State Department of Education
Public Schools Agenda

STATE BOARD OF EDUCATION

November 1, 2006

Boise

A. **Revisions to IDAPA 08.02.03, Rules Governing Thoroughness: K-12 Content and Alternate Achievement Standards,** Marilyn Howard

B. **Revisions to IDAPA 08.02.02, Rules Governing Uniformity: Educator Standards,** Marilyn Howard

C. **Revisions to IDAPA 08. 02.02, Rules Governing Uniformity: Educator Endorsements,** Marilyn Howard

D. **Revisions to IDAPA 08. 02.02, Rules Governing Uniformity: General Education Requirements,** Marilyn Howard

E. **Revisions to IDAPA 08.02.03, Rules Governing Thoroughness: Definition of At-Risk Youth,** Marilyn Howard

F. **Revisions to IDAPA 08. 02.02, Rules Governing Uniformity: School Bus Standards,** Ray Merical

G. **Revisions to IDAPA 08.02.03, Rules Governing Thoroughness: Vacation of Physical Ed rules,** Marilyn Howard

A. SUBJECT:

Revisions to IDAPA 08.02.03, Rules Governing Thoroughness: K-12 Content and Alternative Achievement Standards

BACKGROUND:

K-12 Idaho Content Standards for Reading/Language Arts, Math, Science, Social Studies, Health/Wellness and Humanities have been included in the Administrative Rules of the State Board of Education, but an independent evaluation showed the need to align the standards with the state student assessment, Idaho Standards Achievement Tests (ISAT), in order to meet the requirements of the No Child Left Behind Act (NCLB). To ensure alignment of the standards for Reading/Language Arts, Math, Science, Social Studies, Health/Wellness and Humanities with the ISAT assessments, the standards have been reorganized and, where appropriate, revised in order to meet the federal requirements of NCLB. The revised/reorganized standards must be in place for adequate yearly progress (AYP) assessment beginning in April 2006. The Content and Alternative Achievement Standards are to be incorporated by reference.

DISCUSSION:

The State Department of Education was asked by the State Board of Education to provide leadership to bring groups of content area specialists together to develop grade level policy standards statements and to reorganize and revise the curricular standards that are currently in board rule. This work started in July 2005 and was completed before the end of October. After reviewing the rule, it was determined that the Idaho Alternative Achievement Standards should be also included in rule. Additionally, the requirements for Gifted and Talented Programs were inadvertently deleted from the proposed rule. Because these requirements are not part of the rule for the Standards, they have been re-inserted into their original rule section. The Standards are found at:
http://www.idahoboardofed.org/saa/standards.asp

RECOMMENDATION:

It is recommended that the State Board of Education accept the recommendation from the State Department of Education to approve the K-

12 Idaho Content Standards for Reading/Language Arts, Math, Science, Social Studies, Health/Wellness and Humanities and to approve the Idaho Content and Alternative Achievement Standards as a document to be incorporated by reference into rule.

BOARD ACTION:

A motion to approve the request from the State Department of Education to approve the Idaho Content Standards and the Idaho Alternative Achievement Standards as a document to be incorporated by reference into rule.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. Rule: K-12 Idaho Content and Alternative Achievement Standards

IDAPA 08
TITLE 02
CHAPTER 02

08.02.03 - RULES GOVERNING THOROUGHNESS

004. INCORPORATION BY REFERENCE.
~~*There are no documents incorporated by reference into this rule.*~~ The following documents are incorporated into this rule: ~~(3-15-02)~~( )

01. The Idaho Cotent Standards. The Idaho Content Standards and the Idaho Alternative Acheivement Standards as adopted by the State Board of Education on February 23, 2006. Copies of the document can be found on the State Board of Education website at www.idahoboardofed.org. ( )

(BREAK IN CONTINUITY OF SECTIONS)

217. - 998. (Reserved).

999. GIFTED AND TALENTED PROGRAMS.

01. Definitions. The following definitions apply only to Section 999 of these rules. ( )

a. Department. State Department of Education. ( )

b. District. Local school district. ( )

c. Gifted/Talented Children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. ( )

d. Governing Gifted and Talented Educational Requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code. ( )

02. Legal Compliance. The State Department of Education and districts shall comply with all governing gifted and talented education requirements. ( )

03. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: ( )

a. Philosophy statement. ( )

b. Definition of giftedness. ( )

c. Program goals. ( )

d. Program options. ( )

e. Identification procedures. ( )

f. Program evaluation. ( )

04. Screening. The district's process for identifying gifted and talented students shall include the following steps: ( )

a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and ( )

b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and ( )

c. The district shall match student needs with appropriate program options. ( )

05. Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: ( )

a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. ( )

b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. ( )

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. ( )

06. Administration. The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. ( )

B. SUBJECT:

Proposed Amendments to 08.02.02.100.01 – Official Vehicle for Approving Teacher Education Programs: Idaho Standards for Initial Certification of Professional School Personnel (Administrators, and Teachers of Bilingual-ESL, Early Childhood/Early Childhood Special Education Blended, Health, and Physical Education)

BACKGROUND:

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

Prior to 2000, the standards used by the state were the input-based standards from the National Association of State Directors of Teacher Education and Certification (NASDTEC), which have since been discontinued. To ensure that the state has appropriate teacher standards and to maintain a partnership with the NCATE, in 1999 the Idaho State Board of Education charged Idaho's Maximizing Opportunities for Students and Teachers (MOST) with developing performance-based standards that aligned with Idaho K-12 student standards and professional organization standards. This process was completed with State Board and Legislative approvals (2000 and 2001 respectively). At that time standards maintenance was described as an ongoing process. Feedback from recent state teacher preparation program reviews and educational reforms confirms the need to periodically review/revise the standards. The Professional Standards Commission (PSC) held a public hearing on June 20, 2006, and posted the standards on the State Department of Education website to collect public comment. No comments were submitted.

DISCUSSION:

The PSC is responsible for maintaining the standards (Idaho Code § 33-1258). To meet this obligation, the PSC is committed to reviewing 20% of

the Idaho Standards for Initial Certification of Professional School Personnel per year, as delineated in their strategic plan.

The Standards for administrators (superintendents, principals, and special education directors) and teachers of Bilingual-ESL, Early Childhood/Early Childhood Special Education Blended, Health, and Physical Education were reviewed in 2005-06. Teams of experts in these areas, including K-12 teachers and college/university educators, reviewed and recommended revisions to the standards.

The revised Standards for Administrators and teachers of Bilingual-ESL, Early Childhood/Early Childhood Special Education Blended, Health, and Physical Education will be effective on state evaluations of Idaho teacher preparation programs two (2) years after their approval (IDAPA 08.02.02.100.01).

RECOMMENDATION:

To approve the revised Idaho Standards for Initial Certification of Professional School Personnel: Administrators, Bilingual-ESL, Early Childhood/Early Childhood Special Education Blended, Health, and Physical Education

BOARD ACTION:

A motion to approve the revised Idaho Standards for Initial Certification of Professional School Personnel: Administrators, Bilingual-ESL, Early Childhood/Early Childhood Special Education Blended, Health, and Physical Education

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. Proposed Rule
2. Standards for Administrators
3. Standards for Bilingual-ESL Teachers
4. Standards for Early Childhood/Early Childhood Special Education Blended Teachers
5. Standards for Health Teachers
6. Standards Physical Education Teachers

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

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 in ~~June 2005~~April 2006. ~~(6-16-05)~~( )

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. (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)

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)

Idaho Foundation Standards for School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators.

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of ~~all~~ each student~~s~~ and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

1. The administrator understands that ~~all~~ each student~~s~~ can learn and that varied and data-informed learning goals are an important part of the process.

2. The administrator understands the principles of developing and implementing strategic plans.

3. The administrator understands systems theory and its application to educational settings.

4. The administrator knows effective individual and group communication skills.

5. The administrator knows group leadership and decision-making skills.

6. The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.

Disposition

1. The administrator is committed to the belief that ~~all~~ each student~~s~~ can learn and develop the knowledge, skills, and values needed to become a successful adult~~s~~.

2. The administrator recognizes the importance of acting with empathy, respect, and caring for all.

3. The administrator appreciates high standards of learning.

4. The administrator is committed to modeling lifelong learning and creating a community of lifelong learners.

5. The administrator is committed to continuous school improvement.

6. The administrator recognizes the importance of participation ~~by~~ with all stakeholders of the school community.

7. The administrator is committed to actively reflecting on assumptions, beliefs, and practices.

8. The administrator is committed to team building, coaching, mediation, negotiation, and consensus building.

Performance

1. The administrator facilitates processes and engages in activities that create a shared vision and mission and communicates and models such to all stakeholders with all stakeholders.

2. The administrator uses effective individual and group communication skills.

2.3. The administrator engages others to ensures that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.

3.4. The administrator recognizes acknowledges the contributions of the school community to the realizations of the vision and mission.

4.5. The administrator develops a budget and seeks other and allocates resources to support the strategic plan (e.g., grant funds and community support).

5. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.

6. The administrator engages others in an ongoing process of monitoring, evaluating, and revising the vision, mission, and strategic plan.

7.6. The administrator models professional growth, and investigates and supports the professional wellness and growth of the community of learners.

8.7. The administrator makes decisions through the application of systems theory.

8. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.

9. The administrator demonstrates and encourages strategies to facilitate the improved learning of individual each students when intervention is necessary.

10.10. The administrator acts on the belief ensures that each student belongs within is educated in an appropriate and the least restrictive learning environment.

11. The administrator practices team building, coaching, mediation, negotiation, and consensus building.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of ~~all~~ each ~~student~~s by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The administrator understands how to enhance school culture and instructional programs through ~~school~~ research, best practice, and curriculum design.

2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.

~~3.The administrator understands the scope and sequence of school curriculum.~~

~~4.~~3. The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management ~~models~~.

~~5.The administrator understands differentiated instruction and knows that it provides for classroom accommodation and modification.~~

~~6.~~4. The administrator understands ~~the needs,~~ student growth~~,~~ and development ~~of students~~.

~~7.~~5. The administrator understands ~~measurement,~~ the effective use of ~~evaluation, and~~ assessment and evaluation.

~~8.~~6. The administrator understands adult learning and professional development ~~models~~.

7. The administrator understands ~~and~~ the change process~~es~~ for systems, organizations, and individuals.

~~9.~~8. The administrator knows how to effectively use instructional supervision, evaluation, ~~remediation,~~ and due process.

~~10.~~9. The administrator understands community diversity and its ~~meaning for~~ influence on education~~al programs within the school~~.

