Board of Trustees hold Three (3) hearings on the Proposal to Divide the District, the hearings to be held at Riggins Junior-Senior High School, April __, 2006 at 6:00 P.M., Grangeville High School, April __, 2006 at 7:30 P.M., and Clearwater Valley Junior-Senior High School, April __, 2006 at 7:00 P.M.; and that notice of the hearing be posted and published as required by law. It is further the purpose of this motion to call for special meetings of the Board of Trustees of the Joint School District No. 241 at Riggins Junior-Senior High School, April __, 2006 at 6:00 P.M., Grangeville High School, April __, 2006 at 7:30 P.M., and Clearwater Valley Junior-Senior High School, April __, 2006 at 7:00 P.M. for the purposes of authorizing the Board to conduct the hearings.

School Division Plan – Appendix F: Draft Election Motions, Resolutions, etc.

NOTICE OF SPECIAL MEETINGS OF
BOARD OF TRUSTEES OF JOINT SCHOOL DISTRICT NO. 241

Notice is hereby given that three (3) special meetings of the Board of Trustees of Joint School District No. 241, will be held at Riggins Junior-Senior High School, April __, 2006 at 6:00 P.M., Grangeville High School, April __, 2006 at 7:30 P.M., and Clearwater Valley Junior-Senior High School, April __, 2006 at 7:00 P.M. for the purposes of conducting public hearings in accordance with Idaho Code 33-312, for the proposed division of the Joint School District into two (2) school districts, (Idaho County School District No. 244 and Joint School District No. 243) at which meetings the following business will be conducted:

- I. Call meeting to order
- II. Presentation of Proposal for Division of the District, and the taking of public input.
- III. Adjournment.

NOTE: IF ANY AUXILIARY AIDS OR SERVICES ARE NEEDED FOR INDIVIDUALS WITH DISABILITIES, PLEASE CONTACT THE ADMINISTRATION OFFICE, 714 JEFFERSON STREET, GRANGEVILLE, IDAHO (208-983-0990).

DATED the ____ day of _____, 2006.

BOARD OF TRUSTEES
JOINT SCHOOL DISTRICT NO. 241

BY: _____
CLERK OF THE BOARD

Posted at:

Published:

School Division Plan – Appendix F: Draft Election Motions, Resolutions, etc.

RESOLUTION 06-____
JOINT SCHOOL DISTRICT NO. 241
CALLING FOR AN ELECTION FOR THE DIVISION OF THE SCHOOL DISTRICT
PURSUANT TO IDAHO CODE 33-312
AND
AN ELECTION TO OPERATE AS SUB-DISTRICTS PRIOR TO JULY 1, 2007
PURSUANT TO IDAHO CODE 33-351

WHEREAS, the Board of Trustees of Joint SCHOOL DISTRICT No. 241, Idaho County, Idaho, do, by this Resolution duly adopted, and in accordance with the authorization provided by Idaho Code 33-312, propose to de-consolidate, or divide the school district, and,

WHEREAS, in accordance with Idaho Code 33-312, the Board of Trustees of Joint School District No. 241, Idaho County, Idaho, hereinafter referred to as the "BOARD", has provided hearings regarding the proposal for division of the district, and,

WHEREAS, the district operates two or more high schools (Riggins Junior-Senior High School, Grangeville High School, and Clearwater Valley Junior-Senior High School) and desires to submit to the qualified electors of the school district the question of the creation of two sub-districts to complete the 2006-2007 school year/fiscal year pending division of the school district to be complete and effective as of July 1, 2007, and

WHEREAS, the district has commissioned, and received from MGT of America, a plan for division of the district (de-consolidation), and,

WHEREAS, the "BOARD" is vested with authority provided by Title 33 of Idaho Code, and has passed a motion pursuant to Idaho Code 33-351 to provide for two sub-districts, contingent upon voter approval of the plan of division, said sub-districts to operate subsequent to the election for division of the district, and to terminate on July 1, 2007, the proposed date of completion of division of the district,

NOW, THEREFORE,

BE IT RESOLVED by the Board of Trustees of Joint School District No. 241, Idaho County, Idaho as follows:

School Division Plan – Appendix F: Draft Election Motions, Resolutions, etc.

