

**STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010**

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2	DIRECT MATH AND DIRECT WRITING ASSESSMENT WAIVER	Motion to Approve
3	TEMPORARY AND PROPOSED RULE- IDAPA 08.02.02.016, RULES GOVERNING UNIFORMITY, IDAHO EDUCATOR CREDENTIAL	Motion to Approve
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8	UNIVERSITY OF PHOENIX MASTER OF ARTS IN EDUCATION PROGRAM REVIEW	Motion to Approve
9	NORTHWEST NAZARENE UNIVERSITY DIRECTOR OF SPECIAL EDUCATION AND RELATED SERVICES PROGRAM REVIEW	Motion to Approve
10	REQUEST FOR WAIVER OF 103% STUDENT TRANSPORTATION FUNDING CAP FOR WALLACE SCHOOL DISTRICT	Motion to Approve
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12	REQUEST FOR WAIVER OF 103% STUDENT TRANSPORTATION FUNDING CAP FOR KELLOGG SCHOOL DISTRICT	Motion to Approve
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15	REQUEST FOR WAIVER OF 103% STUDENT TRANSPORTATION FUNDING CAP FOR MOSCOW SCHOOL DISTRICT	Motion to Approve
16	REQUEST FOR WAIVER OF 103% STUDENT TRANSPORTATION FUNDING CAP FOR HORSE SHOE BEND SCHOOL DISTRICT	Motion to Approve
17	REQUESTS TO TRANSPORT STUDENTS LESS THAN ONE AND ONE-HALF MILES/SAFETY BUSING	Motion to Approve

STATE DEPARTMENT OF EDUCATION
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SUBJECT

Alteration of School District Boundaries from the Jefferson Joint School District to the Madison School District

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-308, Idaho Code

IDAPA 08.02.01.050, Rules Governing Uniformity

BACKGROUND/DISCUSSION

Section 33-308 of Idaho Code prescribes the procedure for excision and annexation of land from one school district to another. Jennifer South, a resident of the South Menan Butte submitted a petition for the excision/annexation of property from the Jefferson Joint School District to the Madison School District in compliance with this statute. If the proposal is approved, it will be sent to the electors of the area affected.

The petition states that the petitioners want their children to attend the Madison School District six reasons. First, they “live in Madison County and want to attend Madison county school[s] officially without question”. Second, they want their taxes going to Madison School District without having to petition from the Madison School District to the Jefferson Joint School District. Third, they want their children “to be able to attend Madison County schools and be bussed to and from school.” Fourth, they “do not want to be worried each year regarding whether or not [their] children would be accepted into the Madison School District with the out-of-district paperwork. Fifth, they feel there “is an issue of taxation without representation because they are not allowed to vote on bond issues of the schools [their] children are attending. Finally, they want their children to attend Madison School District because they “feel that the teachers, music programs, curriculum and other areas are excellent.”

The Jefferson Joint School Board of Trustees considered the petition and approved the following resolution:

A petition for de-annexation of real property from the Jefferson School District #251 and annexation of the same property into the Madison School District having been signed by more than ¼ of the school district electors in the affected area and it appearing that the proposed change will not result in the Jefferson School District #251 having a bonded indebtedness in excess of the statutory limits the District directs that the petition be forwarded to the State Board of Education for review and action. The District notes that it is able and willing to provide educational services to the children in the affected area, although a significant number of such students are currently attending school in the Madison School District pursuant to waivers.

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Paul B. Rippel, ISBN 2762, Hearing Officer
HOPKINS RODEN CROCKETT
HANSEN & HOOPES, PLLC
428 Park Avenue
P. O. Box 51219
Idaho Falls, Idaho 83405-1219
Telephone: 208-523-4445
Fax: 208-523-4474

BEFORE THE IDAHO STATE BOARD OF EDUCATION

IN RE: PETITION SUBMITTED BY)	
JENNIFER SOUTH PROPOSING)	
ALTERING SCHOOL DISTRICT)	FINDINGS OF FACT
BOUNDARIES OF MADISON #321)	AND RECOMMENDATION
AND JEFFERSON #251- Idaho Code)	
Section 33-308 and IDAPA 08.02.01.050)	
_____)	

Pursuant to Idaho Code section 33-308 and IDAPA 08.02.01.050, upon notice duly given, and under authority of the Idaho State Board of Education and the Idaho Department of Education, Paul B. Rippel acted as Hearing Officer and conducted a public hearing on that certain Petition from Jennifer South seeking to excise certain lands from Jefferson Joint School District # 251 and annex them into adjacent and contiguous Madison School District #321. The hearing was held at the City Hall Building in the City of Menan, Idaho, on Wednesday, the 7th day of April, 2010, beginning at 6:30 p.m. In accordance with Idaho Code and the IDAPA provisions relating to excision and annexation to change boundaries of contiguous school districts, the hearing was held in

FINDINGS OF FACT AND RECOMMENDATION - 1

an open fashion, allowing oral presentations by anyone expressing the desire to speak, as well as permitting people to provide written materials to the Hearing Officer in supplementation of the record. Most written materials submitted were written renditions of the verbal presentation. However, there were other important pieces of information concerning financial criteria and boundary issues presented by the Jefferson School District and the Petitioner. The financial information was related to the assessed values of properties within the area proposed to be excised as well as the overall valuation of property in the District.

Idaho Code section 33-308 provides that the State Board of Education shall approve a proposal for excision and annexation (on changing a contiguous school district boundary), if it is in the best interests of the children residing in the area; and, the excision of the territory as proposed would not leave the school district losing property with a bond debt in excess of the limit then prescribed by law. Those are essentially legal criteria upon which this analysis will proceed.

These findings of fact will be stated in narrative fashion, based on an evaluation and weighing of all information in the record before the Hearing Officer. That includes the Petition and related responses from the school districts provided from the State, and information received by the Hearing Officer at or before the hearing. An Addendum containing all documentary information and a list of persons giving oral statements at hearing, accompanies this findings and recommendation.

If any Board of Education member is not familiar with the Menan Buttes, a brief study on the satellite view on Google Maps or Google Earth is suggested. They are

FINDINGS OF FACT AND RECOMMENDATION - 2

two very unique volcanic cinder cones called "buttes" by most, near the confluence of the South and North Forks of the Snake River. Geographically they are quite different from the Snake River plains topography and nearby agrarian communities or neighborhoods. A much-improved map on the proposed boundary change also exists in the Addendum, presented by the Petitioner at hearing, along with a corrected legal description. No party raised the sufficiency of the maps and description originally accompanying the Petition, but the added information clearly cures any clerical mistake or technical deficiency there might have been. The same can be said for financial information submitted on property valuations in the proposed area and the school districts.

It would be nearly impossible for Jefferson Joint School District personnel not to feel as though their District was being slighted by a Petition such as this one. Still, while expressing heart-felt allegiance to their District, they presented factual information in a commendable and professional manner.

It can be noted that, as with many public hearings, much of the information presented was anecdotal or testimonial and given from the direct perspective of the particular presenter, versus being tailored to individual criteria proposed in the Board of Education regulations. Thus, the narrative nature of these findings, though organized by subjects, should be taken as a whole, and not narrowly construed. The Board of Education regulations speak of two primary criteria promulgated in accordance with the pertinent Idaho Code, related to school district indebtedness, and children's best interests.