~~11.~~10. The administrator understands the essential role of technology in ~~promoting student learning, professional growth, adaptive education, and school success~~ education.

~~12.~~11. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Disposition

1. The administrator ~~appreciates~~ is committed to a standards-based education ~~and diverse educational perspectives~~.

2. The administrator is committed to fostering and promoting instructional excellence throughout the school community.

3. The administrator recognizes professional development as an integral part of instructional excellence.

4. The administrator values ~~proactive~~ coaching and supervision ~~and diagnosis~~ that assure~~s~~ quality instruction for ~~all~~ students.

5. The administrator is committed to a safe, supportive, and ~~stimulating~~ engaging learning environment.

6. The administrator ~~values~~ is committed to lifelong learning for self and others.

~~7.The administrator recognizes student learning as the fundamental purpose of schooling and that all students can learn.~~

~~8.~~7.The administrator recognizes the importance of integration of content knowledge across the curriculum.

~~9.~~8. The administrator appreciates the variety of ways in which students can learn.

~~10.~~9. The administrator appreciates the benefits and opportunities that diversity bring~~s~~ to the school community ~~and recognizes the challenges presented~~.

~~11.~~10.The administrator recognizes the importance of preparing students to be contributing members of society.

~~12.~~11.The administrator recognizes the importance of providing a broad-based co-curricular and extracurricular program.

~~13.The administrator respects the content knowledge and skills of the school learning community.~~

Performance

1. The school administrator oversees the develop~~s~~ment, implement~~s~~ation, evaluat~~es~~ion, and refine~~s~~ment of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.

2. The administrator promotes a culture of high expectations and lifelong learning for self, students, and staff ~~performance~~.

3. The administrator promotes a school environment in which the responsibilities and contributions of ~~each individual are acknowledged and all~~ students, parents/guardians, and staff members ~~feel~~ are valued ~~and important~~.

4. The administrator promotes effective and innovative research-based instructional strategies.

5. The administrator researches ~~and draws from~~ a variety of information sources to make ~~the~~ decisions that organize and align the school for success.

6. The administrator ~~provides multiple opportunities for learning and~~ reduces barriers through proactive identification, clarification, and resolution of problems.

~~8.~~7.~~The administrator develops programs based on the needs, growth, and development of the students.~~

8. The administrator ~~assesses student learning and school culture and climate using a variety of techniques~~uses data to monitor student achievement.

~~8.The administrator models and encourages lifelong learning and promotes professional development that is focused on student learning and is consistent with the school vision and goals.~~

~~10.~~9. The administrator ~~proactively~~ supervises, evaluates, and assists teachers ~~with their own remedial instructional needs using multiple sources of information regarding performance and a variety of supervision and evaluation models~~.

~~11.~~10.The administrator creates a learning environment that recognizes ~~the contributions and addresses the challenges of~~ diversity.

~~12.~~11. The administrator ~~personally~~ uses and promotes technology to advance student learning, accommodate student needs, professional development, ~~adaptive education,~~ and overall school success.

~~13.~~12. The administrator ~~actively~~ participates in professional organizations.

~~14.~~13.The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.

~~15.The administrator effectively uses the content knowledge and skills of the school learning community.~~

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes and manages a safe, efficient, and effective

learning ~~environment, and manages the~~ organization~~, operations, and resources~~ for the success of ~~all~~ each ~~student~~s.

Knowledge

1. The administrator understands organizational theories ~~and models of organizations and principles of organizational development~~.

2. The administrator understands operational policies and procedures ~~that impact the school and district~~.

3. The administrator knows school safety and security principles and issues ~~relating to school safety and security~~.

4. The administrator understands human resources management ~~and development (e.g., recruitment, mentoring, supervision, and evaluation of personnel)~~.

5. The administrator knows sound fiscal operations principles and issues ~~relating to sound fiscal operations of school management~~.

6. The administrator knows school facilities and use of space principles and issues ~~relating to school facilities and use of space~~.

7. The administrator understands legal issues impacting personnel, management, and operations.

8. The administrator understands ~~which~~ current technologies ~~on the market can~~ that effectively support management functions.

9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.

Disposition

1. The administrator is committed to improving ~~the~~ educational opportunities for students through data-driven, research-based change.

2. The administrator appreciates input from stakeholders related to enhancing learning and teaching.

3. The administrator is committed to accepting responsibility for personal and group decisions ~~and his or her own decisions~~.

4. The administrator is committed to creating and maintaining a safe environment ~~for students and staff~~ conducive to learning.

5. The administrator is committed to ~~the~~ equitable allocation of resources to ~~best~~ meet ~~student needs~~ educational goals.

Performance

1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.

2. The administrator designs and manages operational and organizational procedures ~~that~~to maximize opportunities for successful learning.

3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive ~~student and teacher~~ educational outcomes.

4. The administrator uses ~~an understanding~~ knowledge of collective bargaining and other contractual agreements.

5. The administrator implements and monitors high-quality standards~~, establishes expectations, and continually monitors those standards, expectations, and related performances~~ related to management performances.

6. The administrator ~~supervises~~ manages the operations, school facilities, equipment, and support services ~~operations~~ to provid~~inge for a safe, clean, and aesthetically pleasing learning~~ an environment conducive to learning.

7. The administrator involves stakeholders in shared decision~~s~~ making ~~affecting schools for shared responsibility, ownership, and accountability~~.

8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.

9. The administrator uses effective communication skills ~~(e.g., problem framing, problem solving, conflict resolution, group processes, consensus building, and advocacy for students and staff)~~.

~~10.~~10. The administrator aligns all resources, using ~~the most~~ appropriate technology available to maximize attainment of school and organizational goals.

~~11.~~ 11. The administrator implements ~~appropriate~~ records management that meets ~~all~~ confidentiality and documentation requirements.

~~12.~~12. The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to ~~fulfill~~ accomplish ~~the~~ goals of the school and district.

Standard 4: Family and Community Partnerships - A school administrator is an educational leader who promotes the success of ~~all~~ each ~~student~~s by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

1. The administrator understands emerging issues and trends ~~that~~ impact<u>ing</u> families, school, and community.

2. The administrator ~~understands~~ <u>knows</u> ~~available community~~ resources <u>available in the community</u>.

3. The administrator understands ~~community~~ <u>public</u> relations<u>, successful partnerships,</u> and marketing strategies.

~~4.The administrator understands successful partnership models in a variety of areas (e.g., school, family, business, community, government, and higher education).~~

Disposition

1. The administrator is committed to schools operating as an integral part of the larger community ~~(e.g., business, political, advocacy groups, and service agencies and organizations)~~.

2. The administrator recognizes the importance of an informed <u>and engaged</u> public.

3. The administrator recognizes the importance of involving ~~families and other~~ stakeholders in school decision-making processes.

4. The administrator recognizes the value of diversity within the school setting.

5. The administrator is committed to families as partners in the education of their children.

Performance

1. The administrator develops relationships with community leaders through visibility and involvement within the larger community ~~(e.g., business, political, advocacy groups, and service agencies and organizations)~~.

2. The administrator ~~gathers and~~ uses relevant information about family and community concerns, expectations, and needs.

3. The administrator facilitates opportunities between the school and community to share resources.

4. The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.

5. The administrator integrates community and youth/family services with school programs.

6. The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.

7. The administrator develops and maintains a comprehensive ~~program~~ network of community and media connections.

8. The administrator models and supports the use of collaborative skills ~~and provides opportunities for staff to develop and use collaborative skills~~.

Standard 5: Professional and Ethical Leadership - The school administrator is a professional, who demonstrates personal and professional values, ethics, and integrity.

Knowledge

1. The administrator understands the ~~varied~~ purposes of education.

2. The administrator understands the ~~varied~~ roles of leadership.

3. The administrator understands ~~various~~ ethical frameworks and perspectives.

4. The administrator understands the diverse values of a community.

5. The administrator understands the value of diversity within the school.

~~5.~~6. The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

~~6. The administrator understands the value of diversity within the school.~~

Disposition

1. The administrator appreciates the significance of the community in nurturing the lives of all students.

2. The administrator appreciates the principles in the Bill of Rights.

3. The administrator is committed to the right of every student to a quality education.

4. The administrator recognizes the importance of bringing ethical principles to the decision-making process.

5. The administrator is committed to demonstrating servant leadership ~~throughout the school organization~~.

6. The administrator is committed to fair and consistent actions that comply with school policy.

~~7.The administrator is committed to using his or her influence constructively and productively in the service of all students and their families.~~

~~8.~~7. The administrator values a caring school ~~climate~~ community.

Performance

1. The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.

2. The administrator demonstrates responsibility for the learning of each student.

3. The administrator demonstrates sensitivity regarding the impact of administrative practices on others.

4. The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.

5. The administrator ~~practices~~ adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

6. The administrator requires ethical, professional behavior in others.

7. The administrator interacts with all individuals with consistency, fairness, dignity, and respect.

8. The administrator implements appropriate policies and facilitates procedures to protect individual rights.

Standard 6: Governance and Legal Leadership - A school administrator is an educational leader who promotes the success of ~~all~~ each student~~s~~ by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

1. The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.

2. The administrator knows principles of representative governance that underpin the system of American ~~schools~~ education.

3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact ~~schools~~ education.

4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of ~~schooling~~ education.

5. The administrator understands global issues affecting teaching and learning.

6. The administrator understands the dynamics of policy development and advocacy under a democratic political system.

7. The administrator understands the importance of diversity and equity in a democratic society.

8. The administrator knows the law as related to education.

9. The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

Disposition

1. The administrator ~~recognizes~~ is committed to maintaining ~~the importance of a~~ a continu~~ing~~ous dialogue with stakeholders and ~~other~~ decision-makers affecting education.

2. The administrator ~~recognizes the importance of~~ is committed to active participation in the political and policy-making context of education.

Performance

~~1.~~1. The administrator facilitates and engages in activities to shape public policy in order to enhance education.

~~2.~~2. The administrator facilitates ~~processes to~~ communicat~~e~~tion with the school community concerning trends, issues, and potential forces affecting ~~teaching and learning~~ education.

~~3.~~ 3. The administrator engages representatives of diverse community groups in ~~an~~ ongoing dialogue.

~~4.~~4. The administrator develops lines of communication with decision-makers outside of the school community.

~~5.The administrator uses effective leadership models and strategies.~~

~~6.~~5. The administrator ~~creates~~ facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.

~~7.~~6. The administrator ~~demonstrates respect for and monitors~~ adhere~~nce~~s to the law and district policies.