SECTION 1.

That the proposal to divide Joint School District No. 241, submitted to the Board of Trustees by MGT of America, dated _____, 2006, be and hereby is approved.

SECTION 2.

That said proposal, a copy of which is attached hereto, has been submitted to the State Board of Education in accordance with law.

SECTION 3.

That the District has received approval of the State Board of Education of the proposal to divide Joint School District No. 241, and an election shall be held and conducted pursuant to Title 33, Chapter 4 of Idaho Code on the _____, 2006.

SECTION 4.

That on the ____ day of _____, 2006, the polls shall be open between the hours of 8:00 A.M. and 8:00 P.M.

SECTION 5.

That said election shall be held as specified in a Notice of Election, set out in Section 10 herein.

SECTION 6.

That said election shall be conducted as other school elections, provided however, the persons to conduct said election, being two (2) judges and one (1) clerk at each polling place who shall be duly appointed by the Board of County Commissioners of Idaho County, Idaho.

SECTION 7.

That the polling places of said election shall be divided into _____ polling places within the boundaries of Joint School District No. 241 pursuant to Idaho Code 33-404, and that the polling places shall be as follows:

School Division Plan – Appendix F: Draft Election Motions, Resolutions, etc.

SECTION 8.

That the only persons who shall vote in such election must be:

A. At the time of election, eighteen (18) years of age and a United States Citizen who has resided in this State and School District No. 241 for at least thirty (30) days next preceding the election; and

B. A resident as defined under Idaho Code 33-405A.

SECTION 9.

That no person shall be permitted to vote in said election until such person shall have executed in writing, immediately before voting, an elector's oath attesting that he or she possesses the qualifications of an elector prescribed by Section 33-405, Idaho Code, as amended. The elector's oath shall be prepared by the Clerk of the Board of Trustees and shall be in substantially the following form:

ELECTOR'S OATH

JOINT SCHOOL DISTRICT NO. 241

IDAHO COUNTY IDAHO

**ELECTION TO DETERMINE DIVISION OF THE SCHOOL DISTRICT
AND AUTHORIZE SUB-DISTRICTS TO FACILITATE DIVISION**

_____, 2006

I do swear, (or affirm), that I am a citizen of the United States, a Registered Voter, at least EIGHTEEN (18) years of age or older, and that I am resident, as defined by the law of the State of Idaho, of the County of Idaho, in Joint School District No. 241.

I further declare that the physical address listed below is my official voting residence, that I do not maintain a residence for voting purposes at any other place, and that I have not previously voted in this election.

NAME: _____
ADDRESS: _____

IDAHO COUNTY, IDAHO

SUBSCRIBED AND SWORN TO BEFORE ME this ____ day of _____, 2006.

JUDGE OF ELECTION

School Division Plan – Appendix F: Draft Election Motions, Resolutions, etc.

SECTION 10.

That voting at said election shall be by secret and separate ballot, and each ballot shall be prepared by the Clerk of the Board of Trustees and shall be in substantially the following form:

OFFICIAL BALLOT
JOINT SCHOOL DISTRICT NO. 241
IDAHO COUNTY, IDAHO
ELECTION TO DIVIDE (DE-CONSOLIDATE) THE DISTRICT
AND AUTHORIZE SUB-DISTRICTS TO FACILITATE THE DIVISION
_____, 2006.

Shall Joint School District No. 241, Idaho County, be divided into two (2) new school districts comprised of Idaho County School District No. 244, consisting generally of _____ and Joint Idaho County School District No. 243, consisting of _____ the proposed boundaries of each new district as set forth under the proposal to divide Joint School District No. 241 submitted to the Idaho State Board of Education and approved thereby (a copy of which is on file with the school district), said division to be in accordance with the proposal to divide Joint School District No. 241 approved by the Idaho State Board of Education, a copy of which is available at the District Central Offices, 714 Jefferson Street, Grangeville, Idaho, with each new district to constitute a sub-district for the balance of the 2006-2007 school year (fiscal 2007), with each new district to become a fully independent and operating district on July 1, 2007.

