STATE BOARD OF EDUCATION MEETING
August 6, 2008
Len B. Jordan Bldg, 307
3rd Floor
Boise, Idaho

Dial-in Information:
Dial-in Number: (888) 422-7124
Public Participation Code: 759608

Wednesday, August 6, 2008, 3:00 p.m., Teleconference

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Extending 10th Grade Students Option to Test During 11th & 12 Grade Fall Re-testing Window
2. Temporary/Proposed Rule – IDAPA 08.02.03.111 – Assessment in the Public Schools
3. Proposed Rule – IDAPA 08.02.03.105 – Graduation Requirements

DEPARTMENT OF EDUCATION

1. Proposed Rule – Revisions to Standards for Idaho School Buses & Operations (SISBO)
2. Proposed Rule – Revisions to Initial Standards for the Certification of Professional Personnel
3. Proposed Rule – Pupil Personnel Certificate – School Counselors and School Psychologists
4. Proposed Rule – Alternative Authorization – Teacher to New Certification/Endorsement
5. Temporary and Proposed Rule –Fingerprinting and Criminal History Checks
6. Proposed Rule – American Indian Languages Certificate
7. Proposed Rule – Unique Student Identifier

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
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SUBJECT

Extending the High School Idaho Standards Achievement Test (ISAT) to 10th Grade Students during the Fall 11th and 12th grade testing windows

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03 – Section 111, Comprehensive Assessment Program

BACKGROUND / DISCUSSION

The 2006 contract with Data Recognition Corporation (DRC) for the ISAT included grades 3-8 and10 as required by NCLB. Grades 2 and 9 were included as cost options. Board rule requires that the ISAT be administered in grades 2-10, and because funding has not been available, the Board waived the ISAT for grades 2 and 9 for 2007 and 2008. At the June 2008 meeting the Board affirmed its commitment to reinstate grade 9 testing as soon as funding is available.

The ISAT was waived for grades 2 and 9 for two consecutive years; therefore, the incoming 10th grade students have not taken an ISAT since spring of their 8th grade year. By the time of the spring test administration, 10th grade students will have had no ISAT data or test experience for a full two years. The ISAT student achievement data defines proficiency as measured against Idaho Content Standards for math, reading, language, and science. The 10th grade test is a high stakes test because it is used to calculate Adequate Yearly Progress (AYP) for schools, but more importantly, passing the 10th grade ISAT is a requirement for students to graduate from high school.

It is permissible under the State's accountability plan with the U.S. Department of Education to allow students to take the test several times during 10th grade. The Idaho Accountability Plan will also allow students to record proficient or advanced scores on tests taken during their 10th grade year. The fall test administration will be critical to high schools that need student achievement information to adequately plan an instructional program that will prepare fall students to reach proficiency by the end of 10th grade.

IMPACT

The State currently offers the ISAT to 11th and 12th grade students in the fall, winter, spring, and summer. The Board can add the 10th grade students to the fall test for approximately $20,000, or $1 per student. Expanding the test opportunities for 10th graders will allow high performing students who pass the test to use the passing score to meet graduation requirements. It will allow average and at-risk students to experience the assessment and identify their strengths and weaknesses, and support them as they prepare for the spring administration of the graduation test.

STAFF COMMENTS AND RECOMMENDATIONS

Staff supports expanding the test opportunities. School districts have indicated that they rely on the ISAT for programmatic decisions, and leaving a gap of two years in a student's achievement record poses problems. The financial cost is minimal as the Board is already paying $225,000 for the online presentation for the retesting of 11th and 12th grade students.

BOARD ACTION

A motion to provide school districts the authority to determine whether to require their 10th grade students to take the fall administration of the Idaho Standards Achievement Test, which is now administered only for purposes of retesting 11th and 12th grade students. Each school district shall have the discretion to determine which schools and students in the district are required to take this fall 10th grade test. Passing scores on the fall test may be used to meet the graduation requirement. The annual cost for this fall administration of the ISAT to 10th grade students will be approximately $20,000, and will be reflected in an amendment to the DRC contract, and subject to the approval of the Division of Purchasing.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Temporary/Proposed Rule Governing Thoroughness, IDAPA 08.02.03.111 Assessment in the Public Schools

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03. – Section 111, Assessment in the Public Schools

BACKGROUND/DISCUSSION

Currently IDAPA rule 08.02.03.111.06.n. states that students who receive a proficient or advanced score on a portion or portions of the Idaho Standards Achievement Test (ISAT) or Idaho Alternate Assessment (IAA), offered in the spring of their 10th grade year, are not required to continue taking that portion or portions of the assessment. Eliminating the specific reference to the Spring test administration would mean that if 10th graders are allowed to test during the 11th and 12th grade testing windows, during the fall of their 10th grade year, they would not have to take the portions of the test they had already received proficient or advanced scores on. This flexibility is allowable under the Idaho Accountability Plan.

IMPACT

Eliminating the specific language "the Spring of" allows the Board flexibility for assessment of 10th graders. If the Board were to allow 10th graders to test in the fall with the 11th and 12th graders, those who score proficient or advanced would not have to retake those portions of the assessment in the Spring in order to meet graduation requirements. If the language is not removed, students who score proficient or advanced on a portion or portions of the assessment would still have to retake the entire test in the spring, or later, to meet graduation requirements.

The currently waived Fall 10th grade Adaptive Test is not the same as the Spring 10th grade ISAT, and does not meet the graduation requirements. If the regular Fall Assessments were to be reinstated, 10th graders would have to be given the 10th grade ISAT rather then the 10th grade Fall Adaptive Test that has been given as part of the fall assessment prior to being waived.

ATTACHMENTS

Attachment 1 – Proposed Amendment to Rules Governing Thoroughness IDAPA 08.02.03.111.06.n. Assessment in the Public Schools Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the proposed language to the Temporary/Proposed rule.

BOARD ACTION

A motion to approve the Temporary and Proposed Rule change to IDAPA 08.02.03.111.06(n) to eliminate the language allowing only the Spring of tenth grade or later test scores to be used for graduation purposes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (4-2-08)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

f. Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

h. Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

k. Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

l. Grade 11 – Idaho English Language Assessment. (4-2-08)

m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (4-2-08)

n. ~~*~~Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in ~~the Spring of~~ their tenth grade year or later are not required to continue taking that portion or portions. ~~(4-2-08)~~( )

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SUBJECT

Proposed rule IDAPA 08.02.03.105 – Graduation Requirements

REFERENCE

August 23, 2007	During the August 23, 2007 special Board meeting President Terrell recommended the State Department of Education gather feedback and make a recommendation whether 10th grade students in 2008 must pass the science ISAT to graduate.
October 11, 2007	Board approved the temporary rule making changes to IDAPA 08.02.03.105 and 08.02.03.107 requiring passing of the science portion of the 10th grade ISAT for graduation purposes.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03 – Section 105 through 107

BACKGROUND/DISCUSSION

In 2003 the State Board of Education passed rules requiring students in grade 10 to pass the Idaho Standards Achievement Test (ISAT) for graduation beginning with the class of 2006. This new addition to the rule would require students entering 9th grade in the fall of 2009 or later to pass the science portion of the ISAT in order to meet graduation requirements. The temporary rule passed by the Board in October of 2007 will be in effect until the close of the legislative session in 2009, if approved this proposed rule would become effective at the same time the current temporary rule would expire.

Additional changes have been made to the rule combing section 107 with section 105. Both sections specify graduation requirements and include some redundancy, by combining the two sections the rule is more easily understood. No changes have been made to the actual graduation requirements since the board approved them in '07. The Board will have another opportunity to approve any additional changes to the rule after the 21-day comment period when the rule moves to the pending stage prior to proceeding to the legislature for approval.

IMPACT

Students graduating in the class of 2013 or later will be required to meet proficiency on the science portion of the ISAT. Waiting to implement the requirement until 2013 allows for students and schools to prepare for this requirement.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the rule as submitted.

BOARD ACTION

Motion to approve the proposed rule, IDAPA 08.02.03.105, Rules Governing Thoroughness, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

105. HIGH SCHOOL GRADUATION ~~FROM HIGH SCHOOL~~ REQUIREMENTS.
A student must meet all of the ~~following~~ requirements identified in this section before the student will be eligible to graduate from an Idaho high school~~:~~. The local school district or LEA may establish graduation requirements beyond the state minimum. ~~(4-11-06)~~ ( )

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits. The forty-two (42) semester credits must include twenty-five (25) semester credits in core subjects as identified in a-f. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school, at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-five (45) semester credits, which must include twenty-nine (29) semester credits in core subjects as identified in a-f. (3-30-07)

a. ~~(Effective for all students that graduate prior to January 1, 2013.) Each students shall demonstrate achievement in the CORE and other required subjects to include forty two (42) semester credits, one (1) semester equaling one half (1/2) year (3-30-07)~~ **Secondary Language Arts and Communication**. Nine (9) semester credits required that includes eight (8) semester credits of instruction in Language Arts. Each year shall consist of language study, composition, and literature; including one (1) semester credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the state high school communications standards requirements. ( )

b. ~~(Effective for all students that enter the ninth grade in the fall of 2009 or later.) Each student shall complete the requirements found in Section 107 and other subjects to include forty six (46) semester credits, one (1) semester equaling one half (1/2) year.~~ **Mathematics**. Four (4) semester credits required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Mathematics. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However the student must complete the required credits of high school math in addition to the courses completed in middle school. For all public school students who enter high school, at the 9th grade level in Fall 2009 or later, six (6) semester credits required; for such students, secondary mathematics shall include instruction in the following areas: ( )

i. Two (2) semester credits of Algebra I or courses that meet Algebra I standards as approved by the State Department of Education; ( )

ii. Two (2) semester credits of Geometry or courses that meet Geometry standards as approved by the State Department of Education; and ( )

iii. Two (2) semester credits of mathematics of the student's choice. ( )

iv. Two (2) semester credits of the required six (6) semester credits of mathematics must be taken in the last year of high school. ( )

c. Science. Four (4) semester credits required, two (2) of which will be laboratory based. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Effective for all public school students who enter high school, at the 9th grade level in Fall 2009 or later. Six (6) semester credits required. Four (4) semester credits of these courses must be laboratory based. Secondary sciences shall include instruction in the following areas: biology; physical science or chemistry; and earth, space, environment, or approved applied science. If a student completes any required high school course with a grade of C

or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number of semester credits of high school science in addition to the courses completed in middle school. ( )

d. Social Studies. Five (5) semester credits required, including government (two (2) semester credits), United States history (two (2) semester credits), and economics (one (1) semester credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. ( )

e. Humanities. Two (2) semester credits required. A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. ( )

f. Health/Wellness. One (1) semester credit required. A course focusing on positive health habits.( )

02. Achievement Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-2-08)

03. Proficiency. Each student shall achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. ~~Effective on January 1, 2012~~ For all public school students who enter high school, at the 9th grade level in the Fall 2009 or later, each student shall also achieve a proficient or advanced score on the science portion of the ISAT in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and shall be given an opportunity to demonstrate proficiency of the content standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Districts with alternate measures on file with the Board on the effective date of this rule must re-submit their plans to the Board. Alternate mechanisms must be re-submitted to the Board when changes are made in their plans. (10-12-07)T

a. Before entering an alternate measure, the student must be: (4-2-08)

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

iv. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

iiv. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)

vi. The measure must be valid and reliable; and (3-20-04)

vii. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

b. A student is not required to achieve a proficient or advanced score on the ISAT if: ( )

i. A student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT;

( )

ii. A student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.03; or ( )

iii. A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; ( )

iv. A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; ( )

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

05. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

06. College Entrance Examination. (Effective for all public school students who enter high school, at the 9th grade level in Fall 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. ( )

07. Senior Project. (Effective for all public school students who enter high school, at the 9th grade level in Fall 2009 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). ( )

(BREAK IN CONTINUITY OF SECTIONS)

107. ~~HIGH SCHOOL GRADUATION REQUIREMENTS.~~ RESERVED

~~**01. Requirements**. (Effective for all students that graduate prior to January 31, 2013.) The State minimum graduation requirement for all Idaho public high schools is forty-two (42) semester credits and a proficient or advanced score on the ISAT. The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and professional-technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (4-2-08)~~

~~**02. Requirements**. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) The State minimum graduation requirement for all Idaho public high schools requires that a student take a minimum of forty-six (46) semester credits and achieve a proficient or advanced score on the ISAT, as described in Subsection 105.03. (10-12-07)T~~

~~**a.** Twenty-nine (29) semester credits are required as listed in Subsections 107.03 through 107.08; and (3-30-07)~~

~~**b.** A minimum of seventeen (17) elective credits. (3-30-07)~~

~~**c.** All credit bearing classes must be aligned with state high school standards in the content areas for which standards exist. (3-30-07)~~

~~**d.** Local school districts or LEAs may establish graduation requirements beyond the state minimum.~~

~~The local school district or LEA has the responsibility to provide educational opportunities that meet the needs of students in both academic and professional technical areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (3-30-07)~~

~~**03. Secondary Language Arts and Communication**. Eight (8) credits required that includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. One (1) credit of instruction in communications including oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the state high school communications standards requirements. (3-30-07)~~

~~**04. Mathematic**s. (3-30-07)~~

~~**a.** Mathematics. (Effective for all students that graduate prior to January 31, 2013.) Eight (8) credits required, a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory based. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (3-30-07)~~

~~**b.** Mathematics. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. Secondary mathematics shall include instruction in the following areas: (3-30-07)~~

~~i. Two (2) semesters of Algebra I or courses that meet Algebra I standards as approved by the State Department of Education; (3-30-07)~~

~~ii. Two (2) semesters of Geometry or courses that meet Geometry standards as approved by the State Department of Education; and (3-30-07)~~

~~iii. Two (2) semesters of mathematics of the student's choice. (3-30-07)~~

~~iv. Two (2) semesters of the required six (6) credits of mathematics must be taken in the last year of high school. (3-30-07)~~

~~**c.** If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must complete six (6) credits of high school math in addition to the courses completed in middle school. (3-30-07)~~

~~**05. Science**. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. (3-30-07)~~

~~**a.** Secondary sciences shall include instruction in the following areas: (3-30-07)~~

~~i. Biology; (3-30-07)~~

~~ii. Physical science or chemistry; and (3-30-07)~~

~~iii. Earth, space, environment, or approved applied science. (3-30-07)~~

~~**b.** Four (4) credits of courses outlined is Subsection 107.05.a. must be laboratory based. (3-30-07)~~

~~**c.** If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school. (3-30-07)~~

~~**06. Social Studies**. (Five (5) credits required), including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs, and world history may be offered as electives, not to be counted as a social studies requirement. (4-11-06)~~

~~**07. Humanities**. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, or world language. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (4-11-06)~~

~~**08. Health/Wellness**. (One (1) credit required). A course focusing on positive health habits. (7-1-00)~~

~~**09. College Entrance Examination**. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan. (3-30-07)~~

~~**10. Senior Project**. (Effective for all students that enter the ninth grade in the fall of 2009 or later.) A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve (12). (3-30-07)~~

~~**11. Assessment**. A student must achieve a proficient or advanced score on the Grade 10 ISAT in the tenth, eleventh, or twelfth grade in math reading and language usage. Effective on January 1, 2012, each student shall also achieve a proficient or advanced score on the science portion of the ISAT in order to graduate. A student is not required to achieve a proficient or advanced score on the ISAT if: (10-12-07)T~~

~~**a.** A student received a proficient or advanced scored on an exit exam from another state that requires a standards based exam for graduation. The state's exit exam shall be approved by the State Board of Education, and must measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; (4-11-06)~~

~~**b.** A student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.03; or (4-2-08)~~

~~**c.** A student has an IEP that outlines alternate requirements for graduation. (4-11-06)~~

~~**d.** Calendar year of 2007. A student is not required to achieve a proficient or advanced score on the ISAT if: (3-30-07)~~

~~i. A student took the ISAT and was within three (3) RIT points of proficiency; (4-11-06)~~

~~ii. A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (4-11-06)~~

~~iii. A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (4-11-06)~~

~~iv. A student received a proficient or advanced score on an exit exam from another state that requires a standards based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (4-11-06)~~

~~v. A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (4-11-06)~~

~~**e.** Calendar year of 2008 and subsequent classes. A student is not required to achieve a proficient or advanced score on the ISAT if: (3-30-07)~~

~~i. A student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-30-07)~~

~~ii. A student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (3-30-07)~~

~~iii. A student received a proficient or advanced score on an exit exam from another state that requires a standards based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-30-07)~~

~~iv. A student appeals for another measure approved by the school district or LEA as outlined in Subsection 105.03. (3-30-07)~~

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SUBJECT

Proposed Rule – 08.02.02.004 Rules Governing Uniformity, Incorporated by Reference – Standards for Idaho School Buses and Operations (SISBO)

APPLICABLE STATUTE, RULE, OR POLICY

33-1508 and 33-1511, Idaho Code

BACKGROUND

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

DISCUSSION

Negotiated Rulemaking was conducted to receive additional input from school transportation stakeholders. The majority of the changes to the SISBO reflect the revisions to the National Standards and include a structure for referencing paragraphs.