7. The administrator ~~creates and~~ implements appropriate policies and facilitates procedures to protect student rights and improve student opportunities for success.

Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1. The superintendent understands the dynamics of systemic change within ~~the~~ school district**s**.

2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

3. The superintendent knows the breadth of P-12 curriculum and instructional programs.

4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

5. The superintendent understands how to facilitate processes and activities to establish and maintain ~~a positive relationship with the board of trustees.~~an effective and efficient governance structure for school districts.

6. The superintendent knows the role of local ~~and~~ regional, state, national and international partnerships in the development of educational opportunities and support services for students.

7. The superintendent understands the district's role in and responsibility for employee induction,~~and~~ career development, and enhancement.

~~10.~~8. The superintendent understands the organizational complexity of school districts.

9. The superintendent ~~knows the importance of coordinating districtwide employee activities~~ understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

10. The superintendent knows the importance of districtwide policy development and effective implementation.

Disposition

1. The superintendent is committed to fostering systemic improvement within ~~the~~ school district[s].

2. The superintendent is committed to P-12 curriculum and instructional programs designed to improve achievement for each student in ~~the~~[school] district[s].

3. The superintendent recognizes the importance of providing for school facilities, personnel, support services, and effective instructional programs.

4. The superintendent appreciates the importance of [establishing and] maintaining a[n.] ~~positive relationship with the board of trustees~~ [effective and efficient governance structure for school districts].

5. The superintendent is committed to creating and sustaining local[,] ~~and~~ regional[, state, national, and international] partnerships.

6. The superintendent recognizes the importance of the induction[,] ~~and~~ career development[, and enhancement] of all school district personnel.

7. The superintendent is committed to the challenges of complex organizations.

8. The superintendent is committed to ~~empowering people~~[promoting collaboration and dispute resolution].

9. The superintendent recognizes the importance of a system for policy development and implementation to carry out goals of ~~the~~ school district[s].

10. [The superintendent is committed to developing and monitoring a budget to support the educational goals of school districts.]

Performance

1. The superintendent promotes districtwide innovation and change through the application of a systems approach.

~~2.The superintendent expands school and districtwide organizational, educational partnerships for improved student learning and success.~~

~~3.~~[2.]The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

~~4.~~[3.]The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

~~5.~~4. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts ~~a positive relationship with the board of trustees~~.

~~6.~~5. The superintendent fosters, creates, and sustains local, ~~and~~ regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

~~7.~~6. The superintendent creates a system by which all employees have opportunities to seek career ~~advancement~~ development and enhancement.

~~8.~~7. The superintendent advises the board of trustees on legal, ~~and~~ ethical, and current educational issues ~~in education~~.

~~9.~~8. The superintendent works effectively within the organizational complexity of school districts.

~~10. The superintendent fosters a governance structure that effectively coordinates employees to carry out activities of the school district.~~

~~11.~~9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators.

Standard 1: Visionary and Strategic Leadership- Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of ~~all~~each student~~s~~ and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.

2. The special education director understands the importance of post-school outcomes and articulat~~inges~~ ~~the~~ a full range of services and supports for students with disabilities ~~from~~ ~~preschool through post-school outcomes~~ ages three to twenty-one to maximize their potential.

3. The special education director understands the importance of collaboration to provide general education interventions.

Disposition

1. The special education director recognizes that students with ~~special needs~~ disabilities ~~should~~ must be educated with their peers in general education environments as appropriate.

2. The special education director recognizes the importance of opportunities for learning occurring in varied environments.

~~3.The special education director recognizes that students with disabilities are first and foremost general education students.~~

Performance

1. The special education director ~~shares~~ collaborates with community, staff, and students to explain and implement the concepts and goals of best practice ~~and~~ in the least restrictive environment ~~with the community, staff, and students~~.

2. The special education director participates in district planning processes.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of ~~all~~ each student~~s~~ by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

2. The special education director knows how to plan, write, implement, and access Individual Education Programs.

3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

Disposition

1. The special education director values the importance of individualized instruction in the least restrictive environment and supportive services.

2. The special education director ~~understands~~ recognizes the importance of the general education process for all students and wants to enhance cooperation among staff members.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as ~~directing~~ allocating ~~the~~ appropriate resources.

2. The special education director ensures that data is used to provide appropriate individualized educational programs~~,~~ and supports, and develops and implements services ~~are developed and implemented~~ in school and community environments.

3. The special education director ensures the fulfill~~s~~ment of federal and state ~~mandates~~ requirements related to the instruction of special populations~~to provide opportunities for staff members, including paraprofessionals, and parents/guardians to be trained in and informed about meeting the instructional and behavioral needs of special populations~~.

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes and manages a safe, efficient, and effective learning environm~~ent, and manages the~~ organization~~, operations, and resources~~ for the success of ~~all~~ each student~~s~~.

Knowledge

1. The special education director knows about instruction, school activities, and environments ~~that meet~~ to increase program accessibility for~~individual~~ student~~s~~ with special needs ~~(e.g., building, classroom, and program accessibility)~~.

2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

3. The special education director understands how to advocate for and access resources to meet the needs of staff~~,~~ ~~and~~ students, and parents, and to facilitate their effective participation.

4. The special education director understands the use of technology in referral processes, IEP development, and records management.

Disposition

1. The special education director recognizes that all instruction, activities, and school environments ~~should~~ must be accessible to special populations.
2. The special education director appreciates the concepts and ideals that ~~underlie~~ provide the foundation for special education.
3. The special education director is committed to advocating for adequate resources to meet staff, ~~and~~ student, and parent needs.

Performance

1. The special education director advocates for and implements instruction, activities, and school environments that are accessible to special populations.
2. The special education director implements the special education processes and procedures required by federal, state and school district policies.
3. The special education director advocates for, seeks, and directs resources to meet staff~~,~~ ~~and~~ student, and parent needs.
4. The special education director facilitates the use of technology to meet staff, student, and parent needs.

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Idaho Standards for Bilingual Education and ESNL (English as a ~~Second~~ New Language) Teachers

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

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

~~*In addition to the standards listed here, bilingual education and ENL teachers must meet Idaho Core Teacher Standards.*~~

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

Knowledge

1. The teacher understands the ~~evolution and existence~~ evolution, research, and current practices of bilingual and ES~~S~~NL ~~programs~~ education.

2. The teacher knows the key linguistic structures, articulatory system, and vocabulary of the English language.

3. The teacher understands and knows how to identify differences in bilingual programs and ES~~S~~NL approaches (Bilingual: dual language, maintenance, transitional, early and late exit, etc.; ES~~S~~NL: sheltered English, academic support, tutorial, extended day, etc.).

4. The teacher understands the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.

5. (Bilingual only) The teacher possesses the language competency and fluency in listening, speaking, reading, and writing, and vocabulary in English and a second language necessary to facilitate learning in the content area(s) (Federal Requirement).

~~5.~~6. ~~(Bilingual only)~~ (ES~~S~~NL only) The teacher possesses the language competency and fluency in listening, speaking, reading, and writing, and vocabulary in ~~students' native~~ English and/or a second language~~s~~ necessary to facilitate learning in the content area(s) (Federal Requirement).

~~6.~~7.(Bilingual only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of both ~~the students' native language and English~~ English and a second language.

~~7.~~8.(E~~S~~NL only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of the English language.

Disposition

1. The teacher appreciates the importance of understanding the evolution~~, and existence~~ research, and current practices of bilingual and E~~S~~NL ~~programs~~ education.

2. The teacher appreciates the similarities and differences between cultures as well as the contributions of various cultures.

3. (E~~S~~NL only) The teacher recognizes the interconnectedness of learning E~~S~~NL with all content areas.

Performance

1. The teacher demonstrates the key linguistic structures, articulatory system, and vocabulary of the English language.

~~1.~~2.The teacher uses knowledge of content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

~~2.~~3.The teacher demonstrates an understanding of the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.

~~3.~~4.(Bilingual only) The teacher designs and implements activities that promote cultural exploration, listening, speaking, reading, and writing skills in both languages.

5. (Bilingual only) The teacher uses both English and students' ~~native~~ new language~~s~~ during instruction and ~~encourages~~ facilitates students' ~~to~~ use of both languages in the learning process.

~~5.~~6.(E~~S~~NL only) The teacher designs and implements activities that promote observation, listening, speaking, reading, and writing skills in English.

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

Knowledge

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1. The teacher understands the processes of language acquisition and development and culture, and the role these processes play in students' educational experiences.

2. The teacher understands the advantages of biliteracy.

Disposition

1. The teacher respects linguistic and dialectical differences.

2. The teacher appreciates students' growth in both their primary and ~~new language(s)~~ new language.

3. The teacher appreciates the important role of a first language and how it interacts with and influences the process of learning a new language.

4. The teacher values biliteracy.

Performance

1. The teacher plans and delivers instruction using knowledge of the impact of language and culture on human development.

2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

3. The teacher ~~encourages~~ facilitates students' ~~to~~ use of their ~~first~~ primary language as a resource to promote academic learning.

4. The teacher uses strategies and approaches that promote biliteracy~~,~~ and ~~ultimately,~~ English language acquisition.

~~Principle~~ Standard 3: ~~Adapting~~ Modifying Instruction for Individual Needs The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

~~1.The teacher understands that a student's primary culture plays a crucial role in adaptation and acculturation.~~

~~2.The teacher understands how culture influences student cognition.~~

~~3.The teacher understands stages of cultural adaptation and motivation to learn a new language.~~

~~4.~~1. The teacher ~~knows how to apply~~ understands the ~~dynamics~~ nuances of culture in structuring ~~successful~~ academic experiences.

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~~5.~~2. The teacher understands the distinction between issues of learning disabilities and English language development.

Disposition

1. The teacher respects the value of diverse cultures to language learning.

2. The teacher is committed to learning about students' native countries, languages, and cultures.

Performance

~~1. The teacher fosters an environment that promotes an appreciation of cultures.~~

~~2.~~1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

~~3. The teacher uses knowledge of cultural adaptation to plan and implement appropriate learning activities.~~

~~4. The teacher designs student activities that promote student interaction within authentic contexts.~~

~~5.~~2. The teacher distinguishes between issues of learning disabilities and English language development.

~~**Principle**~ ***Standard*** ***4: Multiple Instructional Strategies*** ***The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.***

Knowledge

1. The teacher knows how to ~~adapt~~ modify lessons, textbooks, and other instructional materials, which are culturally and linguistically appropriate, to ~~meet~~ facilitate the ~~needs~~ academic growth of language learners.