INSTRUCTIONS TO VOTERS: TO VOTE ON THE FOREGOING PROPOSITION PLEASE MARK A CROSS (X) OPPOSITE THE WORDS, "FOR DIVISION OF JOINT SCHOOL DISTRICT NO. 241 AND ESTABLISHMENT OF TWO SUB-DISTRICTS TO FACILITATE TRANSITION? YES" OR "FOR DIVISION OF JOINT SCHOOL DISTRICT NO. 241 AND ESTABLISHMENT OF TWO SUB-DISTRICTS TO FACILITATE TRANSITION? NO" ON YOUR BALLOT THE WAY YOU DESIRE TO VOTE ON THE QUESTION. IF YOU, BY MISTAKE OR ACCIDENT, MARK, TEAR, DEFACE OR OTHERWISE MUTILATE THIS BALLOT, RETURN IT TO THE ELECTION JUDGE AND OBTAIN ANOTHER BALLOT.

"FOR DIVISION OF JOINT SCHOOL DISTRICT NO. 241 AND ESTABLISHMENT OF TWO SUB-DISTRICTS TO FACILITATE TRANSITION? YES ()

"FOR DIVISION OF JOINT SCHOOL DISTRICT NO. 241 AND ESTABLISHMENT OF TWO SUB-DISTRICTS TO FACILITATE TRANSITION?" NO ()

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SECTION 11.

That immediately following the close of the poll, the Board of Election shall compute the result of the election in public view, and shall within, not more than three (3) days thereafter, make return of the election to the Board of County Commissioners of Idaho County, upon forms to be supplied by the Board of County Commissioners, and must transmit therewith to the Board of County Commissioners all Elector's Oaths, and ballots cast or rejected thereby. The returns of election, Elector's Oaths, and ballots shall be transmitted under seal. The Board of County Commissioners shall thereupon canvas such returns at a meeting to be held for the purpose at the regular meeting place of the Board of the County Commissioners at _____ o'clock ____m. on the _____ day of _____, 2006, at the Idaho County Courthouse, Grangeville, Idaho, and if a majority of the electors voting in such election are in favor thereof, the same may thereupon be certified.

SECTION 12.

That the Clerk of the Board of County Commissioners shall have posted and published a Notice of Election per Idaho Code 33-404, in the form and substance attached.

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SECTION 13.

The Clerk of the Board of County Commissioners shall cause Notice of Election to be posted for at least twenty-one (21) days prior to the date of said election, in at least three (3) public places within the district, one of which shall be at or near the main door of the Administrative Office of Joint School District No. 241, 714 Jefferson Street, in the City of Grangeville, Idaho County, Idaho.

The Clerk of the Board of County Commissioners shall also cause the Notice of Election to be published at least once a week for three (3) consecutive weeks, prior to the date set for the election, in the Idaho County Free Press newspaper published in or near and of general circulation in said school district.

PASSED AND APPROVED this _____ day of _____, 2006.

JOINT SCHOOL DISTRICT NO. 241

_____, CHAIRMAN

_____, TRUSTEE

_____, TRUSTEE

_____, TRUSTEE

_____, TRUSTEE

School Division Plan – Appendix F: Draft Election Motions, Resolutions, etc.

MOTION

(RE: IDAHO CODE 33-351)

I move that the question of establishing two (2) sub-districts within Joint School District No. 241, as authorized by Idaho Code 33-351, be submitted to the qualified electors of the school district by way of an election calling for two (2) sub-districts, the sub-districts to be defined in terms of the proposed new Idaho County School District No. 244, consisting generally of _____ and Joint Idaho County School District No. 243, consisting of _____ - the proposed boundaries of each new district as set forth under the proposal to divide Joint School District No. 241 submitted to the Idaho State Board of Education and approved thereby (a copy of which is on file with the school district), said division to be in accordance with the proposal to divide Joint School District No. 241 approved by the Idaho State Board of Education, a copy of which is available at the District Central Offices, 714 Jefferson Street, Grangeville, Idaho, with each new district to constitute a sub-district for the balance of the 2006-2007 school year (fiscal 2007), with each new district to become a fully independent and operating district on July 1, 2007 if approved by the voters/electors in the election to be held to determine the division of the District. Said sub-districts to continue in existence, upon successful election, until July 1, 2007, and thereafter cease existence. The purpose of this Motion is to facilitate the transition in the division of the school district to be placed before the voters, by way of election, subsequent to approval by the State Board of Education of the State of Idaho, recognizing that in the event the vote for division of the district is had prior to the end of the fiscal year (June 30, 2007), the division of the district into sub-districts to facilitate the transition would be in the best interest of the existing district, and the proposed new districts.