The bus depreciation schedule was addressed to add an option for districts to recover their costs on a seven year schedule rather than the current twelve year schedule. This will benefit rural districts that have especially long or rough routes. Often times in these situations the lifespan of the bus is less than twelve years. The depreciation schedule applies to the individual bus not the district as a whole.

IMPACT

There should be little or no financial impact to the State of Idaho in regards to these changes.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

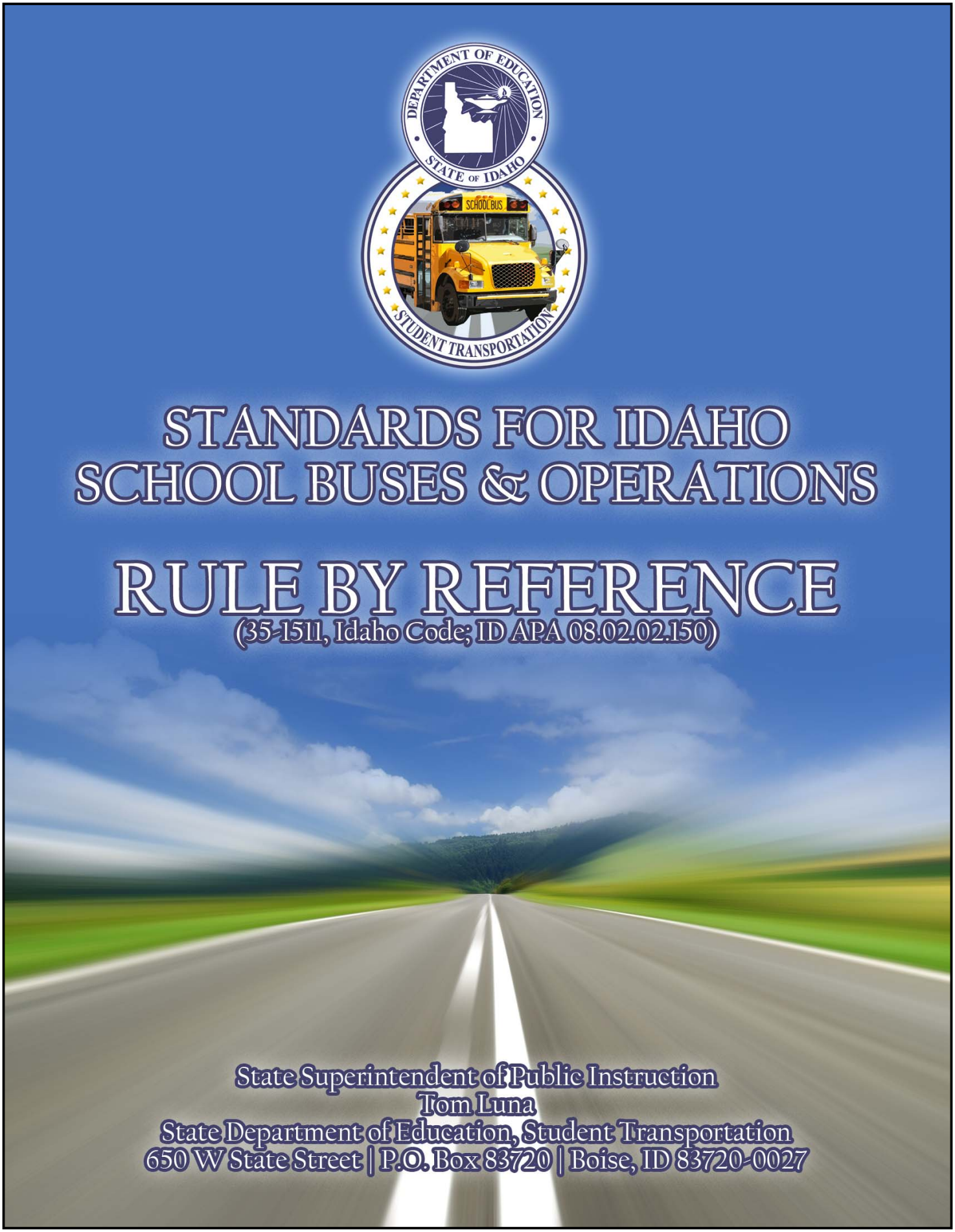
BOARD ACTION

Motion to approve the changes to the Standards for Idaho School Buses and Operations to be incorporated by reference into rule.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Motion to approve the proposed rule to incorporate by reference the Standards for Idaho School Buses and Operations, docket # 08-0202-0803.

Moved by _____ Seconded by _____ Carried Yes _____ No _____


DEPARTMENT OF EDUCATION
STATE OF IDAHO
SCHOOL BUS
STUDENT TRANSPORTATION
STANDARDS FOR IDAHO
SCHOOL BUSES & OPERATIONS
RULE BY REFERENCE
(35-1511, Idaho Code; ID APA 08.02.02.150)
State Superintendent of Public Instruction
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State Department of Education, Student Transportation
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STANDARDS FOR IDAHO SCHOOL BUSES AND OPERATIONS
(Rule by Reference – IDAPA 08.02.02.150-219)

1. INTRODUCTION TO SCHOOL BUS CONSTRUCTION STANDARDS

1.1. This edition of *Standards for Idaho School Buses and Operations* – ~~*November 1, 2006*~~ *August 22, 2008,* 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)

1.2. This portion of *Standards for Idaho School Buses and Operations* – ~~*November 1, 2006*~~ *August 22, 2008,* 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.

1.3. 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.

2. STATUTORY AUTHORITY

2.1. 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)

2.2. 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)

2.3. Administrative Rules of the State Board of Education: IDAPA 08.02.02.150 and IDAPA 08.02.02.160.

3. RESPONSIBILITIES OF SUPPLIERS

3.1. 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.

3.1.1. 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.

3.1.2. A copy of a completed pre-delivery inspection (PDI) form for each individual unit.

3.1.3. 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.

3.1.4. Service manual (or related resource) for each individual unit or group of identical units.

3.1.5. Parts manual (or related resource) for each individual unit or group of identical units.

4. DEFINITIONS

4.1. National School Transportation Specifications & Procedures – School Bus Types

4.1.1. 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 14,500 pounds; and Type A2, with a GVWR greater than 14,500 pounds and less than or equal to 21,500 pounds.

4.1.2. 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.

4.1.3. 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.

4.1.4. 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.

4.2. Code of Federal Regulations 49CFR390.5 - Definitions

4.2.1. **Bus** means any motor vehicle designed, constructed, and or used for the transportation of passengers, including taxicabs.

4.2.2. **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.

4.2.3. **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.

4.3. **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.

4.4. **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.

4.5. **TECHNOLOGY AND EQUIPMENT, NEW**

4.5.1. 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.

4.5.2. 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.)

4.5.3. The technology, equipment or component shall not diminish the safe environment of the interior of the bus.

4.5.4. 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.

4.5.5. The technology, equipment or component shall not create undue additional activity and/or responsibility for the driver.

4.5.6. 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.

5. WAIVERS

5.1. 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~~ Student Transportation Section which shall make an appropriate recommendation to the State Board of Education subsequent to review by the ~~Pupil~~ Student 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)

6. BUS CHASSIS STANDARDS

6.1. AIR CLEANER

6.1.1. A dry element type air cleaner shall be provided.

6.1.2. 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.

6.2. AIR CONDITIONING (NON-REIMBURSABLE OPTION – see exception)

6.2.1. Chassis installed air conditioning must meet the same requirements as those cited in the bus body standards under "Heating and Air Conditioning."

6.2.2. 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.

6.3. AXLES

6.3.1. 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 of the bus loaded to the rated passenger capacity.

6.4. BRAKES (GENERAL)

6.4.1. The chassis brake system shall conform to the provisions of FMVSS No. 105, No. 106 and No. 121 as applicable.

6.4.2. 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).

6.4.3. All brake systems should be designed to permit visual inspection of brake lining wear without removal of any chassis component(s).

6.4.4. 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.

6.4.5. 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.

6.4.6. The power-operated parking brake system may be electronically interlocked to 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.

6.5. BRAKES (HYDRAULIC)

6.5.1. 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.

6.6. BRAKES (AIR)

6.6.1. 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.

6.6.2. 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.

6.6.3. For air brake systems, an air pressure gauge shall be provided in the instrument panel capable of complying with CDL pre-trip inspection requirements.

6.6.4. 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.

6.6.5. Air brake systems shall include a system for anti-compounding of the service brakes and parking brakes.

6.6.6. 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.

6.7. BUMPER (FRONT)

6.7.1. 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.

6.7.2. The front bumper shall be of pressed steel channel or equivalent material (except Type A-1 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.

6.7.3. 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.

6.7.4. 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.

6.7.5. 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.

6.7.6. **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.

6.7.7. 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.

6.8. CERTIFICATION

6.8.1. The chassis manufacturer, upon request of the Idaho State Department of Education ~~Pupil~~ Student 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.

6.8.2. The body manufacturer upon request of the Idaho State Department of Education ~~Pupil~~ Student 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.

6.9. CLUTCH

6.9.1. Clutch torque capacity shall be equal to or greater than the engine torque output.

6.9.2. A starter interlock shall be installed to prevent actuation of the starter if the clutch pedal is not depressed.

6.10. COLOR

6.10.1. 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.

6.10.2. Rims may be gray or black as received from the manufacturer.

6.10.3. Multi-Function School Activity Buses (MFSABs) shall be exempt from these requirements

6.11. DRIVE SHAFT

6.11.1. 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.

6.12. ELECTRICAL SYSTEM

6.12.1. Battery:

6.12.1.1. 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.

6.12.1.2. 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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6.12.2. Alternator:

6.12.2.1. All Type A-2 buses and Type B buses with a GVWR of 15,000 lbs or less shall have, at a minimum, a 130 ampere alternator.

6.12.2.2. 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 130 amperes or higher, and should produce a minimum current output of 50 percent of the rating at engine idle speed.

6.12.2.3. 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.

6.12.2.4. 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.)

6.12.2.5. A direct drive alternator is permissible in lieu of a belt driven alternator.

6.12.3. Wiring:

6.12.3.1. All wiring shall conform to current applicable recommended practices of the Society of Automotive Engineers (SAE).

6.12.3.2. 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.

6.12.3.3. 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:

6.12.3.3.1. Main 100 amp body circuit

6.12.3.3.2. Tail lamps

6.12.3.3.3. Right turn signal

6.12.3.3.4. Left turn signal

6.12.3.3.5. Stop lamps

6.12.3.3.6. Back up lamps

6.12.3.3.7. Instrument panel lights (rheostat controlled ~~by head lamp switch~~)

6.12.4. Multiplex wiring is recommended and may exempt manufacturers from some of the above wiring standards.

6.12.5. Circuits:

6.12.5.1. 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.

6.12.5.2. The headlight system must be wired separately from the body-controlled solenoid.

6.12.5.3. Multiplex wiring is recommended and may exempt manufacturers from some of the above circuitry standards.

6.12.6. Daytime Running Lamps (DRL):

6.12.6.1. A daytime running lamps system meeting chassis manufacturer's specifications shall be provided.

6.13. **ENGINE FIRE EXTINGUISHER (NON-REIMBURSABLE OPTION – see exception)**

6.13.1. The chassis manufacturer may provide an automatic fire extinguisher system in the engine compartment, which may be reimbursable with prior approval.

6.14. **EXHAUST SYSTEM**

6.14.1. 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.

6.14.2. 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.

6.14.3. 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.

6.14.4. On Types C and D vehicles, the tailpipe shall not exit beneath a fuel fill or emergency door exit.

6.14.5. Type A and B chassis may be furnished with the manufacturer's standard tailpipe configuration.

6.14.5.1. **NOTE:** See Bus Body Standards under Tailpipe.

6.14.6. The exhaust system on a chassis shall be adequately insulated from the fuel system.

6.14.7. The muffler shall be constructed of corrosion-resistant material.

6.14.8. 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.

6.14.9. Exceptions to Idaho exhaust system standards may be necessary in order to comply with changing federal emission standards on school buses. School bus manufacturers may submit a written request for an exception to an Idaho exhaust system standard to the State Department of Education Student Transportation Section. The request will then be reviewed by the Student Transportation Steering Committee.

6.15. FENDERS: FRONT-TYPE C VEHICLES

6.15.1. 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.

6.15.2. Front fenders shall be properly braced and shall not require attachment to any part of the body.

6.16. FRAME

6.16.1. Any secondary manufacturer that modifies the original chassis frame shall 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.

6.16.2. Frames shall not be modified for the purpose of extending the wheelbase.

6.16.3. 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.

6.16.4. Frame lengths shall be established in accordance with the design criteria for the complete vehicle.

6.17. FUEL SYSTEM

6.17.1. 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.

6.17.2. Fuel lines shall be mounted to the chassis frame in such a manner that the frame provides the maximum possible protections from damage.

6.17.3. The fuel system shall comply with FMVSS No. 301.

6.17.4. 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.

6.17.5. The actual draw capacity of each fuel tank shall be, at a minimum, 83 percent of the tank capacity.

6.17.6. 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.

6.17.7. Installation of LPG tanks shall comply with National Fire Protection Association (NFPA) 58.

6.17.8. Installation of Compressed Natural Gas (CNG) containers shall comply with FMVSS No. 304, *Compressed Natural Gas Fuel Container Integrity.*

6.17.9. The GNG Fuel System shall comply with FMVSS No. 303, *Fuel System Integrity of Compressed Natural Gas Vehicles.*

6.18. GOVERNOR

6.18.1. 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.

6.19. HEATING SYSTEM, PROVISION FOR

6.19.1. 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.

6.20. HORN

6.20.1. 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.

6.21. INSTRUMENTS AND INSTRUMENT PANEL

6.21.1. 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.)

6.21.1.1. Speedometer

6.21.1.2. Tachometer (**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.)

6.21.1.3. 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.

6.21.1.4. Voltmeter

6.21.1.4.1. (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.)

6.21.1.5. Oil pressure gauge

6.21.1.6. Water temperature gauge

6.21.1.7. Fuel gauge

6.21.1.8. Upper beam headlight indicator

6.21.1.9. Brake air pressure gauge (air brakes), brake indicator lamp (vacuum/hydraulic brakes), or brake indicator lamp (hydraulic/hydraulic).

6.21.1.9.1. (A telltale warning lamp indicator in lieu of gauge is permitted on a vehicle equipped with a hydraulic-over-hydraulic brake system.

6.21.1.9.2. Turn signal indicator

6.21.1.9.3. Glow-plug indicator light where appropriate

6.21.2. All instruments shall be easily accessible for maintenance and repair.

6.21.3. 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.

6.21.4. The instrument panel shall have lamps of sufficient candlepower to illuminate all instruments, gauges and shift selector indicator for the automatic transmission or as required by FMVSS No. 101.

6.21.5. Multi-function gauge (MFG) (Optional):

6.21.5.1. The driver must be able to manually select any displayable function of the gauge on a MFG whenever desired.

6.21.5.2. 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.

6.21.5.3. The use of a MFG does not relieve the need for audible warning devices, where required.

6.22. MUD FLAPS

6.22.1. Rear vehicle mad flaps shall be required on all school buses, except when not provided as an option by the school bus manufacturer.

6.23. **OIL FILTER**

6.23.1. 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 in accordance with the engine manufacturer's recommendation.

6.24. **OPENINGS**

6.24.1. 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.

6.25. **PASSENGER LOAD**

6.25.1. 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~~ student weight. For purposes of calculation, the driver's weight is 150 pounds and the ~~pupil~~ student weight is 120 pounds per ~~pupil~~ student.

6.25.2. 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).

6.25.3. 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.~~

6.26. **RETARDER SYSTEM (OPTIONAL EQUIPMENT)**

6.26.1. 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.

6.27. **ROAD SPEED CONTROL**

6.27.1. When it is desired to accurately control vehicle maximum speed, a vehicle speed limiter may be utilized.

6.28. **SHOCK ABSORBERS**

6.28.1. 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.

6.29. STEERING GEAR

6.29.1. 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.

6.29.2. If external adjustments are required, steering mechanism shall be accessible to make adjustments.

6.29.3. No changes shall be made in the steering apparatus which are not approved by the chassis manufacturer.

6.29.4. There shall be a clearance of at least two inches between the steering wheel and cowl, instrument panel, windshield, or any other surface.

6.29.5. Power steering is required and shall be of the integral type with integral valves.

6.29.6. The steering system shall be designed to provide a means for lubrication of all wear-points, which are not permanently lubricated.

6.30. SUSPENSION SYSTEMS

6.30.1. The capacity of springs or suspension assemblies shall be commensurate with the chassis manufacturer's GVWR.

6.30.2. 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.

6.31. THROTTLE

6.31.1. The force required to operate the throttle shall not exceed 16 pounds throughout the full range of accelerator pedal travel.

6.32. TIRES AND RIMS

6.32.1. 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.

6.32.2. Dual rear tires shall be provided on Type A-2, Type B, Type C and Type D school buses.

6.32.3. 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.

6.32.4. If the vehicle is equipped with a spare tire and rim assembly, it shall be the same size as those mounted on the vehicle.

6.32.5. If a tire carrier is required, it shall be suitably mounted in an accessible location outside the passenger compartment.

6.33. **TRANSMISSION**

6.33.1. 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.

6.33.2. 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.~~

6.33.3. A transmission interlock, controlled by application of the service brake, shall be installed to prohibit accidental engagement of the automatic transmission.