I. Bonded Indebtedness Limitations

FINDINGS OF FACT AND RECOMMENDATION - 3

The first legal criteria is whether allowing the change in the District boundary will put the school district that is losing property, i.e. having it excised, beyond the limit prohibited by law with respect to bonded indebtedness. As exists in the record and as announced verbally by the Hearing Officer when introducing the hearing, the initial letter in response to the Petition from the Jefferson Joint School District 251, stated that the change would not put the District beyond the legal limit. Still, the Jefferson District (school board members and superintendent) wished to present, and did without objection, information concerning the financial impact of a shift, as they had recently passed a new school bond, apparently in part on the assertion that their patrons would not see a tax increase. The point made was that by removing at least some of the taxable property from the District, other patrons would have to pay some increased amount to make up the difference and ultimately satisfy the bond. While the Administration's concern for its patrons should be commended, it does not change the fact that the District will not be beyond the bonded indebtedness proscribed by Idaho law if the Petition is granted.

II. Best Interests of the Affected Children

The second legal criteria is whether the proposed change in boundary would be in the best interests of affected children, considering all relevant information, including without limitation: (a) safety and distance issues; (b) views of the parties on the best interests of children in the affected area; (c) adjustment of the affected children to their home and neighborhood and environment; and, (d) suitability of the school(s) and facilities in the acquiring district, to accommodate added students.

FINDINGS OF FACT AND RECOMMENDATION - 4

(a) Safety and Distance Issues.

The Jefferson District presented the issue of the transportation of the affected students to the schools as one of the factors which they believed their District could better provide for the children involved. That is, except at the high school level, the children would be bused to a shorter distance to the Jefferson District schools than to Madison schools. On the other hand, as was pointed out by one of the patrons of the area, both school districts have buses in the area, since the districts are contiguous, and the Buttes are on the fringe of either school district. There was no question as to whether the children would be safe in transportation or environment in both districts. However, one of the comments by the parents at the meeting related to the current difficulty of transportation. Even though 48/56 children in the area attend Madison on waivers, i.e. transportation is not regularly provided to waived students, even though there may be 48 of them in a "neighborhood" on the edge of a school district. It was clear from the testimony, that Madison would provide consistent transportation if the area were annexed into the Madison District.

(b) Views of the Parties on the Best Interest of Affected Children

The presentations, as noted, were from either an administrator's or parent's point of view. As presented in the Petition, not contested on accuracy and relied upon by all at hearing, of the 56 children living in the area proposed for excision and annexation, 48 are currently waived into the Madison School District based on annual applications by their parents, and the other 8 are either too young to attend school or attend a different school of choice.

FINDINGS OF FACT AND RECOMMENDATION - 5

Individuals related information on why people made choices to waiver their children into Madison school district and on why they and their children have been pleased with those decisions. There is the question about the future of other children who are not yet impacted, and that would be impacted, by a change in the district boundary. However, as one parent commented, there are only 8 out of 56 children currently residing in the affected area who do not currently attend Madison District schools. This leads to the reasonable inference that for those who would subsequently attend public schools, it would be a natural transition to follow family or friends into Madison District schools.

The administrative point of view from the Jefferson District did not look at whether the boundary change might ease demand on its resources. Rather, the District expressed its continuing willingness and desire to serve the students living in the Buttes area, even though 48/56 children were already waived into the Madison District.

(c) Affected Children's Adjustment to Neighborhood and Environment

There was one unique point of view presented by a life-long resident with experience in both school districts. That gentleman liked the idea of putting the entire "Buttes" community in one school district, but he did not like the Petition as it exists, because the western boundary would go strictly down a straight survey line, north to south, on the boundary between Madison and Jefferson counties, and a few homes in Jefferson County near the buttes would be left out of the change. He felt making the change might actually cause disharmony in the "Buttes community" rather than assisting that community. His opinion relates, in a way only he expressed, to the question of the affected children's adjustment to neighborhood and environment.

FINDINGS OF FACT AND RECOMMENDATION - 6

(d) Suitability of the Acquiring District to Add Students.

The Superintendent of the Madison School District was present and commented orally concerning the ability of Madison School District to continue providing services to the 48 children currently waived into the District, as well as the District's ability to welcome additional students that might be living in the Buttes area. The principal of Burton Elementary School, just a few miles east of the Buttes in the Madison District, was likewise present. He commented that his school is a new facility with the ability and capacity to serve additional students from the Buttes area. No one present implied in any way that either school district was not a "good school district" with appropriate facilities and qualified instructional and administrative personnel. Jefferson School District No. 251 personnel stressed that they remained prepared to serve students from the affected area in their facilities.

RECOMMENDATION ON PROPOSAL PRESENTED BY PETITION


Based upon the legal criteria and the foregoing findings of fact, it is the recommendation of this Hearing Officer that the Idaho State Board of Education approve the proposal to excise certain lands as proposed from the Jefferson School District No. 251, and annex it to Madison School District No. 321 and submit the matter for consideration of the school district electors residing in the area described in the corrected description submitted in support of the Petition. This recommendation is based upon the above-stated findings that the legal criteria have been met: (1) that it is in the best interests of the children residing in the area to be affected; and, (2) the excision of the

FINDINGS OF FACT AND RECOMMENDATION - 7

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territory from Jefferson School District No. 251 would not leave that school district with a bonded debt in excess of the limit prescribed by law.

DATED this 22nd day of April, 2010.


Paul B. Rippel, Hearing Officer

CERTIFICATE OF SERVICE

I hereby certify that a true and correct copy of the foregoing document was served upon the persons named below, by first class, pre-paid mail

DATED this 22nd day of April, 2010.



Madison School District #321
290 North First East
P. O. Box 830
Rexburg, Idaho 83440

Jefferson Joint School District #251
201 Idaho Avenue
Rigby, Idaho 83442

Jennifer South, Petitioner
9138 Outlaw Pass
Menan, Idaho 83434

Idaho State Board of Education
c/o Camille Wells, State Department of Education
Via e-mail attachment

FINDINGS OF FACT AND RECOMMENDATION - 8

BEFORE THE IDAHO STATE BOARD OF EDUCATION

IN RE: PETITION SUBMITTED BY)
JENNIFER SOUTH PROPOSING)
ALTERING SCHOOL DISTRICT)
BOUNDARIES OF MADISON #321)
AND JEFFERSON #251- Idaho Code)
Section 33-308 and IDAPA 08.02.01.050)
_____)

ADDENDUM

INITIAL MATERIALS: PETITION AND
LETTERS/RESPONSES BY
RESPECTIVE SCHOOL BOARDS

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010



Madison School District 321

290 North First East; P.O. Box 830; Rexburg, ID 83440 (208) 359-3300 - phone, (208) 359-3345 - fax <http://www.d321.k12.id.us>

Geoffrey M. Thomas, Ed.D.
Superintendent

Varr Snedaker, CPA
Business Manager

Michael Bennett
Special Services Director

11-09-09

To whom it may concern,

Please find enclosed a petition from Jennifer South, a resident of Madison County who is seeking annexation of her area into the Madison School District 321. Her petition has been signed by a number of fellow residents living in the area.

This petition was presented to the Madison School District 321 Board of Trustees on 11-4-09 in a duly constituted open board meeting, and was reviewed and approved by the board at that time.

Therefore, on behalf of the Madison Board of Trustees, I am submitting this petition to the State Department of Education and the State Board of Education for consideration and approval.