It is further moved that an election be held regarding the question of sub-districts concurrent with, and as part of, the ballot question regarding division of the District.

School Division Plan – Appendix F: Draft Election Motions, Resolutions, etc.

NOTICE OF ELECTION TO DIVIDE JOINT SCHOOL DISTRICT NO. 241

AND TO OPERATE AS SUB-DISTRICTS PRIOR TO JULY 1, 2007

GRANGEVILLE, IDAHO COUNTY, IDAHO

NOTICE IS HEREBY GIVEN, according to Law, on requisite action of the Board of Trustees of Joint School District No. 241, Idaho County, State of Idaho, an election has been called and will be held in Joint School District No. 241 on the ____th day of _____, 2006, between the hours of 8:00 A.M. and 8:00 P.M. on said day at various polling places hereinafter designated for the purposes of submitting to the qualified electors of said school district, for the vote and determination, the following question, to wit:

Shall Joint School District No. 241 be divided into two (2) new school districts comprised of Idaho County School District No. 244, consisting generally of _____; and Joint Idaho County School District No. 243, consisting of _____ - the proposed boundaries of each new district as are set forth under the proposal to divide Joint School District No. 241 submitted to the Idaho State Board of Education and approved thereby (a copy of which is on file with the school district), said division to be in accordance with the proposal to divide Joint School District No. 241 approved by the Idaho State Board of Education, a copy of which is available at the District Central Offices, 714 Jefferson Street, Grangeville, Idaho, with each new district to constitute a sub-district for the balance of the 2006-2007 school year (fiscal 2007), with each new district to become a fully independent and operating district on July 1, 2007.

The school district, for the purposes of this election shall have _____ polling places within the boundaries of Joint School District No. 241, and the polling places for said election shall be as follows:

School Division Plan – Appendix F: Draft Election Motions, Resolutions, etc.

Any person voting or offering to vote in the election for division, and the temporary creation of sub-districts within the district to facilitate the transition to division must be, at the time of election:

1. A Registered Voter as required in Title 34, Idaho Code;
2. EIGHTEEN (18) years of age or older;
3. A United States Citizen;
4. A bonafide resident of Joint School District No. 241 as required by law.

Electors will be required to execute an Elector's Oath as required by Idaho Code 33-405.

Signature for County Commissioners or
County Clerk by Order of the County
Commissioners

ELECTOR'S OATH

JOINT SCHOOL DISTRICT NO. 241

IDAHO COUNTY IDAHO

ELECTION TO DETERMINE DIVISION OF THE SCHOOL DISTRICT

AND AUTHORIZE SUB-DISTRICTS TO FACILITATE DIVISION

_____, 2006

I do swear, (or affirm), that I am a citizen of the United States, a Registered Voter, at least EIGHTEEN (18) years of age or older, and that I have resided in this State and School District No. 241 for at least thirty (30) days next preceding this election as defined under Idaho Code 33-405S.

I further declare that the physical address listed below is my official voting residence, that I do not maintain a residence for voting purposes at any other place, and that I have not previously voted in this election.

ADDRESS: _____

IDAHO COUNTY, IDAHO

SUBSCRIBED AND SWORN TO BEFORE ME this ____ day of _____, 2006.