6.34. **TURNING RADIUS**

6.34.1. 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.

6.34.2. 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.

6.35. **UNDERCOATING**

6.35.1. 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.

7. BUS BODY STANDARDS

7.1. AIR CONDITIONING (NON-REIMBURSABLE OPTION – see exception)

7.1.1. Body manufacture, or after-market, installed air conditioning must meet the same requirements as those cited under "Heating and Air Conditioning."

7.1.2. 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.

7.2. AISLE

7.2.1. 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.

7.2.2. The seat backs shall be slanted sufficiently to give aisle clearance of 15 inches at tops of seat backs.

7.2.3. 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.

7.3. BACK-UP WARNING ALARM

7.3.1. 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.

7.4. BATTERY

7.4.1. The battery is to be furnished by the chassis manufacturer.

7.4.2. 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. 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.

7.4.3. 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.

7.5. **BUMPER: FRONT**

7.5.1. 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."

7.6. **BUMPER: REAR**

7.6.1. 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 of similar size or lifted without permanent distortion.

7.6.2. 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.

7.6.3. 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.

7.6.4. The bumper shall extend at least 1 inch beyond the rear-most part of body surface measured at the floor line.

7.6.5. The bottom of the rear bumper shall not be more than 30 inches above ground level.

7.7. **CEILING**

7.7.1. See Insulation and Interior, this section.

7.8. **CERTIFICATION**

7.8.1. The body manufacturer upon request of the Idaho State Department of Education ~~Pupil~~ Student 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.

7.9. CHAINS (TIRE)

7.9.1. See Wheelhousing, this section.

7.10. COLOR

7.10.1. The school bus body shall be painted National School Bus Yellow (NSBY), according to School Bus Manufacturers Technical Council publication - 008.

7.10.2. The entire rubrail and body exterior paint trim shall be black. Entrance door exterior (excluding glass ~~and anodized aluminum glass trim~~) shall be NSBY or black. ~~Anodized aluminum window and door glass frames may be either NSBY or black. Non-anodized~~ Ppassenger 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).

7.10.3. 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.

7.11. COMMUNICATIONS

7.11.1. All school buses used to transport students shall be equipped with two-way voice communication other than CB radios.

7.12. CONSTRUCTION

7.12.1. **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~~, or 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.

7.12.2. 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.

7.12.3. 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.

7.12.4. Body companies shall certify compliance with this intrusion requirement, including test results, if requested.

7.12.5. Construction shall be reasonably dust-proof and watertight.

7.13. CROSSING CONTROL ARM (OPTIONAL)

7.13.1. 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.

7.13.2. All components of the crossing control arm and all connections shall be weather-proofed.

7.13.3. 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.~~

7.13.4. 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)

7.13.5. There shall be no sharp edges or projections that could cause hazard or injury to students. The end of the arm shall be rounded.

7.13.6. 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.

7.13.7. The crossing control arm shall extend simultaneously with the stop arm(s) by means of the stop arm controls.

7.13.8. An automatic recycling interrupt switch should be installed for temporary disabling of the crossing control arm.

7.13.9. 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.

7.14. DEFROSTERS

7.14.1. 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.

7.14.2. The defrosting system shall conform to SAE J381 ~~and J382~~.

7.14.3. 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.

7.14.4. Auxiliary fans are not considered defrosting or defogging systems.

7.14.5. 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.

7.14.6. Portable heaters shall not be used. Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

7.15. DOORS, SERVICE

7.15.1. 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.

7.15.2. 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.~~

7.15.3. 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.~~

7.15.4. 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~~ and shall open outward.

7.15.5. 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.~~

7.15.6. 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.~~

7.15.7. 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.

7.15.8. 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.

7.15.9. 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.

7.16. EMERGENCY EXITS AND EMERGENCY EXIT ALARM SYSTEMS

7.16.1. All installed emergency exits and all exit alarm systems shall comply with the requirements of FMVSS No. 217.

7.16.2. 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.

7.16.3. There shall be no steps leading to an emergency door.

7.16.4. 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.

7.16.5. 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.

7.16.6. There shall be no obstruction higher than ¼ inch across the bottom of any emergency door opening.

7.16.7. 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.

7.16.8. The rear emergency window shall have an assisted lifting device that will aid in lifting and holding the rear emergency window open.

7.16.9. 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.

7.16.10. 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.

7.16.11. 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.~~

7.17. EMERGENCY EQUIPMENT

7.17.1. Fire extinguisher:

7.17.1.1. 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.

7.17.1.2. 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.

7.17.2. First-aid kit:

7.17.2.1. 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.

7.17.2.2. Contents shall, at a minimum, include:

7.17.2.2.1. 2 – 1 inch x 2 1/2 yards adhesive tape rolls

7.17.2.2.2. 24 - sterile gauze pads 3 inches x 3 inches

7.17.2.2.3. 100 - 3/4 inch x 3 inches adhesive bandages

7.17.2.2.4. 8 - 2 inch bandage compress

7.17.2.2.5. 10 – 3 inch bandage compress

7.17.2.2.6. 2 – 2 inch x 6 feet sterile gauze roller bandages

7.17.2.2.7. 2 - non-sterile triangular bandages approximately 39 inches x 35 inches x 54 inches with 2 safety pins

7.17.2.2.8. 3 - sterile gauze pads 36 inches x 36 inches

7.17.2.2.9. 3 - sterile eye pads

7.17.2.2.10. 1 - rounded-end scissors

7.17.2.2.11. 1 - mouth-to-mouth airway

7.17.2.2.12. 1 – pair medical examination gloves

7.17.3. Body fluid clean-up kit:

7.17.3.1. 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.

7.17.3.2. Contents shall, at a minimum, include:

7.17.3.2.1. One (1) pair medical examination gloves

7.17.3.2.2. Absorbent

7.17.3.2.3. One (1) scoop

7.17.3.2.4. One (1) scraper or hand broom

7.17.3.2.5. Disinfectant

7.17.3.2.6. Two (2) plastic bags

7.17.3.2.7. 1 pair of examination gloves

7.17.4. Warning devices:

7.17.4.1. 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.

7.17.5. 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.

7.17.6. Tape(s) and silicone sealants do not 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.

7.17.7. Ignitable flares and axes are not allowed on school buses.

7.18. FLOORS

7.18.1. 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.

7.18.2. 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.

7.18.3. 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.

7.18.4. 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.

7.18.5. Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

7.19. HANDRAILS

7.19.1. 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.

7.20. HEATERS AND AIR CONDITIONING SYSTEMS

7.20.1. Heating System:

7.20.1.1. The heater shall be hot water and/or combustion type.

7.20.1.2. If only one heater is used, it shall be fresh-air or combination fresh-air and recirculation type.

7.20.1.3. If more than one heater is used, additional heaters may be recirculating air type.

7.20.1.4. The heating system shall be capable of maintaining bus interior temperatures as specified in SAE test procedure J2233.

7.20.1.5. 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.

7.20.1.6. Auxiliary fuel-fired heating systems (non-reimbursable) are permitted, provided they comply with the following:

7.20.1.6.1. The auxiliary heating system fuel shall utilize the same type fuel as specified for the vehicle engine.

7.20.1.6.2. The heater(s) may be direct hot air or connected to the engine's coolant system.

7.20.1.6.3. 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.

7.20.1.6.4. 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.

7.20.1.6.5. 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.

7.20.1.6.6. The auxiliary heating system shall be low voltage.

7.20.1.6.7. Auxiliary heating systems shall comply with all applicable FMVSSs, including FMVSS No. 301, as well as with SAE test procedures.

7.20.1.7. 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.

7.20.1.8. 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.

7.20.1.9. 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.

7.20.1.10. There shall be a water flow regulating valve installed in the pressure line for convenient operation by the driver while seated.

7.20.1.11. All combustion heaters shall be in compliance with current Federal Motor Carrier Safety Administration Regulations.

7.20.1.12. 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.

7.20.1.13. 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.

7.20.2. Air Conditioning (Non-Reimbursable Option Except When Driven By IEP):

7.20.2.1. 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.

7.20.2.2. Part 1 - Performance Specifications:

7.20.2.2.1. 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.

7.20.2.2.2. 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.

7.20.2.2.3. 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.

7.20.2.2.4. 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.

7.20.2.3. Part 2 - Other Requirements:

7.20.2.3.1. 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.

7.20.2.3.2. 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.

7.20.2.3.3. 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.

7.20.2.3.4. 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.

7.20.2.3.5. 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.

7.20.2.3.6. Electrical generating capacity shall be provided to accommodate the additional electrical demands imposed by the air conditioning system.

7.20.2.3.7. Roofs may be painted white ~~(non-reimbursable)~~ to aid in heat dissipation, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.

7.21. HINGES

7.21.1. 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.

7.22. IDENTIFICATION

7.22.1. 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.

7.22.2. MFSABs are exempt from these requirements.

7.22.3. Required lettering and numbering shall include:

7.22.3.1. 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.

7.22.3.2. 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.

7.22.3.3. 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)

7.22.3.3.1. State Department of Education ~~Pupil~~ Student Transportation Section may provide unauthorized entry placards.

7.22.3.4. Other lettering, numbering, or symbols, which may be displayed on the exterior of the bus, shall be limited to:

7.22.3.5. Bus identification number on the top, front and rear of the bus, in addition to the required numbering on the sides.

7.22.3.6. The location of the battery (ies) identified by the word "BATTERY" or "BATTERIES" on the battery compartment door in two-inch maximum lettering.

7.22.3.7. Symbols or letters not to exceed 64 square inches of total display near the service door~~,~~ exterior displaying information for identification by the students of the bus or route served. No symbols, letters, or other signage shall be permitted on the first two passenger windows or on entrance door glass which may block or obscure clear visibility.

7.22.3.8. All other signage must have prior written SDE approval.

7.22.3.9. Manufacturer, dealer or school identification or logos displayed so as not to distract significantly from school bus body color and lettering specifications.

7.22.3.10. Symbols identifying the bus as equipped for or transporting students with special needs (see Specially Equipped School Bus section).

7.22.3.11. 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.

7.22.3.12. Identification of fuel type in two-inch maximum lettering adjacent to the fuel filler opening.

7.22.3.13. One 4” x 10” (maximum) decal promoting school bus safety on rear bumper.

7.23. INSIDE HEIGHT

7.23.1. 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.

7.24. INSULATION (OPTIONAL)

7.24.1. 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.

7.24.2. 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.

7.25. INTERIOR

7.25.1. 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)

7.25.2. Non-reimbursable interior overhead storage compartments may be provided if they meet the following criteria:

7.25.2.1. Meet head protection requirements of FMVSS 222, where applicable.

7.25.2.2. Have a maximum rated capacity displayed for each compartment.

7.25.2.3. 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.

7.25.2.4. Have all corners and edges rounded with a minimum radius of one-inch or padded equivalent to door header padding.

7.25.2.5. Be attached to the bus sufficiently to withstand a force equal to twenty times the maximum rated capacity of the compartment.

7.25.2.6. Have no protrusions greater than ¼ inch.

7.25.3. 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.

7.25.4. 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.

7.25.5. Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.

7.26. LAMPS AND SIGNALS

7.26.1. 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.

7.26.2. Body instrument panel lights shall be controlled by an independent rheostat switch.

7.26.3. School Bus Alternately Flashing Signal Lamps:

7.26.3.1. The bus shall be equipped with two red lamps at the rear of vehicle and two red lamps at the front of the vehicle.

7.26.3.2. 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.

7.26.3.3. 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.

7.26.3.4. 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).

7.26.3.5. Red lamps shall flash at any time the stop signal arm is extended.

7.26.3.6. All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.

7.26.4. Turn Signal and Stop/Tail Lamps:

7.26.4.1. 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~~ T~~t~~urn 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.

7.26.4.2. 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.

7.26.4.3. Buses shall be equipped with four combination red stop/tail lamps:

7.26.4.3.1. 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.

7.26.4.3.2. 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.

7.26.4.4. 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.

7.26.4.5. 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.

7.26.4.6. 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~~ 12 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.

7.27. METAL TREATMENT

7.27.1. 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.

7.27.2. 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.

7.27.3. 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.

7.27.4. 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.

7.28. MIRRORS

7.28.1. 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.

7.28.2. 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.

7.28.3. Heated external mirrors may be used.

7.28.4. Remote controlled external rear view mirrors may be used.

7.29. MOUNTING

7.29.1. 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.

7.29.2. 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.

7.30. OVERALL LENGTH

7.30.1. Overall length of bus shall not exceed 45 feet, excluding accessories.

7.31. OVERALL WIDTH

7.31.1. Overall width of bus shall not exceed 102 inches, excluding accessories.

7.32. PUBLIC ADDRESS SYSTEM

7.32.1. Buses may be equipped with AM/FM audio and/or public address system having interior or exterior speakers.

7.32.2. 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.

7.32.3. 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.

7.33. REFLECTIVE MATERIAL (See National School Transportation Specifications & Procedures Placement of Reflective Markings)

7.33.1. 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.

7.33.2. 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.

7.33.3. "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.

7.33.4. 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.

7.33.5. 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.

7.34. RUB RAILS

7.34.1. 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.

7.34.2. 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.

7.34.3. Both rub rails shall be attached at each body post and all other upright structural members.

7.34.4. 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.

7.34.5. 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.

7.34.6. There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.

7.35. SEATS AND RESTRAINING BARRIERS

7.35.1. Passenger Seating:

7.35.1.1. 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.

7.35.1.2. 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).

7.35.1.3. 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.

7.35.1.4. All seat frames attached to the seat rail shall be fastened with two bolts, washers and nuts or flange-head nuts.

7.35.1.5. All school buses (including Type A) shall be equipped with restraining barriers which conform to FMVSS No. 222.

7.35.1.6. The use of a "flip seat" adjacent to any side emergency door is prohibited.

7.35.2. Pre School Age Seating:

7.35.2.1. 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".

7.35.3. Driver Seat:

7.35.3.1. 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 5th percentile female to 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.

7.35.3.2. Type A buses may use the standard driver's seat provided by the chassis manufacturer.

7.35.4. Driver Restraint System:

7.35.4.1. 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.

7.35.4.2. 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.

7.35.4.3. 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.

7.36. STEERING WHEEL

7.36.1. See Chassis section.

7.37. STEPS

7.37.1. 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.

7.37.2. 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.

7.37.3. OEM steps shall be enclosed to prevent accumulation of ice and snow.

7.37.4. OEM, retrofit, or after-market steps shall not protrude beyond the side body line, except during the loading or unloading of passengers.

7.38. STEP TREADS

7.38.1. 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.

7.38.2. The metal back of the tread shall be permanently bonded to the step tread material.

7.38.3. 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.

7.38.4. Step treads shall have the following characteristics:

7.38.5. 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)

7.38.6. 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)

7.38.7. 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

7.39. STIRRUP STEPS

7.39.1. 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.

7.40. STOP SIGNAL ARM

7.40.1. The stop signal arm(s) shall comply with the requirements of FMVSS No. 131.

7.41. STORAGE COMPARTMENT (OPTIONAL)

7.41.1. 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.

7.42. SUN SHIELD

7.42.1. 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.

7.42.2. On all Type A buses, the sun shield (visor) shall be installed according to the manufacturer's standard.

7.43. TAILPIPE

7.43.1. 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.

7.43.2. 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.

7.44. TOW ATTACHMENT POINTS

7.44.1. 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.

7.44.2. Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer’s specifications.

7.44.3. 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.

7.44.4. The towing devices shall be mounted such that they do not project rearward of the rear bumper.

7.45. TRACTION ASSISTING DEVICES (OPTIONAL)

7.45.1. Where required or used, sanders shall:

7.45.1.1. Be of hopper cartridge-valve type.

7.45.1.2. Have a metal hopper with all interior surfaces treated to prevent condensation of moisture.

7.45.1.3. Be of at least 100 pound (grit) capacity.

7.45.1.4. Have a cover on the filler opening of hopper, which screws into place, thereby sealing the unit airtight.

7.45.1.5. Have discharge tubes extending to the front of each rear wheel under the fender.

7.45.1.6. Have non-clogging discharge tubes with slush-proof, non-freezing rubber nozzles.

7.45.1.7. Be operated by an electric switch with a telltale pilot light mounted on the instrument panel.

7.45.1.8. Be exclusively driver-controlled.

7.45.1.9. Have a gauge to indicate that the hopper needs refilling when it reaches one-quarter full.

7.45.2. Automatic traction chains may be installed.

7.46. TRASH CONTAINER AND HOLDING DEVICE (OPTIONAL)

7.46.1. 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.

7.47. UNDERCOATING

7.47.1. 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:

7.47.1.1. Salt spray resistance-pass test modified to 5 percent salt and 1000 hours

7.47.1.2. Abrasion resistance-pass

7.47.1.3. Fire resistance-pass
7.47.1.3.1.

7.47.1.4. *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.

7.47.2. 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.

7.48. VENTILATION

7.48.1. Auxiliary fans shall meet the following requirements:

7.48.1.1. 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.

7.48.1.2. Fans shall be of six inch nominal diameter.

7.48.1.3. Fan blades shall be covered with a protective cage. Each fan shall be controlled by a separate switch.

7.48.2. 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.

7.48.3. 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.