Sincerely,

Geoffrey M. Thomas Ed.D.
Superintendent
Madison School District 321

Dear Members of the Madison School Board and then the State Board of Education for Idaho,

My name is Jennifer South. I am a resident of Madison County and I live on the South Menan Butte. Over 40 years ago, for a variety of reasons, the Buttes were annexed into the Jefferson School District and the children from the Buttes, with a few exceptions, went to Jefferson Schools until Kari & Jason Peterson moved to the Buttes in 2001 and decided to really look at the difference between the two school districts. They determined that the Madison School District would be a better fit for their children and they proceeded to enroll their children at Burton Elementary. My husband and I built a home on the South Butte in 2002 and after looking at class sizes at Burton Elementary and Midway Elementary, the difference in the orchestra and music programs, and the classes and curriculum offered at Madison schools, we too, decided to send our children to Madison School District. From those first 5 children attending, it has now grown to approximately 48 children attending Burton Elementary, Madison Middle School, Madison Jr. High and Madison High School. We as "butte parents" do not just dump our children on the school district and expect the district to do all the educating. We are on the PTO boards, we help in the classrooms with Centers and other

activities and where the teachers need assistance. We help proctor during ISAT testing, we are coaches for soccer, baseball, football, and other sports, we help with Book Fairs, we're classroom Moms, we work in the Library, help with Box Top gathering, we have run and organized Halloween Carnivals, Back to School Nights and many other school activities.

What we are asking for is this: we would like the Menan Buttes to be reinstated into the Madison County School District. We are in Madison County and pay Madison County Taxes. We just want our children to be able to attend the school of their choice and the ones that we are already part of as Madison County. We were told, the day before school started, that our kindergarten children would not be bused for the midday bus due to the fact that the Jefferson School District decided to go to the State and have Madison audited for their transportation services. Thus, Madison lost some amount of funding for transportation, because they were coming onto Jefferson School District areas, so they did not want to send the midday bus to help with budgets. We are nervous about what this could mean for our children's future educational choices. Will we gradually be denied approval for acceptance through the out-of-district forms? Will we eventually lose all transportation services? This is what we want to prevent. We want to attend the schools in the county we belong to and

with all the taxes we pay, we would like to have our children bused to and from school. We would like the school district boundaries to follow county lines. This would affect Madison School District and Jefferson School District. The county lines are very odd. They cut through people's properties, one part of the Twin Butte Road is in Madison and further along, it goes into Jefferson County and then back again into Madison; also one side of the road is Jefferson and the other is Madison along many miles. However the county lines proceed, we will be happy if all of Madison County, in this area, is annexed back into the Madison School District, and are happy to follow the lines as they are. I have signatures of many of the residents in the Butte area who want to join with me in annexing the Buttes into Madison School District. I have checked the voter registration rolls and all persons on this petition are on the voting rolls. The number of children, in Madison County, impacted by this decision is approx. 56. The number of children, in Madison County already attending Madison schools is 39. In addition, there are 9 more children, in Jefferson County, on the Buttes, who are attending Madison Schools. The other children are preschoolers or attending other schools.

I spoke with Representatives Brent Hill and Mack Shirley and explained our desires. They were unaware that the buttes were not in Madison School District and assured me that they are in favor of

reinstating the Buttes back into the Madison School District. Brent Hill has also looked at the Idaho Laws and has found that nowhere in the law does it say that current residents, after being annexed into Madison School District, would have to pay on both Jefferson and Madison school bonds. We would be able to pay on the bond where our children are attending school. Following approve of this petition, within 60 days, there would be an election held by the people living in the affected area and if the vote passes by simple majority, then appropriate changes would be made to the legal boundaries. Madison Superintendent Thomas has told me that he supports the annexation of the Buttes into the Madison School District.

Excision and Annexation of territory

We, as school district electors, residing in Madison County, but being a part of the Jefferson County School District, would like to propose the annexation of the Menan Buttes and residents living along 3600 East, north of the Snake River, into the Madison County School District. We are asking you, as a school board, within 10 days, to transmit this petition, with recommendations, to the state board of education. We would appreciate your approval and agreement to this petition. From the school districts statutory notes, the following items are requested and provided.

1)Petitioners include:

Jason and Jennifer South: 9138 Outlaw Pass, Menan, ID 83434

Doug & Julie Griffith: 9123 Outlaw Pass, Menan, ID 83434

Barry & Elinor South: 3714 South Butte Road, Menan, ID 83434

Daniel & Margo South: 9124 Outlaw Pass, Menan, ID 83434

Duane & Karen Taylor: 9141 Outlaw Pass, Menan, ID 83434

Ed & Arlene Williams: 9286 Outlaw Pass, Menan, ID 83434

Karen & Randy South: 3663 South Butte Road, Menan, ID 83434

Josh and Francie South: 4218 Crossdraw Trail, Menan, ID 83434

Andrew & Courtenay South: 9420 Outlaw Pass, Menan, ID 83434

Nathan & Emily South: 4023 Crossdraw Loop, Menan, ID 83434

Darryl & Cindy Cunningham: 9633 Rustlers Trail, Menan, ID 83434
Skye Cunningham Lowry: 9633 Rustlers Trail, Menan, ID 83434
Ben & Jenny Lindsey: 984 East Butte Rd, Menan, ID 83434
Lorie & Richard Cannon: 1161 East Butte Rd, Menan, ID 83434
Don & Cathy Mickelsen: 1260 Twin Butte Rd, Menan, ID 83434
Jeff & Susan Crandall: 9633 Rustlers Trail, Menan, ID 83434
Gary & Heather Olaveson: 896 Twin Butte Rd, Menan, ID 83434
Rial & Shelley Palmer: 1185 Twin Butte Rd, Menan, ID 83434
Wyn & Laura Schwendiman: 1000 East Butte Rd, Menan, ID 83434
Brent & Elaine Gunderson: 905 Twin Butte Rd, Menan, ID 83434
Windy Melgaard: 9884 Rustlers Trail, Menan, ID 83434
MarcAnna Gohr: 976 Twin Butte Rd. Menan, ID 83434
Matt & Jennifer Beard: 1122 East Butte Rd, Menan, ID 83434
Reed & Lana Hill: 9200 Outlaw Pass, Menan, ID 83434
McKenzie Sonderegger: 905 A Twin Butte Rd, Menan, ID 83434
Sean F. Crandall: 3612 South Butte Rd., Menan, ID 83434
Alysse Griffith: 9141 Outlaw Pass, Menan, ID 83434
Arlin & Marlene Berry: 4085 Ridge Run, Menan, ID 83434
Heather and Gary Olaveson: 896 Twin Butte Rd, Menan, ID 83434
Josh Crandall: 3612 South Butte Rd., Menan, ID 83434
Lorie and Richard Cannon: 1161 East Butte Rd, Menan, ID 83434

2) The legal description of the Buttes is: section 33, 34, 35 of township 6 north range 38 east; sections 2, 3, 4, 9 10, 11, 14, 15, 16, 21,22, 23 (includes the south side of the south butte, the bridge, and the west side property before the river in township 5 north, range 38 east. Road north side of butte, Mickelsen's and over to Wilcox's.)

3) Map provided

4) School Districts from and to which the area is proposed to be excised and annexed: from Jefferson School District to Madison School District.

5) Reasons why the petition is being submitted:

a) We live in Madison County and want to attend Madison County School officially without question; b) we want our taxes going to Madison School District without petitioning from the District to Jefferson School District; c) We want our children to be able to attend Madison County schools and be bussed to and from school; d) We do not want to be worried each year regarding whether or not our children would be accepted into the Madison School District with the Out-of-district paperwork; c) We feel that there is an issue of taxation without representation because we are not allowed to vote on bond issues of the schools our children are attending; d) We want our children attending Madison schools because we feel that the teachers, music programs, curriculum and other areas are excellent.