JUDGE OF ELECTION

OFFICIAL BALLOT

JOINT SCHOOL DISTRICT NO. 241

IDAHO COUNTY, IDAHO

**ELECTION TO DIVIDE (DE-CONSOLIDATE) THE DISTRICT
AND AUTHORIZE SUB-DISTRICTS TO FACILITATE THE DIVISION
_____, 2006.**

Shall Joint School District No. 241 be divided into two (2) new school districts comprised of Idaho County School District No. 244, consisting generally of _____ and Joint Idaho County School District No. 243, consisting of _____ - the proposed boundaries of each new district as set forth under the proposal to divide Joint School District No. 241 submitted to the Idaho State Board of Education and approved thereby (a copy of which is on file with the school district), said division to be in accordance with the proposal to divide Joint School District No. 241 approved by the Idaho State Board of Education, a copy of which is available at the District Offices, Joint School District No. 241 at 714 Jefferson Street, Grangeville, Idaho with each new district to constitute a sub-district for the balance of the 2006-2007 school year (fiscal 2007), with each new district to become a fully independent and operating district on July 1, 2007.

INSTRUCTIONS TO VOTERS: TO VOTE ON THE FOREGOING PROPOSITION PLEASE MARK A CROSS (X) OPPOSITE THE WORDS, "FOR DIVISION OF JOINT SCHOOL DISTRICT NO. 241 AND ESTABLISHMENT OF SUB-DISTRICTS TO FACILITATE TRANSITION? "YES" OR "FOR DIVISION OF JOINT SCHOOL DISTRICT NO. 241 AND ESTABLISHMENT OF SUB-DISTRICTS TO FACILITATE TRANSITION? "NO" ON YOUR BALLOT THE WAY YOU DESIRE TO VOTE ON THE QUESTION. IF YOU, BY MISTAKE OR ACCIDENT, MARK, TEAR, DEFACE OR OTHERWISE MUTILATE THIS BALLOT, RETURN IT TO THE ELECTION JUDGE AND OBTAIN ANOTHER BALLOT.

**"FOR DIVISION OF JOINT SCHOOL DISTRICT NO. 241 AND ESTABLISHMENT
OF SUB-DISTRICTS TO FACILITATE TRANSITION? YES ()**

**"FOR DIVISION OF JOINT SCHOOL DISTRICT NO. 241 AND ESTABLISHMENT
OF SUB-DISTRICTS TO FACILITATE TRANSITION?" NO ()**

Appendix G

Questions and Answers

1. Is it legal for a school district to divide in Idaho?

Yes. Idaho Code 33-312 provides for the division of a school district provided certain procedures are followed.

2. Who determines if the district is to divide?

Idaho Code prescribes a multi-level process. The steps are as follows:

1. The locally elected Board of Trustees develops a division plan.
2. The locally elected Board of Trustees conducts at least one public hearing regarding the division plan.
3. The locally elected Board of Trustees adopts the final plan and submits it to the State Board of Education.
4. The State Board of Education reviews the plan and may reject it or approve the plan.
5. If the State Board of Education approves the plan, the county clerk conducts an election where the voters decide the issue. The county commissioners act as the board of canvassers.
6. If the voters approved the division, the county commissioners notify the State Board of Education.
7. The State Board of Education appoints new trustees to govern the new district.

3. Does the locally elected Board of Trustees determine how the district is to divide?

Yes. The locally elected Board of Trustees is charged with the responsibility of developing a division plan and a public hearing regarding that plan.

4. Does the locally elected Board of Trustees determine if the district is to divide once a division plan is adopted?

No. There are two more approvals that must occur if the local board of trustees approves the division plan. The State Board of Education may accept or reject the plan. But the voters have the final say after the division plan is approved by the State Board of Education.

5. Can an Idaho school district board of trustees define the time and place to run an election for the division of their school district?

No. An election for the division of a school district falls under Idaho Code 33-402 (e) and is operated under the full authority and control of the county clerk. ("In elections for excising and annexing the territory of school districts, or to