7.48.4. Static-type, non-closeable exhaust ventilation shall be installed, preferably in a low-pressure area of the roof.

7.48.5. Roof hatches designed to provide ventilation in all types of exterior weather conditions may be provided.

7.49. WHEELHOUSING

7.49.1. The wheelhousing opening shall allow for easy tire removal and service.

7.49.2. 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.

7.49.3. The inside height of the wheelhousing above the floor line shall not exceed 12 inches.

7.49.4. The wheelhousings shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels.

7.49.5. No part of a raised wheelhousing shall extend into the emergency door opening.

7.50. WINDOWS

7.50.1. 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).

7.50.2. 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.

7.51. WINDSHIELD WASHERS

7.51.1. A windshield washer system shall be provided.

7.52. WINDSHIELD WIPERS

7.52.1. A two-speed or two-speed with variable speed windshield wiping system with an intermittent time delay feature shall be provided.

7.52.2. 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~~ meet the requirements of FMVSS No. 104.

7.53. WIRING

7.53.1. All wiring shall conform to current SAE standards.

7.53.2. Wiring shall be arranged in circuits, as required, with each circuit protected by a fuse, breaker or electronic protection device.

7.53.3. 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

7.53.4. The color of cables shall correspond to SAE J 1128.

7.53.5. Wiring shall be arranged in at least six regular circuits as follows:

7.53.5.1. Head, tail, stop (brake) and instrument panel lamps

7.53.5.2. Clearance lamps and stepwell lamps that shall be actuated when the service door is open

7.53.5.3. Dome lamps

7.53.5.4. Ignition and emergency door signal

7.53.5.5. Turn signal lamps

7.53.5.5.1. Alternately flashing signal lamps

7.53.6. Any of the above combination circuits may be subdivided into additional independent circuits.

7.53.7. Heaters and defrosters shall be wired on an independent circuit.

7.53.8. 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.

7.53.9. 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.

7.53.10. Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.

7.53.11. 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.

7.53.12. The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.

7.53.13. 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.

7.53.14. 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.

7.53.15. The body power wire shall be attached to a special terminal on the chassis.

7.53.16. All wires passing through metal openings shall be protected by a grommet.

7.53.17. 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.

7.53.18. Multiplex wiring may exempt manufacturers from some of the above wiring standards.

7.53.19. Buses may be equipped with a 12-volt power port in the driver's area.

8. STANDARDS FOR SPECIALLY EQUIPPED SCHOOL BUSES

8.1. INTRODUCTION

8.1.1. 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.

8.1.2. 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.

8.1.3. 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*. The definition of *designated seating position* in 49 CFR § 571.3 states that, in the case of "vehicles sold or introduced into interstate commerce for purposes that include carrying students to and from school or related events" and which are "intended for securement of an occupied wheelchair during vehicle operation," each wheelchair securement position shall be counted as four designated seating positions when determining the classification (whether *school bus* or IMPV). 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.

8.2. DEFINITION

8.2.1. A specially equipped school bus is any school bus that is designed, equipped, or modified to accommodate students with special transportation needs.

8.3. GENERAL REQUIREMENTS

8.3.1. 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.

8.3.2. Any school bus to be used for the transportation of children who utilize 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.

8.4. AISLES

8.4.1. 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.~~

8.5. COMMUNICATIONS

8.5.1. 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.

8.6. GLAZING

8.6.1. Tinted glazing may be installed in all doors (non-reimbursable), windows (non-reimbursable), and windshields consistent with federal, state, and local regulations.

8.7. IDENTIFICATION

8.7.1. 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.

8.8. PASSENGER CAPACITY RATING

8.8.1. 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.

8.9. POWER LIFTS AND RAMPS

8.9.1. 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.

8.9.2. 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.

8.9.3. 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.

8.9.4. 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.

8.10. VEHICLE LIFTS & INSTALLATIONS

8.10.1. 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.

8.10.2. The design load of the vehicle lift shall be at least 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.

8.10.3. The vehicle ~~lift~~ lifting mechanism and platform shall be capable of operating effectively with a wheelchair and occupant mass 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 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.~~

8.10.4. Controls: (See 49 CFR 571.403, S6.7, *Control Systems*)

8.10.5. Emergency Operations: (See 49 CFR 571.403, S6.9, *backup Operation*)

8.10.6. Power or Equipment Failures: (See 49 CFR 571.403, S6.2.2, *Maximum Plateform Velocity*)

8.10.7. Platform Barriers: (See 49 CFR 571.403, S6.4.2, S6.4.3, *Platform Requirements*) (See, also "Wheelchair or Mobility Aid Envelope" figure at the end of this section)

8.10.8. Platform Gaps and Entrance Ramps: (See 49 CFR 571.403, S6.4.4, *Gaps, Transitions, and Openings*)

8.10.9. Platform Deflection: (See 49 CFR 571.403, S6.4.5, *Platform Deflection*)

8.10.10. Platform Movement: (See 49 CFR 571.403, S6.2.3, *Maximum Platform Acceleration*)

8.10.11. Boarding Direction: The lift shall permit both inboard and outboard facing of wheelchair and mobility aid users.

8.10.12. Use by Standees: Lifts shall accommodate persons who are using walkers, crutches, canes or braces, or who otherwise have difficulty using steps. The platform may be marked to indicate a preferred standing position. **Note:** This item refers to equipment specifications.

8.10.13. Handrails: (See 49 CFR 571.403, S6.4.9, *Handrails*)

8.10.14. Circuit Breaker: A resettable circuit breaker shall be installed between the power source and the 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.

8.10.15. Excessive Pressure: (See 49 CFR 571.403, S6.8 *Jacking Prevention*)

8.10.16. Documentation: the following information shall be provided with each vehicle equipped with a lift:

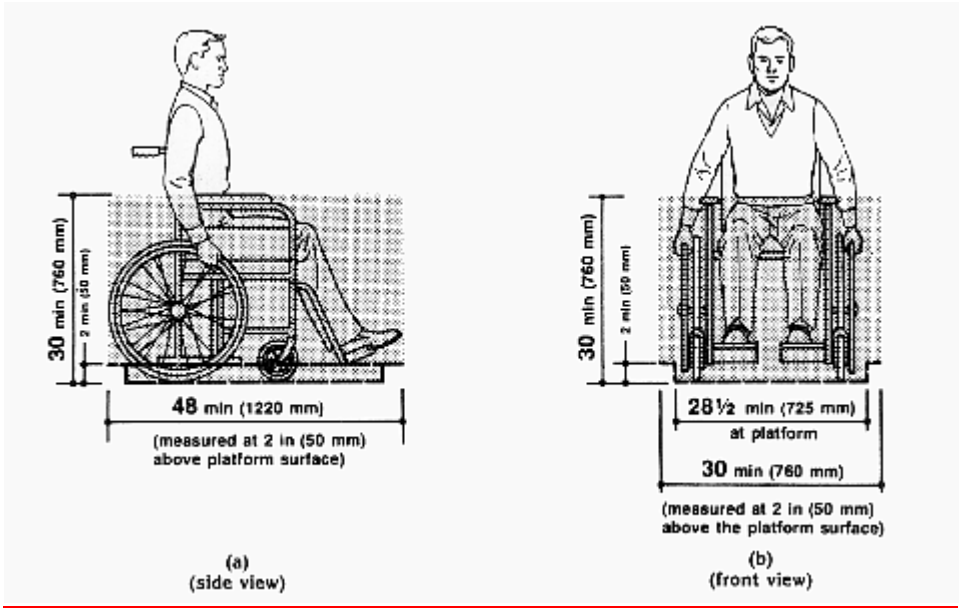
8.10.16.1. A phone number where information can be obtained about installation, repair, and parts. (Detailed written instructions and a parts list shall be available upon request.)

8.10.16.2. Detailed instructions regarding use of the lift shall be readily visible when the lift door is open, including a diagram showing the proper placement and positioning of wheelchair/mobility aids on the lift.

8.10.17. Training Materials: The lift manufacturer shall make training materials available to ensure the proper use and maintenance of the lift. These may include instructional videos, classroom curriculum, system test results or other related materials.

8.10.18. Identification and Certification: Each lift shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states it confirms to all applicable requirements of the current National School Transportation Specifications and Procedures. In addition and upon request of the original titled purchaser, the lift manufacturer or an authorized representative 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.



8.11. VEHICLE RAMP

8.11.1. 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.

8.11.2. The surface of the ramp shall be sonstructed of non-skid material.

8.11.3. The 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.

8.11.4. Ramps used for emergency evacuation purposes may be installed in raised floor buses by manufacturers. The shall not be installed as a substitute for a lift when a lift is capable of serving the need.

8.12. REGULAR SERVICE ENTRANCE

8.12.1. 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.

8.12.2. 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.

8.13. RESTRAINING DEVICES

8.13.1. 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.

8.13.2. Belt assemblies, if installed, shall conform to FMVSS No. 209.

8.13.3. 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.

8.14. SEATING ARRANGEMENTS

8.14.1. Flexibility in seat spacing to accommodate special devices shall be permitted to meet passenger requirements. All seating shall be forward-facing and meet requirments of FMVSS No. 222.

8.15. 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.~~

8.15.1. For purposes of understanding the various aspects and components of this section, the term *securement and tiedowni* and the phrases securement system or tiedown system are used exclusively in reference to the devices that anchor the wheelchair to the vehicle. The term *restraint* and the phrase *restraint system* are used

exclusively in reference to the equipment that is intended to limit the movement of the wheelchair occupant in a crash or sudden maneuver. The term *wheelchair tiedown and occupant restraint system (WTORS)* is used to refer to the total system that secures the wheelchair and restrains the wheelchair occupant.

8.15.1.1. **WTORS—General Requirements**

8.15.1.1.1. A wheelchair tiedown and occupant restraint system installed in specially equipped school buses shall be designed, installed, and operated for the use with forward-facing wheelchair-seated passenges and shall comply with all applicable requirements of FMVSS 222, *School Bus Passenger Seating and Crash Protection*, and Section 18 of ANSI/RESNA, *Wheelchair Standards*.

8.15.1.1.2. The WTORS, including the anchorage 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.

8.15.1.1.3. A device for storage of the WTORS 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.

8.15.1.1.4. The WTORS, including the storage device, shall meet the flammability standards established in FMVSS No. 302, *Flammability of Interior Materials*.

8.15.1.1.5. The following information shall be provided with each vehicle equipped with a securment and restraint system:

8.15.1.1.5.1. A phone number where information can be obtained about installation, repair, and parts. (Detailed written instructions and parts list shall be available upon request.)

8.15.1.1.5.2. 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.

8.15.1.1.6. The WTORS manufacturer shall make training materials available to ensure the proper use and maintenance of the WTORS. These may include instructional videos, classroom curriculum, system test results or other related materials.

8.15.1.2. **Wheelchair Securement/Tiedown:** (See CFR 571.403, S5.4.1, S5.4.2)

8.15.1.2.1. Each wheelchair position in a specially equipped school bus shall have a minimum clear floor area of 30 inches laterally by 48 inches longitudinally. Additional floor area may be required for some wheelchairs. Consultatiion between the user and the manufacturer is recommended to insure that adequate area is provided.

8.15.1.3. **Occupant Restraint System:** (See CFR 571.403, S5.4.3, S5.4.4)

8.16. SPECIAL LIGHT

8.16.1. 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~~.

8.17. SPECIAL SERVICE ENTRANCE

8.17.1. Power lift-equipped buses shall have a special service entrance to accommodate the power lift.

8.17.1.1. 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.

8.17.2. 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.

8.17.2.1. 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.

8.17.3. 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.

8.17.4. A drip molding shall be installed above the opening to effectively divert water from entrance.

8.17.5. 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.

8.18. SPECIAL SERVICE ENTRANCE DOORS

8.18.1. A single door or double doors may be used for the special service entrance.

8.18.2. 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.

8.18.3. All doors shall have positive fastening devices to hold doors in the “open” position.

8.18.4. All doors shall be weather sealed.

8.18.5. 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.

8.18.6. 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.

8.18.7. 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.

8.18.8. 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.

8.18.9. A switch shall be installed so that the lifting mechanism will not operate when the lift platform door(s) is closed.

8.18.10. 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.

8.19. SUPPORT EQUIPMENT AND ACCESSORIES

8.19.1. 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.

8.19.2. 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.

8.19.3. Equipment that may be used for these purposes includes, but is not limited to:

8.19.3.1. Wheelchairs and other mobile seating devices. (See section on Securement and Restraint System for Wheelchair/Mobility Aid and Occupant.)

8.19.3.2. Crutches, walkers, canes and other ambulating devices.

8.19.3.3. 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.

8.19.4. 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).

9. STANDARDS FOR ALTERNATIVE FUELS

9.1. INTRODUCTION

9.1.1. This section is designed to be used as an overview of the alternative fuels being utilized for ~~school~~ student 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.

9.2. GENERAL REQUIREMENTS

9.2.1. Alternative fuel school buses shall meet the following requirements:

9.2.1.1. Chassis shall meet all standards previously mentioned in BUS CHASSIS STANDARDS.

9.2.1.2. Chassis shall meet all applicable Federal Motor Vehicle Safety Standards (FMVSS).

9.2.1.3. 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.

9.2.1.4. 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.

9.2.1.5. 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.

9.2.1.6. 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.

9.2.1.7. All materials and assemblies used to transfer or store alternative fuels shall be installed outside the passenger/driver compartment.

9.2.1.8. 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)~~ passenger load.

9.2.1.9. The total weight shall not exceed the GVWR when loaded to rated capacity.

9.2.1.10. 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.

9.2.1.11. 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.

9.2.1.12. 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.

9.2.1.13. All fuel supply containers shall be securely mounted to withstand a static force of eight times their weight in any direction.

9.2.1.14. 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.

9.2.1.15. 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.

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

9.2.1.17. Bio-Diesel must conform to the specifications of ASTM 6751, *Biodiesel Standards.*

9.2.1.18. High voltage-powered school buses utilizing a high voltage propulsion system (more than 48 nominal volts) shall meet the requirements of FMVSS 305, except for the following:

9.2.1.18.1. The propulsion power source (batteries, fuel cells, etc.) shall be located outside the passenger compartment.

9.2.1.18.2. The propulsion power source enclosure shall be constructed to conform to the power source manufacturer's requirements and recommendations.

9.2.1.18.3. Due to the much larger size and quantities of the propulsion power sources on large vehicles, buses over 10,000 lbs. are permitted to exceed the 5.0 liter spillage constraint of Section S5.1, "Electrolyte damage from propulsion batteries."

9.3. CHARACTERISTICS OF ALTERNATIVE FUELS

9.3.1. 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)

9.3.2. 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.

9.3.3. Liquid Alternative Fuels:

9.3.3.1. 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.

9.3.3.2. 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.

9.3.3.3. 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~~ essentially zero) and the hydrocarbons to an unmeasurable level (to essentially zero). Further steps are being developed to add cetane boosters, which increase efficient combustion.

9.3.3.4. 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.

9.3.3.5. 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.

9.3.4. Gaseous Alternative Fuels:

9.3.4.1. 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.)

9.3.4.2. 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.

9.3.4.3. 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. The process of liquefying the natural gas also yields almost pure methane gas with predictable performance characteristics.

9.3.4.4. 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.

9.3.4.5. 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.

9.3.4.6. Hybrid electric and plug-in hybrid electric vehicles, while technically not an alternative fuel, are treated as such in most federal and state programs due to the novel approach to energy use. Straight hybrid electric vehicles are, by far, the largest and fastest growing sector of alternative fuel vehicles. Plug-in hybrid electric vehicles take advantage of the straight hybrid system, but also allow the user to precharge the battery packs to gain additional range and reduce combustion engine usage.

10. SCHOOL BUS WITHDRAWAL FROM SERVICE STANDARDS

~~INTRODUCTION~~

10.1. 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~~ Student 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)

11. STANDARDS FOR ~~PUPIL~~ STUDENT TRANSPORTATION OPERATIONS

11.1. ADMINISTRATION

11.1.1. In compliance with 33-1511, Idaho Code, the State Department of Education shall provide the following:

11.1.1.1. Leadership in the development of a comprehensive ~~pupil~~ student transportation program for statewide application.

11.1.1.2. A state supervisor of ~~pupil~~ student transportation with the staff and resources necessary for optimal job performance.

11.1.1.3. A comprehensive school bus operator and school bus technician training program.

11.1.1.4. Frequent visits to local school districts and charter schools to audit, inspect, review and evaluate ~~pupil~~ student 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.

11.1.1.5. Follow-up visits to ensure implementation of corrective action plans.

11.1.1.6. Managing the state's ~~pupil~~ student transportation program to include planning, budgeting, and forecasting requirements for the operation.

11.1.1.7. Collecting and analyzing statistical and financial data.

11.1.1.8. Developing, preparing and organizing manuals, handbooks and written training programs for ~~pupil~~ student transportation personnel.

11.1.1.9. Providing consulting services and assistance to local districts as necessary.

11.2. WRITTEN POLICIES

11.2.1. 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~~ student transportation system, including policies for disabled students. Contracting school districts shall ensure compliance to written policies by ~~pupil~~ student transportation contractors. The district's written policies shall, at a minimum, include:

11.2.1.1. ~~Pupil~~ Student transportation operations, including participation in training programs for all transportation personnel.