6)The number of children residing in the area described in the petition: approximately 56 children total. 39 are attending Madison County Schools, 4 are attending Jefferson County Schools, 2 are attending Taylor's Crossing Charter School and 2 are attending Sugar-Salem Jr. High and High School. The other children are infants, toddlers, and preschoolers. There are 9 other children attending Madison Schools who are in Jefferson County that I have not considered as part of the children being affected.

If there are any questions, please feel free to call me. I appreciate your time and all that you do to make our children's educational experience productive, exciting, safe and excellent.

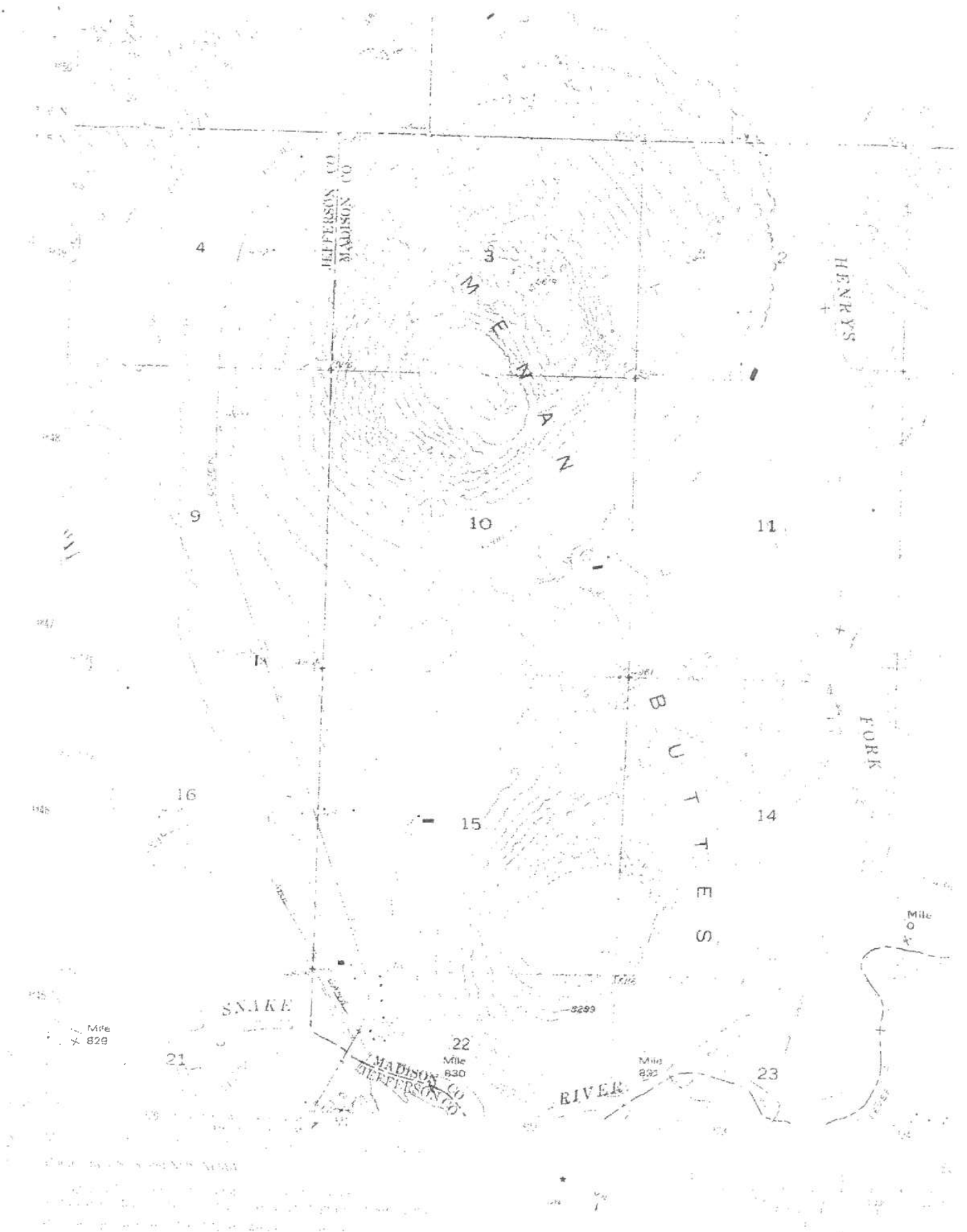
Sincerely,

Jennifer South

208-754-9304 (Home phone)

208-569-5693 (Cell phone)

cc: copy sent to Jefferson School Board



September 14, 2009

To Whom It May Concern:

We, the undersigned residents of Madison County, request reinstatement as members of Madison School District.

Thank you.

Name	Address
Daniel & Margo Smith	9124 Outlaw Pass
Julie A. Hefler	9123 Outlaw Pass
Douglas Griffith	9123 OUTLAW PASS, MENAN
XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX
<i>reinstated on star paper</i>	
Bruce Smith	3714 S Butte Rd
Lana Hill	MENAN ID
MarcAnna Gohr	9200 Outlaw Pass
Courtenay Smith	976 Twin Butte Rd, Menan 83435
Quinn Taylor	9355 Outlaw Pass, Menan 83434
Alyce Griffith	9141 Outlaw pass Menan ID 83434
Archie H. Berce	9123 outLAW pass, Menan ID
Marlene Berry	4085 Ridge Run, Menan ID
	4085 Ridge Run Menan 83434

Petition for Menan Buttes to be incorporated into Madison School
District

Signatures:

- Scott Mink 1172 Twin Butte Rd, Menan, ID 83434
- Camille J. Miller 1172 Twin Butte Rd, Menan, ID 83434
- Karen South 3663 South Butte Rd, Menan, ID 83434
- Ash South 4218 Cross Draw Trail, Menan, ID 83434

- [Signature] 1194 Twin Butte Rd, Menan, ID 83434
- [Signature] 9633 Rustlers Trail, Menan, ID 83434
(Darbye [unclear])