- create new school districts by consolidation or division, the clerk of the board of county commissioners of the county in which the district lies, or of the home county if the district be a joint district, shall prepare, post sign and arrange for the publishing of, the notice of election. In all other elections it shall be the duty of the clerk of the board of trustees to do so.”)
6. Why was the division line drawn where it was?
- The Board of Trustees felt that the line as presently drawn was least disruptive for the students. The Board considered the transportation routes, present community boundaries, future community growth and expansion, geographic factors, and property value factors.
7. Must the ballot question for division include language obligating both new districts to a proportionate share of both assets and liabilities?
- Yes. Idaho Code 33-312
8. What happens to unresolved litigation that School District has at the time of division, should division occur?
- Presently, there is one outstanding litigation case. It, or any other litigation filed before division, may ultimately be dismissed. If the District should lose any case before division, the liability insurance carrier will pay all or most of the judgment. Any amount left to pay would be divided according to the taxable property values in the two newly formed districts.
9. Will taxes on my property increase as a result of division?
- Not unless the voters of the district approve an increase. Idaho school districts must levy .3% times the taxable property value for the basic M&O operations levy. That will remain a constant whether the District divides or not. If the District divides, the voters in either of the two newly formed districts may vote to raise their taxes for a supplemental levy, plant facility levy or a bond levy, but the basic operations levy will not change.
10. Will teacher salaries be subsidized out of general fund monies if the districts divide?
- Probably, yes. Most Idaho school districts presently pay more for teacher salaries than is appropriated for those positions under Idaho Code. Although salaries for the future must be negotiated (another requirement of Idaho law), it is safe to assume that some general fund dollars will continue to be used for teacher salaries above what the Idaho Legislature provides.
11. What happens to the agreement between the teachers’ union and the District?
- The terms and conditions of the Master Negotiated Agreement with the Central Idaho Education Association will be assumed by both the new School District No. 244 (Grangeville) and the new Joint School District No. 243 (Salmon River). (Idaho Code 33-312)

12. What will be the effect of costs for special education in the two new districts if we divide?

It is uncertain. Presently, both state and federal law require public schools to provide a “free, appropriate, public education” for all handicapped students regardless of their handicap. Occasionally, a school district enrolls a student with a handicap that is so severe that the district must hire additional help or even contract with outside agencies to provide the child’s education. Such action may impose a financial hardship on the district. Because of economies of scale, larger districts are usually better able to absorb or handle such costs. Smaller districts may have a more difficult time.

13. Can students transfer between the two school districts to attend a school of their choice?

It’s best if the two boards of trustees in the two newly created districts approve of such transfers. However, if the receiving district approves an out-of-district transfer, they can do this unilaterally.

14. Can staff transfer between the two school districts to work in a school of their choice?

No. Once the district is divided, the two new districts are separate employers. If staff wanted to work in the other district, they would have to resign employment in their home district and be accepted for employment by the new district. A continuing contract employee leaving the employment of one district to transfer to another district loses their continuing contract status.

15. Will the two new districts be required to purchase new school facilities to house children?

No.

16. Where are the existing future building sites in Joint School District No. 241?

There are no future school building sites in Joint School District No. 241.

17. What would be the effect of division on liability insurance, property insurance, and health insurance?

The liability and property insurance policies are based largely on property value and enrollment. Health insurance costs are based on a per employee basis and experience ratings. In discussions with existing Joint District No. 241’s present insurance carrier, the costs for the two new districts are expected to be prorated. Therefore, the costs are not expected to change significantly on a proportional basis. Several insurance pools are available for Idaho school districts.

18. What will be the effect of division on Title I revenues?

Title I revenues should be distributed equitably. Those revenues are presently allocated using a “per pupil” formula based on free and reduced lunch counts.

19. What will be the effect of division on Title VI-B (Special Education) revenues?

Title VI-B revenues should be distributed equitably. Those revenues are presently allocated using a “per pupil” formula.

20. What will be the effect of division on eligibility for “free and reduced” food service?

None. Free and reduced lunches will continue to be offered as per present practices.

21. What will be the effect of division on the contracted food services program?

The present contract could be continued under a joint powers agreement, or each district could contract separately.

22. What will be the effect of division on lottery revenues?

Lottery revenues are distributed on a formula basis and the formula is not expected to change. Those revenues are presently allocated using 50% distribution on a “per pupil” basis and 50% through the state foundation program. This formula accounts for distribution fairness for both large and small districts and districts with wide variance in market value per ADA.

23. What will be the effect of division on Federal Forest Fund revenues?

Federal Forest Fund revenues are presently distributed on a formula basis and the formula is not expected to change. Those revenues are presently allocated to each school district in a county on a “per pupil” basis. Therefore, each new school district would receive their proportionate share.