11.2.1.2. The evaluation of school bus routes and the periodic evaluation of ~~pupil~~ student 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.

11.2.2. 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.

11.2.3. 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.

11.2.4. Providing emergency training and periodic evacuation drills for students in accordance with National Highway Safety Program Guideline 17. Documentation of all evacuation drills shall be maintained for a period of three years by the school district in either a batch file or in the driver's individual file.

11.2.5. Promoting public understanding of, and support for, the ~~school~~ student transportation program in general.

11.3. PERSONNEL QUALIFICATIONS AND TRAINING

11.3.1. 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~~ student transportation personnel, which shall, at a minimum, include:

11.3.1.1. Completion of an application form, which includes a personal and occupational history.

11.3.1.2. A satisfactory driving record as revealed through pre-employment and annual checks with the state driver licensing division.

11.3.1.3. A satisfactory work history as verified through professional references.

11.3.1.4. The ability to manage resources, students and personnel necessary to achieve a desired objective.

11.3.2. Insulin-Treated Diabetes Mellitus

11.3.2.1. In compliance with Federal Motor Carrier Safety Administration Regulations (Parts 381 and 383) and 33-1509, Idaho Code, the State Department of Education ~~Pupil~~ Student Transportation Section will establish an exemption process governing ~~pupil~~ student 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:

11.3.2.1.1. Number of years driving school bus.

11.3.2.1.2. Approximate number of miles per year driving school bus.

11.3.2.1.3. Estimated number of miles driven per week.

11.3.2.1.4. Estimated number of daylight driving hours per week.

11.3.2.1.5. Estimated number of nighttime driving hours per week.

11.3.2.1.6. Supporting documentation of current Commercial Drivers License to drive school bus issued by the State of Idaho.

11.3.2.1.7. 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.

11.3.2.1.8. 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.

11.3.2.1.9. Supporting documentation certifying no other disqualifying conditions including diabetes related complications.

11.3.2.1.10. 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.

11.3.2.1.11. 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.

11.3.2.1.12. 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.

11.3.2.1.13. 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:

11.3.2.1.14. The date insulin use began;

11.3.2.1.14.1. Diabetes diagnosis and disease history;

11.3.2.1.14.2. Hospitalization records;

11.3.2.1.14.3. Consultation notes for diagnostic examinations;

11.3.2.1.14.4. Special studies pertaining to the diabetes;

11.3.2.1.14.5. Follow-up reports;

11.3.2.1.14.6. Reports of any hypoglycemic insulin reactions within the last five years;

11.3.2.1.14.7. Two measures of glycosylated hemoglobin, the first 90 days before the last and current measure;

11.3.2.1.14.8. Insulin dosages and types, diet utilized for control and any significant factors such as smoking, alcohol use, and other medications or drugs taken; and

11.3.2.1.14.9. Examinations to detect any peripheral neuropathy or circulatory insufficiency of the extremities.

11.3.2.1.15. Submits a signed statement from an examining endocrinologist indicating the following medical determinations:

11.3.2.1.15.1. 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;

11.3.2.1.15.2. 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;

11.3.2.1.15.3. 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

11.3.2.1.15.4. The applicant has the ability and has demonstrated willingness to properly monitor and manage his/her diabetes.

11.3.2.1.16. 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).

11.3.2.2. There are special conditions attached to the issuance of any exemption for ITDM. The Department will impose the following requirements:

11.3.2.2.1. 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:

11.3.2.2.1.1. An acceptable glucose monitor with memory;

11.3.2.2.1.2. Supplies needed to obtain adequate blood samples and to measure blood glucose;

11.3.2.2.1.3. Insulin to be used as necessary; and

11.3.2.2.1.4. An amount of rapidly absorbable glucose to be used as necessary.

11.3.2.3. Prior to and while driving, the individual with ITDM shall adhere to the following protocol for monitoring and maintaining appropriate blood glucose levels:

11.3.2.3.1. 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;

11.3.2.3.2. 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;

11.3.2.3.3. 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

11.3.2.3.4. 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.

11.3.2.4. 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~~ Student Transportation Section:

11.3.2.4.1. Provide written confirmation from the endocrinologist on a quarterly basis:

11.3.2.4.1.1. The make and model of the glucose monitoring device with memory; and

11.3.2.4.1.2. 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.

11.3.2.4.2. 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.

11.3.2.5. 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.

11.3.2.6. Submit annual documentation by an endocrinologist of ongoing education in management of diabetes and hypoglycemia awareness.

11.3.2.7. Report all episodes of severe hypoglycemia, significant complications, or inability to manage diabetes.

11.3.2.8. Report any involvement in an accident or any other adverse event whether or not they are related to an episode of hypoglycemia.

11.3.2.9. School bus drivers applying for ITDM exemption should refer to Federal Highway Administration Diabetes Waiver Program – Appendix A.

11.3.3. School Bus Driver Training

11.3.3.1.1. 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)

11.3.3.1.2. 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.

11.3.3.1.3. 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.

11.3.4. ~~Pupil~~ Student Transportation Personnel File

11.3.4.1.1. Each district that operates or contracts ~~pupil~~ student 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)

11.3.4.1.2. Copy of original application to drive school bus.

11.3.4.1.3. Copy of current physical examination, along with any applicable waivers.

11.3.4.1.4. Historical record of all topic specific school bus driver training.

11.3.4.1.5. Copy of current commercial driver's license.

11.3.4.1.6. 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.

11.3.4.1.7. Copy of all driver and route evaluations.

11.3.5. ~~Pupil~~ Student Transportation Maintenance and Service Personnel

11.3.5.1. Each district that operates or contracts ~~pupil~~ student transportation services shall perform maintenance functions on a timely basis consistent with safe transportation and work environments. (33-1506, Idaho Code)

11.3.5.2. The SDE ~~Pupil~~ Student Transportation Section shall develop and maintain ~~pupil~~ student 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.

11.4. VEHICLE OPERATION

11.4.1. 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:

11.4.1.1. 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.

11.4.1.2. 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)

11.4.1.3. No passenger shall be permitted to operate the school bus.

11.4.1.4. 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.

11.4.1.5. School bus drivers shall properly wear a seat belt whenever the bus is in motion.

11.4.1.6. 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.

11.4.1.7. 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~~ student warrants. (Sections 33-1501 and 33-1502, Idaho Code)

11.4.1.8. 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.

11.4.1.9. 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)

11.4.1.10. 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.

11.4.1.11. 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).

11.4.1.12. ~~Pupil~~ Student 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.

11.4.1.13. 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.

11.4.1.14. 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.

11.4.1.15. 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*).

11.4.1.16. 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*).

11.4.1.17. At no time shall a driver exceed sixty-five (65) miles per hour or a lesser posted speed limit.

11.5. ~~PUPIL~~ STUDENT MANAGEMENT

11.5.1. ~~Pupil~~ Student transportation is another component in the school district's overall education program. An effective ~~pupil~~ student transportation management program must have the support of the school district administration, school bus drivers, ~~pupils~~ students, and parents. Each school district should institute a comprehensive ~~pupil~~student-management program that is designed to share the responsibility for ~~pupil~~ student safety and well-being, as well as protecting the interests of all others involved in the program.

11.5.2. Every school district which operates a ~~pupil~~ student transportation system shall have a written policy which sets forth the ~~pupil's~~ student's right to "due process" when disciplinary action is taken and defines the duties and responsibilities of students when taking advantage of ~~pupil~~ student transportation. The school district's ~~pupil~~ student 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)

11.5.3. The State Department of Education shall develop and maintain model student management guidelines, suggested rules and regulations in its school bus driver training curriculum.

11.6. STUDENT ELIGIBILITY

11.6.1. Eligible Students

11.6.1.1. Student eligibility for state funded ~~pupil~~ student transportation services is defined in 33-1501 and 33-1502, Idaho Code.

11.6.1.2. A ~~pupil~~ student 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.

11.6.1.3. 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.

11.6.1.4. 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.

11.6.2. Ineligible Students

11.6.2.1. 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.

11.6.2.2. 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.

11.6.2.3. 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.

11.6.2.4. 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.

11.6.3. Non-Public (Private or Parochial) School Students

11.6.3.1. 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)

11.6.4. Non-Student Rider

11.6.4.1. 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~~ student 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.

12. PUPIL TRANSPORTATION SUPPORT PROGRAM - FINANCIAL REPORTING

12.1. 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)

12.2. 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.

12.3. 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.

12.4. School districts shall annually report all miles linked to a "yellow school bus" as reimbursable or non-reimbursable on Schedule C of the ~~Pupil~~ Student Transportation Reimbursement Claim Form.

12.5. Revenues generated from the use or lease of a district owned "yellow school bus" shall be reported as follows:

12.5.1. When the revenues correlate to reported "reimbursable" miles and their related costs, the revenue shall be reported on the ~~pupil~~ student transportation reimbursement claim form under revenues received.

12.5.2. When the revenues correlate to reported "non-reimbursable" miles and their related costs, the revenue shall not be reported.

12.6. Each school district that operates a ~~school~~ student 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.

12.7. The Department of Education ~~Pupil~~ Student Transportation Section shall conduct on-site spot inspections of school district ~~pupil~~ student 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~~ student transportation determines otherwise (33-1511, Idaho Code). Adequate frequency shall be defined as, at least once every three years.

12.8. The Department of Education ~~Pupil~~ Student 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).

12.9. The Department shall annually review school district ~~pupil~~ student 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.

12.10. 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)

12.11. **Administrative and Program Operation Costs**

12.11.1. 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

12.11.2. 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).

12.11.3. 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.

12.11.4. 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.

12.11.5. 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.

12.11.6. 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.

12.11.7. 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)

12.11.8. 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.

12.11.9. 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.

12.11.10. 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.

12.11.11. 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.

12.12. **Safety Busing**

12.12.1. 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.

12.13. Contract For Transportation Services

12.13.1. 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.

12.13.2. 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).

12.13.3. 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).

12.13.4. 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.

12.13.5. 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.

12.13.6. 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.

12.14. **Leasing District-Owned Buses**

12.14.1. 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)

12.15. **Ineligible Vehicles**

12.15.1. 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.

12.16. **Liability Insurance**

12.16.1. 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)

12.16.2. 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)

12.17. Non-Traditional Educational Programs

12.17.1. 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.

12.18. Capital Investment

12.18.1. 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.

12.18.2. Depreciation

12.18.2.1. 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. Emergency circumstances resulting of property loss (school bus) or documented high maintenance costs ("lemon bus") may exempt a school district from this penalty. (33-1006, Idaho Code)

12.18.2.2. 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)

12.18.3. Depreciation Ineligibility

12.18.3.1. 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).

12.18.4. Standards

12.18.4.1. 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.~~

12.18.5. Retrofit Standards

12.18.5.1. Any vehicle that has been retrofitted to be used as a school bus will meet current Idaho minimum construction standards.

12.18.5.2. Any school bus that undergoes a partial retrofit will meet current Idaho minimum construction standards applicable to the retrofitted part(s).

12.18.6. Size Categories

12.18.6.1. 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.

12.18.7. Life Expectancy

12.18.7.1. 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~~ student transportation steering committee.

12.18.7.2. For depreciation purposes, all school buses will be categorized according to size and depreciated according to a twelve (12)-year life expectancy or a life expectancy based on use and mileage (as defined by the student transportation steering committee and approved by the State Department of Education Student Transportation Section), whichever is most advantageous to the school district (see SDE "Depreciation Calculator"). 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.

12.18.7.3. 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~~ student transportation steering committee review.

12.18.8. Twelve-year (12) depreciation

12.18.8.1. 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)

12.18.9. **Use and mileage deprecation**

12.18.9.1. The school bus use and mileage depreciation schedule within the allowable costs of the Pupil Transportation Support Program will be determined by using an accelerated declining balance method of calculating depreciation (use and mileage declining balance schedule to include a variable percentage rate triggered by use and mileage categories as defined by the State Department of Education Student Transportation Section). (See SDE "Depreciation Calculator")

12.18.10. Purchase Price

12.18.10.1. 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)

12.18.10.2. 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.

12.18.10.3. 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).

12.18.11. School Bus Delivery Costs

~~12.18.11.1~~ 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.~~

12.18.11.2. 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.

12.18.12. Nonreimbursable Costs

12.18.12.1. 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.

12.18.13. Inoperable Bus

12.18.13.1. 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.

12.18.14. ~~Depreciation Account~~ Bus Trade-In

12.18.14.1. ~~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.

12.18.15. PROGRAM SUPPORT

12.18.15.1. 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.

12.18.15.2. The State Department of Education shall develop guidelines for use in advertising for transportation bids, reviewing transportation bids and awarding transportation bids.

12.19. REIMBURSEMENT/NON-REIMBURSEMENT MATRIX

12.19.1. The State Department of Education will, as a matter of policy, periodically publish and distribute a reimbursement matrix.

12.20. APPEALS and WAIVERS

12.20.1. 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.

12.20.2. 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.

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 ~~April 2006~~ August 2008. ( )

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 ~~November 1, 2006~~August 6, 2008. ( )

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 and can also be accessed electronically at http://www.sde.idaho.gov. ( )

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. (4-11-06)

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)

(BREAK IN CONTINUITY OF SECTIONS)

150. TRANSPORTATION.
Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as approved on ~~November 1, 2006~~August 6, 2008, as authorized in Section 33-1511, Idaho Code. ( )

(BREAK IN CONTINUITY OF SECTIONS)

160. MAINTENANCE STANDARDS AND INSPECTIONS.

01. Safety. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as approved on ~~November 1, 2006~~August 6, 2008, the school district will eliminate the deficiency before returning the vehicle to service. ( )

(BREAK IN CONTINUITY OF SECTIONS)

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 ~~November 1, 2006~~August 6, 2008. (Section 33-1508; 33-1509, Idaho Code) ( )

(BREAK IN CONTINUITY OF SECTIONS)

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 ~~November 1, 2006~~August 6, 2008. (Section 33-1006, Idaho Code) ( )

SUBJECT

Proposed Rule change to 08.02.02.004 – Rules Governing Uniformity – Incorporated by Reference – Standards for Initial Certification of Professional School Personnel, School Psychologists and School Counselors

APPLICABLE STATUTE, RULE, OR POLICY

33-1201 and 33-1258, Idaho Code

BACKGROUND

The Professional Standards Commission has review panels examine approximately twenty percent of the standards and endorsements each year to make sure the standards and endorsements are current or to suggest revisions.

In early 2008, review teams comprised of school counselors and school psychologists from around the state reviewed the Pupil Personnel Services Certificate, endorsements and standards for school counselors and school psychologists. Upon recommendation of the review teams, the PSC approved revisions to the standards for school counselors and school psychologists that are included in the Initial Certification of Professional School Personnel.

DISCUSSION

After review and adoption by the Professional Standards Commission (PSC), the PSC recommends to the State Board of Education the revisions to the Standards for school counselors and school psychologists.

The only change to the standards for school counselors clarifies that the Idaho Comprehensive School Counseling Program Mode is based on the American School Counselor Association national standards.

Changes to the school psychologist standards more accurately reflect the school psychologist's role in a school both with students and with other school staff. Changes were also made to better reflect current professional terminology for school psychologists.

IMPACT

Approval will help ensure that standards and endorsements for certification in the areas of School Counselors and School Psychologists are meeting current needs.

ATTACHMENTS

BOARD ACTION

A motion to approve the recommendation by the Professional Standards Commission to adopt the revisions to the Standards for School Counselors and School Psychologists as part of the Standards for Initial Certification of Professional School Personnel for incorporation by reference into rule.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.02.004 Rules Governing Uniformity to incorporate by reference into rule Standards for Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote and enhance the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic/Technical Development, Career Development, and Personal/Social Development.

Standard 1: Standards of Practices - The school counselor understands the history and foundations of the counseling profession; various counseling theories and techniques; cultural sensitivity; advocacy of public policy applicable to services for students and their families; professional ethics and legal standards and requirements; and continued professional development.

Knowledge

1. The school counselor understands the Idaho Comprehensive School Counseling Program Mode as based on the American School Counselor Association national standards.

2. The school counselor understands the history and foundations of school counseling and related fields.

3. The school counselor understands a variety of counseling theories and techniques.

4. The school counselor understands the dynamics of cultural diversity.

5. The school counselor knows the importance of advocacy.

6. The school counselor knows the appropriate ethical and legal standards and requirements.

7. The school counselor knows the importance of continued professional development.

8. The school counselor knows how to access community resources and professionals to aid students and their families.

Disposition

1. The school counselor respects all students.

2. The school counselor appreciates cultural diversity.

3. The school counselor is committed to counseling and educational professional ethical standards.

4. The school counselor recognizes the importance of professional graduate training and continued professional development.

5. The school counselor appreciates community resources and professionals.

Performance

1. The school counselor uses appropriate individual and group counseling skills in each domain, (i.e., academic/technical development, career development, and personal/social development).

2. The school counselor uses appropriate intervention strategies.

3. The school counselor uses appropriate consulting, collaborating, and team-building skills within each domain.

4. The school counselor adheres to the appropriate school-counseling role as described in the Idaho Comprehensive School Counseling Program Model.

5. The school counselor maintains certification and engages in continued professional development.

6. The school counselor adheres to professional, ethical, and legal standards.

7. The school counselor identifies and accesses appropriate community resources and professionals to aid students and their families.