Disposition

1. The teacher recognizes the need for appropriate instructional materials and methods for language learners.

Performance

1. The teacher selects, ~~adapt~~ modifies, creates, and uses ~~rich and~~ varied culturally and linguistically appropriate resources related to content areas.

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

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Knowledge

1. The teacher understands the impact of culture on classroom management.

Performance

1. The teacher establishes a culturally appropriate climate in the classroom.

~~**Principle**~~ ***Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.***

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

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

Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds into instructional planning.

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

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

2. The teacher ~~knows~~ understands ~~the various instruments~~ how to measure language dominance and levels of proficiency.

3. The teacher understands the relationship between levels of language proficiency and students' academic performance.

Performance

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1. The teacher uses a combination of observation and other assessments to make decisions about pre-referral, referral, and placement for the purpose of accessing bilingual/E~~N~~SL programs.

2. The teacher selects and administers assessments suited to the students' culture, literacy, and communication skills~~, and practical and academic needs~~.

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

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

~~**Knowledge**~~

~~1.The teacher understands how diverse family units function.~~

Disposition

1. The teacher recognizes the importance of family involvement in students' ~~education and~~ language acquisition in both the school and community.

Performance

1. The teacher creates linkages with families and the community that ~~enhance~~ promote language ~~educational experience~~ acquisition~~for all students~~.

2. The teacher assists other educators and students in understanding the importance of culture and respect for culturally and linguistically diverse students and families.

GLOSSARY OF TERMS

Articulatory System
The process by which the sounds of a language are produced.

Bilingual Education Program
An education program that uses the student's primary language to some degree to promote the acquisition of academic subject matter or literacy while the student gains English proficiency.

Biliteracy
The development of literacy skills in two languages.

~~**Dominant**~~ **Primary Language**
An individual's most developed language.

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Dual Language Program
A bilingual education program in which two languages are used equally.

Early Exit Program
A (K-3) transitional bilingual program.

English as a ~~Second~~ New Language (E~~S~~NL)
Refers to a curriculum or course designed to teach English to ~~English~~ language learners at various English language proficiency levels. ~~Term recognizes that English may be the second, or in some cases, third language.~~

Late Exit Program
A (K-12) maintenance bilingual program.

Register
Refers to the dialect or style of speaking the speaker may use in different contexts.

Sheltered English
An approach designed to teach content area concepts, adapting and modifying English language usage based on students' individual needs.

Idaho Standards for Blended Early Childhood Education/ Early Childhood Special Education Teachers

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

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

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

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

Knowledge

1. The educator knows how ~~to help~~ young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).

2. The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.

3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.

4. The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The educator understands the elements of play and how play assists children in learning.

6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

8. The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).

9. The educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

Disposition

~~1. The educator recognizes the importance of the physical, personal-social, emotional, aesthetic, language, and cognitive development of young children.~~

1. The educator respects the historical and philosophical frameworks of early childhood and special education.

Performance

1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.

~~2. The educator uses children's growth and development theories as fundamental building blocks of curriculum.~~

2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

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

Knowledge

1. The educator knows that family systems are inextricably tied to child development.

2. The educator understands the typical and atypical development of ~~parent-infant attachment~~ infants' and young children's attachments and relationships with primary caregivers.

3. The educator understands how learning occurs and that young children's development influences learning and instructional decisions.

4. The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

5. The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Disposition

1. The educator recognizes the critical role families play as the primary context of development for children.

Performance

1. The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

2. The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

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

Knowledge

1. The educator knows aspects of medical care for premature development, low birth weight, ~~and other conditions of medically fragile babies~~young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.

3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The educator knows how to access information regarding specific children's needs and disability-related issues (e.g., medical, support, and service delivery).

Performance

~~1. The educator accesses information about methods of care for young medically fragile children who are dependent on technology.~~

1. The educator locates, uses, and shares information about methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

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

Knowledge

1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

Disposition

1. The educator respects ~~and strives to adapt to~~ children's ~~choices~~ abilities, preferences, and decisions.

2. The educator-views appreciates children's ~~mistakes as emergent understanding and does not prematurely limit~~exploration and inquiry, including unsuccessful attempts, as opportunities for learning.

Performance

1. The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).

2. The educator uses instructional strategies that support both child-initiated and ~~teacher~~ adult-directed activities.

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

Knowledge

1. The educator understands the importance of routines as a teaching strategy.

2. The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation ~~mastery~~ in young children.

3. The educator understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.

4. The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

5. The educator understands crisis prevention and intervention practices.

6. The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

Disposition

1. The educator recognizes that young children's ~~asocial~~ behavior is purposeful and values it as an opportunity for learning.

Performance

1. The educator promotes opportunities for young children in natural and inclusive settings.

2. The educator embeds learning objectives within everyday routines and activities.

3. The educator creates an accessible learning environment, including the use of assistive technology.

4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The educator creates an environment that encourages self-advocacy and increased independence.

6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.

7. The educator conducts functional behavior assessments and develops positive behavior supports.

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

Performance

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

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

Knowledge

1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

Performance

1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.
2. The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of ~~the~~ Individualized Family Service Plans (IFSP) and Individual Education Programs (IEP).
3. The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).
4. The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.
5. The educator evaluates and links children's skill development to that of same age peers.

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

Knowledge

~~1. The educator knows the characteristics of young children that affect testing situations and interpretations of results.~~

1. The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

~~3~~2. The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

3. The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

4. The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Disposition

1. The educator ~~recognizes~~commits to the importance of assessment practices that support families' relationships with their children and confidence in their children's or their own abilities.

2. The educator recognizes the rights of students and parents/guardians in the assessment process.

Performance

1. The educator ~~screens~~assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).

2. The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.

3. The educator collaborates with families and professionals involved in the assessment of children.

4. The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

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

Knowledge

1. The educator understands NAEYC Licensure and DEC Personnel Standards.

Performance

1. The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.

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

Knowledge

1. The educator knows the National Association for the Education of Young Children (NAEYC) and the Division ~~of~~for Early Childhood (DEC) Code of Ethics.

2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The educator knows community, state, and national resources available for young children and their families.

4. The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.

5. The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

6. The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.

7. The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.

Disposition

1. The educator is sensitive to and honors the changes the family undergoes as children grow and develop.

2. The educator is sensitive to and honors the grieving process experienced by the family of a child with a disability.

3. The educator is committed to finding information concerning community resources and programs designed for young children and their families.

4. The educator views advocacy for young children and their families as an essential role of the early childhood professional.

5. The educator appreciates the dignity and privacy of children and families.

6. The educator recognizes the importance of a community in which respect, honesty, caring, and responsibility are cultivated.

Performance

1. The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics.

2. The educator demonstrates skills in communicating, consulting, and partnering with families -and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.

3. The educator identifies and accesses community, state, and national resources for young children and families.

4. The educator advocates ~~for resources~~ for young children and their families.

5. The educator creates a manageable system to maintain all program and legal records for children.

6. The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

7. The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Idaho Standards for Health Teachers

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

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

~~*In addition to the standards listed here, health teachers must meet Idaho Core Teacher Standards.*~~

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

Knowledge

1. The teacher understands the following content areas of health ~~education~~: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.
2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; ~~and~~ lack of or excessive physical activity; and behaviors that result in intentional and unintentional injury.
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community. ~~The eight c~~(components of coordinated school health ~~include:~~ school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).
5. The teacher understands that health is multidimensional (e.g., physical, ~~mental~~ intellectual, emotional~~, and~~ social, cultural, spiritual, and environmental).

Disposition

1. The teacher recognizes the importance of modeling health-enhancing behaviors.

2. The teacher recognizes that health is multidimensional (e.g., physical, intellectual, emotional social, cultural, spiritual, and environmental).

Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

~~2.The teacher creates a learning environment that respects and is sensitive to controversial health issues.~~

~~2.The teacher assesses resources and develops a coordinated school health education plan.~~

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

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

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

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

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in ~~physical activity and other~~ health-enhancing behaviors.
2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

Disposition

1. The teacher appreciates the role of intrinsic and extrinsic motivation ~~for~~ in the development of health-enhancing behaviors.

Performance

1. The teacher motivates students to participate in ~~physical activity and~~ positive health-enhancing behaviors inside and outside the school setting.

2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

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

Knowledge

1. The teacher understands student jargon and slang associated with high-risk behaviors.

Disposition

1. The teacher recognizes the sensitive nature of many health issues.
2. The teacher recognizes that listening skills and sensitivity are crucial in addressing health-related topics.

Performance

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.

2. The teacher ~~uses listening skills that~~ facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.

~~3.~~4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).

5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

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

Knowledge

1. The teacher ~~knows~~ understands the differing community health values and ~~acceptable~~ practices ~~pertaining to health education that a community possesses~~.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.

3. The teacher understands the influence of culture, media, technology, and other factors on health.

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.

~~2.The teacher develops health education compatible with community values and acceptable practices.~~

2. The teacher accesses valid, appropriate health information and health-promoting products and services.

3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

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

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

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

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

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, and health races/walks).

Performance

1. The teacher demonstrates the ability to advocate for personal, family, and community health.

2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

Idaho Standards for Physical Education Teachers

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

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

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

Knowledge

~~1.The teacher knows cardiopulmonary resuscitation (CPR) and first aid.~~

~~2.~~1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.

~~3.~~2. The teacher understands the sequencing of motor skills (K-12).

~~4.~~3. The teacher understands ~~anatomical, neuromuscular,~~ human anatomy and physiology (structure and function), exercise physiology, and bio~~-~~mechanical principles~~and physiological structures and functions~~.

~~5.~~4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical ~~fitness activities~~ education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).

~~6.~~5. The teacher understands that daily physical ~~activity~~ education provides opportunities for enjoyment, challenge, self-expression, and social interaction.

~~7.~~6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse ~~student~~ needs (e.g., various physical abilities and limitations, culture, and gender).

7. The teacher understands technology operations and concepts pertinent to physical activity (e.g., heart rate monitors, pedometers, global positioning system).

Disposition

1. The teacher recognizes that participation in ~~regular~~ daily physical activity and physical fitness is essential to the health and well-being of individuals.

2. The teacher recognizes the importance of modeling a~~n~~ physically safe, active, and fit lifestyle.

3. The teacher recognizes the importance of the correct and most efficient use of anatomical, neuromuscular, biomechanical, and physiological principles.

Performance

1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.

2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g., heart rate monitors, pedometers, global positioning system, and computer software).