24. What will be the effect of division on transportation reimbursement revenues?

Transportation reimbursement revenues will be divided equitably and should not change appreciably considering the numbers of riders and route lengths. State support for the first year will be based on a calculation of costs per mile, costs per pupil, and school bus depreciation. Because the school bus vehicle assets will be divided on a vehicle age basis, both newly formed districts will have bus depreciation inventories that will nearly mirror the vehicle ages presently used by the existing Joint School District No. 241 bus depreciation inventory. In subsequent years, the transportation reimbursement will be based on 85% of the actual eligible costs for the prior year.

23. How would division affect each proposed new district's ability to bond?

Idaho districts presently can have total bonded indebtedness up to a statutory limit of 5% of their taxable assessed market value. Each new district will have full bonding capacity because there is no debt. Each new district would be able to bond up to their statutory limit if their voters approved a bond levy.

24. Is the smaller of the two districts being considered as part of this division plan large enough to be viable or is it too small?

There are a number of Idaho School Districts operating each year that are approximately the same size as the smaller one being considered here with 12.8 support units. The following table details some of them:

District Name	Dist. No.	Support Units	Supplemental Levy?
Camas County	121	13.8	Yes
North Gem	149	14.7	Yes
Bliss Joint	234	14.1	No
South Lemhi	292	12.3	No
Nezperce Joint	302	13.3	Yes
Dietrich	314	13.8	No
Culdesac Joint	342	14.3	Yes
Mullan	392	12.5	Yes
Avery	394	2.5	No
Cambridge Joint	432	13.5	No
Midvale	433	12.0	Yes

Source: Idaho State Department of Education, Fiscal Year 2005

T. SUBJECT:

Praxis II Assessment Requirements for Entry into Alternative Routes for Idaho Exceptional Child Certificate

BACKGROUND:

On November 17, 2000, the Idaho State Board of Education approved the recommendation from the Professional Standards Commission (PSC) to approve Praxis II as the assessment requirement for Idaho teacher certification. No Child Left Behind requires that teachers of core subjects, including special education teachers, who are the primary deliverers of core subject content, demonstrate subject matter competency by meeting or exceeding qualifying scores on subject specific assessments. Experts in the fields of special education recommended that the Professional Standards Commission recommend Praxis II #0014: Elementary Education: Content Knowledge be an entry requirement for those seeking an Idaho Exceptional Child Certificate via two of Idaho's alternative routes that become effective July 1, 2006:

- 1) Teacher to New Certification
- 2) Content Specialist to Teacher

Praxis #0014: Elementary Education: Content Knowledge is a more rigorous assessment of teacher content knowledge than Praxis #0511: Fundamental Subjects: Content Knowledge that the State Board approved in April 2006.

DISCUSSION:

Working with the assistance from Educational Testing Services and the State Department of Education, teams of experts in special education, including K-12 teachers and college/university educators, conducted a test analysis of #0511: Fundamental Subjects: Content Knowledge. The team determined that the assessment and Idaho Standards for teachers align, but that this assessment was not as rigorous as Praxis #0014: Elementary Education: Content Knowledge. After reviewing the results, the Professional Standards Commission recommends that Praxis II#0014: Elementary Education: Content Knowledge be required as an entry requirement for those seeking an Idaho Exceptional Child Certificate via the Teacher to New Certification or

Content Specialist to Teacher Alternative Routes, a requirement that will meet the highly qualified teacher definition of No Child Left Behind.

RECOMMENDATION:

To approve the Professional Standards Commission's recommendation that Praxis II #0014: Elementary Education: Content Knowledge be required as an entry requirement for those seeking an Idaho Exceptional Child Certificate via the Teacher to New Certification or Content Specialist to Teacher Alternative Routes.

BOARD ACTION:

A motion to approve the request from the Professional Standards Commission to require Praxis II #0014: Elementary Education: Content Knowledge as an entry requirement for those seeking an Idaho Exceptional Child Certificate via the Teacher to New Certification or Content Specialist to Teacher Alternative Routes

Moved by _____ Seconded by _____ Carried Yes ____ No ____

S. SUBJECT:

**Praxis II Assessment Requirements for Teacher Certification: #0014:
Elementary Education: Content Knowledge**

BACKGROUND:

On November 17, 2000, the Idaho State Board of Education approved the recommendation from the Professional Standards Commission (PSC) to approve Praxis II as the assessment requirement for Idaho teacher certification. No Child Left Behind requires that special education teachers demonstrate subject matter competency by taking a content area assessment. Experts in the fields of special education recommended that the Professional Standards Commission recommend Praxis II #0014: Elementary Education: Content Knowledge as a requirement for those seeking an Idaho Exceptional Child Certificate to demonstrate subject matter competency.