- [Signature] 9633 Rustlers Trail
Menan, ID 83434

- Francis South

- Skye Lowry 9633 Rustlers Trail, Menan, ID 83434

- [Signature] 9400 W Outlaw Pass, Menan, ID 83434

- Ed Williams 9286 W Outlaw Pass, Menan, ID 83434

- Aylene Williams 9286 Outlaw Pass, Menan, ID 83434

- Jenny Luby 984 East Butte Rd, Menan, ID 83434

- [Signature] 3613 E 1176 N Menan, ID 83434

- [Signature] 3613 E 1176 N Menan, ID 83434

- [Signature] 9138 Outlaw Pass Menan, ID 83434

- [Signature] 9138 Outlaw Pass, Menan, ID 83434

(Petition) to have Buttes annexed
into Madison School District

Lorie Ca 1161 East Butte Rd 83434

Alan Hardman 1215 East Butte Rd, 83434

Laura Byrd-Schwardman 1000 East Butte Rd, 83434

Richard P. Cannon 1161 East Butte Rd 83434

Randy Hardman (Randy Hardman) 1215 East Butte Rd 83434

Emily South 4023 Crossdraw Loop, Menan ID 83434

Josh Candall (Josh Candall) 3612 South Butte Rd, 83434

Ernie South 3714 S Butte Rd, Menan ID 83434

Patricia South 4023 Crossdraw Loop, Menan, ID 83434

**Petition to have the Buttes
annexed back into Madison School District**

Rial Palmer
Kelli Smith } 1174 Twin Butte Road (Rial Palmer)
Menan ID 83434

Shelli Palmer 1174 Twin Butte Rd, Menan 83434

Dustie Crandall } 3612 S. Butte Road
Menan ID 83434

Jill Crandall

Kathie Lawson

896 Twin Butte Rd
Menan ID 83434

Jay Lawson

Jennifer Beard 1122 East Butte Rd, Menan 83434

Matt Beard (Matt Beard) 1122 East Butte Rd, 83434

Ben Lindsey 984 East Butte Rd, Menan 83434

Elaine Gunderson 905 Twin Butte Rd, Menan 83434

Brent Gunderson 905 Twin Butte Rd, Menan 83434

McKenzie Sonderegger 905A Twin Butte Rd Menan 83434

Sean F. Crandall

3612 S. Butte Rd. Menan ID. 83434

Karen Taylor

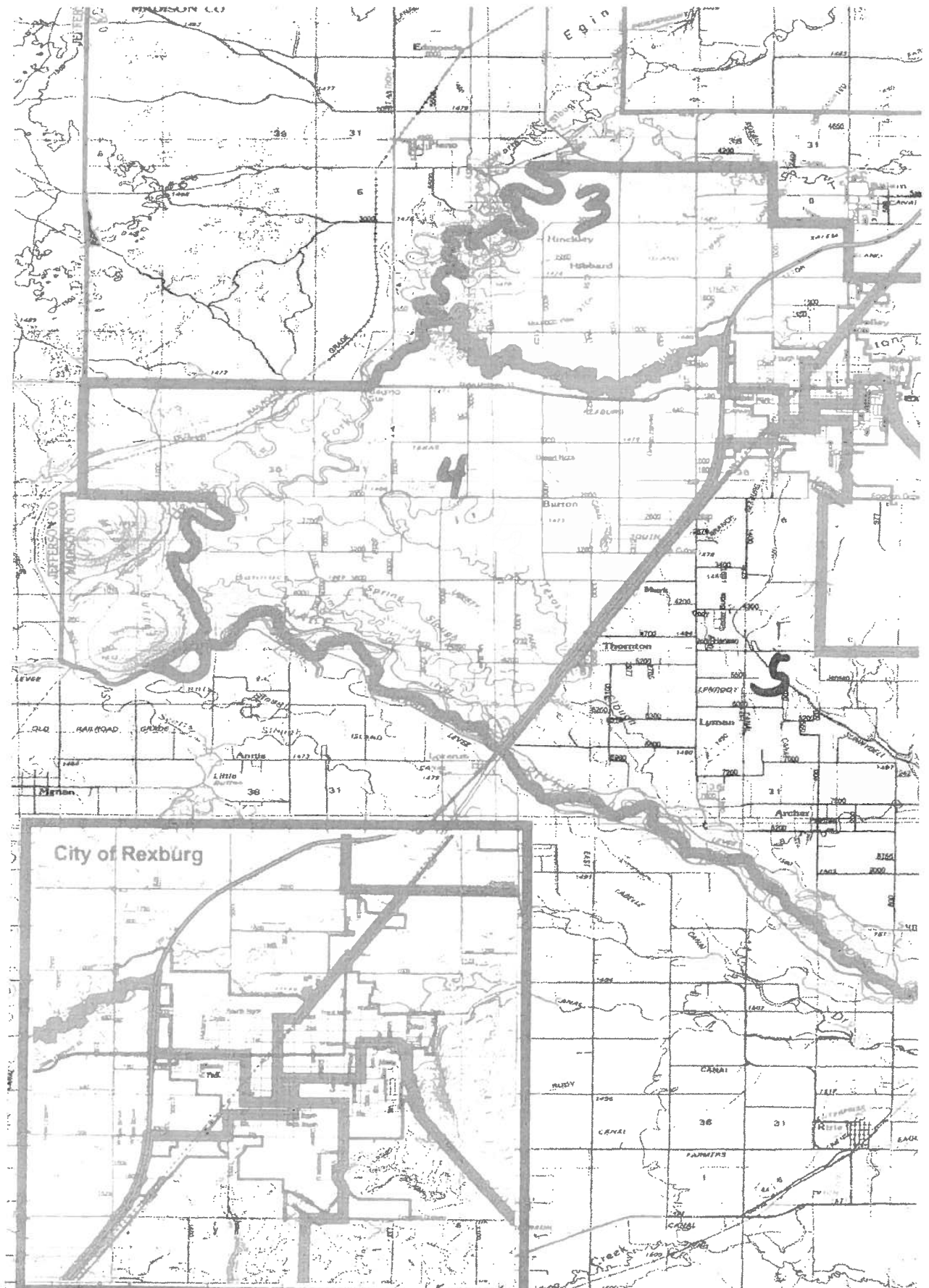
9141 Outlaw Pass Menan, ID. 83434

Elini South

3714 Sout Butte Rd Menan ID 83434

David South

9124 Outlaw Pass Menan, ID 83434





Jefferson Joint School District #251

Every Student Can Learn and Succeed

201 Idaho Avenue
Rigby, Idaho 83442
208-745-6693

RECEIVED

FEB - 1 2010

OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

January 14, 2010

State Board of Education

In response to a petition for de-annexation from a group of patrons in Jefferson Joint School District # 25, the Board of Trustees considered that petition at their regular meeting on January 13, 2010. The following resolution was approved by the Board of Trustees.

"A petition for de-annexation of real property from the Jefferson School District #251 and annexation of the same property into the Madison School District having been signed by more than 1/4 of the school district electors in the affected area and it appearing that the proposed change will not result in the Jefferson School District # 251 having a bonded indebtedness in excess of the statutory limits the District directs that the petition be forwarded to the State Board of Education for review and action. The District notes that it is able and willing to provide educational services to the children in the affected area, although a significant number of such students are currently attending school in the Madison School District pursuant to waivers."

Jefferson Joint School District #251 wishes the State Board of Education be aware that a \$45,000,000 School Construction Bond was recently passed to be used for the construction of a new high school for the entire district. De-annexation of the "Big Buttes" area will cause taxes to increase for the remaining patrons. It has been and continues to be our intent to provide proper educational services to all children involved in this area. We have always provided transportation to the patrons involved and would continue to see that the best education possible would be available to those individuals that reside within the boundaries of our district. The patrons of the area being considered voted in favor of the bond and reemphasize that de-annexation would result in an unreasonable additional tax burden to the remaining patrons of Jefferson Joint School District #251.

Respectfully,

A handwritten signature in cursive script that reads "Ron Tolman".

Ron Tolman, Superintendent
Jefferson Joint School District #251
201 Idaho Avenue
Rigby, ID 83442

WRITTEN MATERIALS RECEIVED BY HEARING
OFFICER BEFORE OR AT HEARING

Madison School Dist. 321 Annexation



Madison School District 321 Annexation Legal Description

Beginning on the SW corner of Sec. 34, Township 6 North, Range 38 East BM; thence West to the NW corner of Section 3, Township 5 North, Range 38 East BM to the Madison-Jefferson County Line; thence South on the Madison-Jefferson County Line approximately 3 1/4 miles, more or less, to the center of the Snake River; thence following the centerline of the meander of the Snake River and the Madison-Jefferson County Line in a Southeast Direction, approximately 2 miles, more or less, to the confluence of the North Fork and South Fork of Snake River approximately 400 feet east of the S 1/4 corner of Section 14, Township 5 North, Range 38 East BM; thence following the centerline of the meander of the North Fork of the Snake River upstream, approximately 3 miles, more or less, to a point approximately 300 feet East of the NE corner of Section 2, Township 5 North, Range 38 East BM; thence West 1 1/2 miles, more or less, to the point of beginning.