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

Disposition

1. The teacher appreciates individual variations of physical activity in the growth and development of students.

Performance

1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.

2. The teacher promotes physical activities that contribute to good health.

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

Performance

1. The teacher provides opportunities that incorporate individual variations ~~to~~in movement to help students gain physical competence and confidence.

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

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

encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical ~~activity~~ education settings.

2. The teacher knows strategies to help students become self-motivated in physical ~~activity~~ education.

3. The teacher understands that individual performance is affected by anxiety.

4. The teacher understands principles of effective management in indoor and outdoor movement settings.

Disposition

1. The teacher accepts responsibility for establishing a positive climate in the physical ~~activity~~ education setting.

2. The teacher recognizes the importance of positive relationships and appropriate motivational strategies for participation in physical ~~activity~~ education.

Performance

1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation) ~~and motivate students to participate in physical activity inside and outside the school setting~~.

2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3. The teacher utilizes principles of effective management in indoor and outdoor movement settings.

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

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

Knowledge

1. The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).

Performance

~~1.~~1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

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

Knowledge

1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Performance

1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

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

Knowledge

1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.

Disposition

1. The teacher recognizes the professional responsibility of modeling physical fitness and activity.

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

Standard 11: Safety - The teacher provides for a safe physical education learning environment.

Knowledge

1. The teacher understands the inherent dangers involved in physical education activities.

2. The teacher understands the need to consider safety when planning and providing instruction.

3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment ~~and~~, attire, facilities, travel, and weather).

4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).

~~5.~~5. The teacher understands school policies regarding student injury and medical treatment.

6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.

7. The teacher understands the appropriate steps when responding to safety situations.

8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Disposition

1. The teacher ~~is concerned about~~ recognizes the importance of the physical safety and ~~emotional~~ well-being of all students.

Performance

1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.

2. The teacher informs students of the risks associated with physical education activities.

3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.

~~3.~~4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.

~~5. The teacher demonstrates the competencies for CPR and first aid.~~

~~6~~5. . The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.

6. The teacher identifies safety situations and responds appropriately.

~~5. The teacher demonstrates the competencies for CPR and first aid.~~

~~6~~7. The teacher maintains CPR and first aid certification.

C. SUBJECT:

Proposed Rule Amendments to IDAPA 08.02.02.022, 08.02.02.023, and 08.02.02.024: Endorsements; and 08.02.02.026: Administrator Certificate

BACKGROUND:

In 1999, the Idaho State Board of Education charged Idaho's Maximizing Opportunities for Students and Teachers (MOST) with developing performance-based standards that aligned with Idaho K-12 student standards and professional organization standards. This process was completed with State Board and Legislative approvals (2000 and 2001 respectively). At that time standards maintenance was described as an ongoing process. Feedback from recent standards review teams of K-12 and higher education content area specialists confirmed the need to also review/revise specific teacher endorsement requirements to ensure they align with Idaho's performance-based teacher preparation standards and the needs of Idaho schools/districts/students. The No Child Left Behind Act (NCLB), State Board highly qualified teacher requirements, and Idaho K-12 student requirements also made such an endorsement review/revision process critical. The Professional Standards Commission (PSC) held a public hearing on June 20, 2006 and posted the proposed rule on the State Department of Education website to collect public comment. No comments were submitted.

The State Board-approved (2005) requirements for Drama, Option A, did not get published as a pending rule in the Administrative Bulletin for the 2006 Legislative session. These requirements have been re-inserted into the rule.

DISCUSSION:

Teams of experts in the content areas (administration, bilingual-ESL, early childhood/early childhood special education blended, health, and physical education**),** including K-12 teachers and college/university educators, reviewed and recommended revisions to the endorsement requirements.

The revised certification requirements for administrators (district superintendents, building principals, and special education directors) and

revised endorsement requirements for teachers of bilingual-ESL, early childhood/early childhood special education blended, health, physical education, and physical education-health will be effective on state evaluations of Idaho teacher preparation programs two (2) years after their approval (IDAPA 08.02.02.100.01). Out-of-state teachers seeking Idaho certification/endorsements would have to meet these requirements as of September 1, 2007.

RECOMMENDATION:

To approve the request from the PSC for amended rule for the certification requirements for administrators (district superintendents, building principals, and special education directors) and the revised endorsement requirements for teachers of bilingual-ESL, early childhood/early childhood special education blended, health, physical education, and physical education-health.

BOARD ACTION:

A motion to approve the requests from the Professional Standards Commission for the amended rule for the certification requirements for administrators (district superintendents, building principals, and special education directors) and the revised endorsement requirements for teachers of bilingual-ESL, early childhood/early childhood special education blended, health, physical education, and physical education-health.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. Rule Amendments: IDAPA 08.02.02.022, 08.02.02.023, 08.02.02.024, and 08.02.02.026

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (3-16-04)

b. Occupational teacher preparation coursework as provided in Sections 034 through 038. (3-16-04)

02. American Government/Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (4-11-06)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course (4-11-06)

04. Bilingual Education (K-12). Twenty (20) semester credit hours to include six (6) upper division credits in Modern Languages, including writing and literature; three (3) semester credit hours in ~~Cultural Diversity in the target language and/or in~~ cross-cultural or multi-cultural course work; ~~seven (7) semester credit hours in English as a Second Language, which shall include~~ three (3) semester credit hours in ENL/Bilingual Method~~ologys~~; three (3) semester credit hours in Linguistics; three (3) semester credit hours in Foundations, Federal and State Law, Theory, Testing/identification of Limited English Proficient Students; ~~and~~ one (1) semester credit hour in Bilingual Practicum; ~~or~~ and one (1) semester credit hour in Bilingual Field Experience~~, with remaining credit hours in foundations, applied linguistics, testing, or bilingual education. Additionally, no more than five (5) semester credit hours of workshop credit will be accepted for this endorsement~~. (3-16-04)( )

05. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (3-16-04)

06. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Intermediate or Advanced Keyboarding; Accounting; and Business/Office Procedures. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

07. Chemistry (6-12). Twenty (20) semester credit hours in the area of Chemistry. (3-16-04)

08. Communication (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal

Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; and Drama/Theater Arts. (3-16-04)

b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, and Methods of Teaching Speech/Communication. (3-16-04)

09. Communications/Drama (6-12). Twenty (20) semester credit hours including a minimum of six (6) credit hours in each of the following areas: Communications and Drama. (3-16-04)

10. Drama (6-12). Follow one (1) of the following options: (4-11-06)

a. Twenty (20) semester credit hours, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. (4-11-06)

b. Possess an endorsement in English plus a minimum of nine (9) semester credit hours including course work in each of the following: Acting, Directing, and Technical Stage Production. (4-11-06)

11. Driver Education (6-12). Two (2) semester credit hours in Basic Driver Education for Teachers and two (2) semester credit hours in any of the following: Advanced Driver Education; Driver Simulation Education; Traffic Engineering; General Safety Education; or Highway Transportation. Additionally, an individual must have three (3) years of satisfactory driving experience immediately prior to endorsement as verified by the Motor Vehicle Division of the State Department of Transportation. (3-16-04)

023. ENDORSEMENTS E - L.

01. Earth Science (6-12). Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (4-11-06)

02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education. (4-11-06)

03. Education Media Generalist (K-12). Twenty (20) semester credit hours in the field of Education Media or Library Science, including a minimum of fifteen (15) credit hours of course work distributed among each of the following: Material Selection/Collection Development; Literature for Youth; Organization/Administration of Educational Materials; Library Automation/Information Technology Research Methods. (3-16-04)

04. English (6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-16-04)

05. English as a ~~Second~~ New Language Learners (E~~S~~NL) (K-12). Twenty (20) semester credit hours to include four (4) semester credit hours in Modern Languages; three (3) semester credit hours in Cultural Diversity; three (3) semester credit hours in E~~S~~LL Methods; three (3) semester credits in Linguistics; three (3) semester credit hours in ~~Philosophical~~ Foundations, Federal and State Law, Theory, Testing/ Identification of Limited English Proficient Students ~~OR Applied Linguistics in ESL~~; one (1) semester credit in E~~S~~NL Practicum or

Field Experience; and three (3) semester credit hours in an ESNL related elective. ~~Additionally, no more than five (5) semester credits of workshop will be accepted for this endorsement.~~ (3-16-04)( )

06. Family and Consumer Science (6-12). (3-16-04)

a. Thirty (30) semester credit hours to include coursework in each of the following: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Clothing and Textiles, Cultural Dress, Fashion Merchandising, or Design Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; and, Integration of Family Consumer Sciences or Family Consumer Science Methods. (3-16-04)

b. Occupational Teacher Preparation as provided in Sections 034 through 038. (3-16-04)

07. Foreign Language (6-12 or K-12). Twenty (20) semester credit hours in a specific foreign language including course work in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course.

08. Geography (6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)

09. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (3-16-04)

10. Gifted and Talented (K-12). Twenty (20) semester credit hours, to include three (3) semester credits hours in each of the following: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum and Instruction for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. (3-16-04)

11. Health (6-12). Twenty (20) semester credit hours to include course work in Organization/ Administration/Planning of a School Health Program; Health ~~Science~~ and Wellness; Methods of Teaching Health; ~~and a minimum of twelve (12) semester credit hours in at least four (4) of the following areas:~~Mental/Emotional Health; ~~Consumer Health;~~Nutrition; Human Sexuality; ~~Aging, Death and Dying; Safety and Accident Prevention; Fitness/Wellness;~~ Substance Use and Abuse; ~~Disease;~~ and ~~Community/Environmental Health~~Theories of Behavior Changes. Remaining semester credits must be in health-related course work. ~~(3-16-04)~~( )

12. History (6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (4-11-06)

13. Humanities (6-12). An endorsement in English, ~~or~~ History, Music, Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (4-11-06)

14. Journalism (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)

b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

024. ENDORSEMENTS M - Z.

01. Marketing Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; and Curriculum and Materials Marketing, with remaining credit hours in the field of business. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

02. Mathematics Basic (6-12). Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours in computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)

03. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)

04. Music (6-12 or K-12). Twenty (20) semester credit hours to include coursework in the following: Theory and Harmony, Aural Skills, Music History; Conducting; Applied Music, Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary music methods course. (4-11-06)