Standard 2: Academic/Technical Development Domain - The school counselor understands the knowledge, attitudes, and skills that contribute to effective lifelong learning.

Knowledge

1. The school counselor knows developmental theories.

2. The school counselor understands various learning styles.

3. The school counselor understands family systems and their impact on learning.

4. The school counselor understands educational systems.

5. The school counselor is familiar with P-16 curriculum and its relationship to lifelong learning.

6. The school counselor understands how diversity influences lifelong learning.

Disposition

1. The school counselor appreciates diversity and its effect on lifelong learning.

2. The school counselor recognizes the importance of various educational options and curricula.

3. The school counselor is committed to lifelong learning.

Performance

1. The school counselor identifies and engages students in activities that demonstrate how changing preferences affect life goals.

2. The school counselor meets the standards in the Idaho Comprehensive School Counseling Program Model in the Academic/Technical Development Domain.

Standard 3: Academic/Technical Development Domain - The school counselor understands and uses strategies that assist students in achieving academic/technical success and satisfaction.

Knowledge

1. The school counselor knows a variety of decision-making and problem-solving models.

2. The school counselor understands how attitudes and behaviors relate to successful learning.

3. The school counselor understands models of time management, task management, and study skills.

4. The school counselor knows the importance of personal choice and responsibility.

5. The school counselor knows a variety of assessments and interpretation techniques and understands their role in educational planning.

Disposition

1. The school counselor recognizes that all students have the right to academic and technical success.

2. The school counselor recognizes student satisfaction as it relates to academic and technical success.

3. The school counselor appreciates individual student differences and their relationship to success.

Performance

1. The school counselor uses information on how personal criteria and environmental conditions influence the process of educational decision making and the development of life goals.

2. The school counselor implements related curriculum and activities focused on the effects of education, work, and family on individual decision making.

3. The school counselor models time management and task management skills.

4. The school counselor presents and disseminates information on appropriate study skills necessary for academic success at each level.

5. The school counselor uses a variety of assessments and interpretation techniques for educational planning.

6. The school counselor integrates the most appropriate technology available into the counseling program; uses this technology to optimize program administration and to meet student needs; and models the use of this technology for students and colleagues.

Standard 4: Academic/Technical Development Domain - The school counselor understands the relationship among personal qualities, education and training, and the world of work.

Knowledge

1. The school counselor knows appropriate goal-setting techniques.

2. The school counselor understands the process of establishing short- and long-range goals.

3. The school counselor understands the process of identifying specific strategies to accomplish life goals.

Disposition

1. The school counselor recognizes the importance of effective goal setting.

2. The school counselor recognizes that all students can develop specific strategies to attain life goals.

3. The school counselor appreciates the relationship among personal qualities, education and training, and the world of work.

Performance

1. The school counselor uses skills to access knowledge of self and work in order to develop education and training goals.

2. The school counselor engages students in establishing short- and long-range goals.

3. The school counselor identifies specific strategies to accomplish life goals (e.g., acquisition of knowledge, skills, and abilities necessary for success).

Standard 5: Academic/Technical Development Domain - The school counselor understands the relationship of academics to life in the community and at home.

Knowledge

1. The school counselor understands the effects that values and lifestyle have on academics.

2. The school counselor understands that the needs of the community affect life choices.

3. The school counselor understands how local, state, and global economies affect individuals.

Disposition

1. The school counselor recognizes the importance of learning as it affects values and lifestyle.

2. The school counselor recognizes the importance of the relationship of academics to life in the community and at home.

Performance

1. The school counselor describes the importance of learning as it affects values and lifestyle.

2. The school counselor links the needs of the community to students' life choices.

3. The school counselor communicates the effects of local, state, and global economies on student planning.

Standard 6: Career Development Domain - The school counselor knows the skills necessary to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Knowledge

1. The school counselor knows career development theories.

2. The school counselor understands the value of self-awareness in career decision making.

3. The school counselor knows how to research and obtain career information.

4. The school counselor knows how to evaluate and interpret career information.

5. The school counselor understands the risks and rewards within various career options.

6. The school counselor understands the skills, behaviors, and attitudes necessary for the world of work.

7. The school counselor knows how to identify post-high school options.

Disposition

1. The school counselor appreciates family, community, and cultural values as they relate to the world of work.

2. The school counselor appreciates the dignity of work.

Performance

1. The school counselor uses and evaluates research and information resources to obtain career information.

2. The school counselor facilitates understanding of the value of self-awareness in career decision making.

3. The school counselor gathers and dispenses information to identify post-high school options.

4. The school counselor identifies risks and rewards of various career options.

5. The school counselor disseminates information on prospective employers, organization structures, and employer expectations.

6. The school counselor promotes networking, negotiating, and mentoring in career development.

Standard 7: Career Development Domain - The school counselor understands strategies to achieve career success and satisfaction.

Knowledge

1. The school counselor knows education, training, and career decision-making strategies.
2. The school counselor understands the effects of education, work, and family values on individual career decisions.
3. The school counselor recognizes that personal and environmental conditions affect decision making.
4. The school counselor understands personal consequences of making and not making decisions.

Disposition

1. The school counselor recognizes age-appropriate career awareness and decision making.

2. The school counselor recognizes that collaboration leads to effective career decision-making choices.

Performance

1. The school counselor describes criteria for making personal decisions about education, training, and career goals.

2. The school counselor describes the effects of education, work, and family values on individual career decisions.

3. The school counselor identifies personal and environmental conditions that affect decision making.

4. The school counselor helps students understand personal consequences of making and not making decisions.

5. The school counselor creates and implements collaborative learning experiences to enhance student career awareness and decision making.

Standard 8: Career Development Domain - The school counselor understands the skills for locating, maintaining, and advancing in a job.

Knowledge

1. The school counselor understands job placement services.

2. The school counselor knows job search and acquisition techniques.

3. The school counselor knows strategies, behaviors, and attitudes that support career advancement.

4. The school counselor understands what strategies, behaviors, and attitudes are necessary for personal success in the world of work.

Disposition

1. The school counselor recognizes the importance of a good work ethic.

Performance

1. The school counselor collaborates with teachers, parents/guardians, administrators, and community members to present age-appropriate career awareness information.

2. The school counselor identifies job placement services.

3. The school counselor presents information for both job search and job acquisition.

4. The school counselor helps students develop awareness of strategies, behaviors, and attitudes that support career advancement.

5. The school counselor integrates the most appropriate technologies available into career awareness, exploration, and development.

Standard 9: Career Development Domain - The school counselor understands diversity and transition issues in today's workforce.

Knowledge

1. The school counselor knows how to stay abreast of trends and changes in the world of work.

2. The school counselor understands the historical perspective of work and industry and how it relates to today's diverse workforce.

3. The school counselor understands the effects of stereotyping on education, work environments, and community.

4. The school counselor understands behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.

5. The school counselor knows that transition issues are an ongoing aspect of career development throughout life.

6. The school counselor understands how to use assistive devices and technology to accommodate students with disabilities.

7. The school counselor understands laws and regulations related to students with disabilities.

Disposition

1. The school counselor is sensitive to the reality of multiple career transitions throughout life.

Performance

1. The school counselor disseminates information using various methods regarding recent changes in the diverse workforce.

2. The school counselor models behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.

3. The school counselor creates awareness of transition issues and strategies for lifelong career development.

4. The school counselor disseminates information about the role of assistive devices and technology.

5. The school counselor disseminates information on the laws and regulations related to students with disabilities.

Standard 10: Personal/Social Development Domain - The school counselor knows the attitudes, knowledge, and interpersonal skills necessary to help students understand and respect self and others.

Knowledge

1. The school counselor understands the dynamics of inter- and intra-personal interests, abilities, and skills.

2. The school counselor understands the importance of expressing feelings, behaviors, and ideas in an appropriate manner.

3. The school counselor understands how behavior influences the feelings and actions of others.

4. The school counselor understands the relationship between personal behavior and self-concept.

5. The school counselor understands diverse life roles.

6. The school counselor understands environmental influences on behavior.

Disposition

1. The school counselor appreciates diverse personal interests, skills, and abilities.

2. The school counselor is committed to encouraging positive self-esteem.

Performance

1. The school counselor assists students in identifying personal interests, skills, and abilities.

2. The school counselor collaborates with parents/guardians, school personnel, and community professionals in the development of students' self-concept.

3. The school counselor engages the student in identifying and understanding how behaviors influence the feelings and actions of others.

4. The school counselor enables the student to recognize the relationship between personal behavior and self-concept.

5. The school counselor provides counseling services to enhance understanding of life roles and environmental influences on personal growth and behaviors.

Standard 11: Personal/Social Development Domain - The school counselor understands the process of making decisions, setting goals, and taking necessary action to achieve goals.

Knowledge

1. The school counselor understands how personal beliefs and attitudes, goal setting, and problem solving affect decision making.

2. The school counselor knows that the learning and development process is continuous and involves a series of choices.

3. The school counselor knows the skills of decision making, goal setting, and problem solving.

4. The school counselor understands how expectations of others affect personal/social, academic/technical, and career decisions.

5. The school counselor knows how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Disposition

1. The school counselor appreciates individual differences.

Performance

1. The school counselor uses a variety of strategies to demonstrate how personal beliefs and attitudes affect decision making.

2. The school counselor helps students understand that learning and development are continuous processes with a series of choices.

3. The school counselor engages students in decision making, goal setting, and problem solving.

4. The school counselor helps students recognize how the expectations of others affect personal/social, academic/technical, and career decisions.

5. The school counselor describes how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Standard 12: Personal/Social Development Domain - The school counselor understands safety and survival skills.

Knowledge

1. The school counselor understands the importance of identifying feelings, symptoms of stress, abuse, addiction, depression, and appropriate coping skills.

2. The school counselor knows negotiating, problem solving, and conflict resolution skills.

3. The school counselor understands the process of personal change.

4. The school counselor understands the process of human growth and development.

5. The school counselor knows strategies for personal safety and survival skills.

Disposition

1. The school counselor recognizes the relationship between personal well-being and the process of human growth and development.

2. The school counselor appreciates the need for personal safety and survival skills.

Performance

1. The school counselor describes and demonstrates problem solving, conflict resolution, coping skills, and feeling identification.

2. The school counselor collaborates with school personnel, parents/guardians, and community members to develop and deliver personal safety and survival skills strategies.

3. The school counselor describes the relationship between personal well being and the process of human growth and development.

4. The school counselor facilitates empowering students and their families to identify the relationship among rules, laws, safety, and the protection of individual rights.

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Idaho Standards for School Psychologists

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, ~~and~~ measuring progress aiding in transition activities and accomplishments of students.

Knowledge

1. The school psychologist understands traditional **standardized** norm-referenced ~~**tests and**~~ assessment instruments.

2. The school psychologist knows alternative assessment approaches (e.g., curriculum-based, portfolio, and ecological).

3. The school psychologist knows non-test assessment procedures (e.g., observation, diagnostic interviewing, and reviewing records).

4. The school psychologist understands the ~~**Problem-Solving Approach to**~~ **Response to Intervention (RTI) process.** ~~**assessment and intervention.**~~

5. The school psychologist understands correct interpretation and application of data.

6. **The school psychologist understands the process of transitions at Pre-K through Age 21 development levels.**

Disposition

1. The school psychologist recognizes the need for assessment that addresses specific issues of learning and behavior.

2. The school psychologist is committed to the ethical use of assessments that meet the standards of professional practice.

Performance

1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.

2. The school psychologist translates assessment results into empirically-based decisions about intervention and recommendations.

3. The school psychologist assists in creating intervention strategies linked to the assessment information.

4. The school psychologist **assists in** evaluat~~es~~**ing** the **effectiveness of** interventions and recommendations.

Standard 2: Consultation and Collaboration - The school psychologist understands effective ~~behavioral, mental health,~~ collaborative, and~~/or other~~ consultation approaches to promote the learning and success of students.

Knowledge

1. The school psychologist knows ~~the~~ processes of producing change in individuals and groups.

2. The school psychologist knows ~~the~~ various strategies and techniques of team building.

3. The school psychologist knows various strategies and techniques of team decision-making.

4. The school psychologist possesses ~~the~~ knowledge and skills necessary to facilitate communication and collaboration with students and teams consisting of school personnel, family members, community professionals, and others.

5. The school psychologist understands ~~the~~ factors necessary for effective interpersonal communication.

6. The school psychologist knows how to communicate effectively in oral and written form.

Disposition

1. The school psychologist recognizes that individuals and groups can change.

2. The school psychologist appreciates the importance of quality interpersonal relationships and communication to effectively deliver school psychological services.

3. The school psychologist recognizes the importance of input from students and teams consisting of school personnel, family members, community professionals, and others.

4. The school psychologist recognizes that collaboration **and participation of all school personnel** leads to effective **outcomes for students.** ~~**school interventions.**~~

Performance

1. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and other agencies.

2. The school psychologist uses consultation and collaboration to facilitate the development of **professional** ~~**harmonious**~~ environments in schools and **related** ~~**other**~~ settings to promote the kinds of principles necessary to achieve consensus.

3. The school psychologist facilitates communication with students and teams consisting of school personnel, family members, community professionals, and others.

4. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being ~~**patient**~~ **professional** in difficult situations.

5. The school psychologist presents and disseminates information to diverse audiences.

6. The school psychologist communicates effectively in oral and written form.

Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, ~~and~~ cognitive strategies and their application to the development of effective instruction~~al strategies~~ to promote student learning.

Knowledge

1. The school psychologist knows primary learning theories (e.g., behavioral, cognitive, and neuro~~cognitive~~ developmental).

2. The school psychologist understands various instructional strategies and learning styles.

3. The school psychologist knows principles of student-centered learning.

4. The school psychologist knows how to develop appropriate cognitive, academic, and career goals for students with different ability levels using a team approach.

5. The school psychologist understands current instructional theories and models.

6. The school psychologist knows evaluation techniques to measure instructional outcomes of intervention strategies and treatment integrity.

Disposition

1. The school psychologist recognizes the role of student-centered learning in helping students develop their abilities to be self-regulated learners.

2. The school psychologist recognizes the importance of a team approach to the implementation and evaluation of interventions.

3. The school psychologist recognizes the importance of staying current on instructional theories and models.

Performance

1. The school psychologist assists in implementing a variety of instructional methods to enhance student learning at the individual, group, and systems levels.

2. The school psychologist uses student-centered learning principles to help students become self-regulated learners.

3. The school psychologist, in collaboration with the student, parents, school personnel, and community professionals, sets individual learning goals, designs a learning process to achieve those goals, and assesses whether the goals have been achieved.

4. The school psychologist helps schools develop appropriate cognitive, academic, and career goals for students.

5. The school psychologist links assessment information to the development and implementation of instructional strategies to meet students' individual learning needs.

6. The school psychologist collects, ~~and~~ maintains and shares current information and research about advances in curriculum and instruction ~~and shares information~~ with educators, parents, and the community.

7. The school psychologist uses appropriate assessment techniques to ~~assess~~ progress toward academic and career goals and assists in revising instructional methodology as necessary.

8. The school psychologist assesses treatment integrity and efficacy of intervention strategies.

~~*Standard 4: Socialization and Development of Life Skills - The school psychologist understands human developmental processes; direct and indirect services, including consultation and behavioral assessment and intervention; and counseling applicable to the development of behavioral, affective, adaptive, and social skills.*~~

Standard 4: Socialization and Development of Life Skills – The school psychologist understands human development in social, affective, behavioral, and adaptive domains and applies sound principles of behavior change within these domains.

Knowledge

1. The school psychologist understands the developmental processes of socialization and life skills of students with different abilities and developmental levels.

2. The school psychologist understands direct and indirect intervention strategies, including counseling and consultation.

3. The school psychologist knows ~~the~~ principles of behavior management.

4. The school psychologist understands conflict-management and problem-resolution strategies.

5. The school psychologist knows empowerment strategies for students and famil~~ies,~~y support systems. ~~students, and caregivers.~~

6. The school psychologist understands the ecological impact of learning environments on student success.

7. The school psychologist understands early childhood development and its impact on successful school transitions.

Disposition

1. The school psychologist recognizes the need for ~~the use of~~ varied intervention strategies consistent with developmental levels.

2. The school psychologist is committed to using **research-based** ~~sound~~ behavior management ~~principles~~ **strategies.**

3. The school psychologist recognizes that empowering the student and family assists in the development of positive socialization and life skills.

4. The school psychologist recognizes that environments impact a student's ability to learn.

5. The school psychologist recognizes that positive early developmental experiences and opportunities are critical for ~~successful~~ school ~~transitions~~ **success.**

Performance

1. The school psychologist **utilizes consultation and collaboration** ~~applies~~ strategies **with teachers, students, and families** for the development of life skills. ~~directly and indirectly through consultation and collaboration with teachers and parents.~~

2. The school psychologist uses a variety of intervention strategies consistent with developmental levels.

3. The school psychologist, using a ~~Problem-Solving Approach~~ problem-solving approach, collaborates with students, teachers, and families ~~parents, and caregivers~~ in developing behavior management plans.

4. The school psychologist consults in the development and evaluation of conflict-management and problem-resolution programs and activities.