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Beginning on the SW corner of Section 34, Township 6 North, Range 38 EBM; thence W to the NW corner of Section 3, Township 5 North, Range 38 EBM to the Madison-Jefferson County Line; thence S on the Madison-Jefferson County Line approximately $3\frac{1}{4}$ miles, more or less, to the Snake River; thence following the center line of the meanderings of the Snake River and the Madison-Jefferson County Line in a SE direction, approximately 2 miles, more or less, to a point where the South Fork of the Snake River meets the North Fork of the Snake River at approximately the ~~SW~~^{SE} corner of the NW $\frac{1}{4}$ of Section ~~45~~⁴⁵, Township 5 North, Range 38 EBM; thence following the centerline of the meanderings of the North Fork of the Snake River upstream, approximately 3 miles, more or less, to the NE corner of Section 2, Township 5 North, Range 38 EBM; thence W $1\frac{1}{2}$ miles, more or less, to the point of beginning.

Assessed Value

L-1

Certificate of County Levies
Madison County

2009

AMENDED 10/23/2009

County Levies	Current Expense	Tort	Bond	Airport	Charity & Indigent	District Court	Fair Operation
	0.002593983	0.000121859	0.000316894	0.000002003	0.000219769	0.000399075	0.000013109
Fair Grounds & Building	Health	Historical Society	Parks & Recreation	Noxious Weeds	Revaluation	Veterans' Memorial	Total
0.000067421	0.000114613	0.000005098	0.000061484	0.000062026	0.000178199	0.000006372	0.004161905

Cities	General Fund	Tort	Library	Street & Oiling	Plant Facilities	Emergency	Total
Rexburg	0.003497451						0.003497451
Sugar City	0.002202660						0.002202660
Schools	Bond	Tort	Bond	Bond			Total
Fremont #215	0.000508593	0.000030818	0.000444026	0.000428044	0.000097363		0.001508844
Jefferson #251		0.000096612	0.003886196		0.000331355	0.000600000	0.004914163
Madison #321	0.002019176	0.000090262	0.000525050	(Bond)	0.001205744	0.000587500	0.004427732
Sugar Salem #322		0.000018385	0.001635023			0.000403709	0.002057117

Ambulance	Maintenance & Operation	Tort	Bond	Override	Total
Madison County	0.000346142				0.000346142

Cemetery	Maintenance & Operation	Tort	Total
Burton	0.000067734		0.000067734
Plano	0.000275926		0.000275926
Rexburg	0.000044671		0.000044671
Sugar City	0.000109240		0.000109240
Sutton	0.000127736		0.000127736
Teton	0.000178193		0.000178193

Rite	Maintenance & Operation	Tort	Bond	Override	Total
Jefferson Central	0.001042456	0.000055315			0.001097771
Madison	0.000871395				0.000871395

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MADISON COUNTY LEVY SHEET 2009

DIST#	NAME	LEVY	DIST#	NAME	LEVY	DIST#	NAME	LEVY
001000		0.014982002	001007		0.014982002	001009		0.014982002
20	COUNTY	0.005535619	40	URA NORTH HWY - 001007	0.014210975	41	URA WASHINGTON - 001009	0.014210975
110	REXBURG	0.003497451	215	SCH DIST 321 2008 BOND	0.000525050	215	SCH DIST 321 2008 BOND	0.000525050
210	SCHOOL DISTRICT #321	0.003902682	711	MADISON LIBRARY 2008 BOND	0.000245977	711	MADISON LIBRARY 2008 BOND	0.000245977
215	SCH DIST 321 2008 BOND	0.000525050						
510	REXBURG CEM	0.000044671						
710	MADISON LIBRARY	0.000537373						
711	MADISON LIBRARY 2008 BOND	0.000245977						
720	MOSQ ABATE	0.000347037						
750	MADISON CO AMB	0.000346142						
001010		0.015005065	001011		0.014982002	001012		0.012018438
20	COUNTY	0.005535619	42	URA DOWNTOWN - 001011	0.014210975	20	COUNTY	0.005535619
110	REXBURG	0.003497451	215	SCH DIST 321 2008 BOND	0.000525050	110	REXBURG	0.003497451
210	SCHOOL DISTRICT #321	0.003902682	711	MADISON LIBRARY 2008 BOND	0.000245977	220	SCHOOL DISTRICT #322	0.002057117
215	SCH DIST 321 2008 BOND	0.000525050				510	REXBURG CEM	0.000044671
530	BURTON CEM	0.000067734				700	SUGAR COM LIB	0.000190401
710	MADISON LIBRARY	0.000537373				720	MOSQ ABATE	0.000347037
711	MADISON LIBRARY 2008 BOND	0.000245977				750	MADISON CO AMB	0.000346142
720	MOSQ ABATE	0.000347037						
750	MADISON CO AMB	0.000346142						
001013		0.012083007	001014		0.014982002	001015		0.015005065
20	COUNTY	0.005535619	44	URA UNIVERSITY BLVD - 001014	0.014210975	45	URA UNIVERSITY BLVD - 001015	0.014234038
110	REXBURG	0.003497451	215	SCH DIST 321 2008 BOND	0.000525050	215	SCH DIST 321 2008 BOND	0.000525050
220	SCHOOL DISTRICT #322	0.002057117	711	MADISON LIBRARY 2008 BOND	0.000245977	711	MADISON LIBRARY 2008 BOND	0.000245977
520	SUGAR CEM	0.000109240						
700	SUGAR COM LIB	0.000190401						
720	MOSQ ABATE	0.000347037						
750	MADISON CO AMB	0.000346142						
002000		0.011659611	002001		0.011659611	003000		0.012445120
20	COUNTY	0.005535619	20	COUNTY	0.005535619	20	COUNTY	0.005535619
120	SUGAR CITY	0.002202660	120	SUGAR CITY	0.002202660	210	SCHOOL DISTRICT #321	0.003902682
220	SCHOOL DISTRICT #322	0.002057117	220	SCHOOL DISTRICT #322	0.002057117	215	SCH DIST 321 2008 BOND	0.000525050
520	SUGAR CEM	0.000109240	520	SUGAR CEM	0.000109240	540	SUTTON CEM	0.000127736
610	MADISON CO FIRE	0.000871395	610	MADISON CO FIRE	0.000871395	610	MADISON CO FIRE	0.000871395
700	SUGAR COM LIB	0.000190401	700	SUGAR COM LIB	0.000190401	710	MADISON LIBRARY	0.000537373
720	MOSQ ABATE	0.000347037	720	MOSQ ABATE	0.000347037	711	MADISON LIBRARY 2008 BOND	0.000245977
750	MADISON CO AMB	0.000346142	750	MADISON CO AMB	0.000346142	720	MOSQ ABATE	0.000347037
						730	FLOOD DIST	0.000006109
						750	MADISON CO AMB	0.000346142
004000		0.012439011	005000		0.013091816	006000		0.012385118
20	COUNTY	0.005535619	20	COUNTY	0.005535619	20	COUNTY	0.005535619
210	SCHOOL DISTRICT #321	0.003902682	240	SCHOOL DISTRICT #251	0.004914163	210	SCHOOL DISTRICT #321	0.003902682
215	SCH DIST 321 2008 BOND	0.000525050	530	BURTON CEM	0.000067734	215	SCH DIST 321 2008 BOND	0.000525050
540	SUTTON CEM	0.000127736	620	CENTRAL FIRE	0.001097771	530	BURTON CEM	0.000067734
610	MADISON CO FIRE	0.000871395	710	MADISON LIBRARY	0.000537373	610	MADISON CO FIRE	0.000871395
710	MADISON LIBRARY	0.000537373	711	MADISON LIBRARY 2008 BOND	0.000245977	710	MADISON LIBRARY	0.000537373
711	MADISON LIBRARY 2008 BOND	0.000245977	720	MOSQ ABATE	0.000347037	711	MADISON LIBRARY 2008 BOND	0.000245977
720	MOSQ ABATE	0.000347037	750	MADISON CO AMB	0.000346142	720	MOSQ ABATE	0.000347037
750	MADISON CO AMB	0.000346142				730	FLOOD DIST	0.000006109
						750	MADISON CO AMB	0.000346142
007000		0.012379009	008000		0.012030227	009000		0.010932456
20	COUNTY	0.005535619	20	COUNTY	0.005535619	20	COUNTY	0.005535619
210	SCHOOL DISTRICT #321	0.003902682	210	SCHOOL DISTRICT #321	0.003902682	210	SCHOOL DISTRICT #321	0.003902682
215	SCH DIST 321 2008 BOND	0.000525050	215	SCH DIST 321 2008 BOND	0.000525050	215	SCH DIST 321 2008 BOND	0.000525050
530	BURTON CEM	0.000067734	550	PLANO CEM	0.000275926	550	PLANO CEM	0.000275926
610	MADISON CO FIRE	0.000871395	620	CENTRAL FIRE	0.001097771	720	MOSQ ABATE	0.000347037
710	MADISON LIBRARY	0.000537373	720	MOSQ ABATE	0.000347037	750	MADISON CO AMB	0.000346142
711	MADISON LIBRARY 2008 BOND	0.000245977	750	MADISON CO AMB	0.000346142			
720	MOSQ ABATE	0.000347037						
750	MADISON CO AMB	0.000346142						
010000		0.012355946	011000		0.012420515	012000		0.009456951
20	COUNTY	0.005535619	20	COUNTY	0.005535619	20	COUNTY	0.005535619
210	SCHOOL DISTRICT #321	0.003902682	210	SCHOOL DISTRICT #321	0.003902682	220	SCHOOL DISTRICT #322	0.002057117
215	SCH DIST 321 2008 BOND	0.000525050	215	SCH DIST 321 2008 BOND	0.000525050	520	SUGAR CEM	0.000109240
510	REXBURG CEM	0.000044671	520	SUGAR CEM	0.000109240	610	MADISON CO FIRE	0.000871395
610	MADISON CO FIRE	0.000871395	610	MADISON CO FIRE	0.000871395	700	SUGAR COM LIB	0.000190401
710	MADISON LIBRARY	0.000537373	710	MADISON LIBRARY	0.000537373	720	MOSQ ABATE	0.000347037
711	MADISON LIBRARY 2008 BOND	0.000245977	711	MADISON LIBRARY 2008 BOND	0.000245977	750	MADISON CO AMB	0.000346142
720	MOSQ ABATE	0.000347037	720	MOSQ ABATE	0.000347037			
750	MADISON CO AMB	0.000346142	750	MADISON CO AMB	0.000346142			