05. Natural Science (6-12). An endorsement in: Biological Science, Physical Science, Physics, Chemistry, Earth Science, Geology, or Agriculture Science and Technology. Twenty-four (24) semester credit hours are required in each endorsement area as follows: (4-11-06)

a. Biological Science Endorsement: Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-11-06)

b. Physics Endorsement: Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-11-06)

c. Chemistry Endorsement: Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-11-06)

d. Earth Science or Geology Endorsement: Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-11-06)

e. Agriculture Science and Technology Endorsement: Minimum of four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. Remaining course work must be from the sciences: Biology, Chemistry, Earth Science or Geology, and Physics. (4-11-06)

06. Physics (6-12). Twenty (20) semester credit hours in the area of Physics. (3-16-04)

07. Physical Education (PE) (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Elementary PE Methods; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; ~~Health;~~ Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise ~~Science~~Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; ~~and Movement~~Motor Behavior; and Current CPR and First Aid Certification. ~~To obtain a Physical Education K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary PE methods course.~~ ~~(3-16-04)~~( )

08. Physical Education/Health. Must have an endorsement in both physical education and health. ~~(3-16-04)~~( )

09. Physical Science (6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

10. Psychology. Twenty (20) semester credit hours in the area of Psychology. (3-16-04)

11. Reading (6-12 or K-12). Twenty (20) semester credit hours in the area of reading including a minimum of fifteen (15) semester credit hours distributed among each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; and Corrective/Diagnostic/Remedial Reading. To obtain a Reading K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (3-16-04)

12. Social Studies (6-12). Must have an endorsement in History, American Government/Political Science, Economics, Sociology, Psychology, or Geography plus a minimum of twenty (20) semester credit hours of which the following are required: a minimum of six (6) semester credit hours of general U.S. history survey; a minimum of three (3) semester credit hours of American Government. The remaining semester credit hours must include course work from all of the following areas: World History, Geography, Economics, Sociology, and Psychology. (4-11-06)

13. Sociology (6-12). Twenty (20) semester credit hours in the area of Sociology. (3-16-04)

14. Sociology/Anthropology (6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)

15. Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation; and Principles of Technology. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

BREAK

026. ADMINISTRATOR CERTIFICATE.

Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which ~~he~~ the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. ~~(3-16-04)~~( )

01. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-16-04)

a. Hold a master's degree from an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-16-04)

c. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-16-04)

d. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies ~~in the following areas: leadership, ethics, and management of change; all forms of communication, including technology, advocacy, and mediation; customer involvement and public relations; staff development and supervision of instruction; school law and finance (including special education), and grant writing; curriculum development, integration of technology, delivery, and assessment; education of all populations, including special education; and, student behavior management/positive behavior supports/effective discipline~~ of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership . ~~(3-16-04)~~( )

e. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. (3-16-04)

02. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-16-04)

a. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with ~~students~~ Pre-K-12 students while under contract in an accredited school setting. ~~(3-16-04)~~( )

c. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12~~, while holding that state's administrative certificate~~. ~~(3-16-04)~~( )

d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in ~~the following areas in addition to those required for the School Principal Pre-K-12 endorsement: advanced school finance, grant writing, and generation of additional sources of revenue; policy development and school board operations/relations; district-wide support services; employment practices and negotiations; educational product marketing and community relations; and, special services and federal programs~~Superintendent Leadership, in additional to the competencies in the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. ~~(3-16-04)~~( )

e. An institutional recommendation is required for a School Superintendent Endorsement. (3-16-04)

03. Director of Special Education and Related Services Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (3-16-04)

a. Hold a master's degree from an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. (3-16-04)

c. Obtain college or university verification of demonstrated the competencies ~~in the following areas: organization and administration of student services, including foundations of special education; leadership, ethics, and management of change; all forms of communication, including technology, advocacy, mediation, and counseling with parents of children with disabilities; customer involvement and public relations; staff development and supervision of instruction; policy development as related to special education and related services; school law and finance as related to special education and related services, and grant writing; curriculum development, integration of technology, delivery, and assessment as related to special education and related services; student behavior management/positive behavioral supports/effective discipline; and, diagnosis and remediation in special education~~ of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. ~~(3-16-04)~~( )

d. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping. ( )

e. Have completed an administrative internship/practicum in the area of administration of special education and related services. (3-16-04)

f. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-16-04)

D. SUBJECT:

08.02.02.018, .019, and .020; 08.02.02.28 – General Education Requirements

BACKGROUND:

The No Child Left Behind Act (NCLB) requires that all Idaho teachers of core subjects (English, reading, or language; drama, music, or art; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography) be highly qualified by the end of the 2005-06 school year. Many Idaho school districts have approached the Professional Standards Commission (PSC) about being able to hire highly qualified, out-of-state teachers by the deadline since these teachers have to meet Idaho's general education requirements for lower division coursework before receiving Idaho certification, coursework that duplicates that which they took for their degrees. Research revealed that these individuals have graduated from out-of-state, accredited colleges/universities with very similar general education requirements as Idaho's. The rules would allow school districts the ability to hire highly qualified teachers, as required by NCLB. The PSC held a public hearing on June 20, 2006 and posted the proposed rule on the State Department of Education website to collect public comment. No comments were submitted.

DISCUSSION:

By accepting the general education requirements (lower division coursework) from accredited, out-of-state institutions, Idaho would eliminate one obstacle that school districts face in being able to hire highly qualified teachers by the NCLB deadline of the end of the 2005-06 school year. Lower division coursework from out-of-state, accredited colleges/universities would be acceptable for the general education requirements for the following Idaho certificates: Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate.

RECOMMENDATION:

To approve the request from the PSC for the amended rules for General

Education Requirements, as defined in Attachment 1, for the following teaching Idaho certificates: Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate

BOARD ACTION:

A motion to approve the request from the Professional Standards Commission for the amended rules for General Education Requirements, as defined in Attachment 1, for the following teaching Idaho certificates: Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. Proposed Rules: O8.02.02.018 - .020; 08.02.02.28 – General Education Requirements

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

018. STANDARD ELEMENTARY CERTIFICATE.
A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements: (3-16-04)

021. General Education Requirements. ~~A minimum of forty-four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following:~~ Completion of the general education requirements at an accredited college or university is required. ~~(3-16-04)~~( )

~~**a.** Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (3-16-04)~~

~~**b.** Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science shall be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography. (3-16-04)~~

~~**c.** Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two (2) or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science. (3-16-04)~~

~~**d.** Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work. (3-16-04)~~

~~**e.** Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work. (3-16-04)~~

~~**f.** Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes. (3-16-04)~~

012. Professional Education ~~Core~~ Requirements. ~~(3-16-04)~~( )

a. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area. (3-16-04)

b. At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8. (3-16-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8). (3-16-04)

04. Ninth Grade Endorsement. If an individual with a Standard Elementary Certificate completes the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary

Certificate, an endorsement allowing teaching of that subject through grade nine (9) may be added to the Standard Elementary Certificate. (3-16-04)

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments. (3-16-04)

019. EARLY CHILDHOOD / EARLY CHILDHOOD SPECIAL EDUCATION BLENDED CERTIFICATE.

An Early Childhood / Early Childhood Special Education Blended Certificate is non-categorical and makes an individual eligible to teach in any educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

~~02~~1. General Education Requirements. ~~A minimum of forty-four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following:~~ Completion of the general education requirements at an accredited college or university is required. ~~(3-16-04)~~( )

~~**a.** Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (3-16-04)~~

~~**b.** Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science must be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography. (3-16-04)~~

~~**c.** Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two (2) or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science. (3-16-04)~~

~~**d.** Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work. (3-16-04)~~

~~**e.** Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work. (3-16-04)~~

~~**f.** Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes. (3-16-04)~~

0~~1~~2. Professional Education Requirements. (3-16-04)

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade three (3)in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-16-04)

b. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-16-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy Exam. (3-16-04)

04. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-16-04)

020. STANDARD SECONDARY CERTIFICATE.
A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. ( )

012. Professional Education ~~Core~~ Requirements. (3-16-04)( )

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area. (3-16-04)

b. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)

03. ~~General Education~~Teaching Field Requirements. Preparation in at least two(2) fields of secondary teaching; a ~~major subject~~ first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter hours, and a ~~minor subject~~ second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter hours, in a single subject area may be used in lieu of ~~a major~~ the first teaching field~~and minor~~ or second teaching field requirements. ~~(3-16-04)~~( )

034. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-16-04)

045. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-16-04)

BREAK

028. EXCEPTIONAL CHILD CERTIFICATE.
Holders of this certificate work with children who have been identified as having an educational impairment. (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. ( )

012. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (3-16-04)

a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

02~~2~~3. Hearing Impairment (K-12). Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

03~~3~~4. Visual Impairment (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required.(3-16-04)

E. SUBJECT:

08.02.03.110. Alternative Secondary Programs

BACKGROUND:

Alternative secondary programs provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Specific student eligibility qualifications are set forth in State Board Rule, IDAPA 08.02.03.110.01. Students who have been in a Limited English Proficiency (LEP) program for less than 3 years are at a greater risk of failing classes, not passing the ISAT, and possibly dropping out of school. These students may have increased difficulty in comprehending the curriculum material due to their English language skills.

DISCUSSION:

By including the subgroup of LEP students in the definition of "at-risk youth", these students will have access to additional acceleration services that will assist them not only in their English language acquisition but also will increase their ability to participate fully in the classroom.

RECOMMENDATION:

It is recommended that the State Board of Education approve the recommendation from the State Department of Education for the amended rule governing Alternative Secondary Program to included LEP students in the definition of "at-risk youth".

BOARD ACTION:

A motion from the State Department of Education to approve the amended rule governing Alternative Secondary Programs to include LEP students in the definition of "at-risk youth".