5. The school psychologist provides mental health ~~counseling~~ services to enhance appropriate student behavior.

6. The school psychologist facilitates ~~empowering~~ students and ~~their~~ families ~~to~~ in developing positive socialization and life skills.

7. The school psychologist consults with students, families, and schools ~~teachers, parents, and administrators~~ regarding the structure and organization of ~~classroom~~ educational environments and how they impact learning.

8. The school psychologist works with ~~parents~~ families and others ~~concerned with~~ to promote awareness of effective early childhood development ~~to promote awareness~~ and ~~effective~~ educational services.

Standard 5: School Psychology Practice and Professional Development - The school psychologist understands the history and foundations of the profession; various service models and methods; public policy development applicable to services for students and

their families; ~~and~~ ethical~~,~~ and professional~~,~~ standards; and legal ~~standards.~~ requirements.

Knowledge

1. The school psychologist understands the history and foundations of school psychology and its ~~related~~ relation to other fields.

2. The school psychologist knows current ~~the service~~ models, ~~and~~ methods and ~~the~~ practices of the profession.

3. The school psychologist knows the appropriate ethical~~,~~ and professional~~, and legal~~ standards.

4. **The school psychologist knows current federal statues and state statues and regulations as they relate to students.**

5. The school psychologist understands ~~the~~ processes and procedures for public policy development.

6. The school psychologist knows ~~the~~ methods to evaluate personal needs for continuing professional development.

Disposition

1. The school psychologist is committed to providing current, research-based ~~quality~~ services and practices to students and ~~their~~ families.

2. The school psychologist is committed to following ethical ~~appreciates the importance of~~ standards in governing professional conduct and practice.

3. **The school psychologist is committed to adhering to current federal statutes and state statutes and regulations as they relate to students.**

4. The school psychologist recognizes that comprehensive school psychological services are essential to meeting the needs of students.

5. The school psychologist is committed to working with other professionals to advocate continuing professional development opportunities for all school personnel.

6. The school psychologist recognizes those areas in which he or she has training and expertise as well as personal limitations and biases.

Performance

1. The school psychologist is aware of ~~researches~~ current practices ~~of~~ in related ~~services.~~ fields.

2. The school psychologist adheres to best practices ~~applicable standards, service models and methods, and practices~~ of the profession.

3. The school psychologist uses knowledge of ~~professional and~~ legal ~~standards~~ requirements to advocate for the rights and welfare of children and families.

4. The school psychologist promotes the improvement of public policies and practices in schools and ~~other~~ related settings.

5. The school psychologist maintains certification~~/licensure~~ and ~~attends continuing~~ continues professional development . ~~activities.~~

6. The school psychologist identifies and pursues professional growth resulting in acquisition of new skills. ~~and skill development.~~

Standard 6: Student Diversity in Development and Learning - The school psychologist understands *that an individual's development and learning are influenced by one or more of the following factors:* ~~individual differences and abilities, and the potential influence of~~ ***biological, social, cultural, ethnic, experiential, socioeconomic,*** *environmental,* ***gender-related, and/or linguistic.*** ~~factors in development and learning.~~

Knowledge

1. The school psychologist understands individual differences in ability levels with respect to the development of instructional programs and other activities.

2. The school psychologist ~~knows~~ understands how to identify needs and modify instruction to enhance learning for individual students.

3. The school psychologist ~~understands~~ recognizes the influence that various cultures, backgrounds, and individual learning characteristics have on ~~of~~ students and their families.

4. The school psychologist ~~knows~~ understands how personal biases may impact decision making, instruction and ~~that~~ influence student progress.

5. The school psychologist knows research-based ~~appropriate~~ practices related to assessment and the interpretation of results that reduce various bias~~es~~.

~~6. The school psychologist understands biological, social, and cultural factors that influence student behavior.~~ The school psychologist recognizes best practices in assessments with culturally and/or linguistically diverse students.

Disposition

1. The school psychologist ~~appreciates~~ acknowledges a diverse society and the uniqueness of each individual.

2. The school psychologist ~~appreciates~~ acknowledges the need to interact appropriately with students in a variety of settings.

Performance

1. The school psychologist assists in the development of instructional programs and activities for a diverse student population.

2. The school psychologist assists schools and families in the modification and/or accommodation of instructional practices and materials sensitive to diverse student backgrounds and needs.

3. The school psychologist seeks opportunities to interact with students and families to learn about their strengths, needs and diverse backgrounds.

4. The school psychologist uses appropriate ~~a wide variety of~~ assessment procedures and/or intervention strategies to meet the unique needs of each individual student. ~~appropriate to the needs of a diverse student population.~~

Standard 7: Information and Instructional Technology - The school psychologist understands information sources, instructional resources, and technology relevant to professional practice and services for students.

Knowledge

1. The school psychologist knows how to access a variety of information sources (e.g., Internet and professional journals).

2. The school psychologist knows how to use new technologies to enhance student services.

3. The school psychologist possesses current knowledge of instructional resources for students (e.g., instructional software and assistive technology).

Disposition

1. The school psychologist ~~appreciates~~ acknowledges the need to stay current and knowledgeable about technological advances ~~that assist students~~.

Performance

1. The school psychologist uses appropriate technologies to facilitate professional ~~and student~~ performance.

2. The school psychologist uses technologies to facilitate student performance.

3. The school psychologist makes ~~efficient~~ use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.

4. The school psychologist evaluates the validity of information and resources.

Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands the unique organization and culture of schools and ~~other settings as~~ related systems.

Knowledge

1. The school psychologist understands the organization of school**s** and systems**.** ~~structure and organization.~~

2. The school psychologist understands principles of organizational development and systems theory as it relates to their practice.

3. The school psychologist knows how to implement and evaluate programs that promote safe and ~~violent~~ violence-free schools and communities.

4. The school psychologist understands leadership roles in the development and implementation of systems change.

5. The school psychologist understands funding mechanisms available to schools and communities that support physical, educational, and mental health services.

6. The school psychologist knows how to access resources available to address ~~a wide variety of~~ behavioral, learning, mental, and physical ~~characteristics~~ needs.

Disposition

1. The school psychologist acknowledges the values of the communities represented in the school.

2. The school psychologist is committed to enhancing socialization skills (e.g., citizenship, respect, responsibility, and empathy).

3. The school psychologist ~~appreciates~~ acknowledges the role of collaboration in accomplishing the mission of the school.

4. The school psychologist is committed to the coordination ~~use~~ of ~~supportive human~~ student resources (e.g., counselors, teachers, and ~~parents~~ families) that contribute to students' behavioral l~~earning~~ and academic success.

Performance

1. The school psychologist applies principles of organizational development and systems theory to promote learning and to create climates of mutual respect, care, and support for all individuals in the system.

2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools ~~and~~ communit~~ies~~y

3. The school psychologist contributes to the development of school policies, agency, and community ~~policies and~~ procedures that promote effective programs and services for students and ~~their~~ families.

4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and ~~their~~ families.

5. The school psychologist accesses available resources to address ~~a wide variety of~~ behavioral, learning, mental, and physical ~~characteristics.~~ needs.

Standard 9: Prevention, Crisis Intervention, and Mental Health - The school psychologist understands human development and psychopathology ~~and the associated~~ biological, cultural, and social influences on human behavior.

Knowledge

1. The school psychologist knows current theory, ~~and~~ research and best practice concerning ~~about~~ child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; drug and alcohol influences; crises in schools, families, and communities.~~; and other relevant areas.~~

2. The school psychologist ~~knows the precursors that lead to~~ has knowledge of antecedents and consequences that influence students' learning and behavior problems.

3. The school psychologist understands strategies to address students' learning and behavior problems.

4. The school psychologist knows various prevention programs and crisis intervention procedures.

5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug and alcohol abuse, smoking, and stress-related disorders).

Disposition

1. The school psychologist is committed to using ~~current~~ best practices in prevention and intervention strategies ~~as a way~~ to shape and change behavior.

2. The school psychologist recognizes the need for mental health services ~~direct counseling and indirect interventions~~ for students who experience mental health problems. ~~that impair learning or socialization.~~

3. The school psychologist ~~appreciates~~ acknowledges diversity within the school ~~student population~~ as it relates to prevention and intervention activities.

Performance

1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the antecedents ~~precursors that lead~~ to students' learning and behavior problems.

~~2.~~ The school psychologist participates in crisis **prevention, intervention, and** response and collaborat~~es~~**ing**with **students,** school personnel, ~~**parents,**~~ **families** and the community. ~~**in the aftermath of a crisis (e.g., suicide, death, natural disaster, murder, a bomb or bomb threat, extraordinary violence, and sexual harassment).**~~

3. The school psychologist participates in and promotes physical and mental health programs for children in schools and ~~**other**~~ **related** agencies.

4. The school psychologist facilitates environmental **and/or educational** changes that support the physical and mental health of students.

5. The school psychologist accesses **available** resources to address a wide variety of behavioral, learning, mental, and physical needs.

Standard 10: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, ~~their~~ families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge

1. The school psychologist knows how family systems influence students' cognitive, affective and social development**,** and ~~resulting~~ academic performance.

2. The school psychologist understands the importance of family involvement in education.

3. The school psychologist knows methods to promote collaboration between parents and educators that improve student performance.

4. The school psychologist understands diversity issues that affect home/school collaboration.

5. The school psychologist knows how family, home, peer, and community factors affect learning and achievement in school.

6. The school psychologist knows the local community services available to support students and their families.

Disposition

1. The school psychologist ~~**appreciates**~~ **acknowledges** the influences of family systems on students' cognitive, affective, and social characteristics and on students' development and academic performance.

2. The school psychologist recognizes the importance of family involvement in education and methods to promote partnerships between ~~**parents and educators.**~~ **families and schools.**

3. The school psychologist is sensitive to the effect of diversity ~~(e.g., cultural and racial)~~ on collaboration between school ~~personnel and parents~~ and families.

4. The school psychologist ~~appreciates~~ acknowledges the impact of family, peers, and community on student learning and achievement.

5. The school psychologist recognizes the importance of using local community services to support students and ~~their~~ families.

Performance

1. The school psychologist applies knowledge of the influence of family systems on ~~learning~~ education to maximize student performance.

2. The school psychologist facilitates and supports parent participation in educational decision-making activities (e.g., team meetings, schoolwide committees, and school improvement teams).

3. The school psychologist facilitates home-to-school communication, including assisting students and ~~their~~ families in accessing community and school-based services.

4. The school psychologist uses knowledge of diversity and resources to enhance collaboration between ~~parents~~ and schools ~~personnel~~.

~~5. The school psychologist encourages and facilitates access to community resources that address family and home factors impacting student learning and achievement.~~ **Comment: Redundant; covered in #3.**

~~6. The school psychologist creates links to help schools, families, and community agencies coordinate services when programming for students involves multiple agencies.~~ **Comment: Redundant; covered in # 3**

Standard 11: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

1. The school psychologist knows the basic principles of research design and statistics used in psychological and educational research.

2. The school psychologist possesses sufficient knowledge of research and statistics to interpret and evaluate published research and/or ~~to~~ plan and conduct research.

3. The school psychologist knows appropriate program evaluation strategies and techniques.

4. The school psychologist understands psychometric principles that influence test selection and assessment methods.

5. The school psychologist knows the strengths and weaknesses of various research methods, ~~and~~ designs and their impact on the interpretation of findings.

Disposition

1. The school psychologist recognizes the importance of appropriate research ~~program~~ evaluation techniques.

Performance

1. The school psychologist applies knowledge of the principles of research design ~~when conducting research~~.

2. The school psychologist uses an understanding of research methodology and design to evaluate the validity and relevance of others' research.

3. The school psychologist uses appropriate strategies when evaluating programs and interventions.

4. The school psychologist applies psychometric standards and principles in selecting and using assessment ~~techniques~~ tools and published tests.

5. The school psychologist maintains, accesses, and applies a current professional knowledge base of research findings, professional literature, and ~~other information~~ best practices relevant to the job.

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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 ~~April 2006~~ August 2008. ( )

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 ~~November 1, 2006~~August 6, 2008. ( )

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 and can also be accessed electronically at http://www.sde.idaho.gov. ( )

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. (4-11-06)

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)

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SUBJECT

Proposed Rule change to 08.02.02.027 – Rules Governing Uniformity - Pupil Personnel Services Certificate – School Counselors and School Psychologists

APPLICABLE STATUTE, RULE, OR POLICY

33-1201, 33-1258, Idaho Code

BACKGROUND

The Professional Standards Commission has review panels examine approximately twenty percent of the standards and endorsements each year to make sure the standards and endorsements are current or to suggest revisions.

DISCUSSION

In early 2008, review teams comprised of school counselors and school psychologists from around the state reviewed the Pupil Personnel Services Certificate, endorsements and standards for school counselors and school psychologists. Upon recommendation of the review teams, the PSC approved revisions to the endorsements for school counselors and school psychologists.

Changes in the requirements for a school counselor endorsement increases percentage of time of the required field experience to be in the K-12 setting, and that the field experience is in all grade levels (elementary, middle/junior high and high school).

The proposed change to the school psychologist endorsement increases the minimum number of hours of the required internship from three hundred hours to twelve hundred hours. The increase in hours more closely aligns Idaho's standards to most other states and reflects current research in the area of preparation for school psychologists. Most of Idaho's programs that prepare school psychologists already require more than the current minimum of 300 hours.

IMPACT

Approval will help ensure that standards and endorsements for certification in the areas of School Counselors and School Psychologists are meeting current needs and adequately prepare people for these positions.

ATTACHMENTS

Attachment 1 – Proposed change to IDAPA 08.02.02.027, Rules Governing Uniformity, Pupil Personnel Services Certificate Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the proposed rule change to IDAPA 08.02.02.027, Rules Governing Uniformity, Pupil Personnel Services Certificate.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

027. PUPIL PERSONNEL SERVICES CERTIFICATE

Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-16-04)

01. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit~~s~~ hours are required every five (5) years in order to renew the endorsement. ( )

a. Hold a master's degree and provide verification of completion of an approved program of graduate study in school guidance and counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, ~~one half~~ 75% of which must be in a K-12 school setting. Substantial amounts of this K-12 experience must be in each of the following levels: elementary, middle/junior high and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. ( )

b. An institutional recommendation is required for a ~~School~~ Counselor K-12 Endorsement. ( )

02. School Psychologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-16-04)

a. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program. (3-16-04)

b. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology. (3-16-04)

c. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum ~~three hundred (300)~~ twelve hundred (1200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. ( )

03. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of the following requirements. (3-16-04)

a. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution. (11-2-07)T

b. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (11-2-07)T

i. Health program management; (11-2-07)T

ii. Child and adolescent health issues; (11-2-07)T

iii. Counseling, psychology, or social work; or (11-2-07)T

iv. Methods of instruction. (11-2-07)T

c. Additionally, each candidate must have two (2) years' full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (11-2-07)T

04. Provisional Endorsement - School Nurse. This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (11-2-07)T

05. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

06. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

07. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options: (3-16-04)

a. A master's degree in social work from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out-of-state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

b. A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. (3-16-04)

SUBJECT

Proposed Rule for 08.02.02.043 Rules Governing Uniformity, Alternative Authorization, Teacher to New Certification/Endorsement

APPLICABLE STATUTE, RULE, OR POLICY

33-1201 and 33-1258, Idaho Code

BACKGROUND

This is in response to the Highly Qualified Teacher mandate. In order to assist teachers in meeting highly qualified teacher status this immediate rule change is necessary. For districts (particularly those in rural areas) seeking teachers with certain endorsements, too few courses are available to teachers seeking those additional endorsements. These additional routes to endorsement under alternative authorization allow teachers to obtain additional endorsements through three options including traditional coursework through a college or university, National Board certification and through testing or assessment such as the Praxis II test.

DISCUSSION

These additional routes expedite the attainment of endorsements for teachers who are needed to teach in areas outside of their current endorsement. Under the alternative authorization provisions these additional routes would only be allowed for Idaho school districts who are requesting emergency endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification and is only valid for up to three years and is nonrenewable.

Option I – Teacher to New Certification was pre-existing under this section before and is now designated option one and titled accordingly. This option is for initial certification and/or endorsement and is for traditional coursework through a postsecondary institution.

Option II – National Board is for endorsement only. It allows a teacher who earns National Board certification in content specific areas to gain endorsement in the corresponding subject area.

Option III – Testing and/or Assessment is for endorsement only. Pathway I acknowledges content areas that are closely aligned in pedagogy with a route to endorsement that requires no coursework once content competency has been shown as a result of a passing score on the appropriate Praxis II test. Pathway II addresses less closely aligned areas and therefore some pedagogy in content area best practices is required in addition to content knowledge. Both Pathway I and II require a minimum of one year of supervision and mentoring.

IMPACT

This change will assist teachers, especially those in rural areas, to gain additional endorsements as well as attaining HQT status and meeting the federal mandate.