Jefferson Joint School District #251
Every Student Can Learn and Succeed

201 Idaho Avenue
Rigby, Idaho 83442
208-745-6693

Paul B. Rippel, ISBN 2762, Hearing Office
HOPKINS RODEN CROCKETT
HANSEN & HOOPES, PLLC
428 Park Avenue
P.O. Box 51219
Idaho Falls, Idaho 83405-1219

IN RE: PETITION SUBMITTED BY
JENNIFER SOUTH PROPOSING ALTERING
SCHOOL DISTRICT BOUNDARIES OF
MADISON #321 AND JEFFERSON #251—IDAHO
CODE SECTION 33-308 AND IDAPA08.02.01.050

Dear Mr. Rippel,

As the Superintendent of Jefferson School District #251 and at the request of the Board of Trustees for Jefferson School District #251 I submit the following testimony against the change sought by the above petition for the following reasons.

- 1) Granting such petition will create an unnecessary and undue tax hardship on the remaining patrons of Jefferson #251. A substantial general obligation school construction bond of \$45,000,000 was approved by the patrons of Jefferson County School District #251 on October 21, 2009. This bond was passed with over 73 % approval rate and with the assumption that taxes would not need to be increased due to the assessed valuation of District #251. If the petition is granted, over \$10,234,196 of assessed valuation will be removed from the tax rolls of Jefferson County School District #251. The burden for paying those general obligation bonds then becomes greater for the remaining patrons of District #251. That amounts to approximately \$33,000 each year, or approximately \$660,000 over 20 years. District #251 submits that this will be an unnecessary and undue hardship on the other patrons of the school district.
- 2) The granting of such petition would promote inefficiencies in bussing and ultimately cost the State of Idaho more for student transportation. Jefferson County busses are closer to the area in question (approximately 5 miles compared to approximately 15 miles) than Madison County. Regardless, Jefferson County will need to continue to run busses adjacent to and very near the rest of that area in order to serve the Jefferson County students. It is relatively easy for those busses to pick up the students in this area while they are picking up the Jefferson County students. Over time, that additional expense will cost the State and/or Madison County significantly more than it would to have these

STATE DEPARTMENT OF EDUCATION
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students served by busses that are closer to the area in question. At a time when schools are struggling to make ends meet this is an even more important consideration.

- 3) The granting of this petition will have a negative impact on the culture of the school district and the communities involved. For many years the portion of the school district in question has been a part of Jefferson School District #251. The original boundaries were drawn to avoid splitting the greater community of Menan into two parts of separate school districts due to geographic and cultural considerations. This was done to promote greater community identification and unity. The granting of this petition will cause division and disunity among those who live in the community.
- 4) Granting such petition would result in decreased funding for District #251. For each student that now attends District #251 from this area there will be a reduction of approximately \$4900. At a time of decreasing state support of schools this will have a significant impact on the ability of District #251 to continue to deliver the quality education program that is expected by our patrons.
- 5) School District #251 offers a quality education program to the students in the District. Student achievement is comparable to that of District #321. Student performance in District #251 shows a remarkable upward trend in the last five (5) years. The curriculum offered at School District #251 is second to none in Idaho. Extra Curricular offerings and achievement offer some of the best programs in the State of Idaho with numerous award winning achievements in recent years.

For the above five (5) primary reasons, Jefferson School District #251 officially and respectfully registers opposition to the granting of such petition.

While it is true that some parents have taken their children to Madison District, Jefferson School District #251 views those children in this area as their responsibility and is committed to continue to provide a quality education for those students. We are convinced that in the long run it will be in the best interest of all concerned to keep the district boundaries as they are presently constituted.