Moved by _____ Seconded by _____ Carried Yes ___ No ___

ATTACHMENTS:

1. Rule: Alternative Secondary Programs

110. ALTERNATIVE SECONDARY PROGRAMS (SECTION 33-1002; 33-1002C; 33-1002F, IDAHO CODE).

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Some designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours. (4-1-97)

01. Student Qualifications. An ~~A~~at ~~R~~risk youth is any secondary student grade seven through twelve (7-12) who meets any three (3) of the following criteria, Subsections 110.01.a. through 110.01.~~e~~f., or any one (1) of criteria in Subsections 110.01.~~f~~g. through 110.01.~~l~~m. (4-5-00)

a. Has repeated at least one (1) grade. (4-1-97)

b. Has absenteeism that is greater than ten percent (10%) during the preceding semester. (4-1-97)

c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program. (4-1-97)

d. Has failed one (1) or more academic subjects. (4-1-97)

e. Is two (2) or more semester credits per year behind the rate required to graduate. (4-1-97)

f. Is a limited English proficient student who has not been in a program more than three (3) years. ( )

~~f.~~g. Has substance abuse behavior. (4-1-97)

~~g.~~h. Is pregnant or a parent. (4-1-97)

~~h.~~i Is an emancipated youth. (4-1-97)

~~i.~~j. Is a previous dropout. (4-1-97)

~~j.~~k. Has serious personal, emotional, or medical problems. (4-1-97)

~~k.~~l. Is a court or agency referral. (4-1-97)

~~l.~~m. Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior. (4-1-97)

02. Instruction. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (4-1-97)

a. Academic skills that include language arts and communication, mathematics, science, and social studies that meet or exceed minimum state standards. (4-1-97)

b. A personal and career counseling component. (4-1-97)

c. A physical fitness/personal health component. (4-1-97)

d. A state division approved vocational-technical component. (4-1-97)

e. A child care component with parenting skills emphasized. (4-1-97)

03. Graduation Credit. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (4-5-00)

04. Special Services. Special services, where appropriate for at-risk youth enrolled in alternative secondary programs, include the following where appropriate: (4-1-97)

a. A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (4-1-97)

b. Direct social services that may include officers of the court, social workers, counselors/ psychologists. (4-1-97)

F. SUBJECT:

Non-substantive changes to a proposed rule by reference, "Standards for Idaho School Buses and Operations, June 16, 2006" and Pupil Transportation Reimbursement Matrix

BACKGROUND:

The State Board of Education approved a Notice of Proposed Rulemaking at its regular meeting on June 16, 2006. Following that board meeting, the proposed rule was submitted to legislative services. Notice of the proposed rule and the proposed rule in legislative format were published in the August Administrative Bulletin (August 2, 2006 – Vol. 06-8). A public hearing was held on August 24, 2006 between 1:30 and 4:00 p.m. that was attended by two stakeholders.

Subsequent to stakeholder input, suggested language changes in regard to school bus color were made in the construction section of "Standards for Idaho School Buses and Operations" (SISBO).

DISCUSSION:

On August 24, 2006, suggested language related to school bus color was received from Vern Carpenter of Western Mountain Bus Company. Consequently modified language has been incorporated into the referenced document "Standards for Idaho School Buses and Operations – June 16, 2006".

The following summarizes recommended changes between the proposed rule and the pending rule.

- Clarified language related to school bus paint color (SISBO – Color, pages 19-20)

- Modified reimbursement/non-reimbursement matrix to reflect suggested changes by districts and Transportation Steering Committee.

RECOMMENDATIONS:

The State Department of Education seeks approval of a pending rule for publication in the December 6, 2006, Administrative Bulletin.

The State Department of Education seeks approval of a rule by reference: "Standards for Idaho School Buses and Operations – June 16, 2006," including changes in the approved proposed rule of June 16 and the changes in the approved Transportation Reimbursement/Non-reimbursement matrix of June 16.

BOARD ACTION:

A motion to approve a Notice of Pending Rulemaking for publication in the December 6, 2006, Administrative Bulletin (Docket No. 08-0202-0601), to incorporate by reference "Standards for the 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 ___

ATTACHEMENTS:

1. Notice of Intent to Promulgate Rules (Pending Rulemaking)
2. IDAPA 08.02.02.150-190 in legislative format (pending changes)
3. "Standards for Idaho School Buses and Operations" (SISBO) in legislative format; a rule by reference (proposed and pending changes)
4. Pupil transportation reimbursement/non-reimbursement matrix (proposed and pending 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 RULEMAKING - PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2007 Idaho State Legislature for final adoption. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Sections 33-1501 through 33-1512 and 33-1006, Idaho Code.

DESCRIPTIVE SUMMARY: The following summarizes changes between the proposed rule and the pending rule and provides rationale for the change.

- Clarified language related to school bus paint color (SISBO – Color, page 20) – for standardizing coloring schemes
- Modified reimbursement/non-reimbursement matrix to reflect suggested changes by School Districts and Transportation Steering Committee.

Subsequent to the Proposed Rulemaking process, which included two public hearings, the agency adopted the pending rule and approved the referenced document, *Standards for Idaho School Buses and Operations* June 16, 2006, and the accompanying *Pupil Transportation Reimbursement Matrix.*

ASSISTANCE ON TECHNICAL QUESTIONS - OBTAINING COPIES: For assistance on technical questions concerning the pending rule or to obtain a copy of the approved rule by reference document (Standards for Idaho School Buses and Operations and the Pupil Transportation Reimbursement Matrix), contact Ray Merical, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6851 or fax to (208) 334-3484.

DATED this 1st day of November 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).

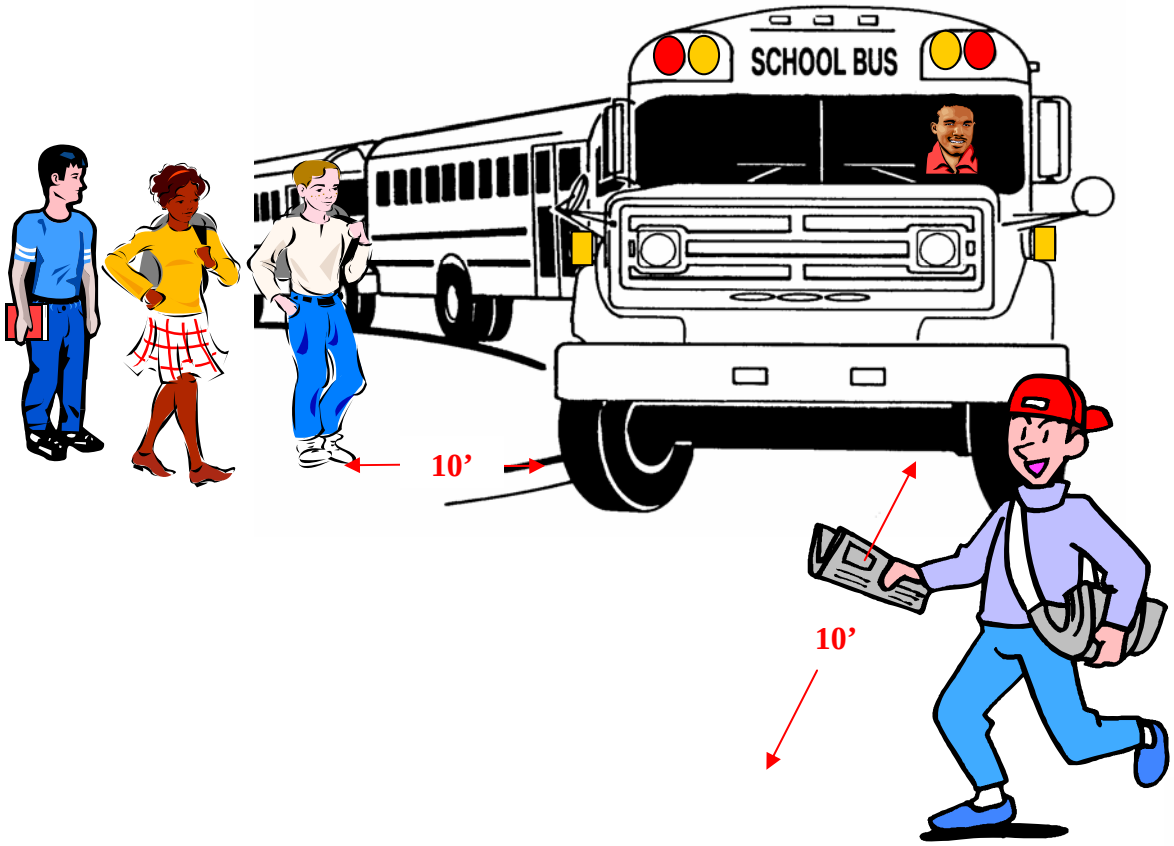
190. PROGRAM OPERATIONS.
School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing 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

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~~ Congress on School Transportation, Warrensburg, Missouri, May 2005 (*National School Transportation Specifications & Procedures*). (33-1511, Idaho Code)

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

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)

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" posititon.

BRAKES (HYDRAULIC)

Buses using a hydraulic assist brake shall be equipped with audible and visible warning signals that provide a continuous warning to the driver of loss of fluid flow from the primary source and of a failure of the back-up pump system. Type A and B buses may be OEM standard.

BRAKES (AIR)

The air pressure supply system shall include a desiccant-type air dryer installed according to the manufacturers' recommendations. The air pressure storage tank system may incorporate an automatic drain valve.

The Chassis manufacturer should provide an accessory outlet for air-operated systems installed by the body manufacturer. This outlet shall include a pressure protection valve 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 ~~may~~ shall include a system for anti-compounding of the service brakes and parking brakes.

Air brakes shall have both a visible and audible warning device whenever the air pressure falls below the level where warnings are required under FMVSS No. 121.

BUMPER (FRONT)

All school buses shall be equipped with a front bumper. The front bumper shall be furnished by the chassis manufacturer as part of the chassis on all school bus types unless there is a specific arrangement between the chassis manufacturer and body manufacturer.

The front bumper shall be of pressed steel channel or equivalent material (except Type A buses having a GVWR of 14,500 pounds or less which may be OEM supplied) at least 3/16" thick and

not less than 8" wide (high). It shall extend beyond forward-most part of the body, grille, hood, and fenders and shall extend to outer edges of the fenders at the bumper's top line.
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.
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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 ~~100~~ 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.

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 and anodized aluminum glass trim) shall be NSBY. Anodized aluminum window and door glass frames may be either NSBY or black. Non-anodized ~~P~~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. If required by automated painting processes a maximum three (3) inch black transition strip is allowed between the white roof cap and the NSBY body paint above the windows.

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.

O to 42 Passengers	= 1 emergency exit per side and 1 roof hatch.
43 to 78 Passengers	= 2 emergency exits per side and 2 roof hatches.
79 to 90 Passengers	= 3 emergency exits per side and 2 roof hatches.

Side emergency exit windows, when installed, may be vertically hinged on the forward side of the window. No side emergency exit window will be located above a stop arm. Emergency

exit doors, side emergency exit windows and emergency exit roof hatches shall be strategically located for optimal egress during an emergency evacuation of the bus.

Emergency exit doors shall include an alarm system that includes an audible warning device at the emergency door exit and also in the driver's compartment. Emergency exit side windows shall include an alarm system that includes an audible warning device in the driver's compartment. Roof hatches do not require an alarm system, but if so equipped, they must be operable and include an audible warning device in the driver's compartment.