ATTACHMENTS

Attachment 1 – Proposed Rule change for 08.02.02.043 Alternative Authorization, Teacher to New Certification/Endorsement Page 3

BOARD ACTION

A motion to approve Proposed Rule for IDAPA 08.02.02.043 Rules Governing Uniformity, Alternative Authorization, Teacher to New Certification/Endorsement

Moved by _____ Seconded by _____ Carried Yes _____ No _____

043. ALTERNATIVE AUTHORIZATION – TEACHER TO NEW CERTIFICATION (EFFECTIVE JULY 1, 2006).

The purpose of this alternative authorization is to allow Idaho school districts to request emergency endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for up to three (3) years and is nonrenewable. ( )

01. Initial Qualifications. Prior to application, a candidate must hold a Bachelor's degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must declare an emergency and provide supportive information attesting to the ability of the candidate to fill the position. (3-20-04)

02. Alternative Route Preparation Program. (3-20-04)

a. Option I – Teacher to New Certification/Endorsement. ( )

~~**a.**~~i. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. Candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. ( )

~~**b.**~~ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. ( )

~~**c.**~~iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein. ( )

b. Option II – National Board (endorsement only). By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area. ( )

c. Option III – Testing and/or Assessment (endorsement only). Two pathways are available to some teachers, depending upon endorsement(s) already held. ( )

i. Pathway 1 –Endorsements may be added through state-approved testing only, provided that the appropriate test is successfully completed within the first year of authorization in an area closely compatible with an endorsement for which they already qualify and are experienced. Additionally requires the successful completion of a one-year mentoring component. ( )

ii. Pathway 2 - Endorsements may be added through state-approved testing provided that the appropriate test is successfully completed within the first year of the authorization in an area closely compatible with an endorsement for which a teacher already qualifies and is experienced. Additionally requires the successful completion of a one-year mentoring component and passing a final pedagogy assessment. ( )

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 12
TEACHERS

33-1201. CERTIFICATE REQUIRED. Every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under authority of the state board of education, valid for the service being rendered; except that the state board of education may authorize endorsement for use in Idaho, for not more than five (5) years, certificates valid in other states when the qualifications therefor are not lower than those required for an Idaho certificate.

No certificate shall be required of a student attending any teacher-training institution, who shall serve as a practice teacher in a classroom under the supervision of a certificated teacher, and who is jointly assigned by such teacher-training institution and the governing board of a district or a public institution to perform practice teaching in a non-salaried status. Those students attending a teacher-training institution of another state and who serve as a non-salaried practice teacher in an Idaho school district shall be registered by that school district.

A student, while serving in a practicum, internship or student teaching position under the supervision of a person certificated pursuant to this section, shall be accorded the same liability insurance coverage by the school district being served as that accorded such certificated person in the same district, and shall comply with all rules and regulations of the school district or public institution while serving in such a capacity.

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 12
TEACHERS

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

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SUBJECT

Temporary and proposed rule 08.02.02.075, Rules Governing Uniformity – Fingerprinting and Criminal History Checks

APPLICABLE STATUTE, RULE, OR POLICY

33-130 and 33-312, Idaho Code

BACKGROUND

The 2008 Legislature passed H566a at the end of the session. This change requires student teachers and individuals who have unsupervised contact with students to have a criminal history check (CHC). Previously, only applicants for certification and school district employees were required to undergo a CHC. The bill also provides for a statewide list of substitute teachers. To remain on the list, an individual must undergo a CHC every five years. Teachers on the substitute teacher list can substitute teach in any district throughout the state without obtaining a new CHC provided they are within the five year timeframe.

This CHC is based on a ten finger fingerprint card or scan sent to the Idaho State Police, Bureau of Criminal Identification (BCI) and the Federal Bureau of Investigations (FBI). Individuals are charged a forty dollar ($40.00) fee for undergoing a CHC as required in statute.

DISCUSSION

The temporary and proposed rule will help implement the new changes and clarify current procedures. Negotiated rulemaking was conducted and a drafted language was available for review by districts and other stakeholders.

The temporary and proposed rule includes definitions of terms and addresses the process of obtaining and completing a criminal history check for applicants for certification, school district employees, substitute teachers, student teachers and individuals who have unsupervised contact with students in a K-12 setting. It further addresses rejected fingerprint cards, multiple assignments and break-in-service (when there has been a previous termination in employment). It also addresses procedures for private and parochial school which elect to obtain criminal history checks for their employees.

IMPACT

This temporary and proposed rule is a fee rule. The forty dollar ($40.00) fee for undergoing a criminal history check is sufficient to cover costs for the Department of Education and is required in statute.

ATTACHMENTS

Attachment 1 – Temporary and proposed rule 08.02.02.075, Rules Governing Uniformity, Fingerprinting and Criminal History Checks Page 3

BOARD ACTION

A motion to approve the Temporary and proposed rule 08.02.02.075, Rules Governing Uniformity, Fingerprinting and Criminal History Checks.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.02.02.

075. FINGERPRINTING AND CRIMINAL HISTORY CHECKS (IDAHO CODE 33-130 AND 33-512).
All certificated and noncertificated employees and other individuals who are required by the provisions of section 33-130, Idaho Code must undergo a criminal history check. (8-6-08)T

01. Definitions. (8-6-08)T

a. Applicant. An individual applying for Idaho Certification or a certificated or non-certificated individual applying for employment. (8-6-08)T

b. Break-in-service. A voluntary or involuntary termination in employment, including retirement. (8-6-08)T

c. Candidate. An individual attending a postsecondary program. (8-6-08)T

d. Certificated Employee. An individual who holds an Idaho education certificate and is employed in a certificated position in a LEA. (8-6-08)T

e. Contractor. An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (8-6-08)T

f. Conviction. The final judgment on a verdict or finding of guilty, a plea of guilty, a plea of nolo contendere, or the sentence has been suspended, deferred, or withheld on a felony or misdemeanor as defined by Section 18-110 and Section 18-111, Idaho Code. (8-6-08)T

g. Criminal History Check (CHC). A ten (10) finger fingerprint process to determine if an applicant has criminal arrests and convictions in Idaho, any other state, or applicable jurisdictions. (8-6-08)T

h. Criminal History Check Result. Information resulting from processing fingerprints through the databases maintained by the Bureau of Criminal Identification (BCI), Federal Bureau of Investigation (FBI) and the Idaho Statewide Sex Offender Registry. (8-6-08)T

i. Multiple Assignments. When an individual works in two or more LEAs or an LEA and private school simultaneously. (8-6-08)T

j. Non-Certificated Employee. An individual employed in a non-certificated position. (8-6-08)T

k. **Open Date.** The date a fingerprint card or scan is entered into the database as an electronic file. (8-6-08)T

l. **Rejected fingerprint cards.** A fingerprint card that has been returned by the BCI, FBI or SDE for poor quality prints, lack of signature, card being older than sic (6) months, or other incomplete information. (8-6-08)T

m. **Scan.** The process of capturing an individual's fingerprints by an electronic process. (8-6-08)T

n. **Unsupervised Contact.** Direct contact or interaction with students not under the direct supervision of a school district employee on a continuing basis in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. This excludes extra-curricular trips of one-day length starting during the school day. (8-6-08)T

02. **Fee.** The state department of education shall charge a forty dollars ($40.00) fee for undergoing a criminal history check. (8-6-08)T

03. **Rejected Fingerprint Cards or Scans.** (8-6-08)T

a. When a fingerprint card has been rejected a new completed fingerprint card is required. (8-6-08)T

b. The rejected fingerprint card will be sent back to the originating LEA, private or parachoial school, contractors, postsecondary program, or individual. (8-6-08)T

c. A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the SDE within twenty (20) calendar days. (8-6-08)T

d. If the new fingerprint card and rejected fingerprint card are returned after the twenty (20) calendar day time period a $40.00 fee is required to be paid. (8-6-08)T

04. **Secured CHC Website.** The SDE will maintain a CHC website listing the CHC results. The LEA, private or parochial school, contractor or postsecondary program may view the results or status of an applicant, employee or candidate. (8-6-08)T

a. Upon a signed agreement the SDE will issue a password to access the CHC website. (8-6-08)T

b. Each LEA, private or parochial school, contractor and postsecondary program will have access to the CHC secure site listing their employees, statewide substitute teacher list, newly certified list and student teacher list. (8-6-08)T

05. **Certificated Educators.** (8-6-08)T

a. The SDE will maintain a list of newly certificated educators. Educators stay on this list for one year from their individual open date. Educators on this list may be employed by a LEA without a new CHC. (8-6-08)T

b. The SDE will make the final determination if an applicant is eligible for Idaho certification. (8-6-08)T

c. If the SDE makes a determination that the applicant is not eligible for Idaho certification, the SDE may deny the applicant Idaho certification. Upon receiving the written denial the applicant may request a hearing pursuant to section 33-1209, Idaho Code. (8-6-08)T

06. Non-Certificated Employees. Non-certificated employees are required to complete a CHC pursuant to section 33-130, Idaho Code. The CHC results will be posted on the CHC website for their employer to review. (8-6-08)T

07. Substitute Teachers. Substitute teachers as defined in section 33-512(15), Idaho Code must undergo a criminal history check. The State Department of Education shall maintain a statewide substitute teacher list. To remain on the list on the list a substitute teacher shall undergo a criminal history check every five (5) years in accordance with section 33-512, Idaho code. Substitute teachers on the list do not need to complete a multiple assignment form nor are subject to break in service provisions. (8-6-08)T

08. Break in Service. (8-6-08)T

a. When an employee returns to any LEA after a break in service a new criminal history check must be completed. (8-6-08)T

b. When an employee changes employment between LEAs a new CHC must be completed regardless of the most recent CHC. (8-6-08)T

09. Postsecondary. (8-6-08)T

a. The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for student teaching, internships or practicum. (8-6-08)T

b. The SDE will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (8-6-08)T

c. The SDE will move a candidate from the student teacher list to the newly certified list when an application for certification is approved. (8-6-08)T

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SUBJECT

Proposed Rule Change to IDAPA 08.02.02.025 Rules Governing Uniformity – American Indian Languages Certificate

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1280, Idaho Code

BACKGROUND

It is the policy of the State of Idaho to preserve, protect and promote the rights of Indian Tribes to use, practice and develop their native languages and to encourage American Indians in the state to use, study and teach their native language. Section 33-1280, Idaho Code regarding American Indian Language Teaching Authorization was passed in 1997 but has not had previous action to implement board rules or procedures for authorization to teach American Indian Languages in Idaho.

DISCUSSION

The procedures will enable potential Native Language teachers to have clear and concise procedures to obtain an Idaho American Indian Certificate.

PROCEDURE:

01. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher.

02. Once an application with Tribal approval has been received, it will be reviewed and if approved it will be forwarded to the Office of Certification for a criminal history background check as required in 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar ($40.00 fee) for undergoing a criminal history check pursuant to 33-130, Idaho Code.

03. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate.

ATTACHMENTS

Attachment 1 – Proposed Change to 08.02.02.025, Rules Governing Uniformity, American Indian Language Page 3

BOARD ACTION

A motion to approve the Proposed Rule for IDAPA 08.02.02.025 Rules Governing Uniformity, American Indian Language

Moved by _____ Seconded by _____ Carried Yes _____ No _____

025. ~~NATIVE~~ AMERICAN INDIAN LANGUAGE (SECTION 33-1280, IDAHO CODE).
Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with 33-1280. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate ~~Upon receiving the names of American Indian languages teachers designated by an Indian tribe, the State Department of Education shall authorize those individuals~~ as American Indian languages teachers. ( )

01. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. ( )

02. Once an application with Tribal approval has been received, it will be reviewed and if approved it will be forwarded to the Office of Certification for a criminal history background check as required in 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar ($40.00 fee) for undergoing a criminal history check pursuant to 33-130, Idaho Code. ( )

03. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. ( )

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SUBJECT

Proposed Rules change to 08.02.02 – Rules Governing Uniformity – Unique Student Identifier

APPLICABLE STATUTE, RULE, OR POLICY

BACKGROUND

The essential element of a State Longitudinal Data System is the ability to assign a unique student identifier to students. A unique statewide student identifier connects student data laterally across key databases as well as longitudinally from year to year. This relationship gives the state the capacity to match individual students' test records over time, identify trends in student movement, and measure postsecondary statistics in order to provide accurate enrollment and demographic data that ultimately allows decision makers to better meet the needs of all Idaho students.

To ensure unique identification of students, certain demographic data elements must be required. These data elements are collected and retrieved from the student's local educational agency. The following proposed rules address these requirements.

DISCUSSION

The unique student identifier is addressed in four administrative rules.

08.02.02.009 Rules Governing Uniformity, Definitions defines "unique student identifier."
08.02.02.150 Rules Governing Uniformity, Graduation Requirements requires effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) have a unique student identifier.
08.02.02.115 Rules Governing Uniformity, Data Collection includes the unique student identifier as part of the required data collected from school districts.
08.02.02.116 Rules Governing Uniformity, Unique Student Identifier is a new section stating:
Effective April 1, 2009, each student enrolled or enrolling in an Idaho school district or LEA will be assigned a unique student identifier. The unique student identifier will remain with the student while that student is enrolled or re-enrolled in an Idaho school district or LEA. School districts must obtain unique student identifiers by providing the following information to the State Department of Education for each student: first and last name as written on a legal document such as birth certificate, passport, visa, social security card, or other such legal document; date of birth; ethnicity, gender. School districts or LEAs may provide any or all of the following additional information to help ensure unique

identification such as: birth mother's first and last name, parents' or guardians' first and last name(s), social security number, county of birth .

IMPACT

These rules will require schools/districts to obtain from their students accurate demographic data. Additionally, districts will be required to acquire (obtained electronically from the SDE's unique ID system) and maintain the unique student ID for each of their students.

ATTACHMENTS

Attachment 1 – Proposed rule change to IDAPA 08.02.02.009, 150, 115, 116, Rules Governing Uniformity relating to the unique student identifier Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the proposed rule change to IDAPA 08.02.02.009, 150, 115, 116, Rules Governing Uniformity relating to the unique student identifier.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

009. DEFINITIONS T - Z.

01. Tech Prep. Tech Prep is a sequenced program of study that combines at least two (2) years of secondary and two (2) years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training. (4-11-06)

02. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (4-5-00)

03. Total Quality Management. A systematic approach to standardizing and increasing the efficiency of internal systems and processes, whether in a business or a school, using statistical and management tools for continuous improvement. Emphasis is on documenting effective processes, committing to meet customers' needs and sharing decision making. (3-15-02)

04. Transferable Skills. Skills that are inter-changeable among different jobs and workplaces. For example, the ability to handle cash is a skill one could use as both a restaurant cashier and a bank teller. The ability to problem solve or work as a team member is transferable among most jobs and workplaces. (4-11-06)

05. 2+2 or 4+2. A planned, streamlined sequence of academic and professional-technical courses which eliminates redundancies between high school and community college curricula; 2+2 is high school years eleven (11) and twelve (12) and community college years thirteen (13) and fourteen (14); 4+2 is high school years nine (9), ten (10), eleven (11), and twelve (12) and community college years thirteen (13) and fourteen (14). (4-11-06)

06. **Unique Student Identifier.** A number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. ( )

076. Writing Process. The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing. ( )

087. Word Recognition. ( )

a. The quick and easy identification of the form, pronunciation, and appropriate meaning of a work previously met in print or writing; (4-5-00)

b. The process of determining the pronunciation and some degree of meaning of a word in written or printed form. (4-5-00)

(BREAK IN CONTINUITY OF SECTIONS)

105. GRADUATION FROM HIGH SCHOOL.
A student must meet all of the following requirements before the student will be eligible to graduate from an Idaho high school: (4-11-06)

03. Proficiency. Each student shall achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate.

Effective on January 1, 2012, each student shall also achieve a proficient or advanced score on the science portion of the ISAT in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and shall be given an opportunity to demonstrate proficiency of the content standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. A district or LEA with an alternate mechanism on file with the Board on the effective date of this rule must re-submit their plans to the Board. Alternate mechanisms must be re-submitted to the Board when changes are made in their plans. ( )

a. Effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. ( )

b~~a~~. Before entering an alternate measure, the student must be: ( )

i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

c~~b~~. The measure must be aligned at a minimum to tenth grade state content standards; ( )

d~~c~~. The measure must be aligned to the state content standards for the subject matter in question; ( )

e~~d~~. The measure must be valid and reliable; and ( )

f~~e~~. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. ( )

(BREAK IN CONTINUITY OF SECTIONS)

115. DATA COLLECTION.
The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment collection will contain information about the enrollment of the student attributes such as unique student identifier, active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done in mid-October, early February, and May (end of the testing window). Each participating school is required to verify and assure the accuracy of the data submitted in the files. ( )

116. UNIQUE STUDENT IDENTIFIER. Effective April 1, 2009, each student enrolled or enrolling in an Idaho school district or LEA will be assigned a unique student identifier. The unique student identifier shall follow the student from each school district or LEA or upon return to a school district or LEA after an absence from a school district or LEA no matter how long of absence has occurred. ( )

a. School districts must obtain unique student identifiers by providing the following information to the State Department of Education for each student: ( )

i. First and last name as written on a legal document such as birth certificate, passport, visa, social security card, or other such legal document. ( )

ii. Date of birth ( )

iii. Ethnicity ( )

iv. Gender ( )

b. School districts or LEAs may provide any or all of the following additional information to help ensure unique identification such as: ( )

i. Birth mother's first and last name ( )

ii. Parents' or guardians' first and last name(s) ( )

iii. Social security number ( )

iv. County of birth ( )

1176. -- 127. (RESERVED). ( )

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