Praxis #0014: Elementary Education: Content Knowledge is a more rigorous assessment of teacher content knowledge than Praxis #0511: Fundamental Subjects: Content Knowledge that the State Board approved in April 2006.

DISCUSSION:

Working with assistance from Educational Testing Services and the State Department of Education, teams of experts in special education, including K-12 teachers and college/university educators, conducted a test analysis on #0511: Fundamental Subjects: Content Knowledge. The team determined that this assessment and Idaho Standards for teachers align, but that this assessment was not as rigorous as Praxis #0014: Elementary Education: Content Knowledge. After reviewing these results, the Professional Standards Commission recommends that Praxis II #0014: Elementary Education: Content Knowledge be required for an Idaho Exceptional Child Certificate, a requirement that will meet the highly qualified teacher definition of No Child Left Behind.

RECOMMENDATION:

To approve the Professional Standards Commission's recommendation that Praxis II #0014: Elementary Education: Content Knowledge be required for the Idaho Exceptional Child Certificate

BOARD ACTION:

A motion to approve the request from the Professional Standards Commission to require Praxis II #0014: Elementary Education: Content Knowledge for an Idaho Exceptional Child Certificate

Moved by _____ Seconded by _____ Carried Yes ____ No ____

T. SUBJECT:

Praxis II Assessment Requirements for Entry into Alternative Routes for Idaho Exceptional Child Certificate

BACKGROUND:

On November 17, 2000, the Idaho State Board of Education approved the recommendation from the Professional Standards Commission (PSC) to approve Praxis II as the assessment requirement for Idaho teacher certification. No Child Left Behind requires that teachers of core subjects, including special education teachers, who are the primary deliverers of core subject content, demonstrate subject matter competency by meeting or exceeding qualifying scores on subject specific assessments. Experts in the fields of special education recommended that the Professional Standards Commission recommend Praxis II #0014: Elementary Education: Content Knowledge be an entry requirement for those seeking an Idaho Exceptional Child Certificate via two of Idaho's alternative routes that become effective July 1, 2006:

- 1) Teacher to New Certification
- 2) Content Specialist to Teacher

Praxis #0014: Elementary Education: Content Knowledge is a more rigorous assessment of teacher content knowledge than Praxis #0511: Fundamental Subjects: Content Knowledge that the State Board approved in April 2006.

DISCUSSION:

Working with the assistance from Educational Testing Services and the State Department of Education, teams of experts in special education, including K-12 teachers and college/university educators, conducted a test analysis of #0511: Fundamental Subjects: Content Knowledge. The team determined that the assessment and Idaho Standards for teachers align, but that this assessment was not as rigorous as Praxis #0014: Elementary Education: Content Knowledge. After reviewing the results, the Professional Standards Commission recommends that Praxis II#0014: Elementary Education: Content Knowledge be required as an entry requirement for those seeking an Idaho Exceptional Child Certificate via the Teacher to New Certification or

Content Specialist to Teacher Alternative Routes, a requirement that will meet the highly qualified teacher definition of No Child Left Behind.

RECOMMENDATION:

To approve the Professional Standards Commission's recommendation that Praxis II #0014: Elementary Education: Content Knowledge be required as an entry requirement for those seeking an Idaho Exceptional Child Certificate via the Teacher to New Certification or Content Specialist to Teacher Alternative Routes.

BOARD ACTION:

A motion to approve the request from the Professional Standards Commission to require Praxis II #0014: Elementary Education: Content Knowledge as an entry requirement for those seeking an Idaho Exceptional Child Certificate via the Teacher to New Certification or Content Specialist to Teacher Alternative Routes

Moved by _____ Seconded by _____ Carried Yes ____ No ____