When manually operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three one-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door release 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

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 ½ 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 ±¼ 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 ¾ 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 ¾ 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 cuter 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 ½-inch nosing that contrasts in color by at least 70 percent measured in accordance with the contrasting color specification in 36 CFR, Part 1192 ADA, Accessibility Guidelines for Transportation Vehicles.

Step treads shall have the following characteristics:

~~Special compounding for good abrasion resistance and coefficient of friction of at least 0.6 for the step surface, and 0.8 for the step nosing.~~ 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 ½" 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 wheelhousings shall be attached to floor sheets in such a manner so as to prevent any dust, water or fumes from entering the body. The wheelhousings 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 wheelhousings 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:

FUNCTION	**COLOR**
Left Rear Directional Lamp	Yellow
Right Rear Directional Lamp	Dark Green
Stop Lamps	Red
Back-up Lamps	Blue
Tail Lamps	Brown
Ground	White
Ignition Feed, Primary Feed	Black

The color of cables shall correspond to SAE J 1128.

Wiring shall be 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.

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 ½ inch horizontally and 5/8 inch vertically. Platforms on semi-automatic lifts may have a handhold not exceeding 1½ inch by 4½ 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 ¼ inch. Thresholds between ¼ inch and ½ 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.

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 1¼ inch and 1½ 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 1½ 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 (¼ turn) shut-off control valve shall be installed in each gaseous fuel supply line, as close as possible to the fuel supply containers. The valve controls shall be placed in a location easily operable from the exterior of the vehicle. The location of the valve control shall be clearly marked on the exterior surface of the bus.

An electrical grounding system shall be required for grounding of the fuel system during maintenance-related venting.

CHARACTERISTICS OF ALTERNATIVE FUELS

For the purpose of this section, alternative fuels refer to the specific fuels listed below. A brief description of each fuel is shown. (See National School Transportation Specifications & Procedures Alternative Fuels Comparison Chart)

Note: Two other more exotic fuels are being examined, hydrogen and solar power. These two energy sources are in their infancy as alternative fuels for motor vehicles and are not covered within the scope of this section.

Liquid Alternative Fuels:

Methanol, a liquid at normal ambient temperatures, is colorless, and is made primarily from natural gas or coal. Extensive experiments have been conducted with automobile and truck engines powered by methanol. There are a number of urban transit bus fleets currently using methanol. California has experience with methanol as an alternative fuel for school buses through their School Bus Demonstration Project. The findings clearly determined methanol fuel to be costly to operate and unreliable.

Ethanol is a distilled agricultural alcohol product that is a liquid and is colorless at normal ambient temperatures. Corn is the current primary grain source. It has many of the same characteristics as methanol. Currently, ethanol is used primarily in a mixture with gasoline, usually no more than 10% ethanol.

Clean diesel was one of the alternative fuels approved in the Clean Air Act Amendments of 1990. The first step to be undertaken was further refining to reduce sulfur content and hence the significant particulate emissions caused by the sulfur. Significant advancement in this process has resulted in the development of ultra-low sulfur content diesel fuel. Refinery techniques can now produce diesel fuel with a sulfur content below 15 parts per million (PPM). The availability of this fuel supports the installation of an advanced exhaust after-treatment device in the form of a continuously regenerating trap (CRT). This CRT technology reduces the exhaust particulate content by approximately 90 percent from currently mandated levels (to .005 grams/hp-hr) and the hydrocarbons to an unmeasurable level (to essentially zero). Further steps are being developed to add cetane boosters, which increase efficient combustion.

Biodiesel is a fuel manufactured from vegetable oils, recycled cooking greases, or animal fats. The term “biodiesel” refers to the pure fuel. Biodiesel blends or BXX refers, to a fuel that is composed of XX% biodiesel and XX% diesel fuel. The City of Seattle, for example, has been using B20 which is 20% biodiesel blended with 80% low sulfur diesel. B100 is pure biodiesel. The diesel fuel can be No. 1 or No. 2. Biodiesel and biodiesel blends should only be used in compression-ignition engines that are designed to be operated on diesel fuel as described in ASTM 975 or related military specifications. Biodiesel or blends should never be put into a gasoline engine. Biodiesel fuel can be used in compression-ignition engines in cars, trucks, construction equipment, boats, generators, and in most other applications where diesel is typically used. Biodiesel fuel is renewable, is domestically produced and is commercially available in all fifty (50) states. It provides similar performance to diesel has high cetane, high lubricity, high flash point and is the safest of all fuels to store and handle. Biodiesel has the highest BTU content of any alternative fuel.

Reformulated gasoline is a specially blended fuel with the following properties: (1) lower vapor pressure that reduces evaporation during operation and refueling, and (2) more efficient combustion through the addition of high-octane oxygenates. Reformulated gasoline aromatic levels have been lowered, which provides less in the way of hydrocarbon tail pipe emissions.

Gaseous Alternative Fuels:

Natural gas is primarily methane as it comes from the well, and it burns quite cleanly in its unprocessed state. Natural gas has a higher ignition point (temperature) and a narrower

fuel/oxygen mixture combustion range than other fuels. Energy is consumed in processing natural gas to achieve sufficient vehicle storage (i.e., compression or cryogenic processes). (See Compressed Natural Gas and Liquid Natural Gas below.)

Compressed natural gas, or CNG, consists primarily of mixtures of hydrocarbon gases and vapors, consisting principally of methane (CH_4) in gaseous form, which is compressed for use as a vehicular fuel.

Liquid natural gas, or LNG, utilizes the same natural gas source (primarily methane) as CNG, but requires purification of the gas and cooling and storage below -260 degrees Fahrenheit to liquefy the natural gas. Converting natural gas to liquid form provides storage of a much greater amount on the vehicle than can be achieved in the gaseous state.

Propane, also known as Liquefied Petroleum Gas or LPG, is sometimes available directly from wells, but is normally produced as a by-product of the gasoline refining process. It has been used for a number of years in light-duty commercial vehicles in urban areas around the world.

Electric Power or the use of electricity as a power source for school buses is an emerging technology that is under considerable research due to the potential for reduced overall emissions. Research is centering on ways to increase the capacity and reduce the weight of batteries, as well as improving the motors used to power the vehicles and the associated electronics. Recharging technology is also developing rapidly. Most of these efforts have the goals of improving the range and performance of electric vehicles, reducing their cost and addressing operational concerns, such as recharging.

SCHOOL BUS WITHDRAWAL FROM SERVICE STANDARDS

INTRODUCTION

The State Department of Education shall develop, maintain and periodically distribute out-of-service criteria (a matrix), the basis of which shall be the latest published document from the most recent National Conference on School Transportation. The Out-of-Service Matrix shall be subsequent to input from the Pupil Transportation Steering Committee and new school bus state inspectors, as needed. These standards are intended to ensure that all Idaho school buses are maintained in a safe manner. When inspection of a bus reveals a maintenance condition that is below an out-of-service standard it shall be the duty of the technician performing the inspection to remove the vehicle from service until the discrepancy has been corrected. These standards shall apply to both new and used buses and shall be the criteria used whenever an Idaho school bus is inspected. These standards are to be used whenever a 60-day, Annual or New School Bus Inspection is being performed by state inspectors or district, contractor, or outside contracted maintenance personnel. (33-1506, Idaho Code)

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.

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.

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.

Approved ~~October 3, 2003~~ June 16, 2006

PUPIL TRANSPORTATION REIMBURSEMENT MATRIX
July 1, ~~2005~~ 2007

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, and Transportation building cleaning salaries. ~~etc.~~		√
Employee incentive awards; individual salary bonus, hotel nights, 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~~ Portable 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 for drivers/technicians, maximum of $10.00 per two-year certification.~~ CPR or First-Aid Training costs for presenters, workbooks, or cards – Up to $10 per driver/technician per year.	√	
Idaho State Regional Safety Competition		√
~~Employee incentive awards; salary bonus, trophies, hotel nights, gifts, etc.~~		~~√~~
Trophies, Gifts, 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 with prior SDE approval)	√	
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/technician 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 ~~10,~~12 ~~or 15~~ years)	√	
Communications (Schedule C only) – Amortized depreciation over ~~10,~~12 ~~or 15~~ years)	√	
Voice communication base station		√
VCR & video cameras installed in new bus – Amortized depreciation over ~~10,~~12 ~~or 15~~ years. Repairs and supplies for existing cameras. (No reimbursement for replacement camera equipment)	√	
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~~, premium may not exceed $550~~)	√	
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, overnight trips, weekend trips or trips outside the regularly-scheduled school week/year		√
Mileage in district-owned non-conforming vehicles, e.g., pupil transportation shop truck, supervisor/trainer car	~~√~~	~~√~~
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.	√	
Mileage for home-to-work-to-home. Mileage in vans or other non-conforming vehicles to transport students or district personnel.		√
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
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DR. MARILYN HOWARD
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Memorandum

To: State Board of Education

From: Ray Merical, Director, Transportation Services

Date: November 1, 2006

Re: Summary of Comments, Rulemaking History, and Rationale for Pending Rulemaking

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A public hearing was held on August 24, 2006, between 1:30 and 4:00 p.m. (two stakeholders attended) during the Proposed Rulemaking phase. The topic of discussion between the two stakeholders that attended the hearing centered on school bus construction standards in regards to school bus color and the possibility of a waiver of the current standard. After listening to the stakeholders we took their concerns to the Student Transportation Steering Committee meeting held on October 5-6, 2006, for discussion. The Steering Committee concluded that by adding a few minor changes to the current proposed rule in regards to school bus color the rule waiver process could be avoided. The stakeholders were notified of the Steering Committees recommendation to which they agreed and the changes were made (subject to Board approval).

During 6 Transportation Financial Workshops held during the month of September, the Department received comments related to "non-reimbursement" for weekend educational field trips, as delineated in SISBO (pg. 75) 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.

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.

G. SUBJECT:

K-12 Physical Education Standards

BACKGROUND:

The Department of Education asked the Idaho State Board of Education to approve a proposed rule for Physical Education Standards. The Board did not approve the proposed rule on November 16, 2005.

DISCUSSION:

Since the Idaho State Board of Education did not approve the Physical Education Standards as submitted, the rule must be vacated.

RECOMMENDATIONS:

The State Department of Education recommends that the State Board approve the vacating of the rule for K-12 Physical Education Standards (Docket No. 08-0203-0505).

BOARD ACTION:

A motion to approve vacating the Physical Education Standards, Docket No. 08-0203-0505, from rulemaking

Moved by _____ Seconded by _____ Carried Yes ___ No ___