Respectfully,



Dr. Ron Tolman
Superintendent

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

April 7, 2010

To: Mr. Paul Ripple:

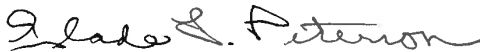
RE: Petition to alter boundaries of School District #251

My name is Dr. Glade Peterson. My family and I have lived in the Jefferson School District #251 for thirty years. Our eight children graduated from Rigby High School and we have been very pleased with their education. I have served on the Board of Trustees for eleven years and am presently serving as Chairman.

As a school district we have faced and overcome many challenges most of which relate to finances. Ours is a district which does not have as substantial a tax base to support education as do our neighbors to the north and south of us. However, through sound financial policies we have, as a board, earned the trust of the patrons of the district. This is evidenced by the passage of our recent general obligation construction bond by 73% of the voters. The bond was approved by a majority of the patrons in all zones of our district including the area involved in this petition. Based on a valuation of the tax base in the district we were able to assure the voters there would be no increase in taxes to them.

Our school board is comprised of seven dedicated individuals from each of the areas of our geographically diverse district. Each holds the trust placed in him or her to the highest esteem and has worked tirelessly to maintain that trust with prudent educational policies and promises. All have sacrificed to achieve a unity in the district so essential for successful education. We oppose the petition for it will transfer tax obligations committed to by the parties involved to the remaining patrons of our district and could very well dismantle some of the unity and trust we have worked so hard to achieve.

Sincerely,



Dr. Glade L. Peterson
Chairman, Board of Trustees
Jefferson School District #251

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

To Whom It May Concern:

April 7, 2010

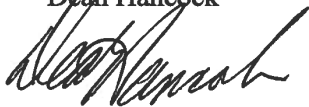
As a member of the School Board of Joint District 251 I am sorry to see people wanting to leave our District. I feel the quality of education offer in our district is great and equal to that of the surrounding districts. Our teachers and staff have the education and well being of the student as a number one priority

The people living in the area that is in question and could be affected by this change will be incurring additional expenses for both districts with the duplication of busing. Our district will continue to provide bus service to the student residing north of the river. Madison will now need to travel 10 to 15 miles each way to provide the same service. In a time of reduced budget and state hold backs this seems unreasonable to me.

As a patron and parent in District 251 may I share these feelings. My wife and I both graduated from District 251 as have our 5 children. All of our children graduated with high honors and have participated in various extra curricular activities including student government. They have all gone on to the college of their choice and have excelled and have been competitive in their chosen educational endeavors. I feel this is in part due to the quality of education they have received in this school district.

The effects of this matter are long lasting and far reaching. It is my hope that the decision reach here to night will be in the best interest of all students and will continue to promote higher educational opportunities in Our Joint School District 251.

Thank you
Dean Hancock



2009 Dollar Certification of Budget Request to Board of County Commissioners L-2

School Districts (the L-2 worksheet and applicable "Voter Approved Fund Tracker" must be attached)

District or Taxing Unit's Name:			Jefferson School District #251			County(ies):		Jefferson-Madison	
Fund	Total Approved Budget*	Cash Forward Balance	Other revenue NOT shown in Column 5	Property Tax Replacement From Line 12 of L-2 Worksheet	Balance to be levied (Col. 2 minus (Col. 3+4+5))	Calculated Levy Rate (County Use Only)	Maximum Levy Rate (County Use Only)		
1	2	3	4	5	6	7	8		
TORT	126,004	—	—	38,534	87,470	.000096612			
BOND	5,670,414	2,151,956	—	—	3,518,458	.003886196			
EMERGENCY	547,305	—	—	—	543,224	.000600000			
PLANT Facility	2,957,287	2,657,287	—	—	300,000	.000331355			
Column Total:	9,301,010	4,809,243	—	38,534	4,453,233	.004914163			

I certify that the amounts shown above accurately reflect the budget being certified in accordance with the provisions of I.C. §63-803.
To the best of my knowledge, this district has established and adopted this budget in accordance with all provisions of Idaho Law.

Signature of District Representative: *Nile H. Hall* Title: *Business Manager* Date: *9-4-09*

JEFFERSON JOINT School DIST 251
NILE H. HALL
201 IDAHO AVE, RIGBY, ID 83442

Please print above: Contact Name and Mailing Address Email Address: *nha11@sd251.org*

Phone Number: (208) 745-6693 Fax Number: (208) 745-0848

For County Clerk Use Only

Use column "C" for computing levies for the following funds that were first certified after December 31, 2007. Or if a existing U/R changes its boundaries and now includes a taxing district which currently has one the listed funds and is new to the U/R due directly to the boundary change.
I.C. §63-1305 Judgments, I.C. §33-802 Judgment Obligation, any Bonds, Plant Facility, and any temporary Override/Supplemental funds.

County	Less U/R Increment	U/R Increment Values		Taxable Value plus Increment		
		(A) Taxable Market Value	(B) Increment w/o Annexation	(C) U/R Annexation Only	(D) = (A+C)	(E) = (A+B+C)
Jefferson	895,283,963				895,283,963	895,283,963
Madison	10,089,286				10,089,286	10,089,286
Total Value:	905,373,249				905,373,249	905,373,249

* NOTE: Do not include revenue allocated to urban renewal agencies.

Revised 4/17/2009 (form 131008)

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

April 7, 2010

To Whom It May Concern:

I would like to voice my support of the excision of the portion of the Menan Buttes that are part of Madison County to become part of Madison School District #321. My husband and I have five children that are currently attending 3 Madison School District schools: Burton Elementary, Madison Middle School and Madison Jr. High. Next year our daughter will be attending Madison High School as a sophomore and we will have 5 children in 4 schools. I grew up in this area. I graduated from Rigby High School. I have no ill feelings toward the Jefferson School District, but as Madison County residents, we feel that we have the right to be able to send our children to Madison County schools. We love the Madison School District. It is a better fit for our children. Music is a big part of our family and the Madison Schools offer opportunities with orchestra, choir, band and other programs that cannot be matched in this area. I have been very involved with the schools by volunteering in the classrooms, being on PTO boards, helping run carnivals and field days, helping in the libraries and being on advisory boards that have allowed me to get to know the school's staff and I cannot say enough good about the teacher's, the librarians, the aids, the Principals, the Superintendent, secretaries, EVERYONE! They have made my children's educational experiences absolutely outstanding. Any time I have observed a problem and made it known, the problem has been resolved. People listen to people and I appreciate this very much! I feel that the teachers are truly valued and their concerns are listened to and addressed or solved. The Principals are extremely involved in the discipline aspect of school and the teacher's feel that support.

We love the values that this town represents and that the schools, through students that care about loyalty and moral correctness, impress upon each other. It's a big deal in Madison to be loyal. It's a big deal in Madison to have school spirit. It's a big deal here to get good grades and it's a big deal to be on the orchestra and to travel and participate in activities that help their talents grow in all areas: including academics, sports and music. I really like the educational programs that Madison School District uses and my children have thrived.

I have no desire to change any boundaries in this area. Jefferson county residents who desire to attend Jefferson School District #251 should be able to attend those schools. I would just like to see Madison County residents, be able to attend the Madison School District schools and be a part of Madison School District #321. I would like my children to be able to be bused to and from school. This is what my taxes go for and I would like my taxes to support the buses my children are riding. The distance from the schools going to Madison County vs. going to Jefferson County schools is approximately 13 miles either way (if going to the high schools). I pay my taxes and I would like the taxes I pay to support the schools that my children attend.

After going to the Madison county auditor's office and speaking with several people there, they helped me obtain a great map that shows the exact area that we are talking about here tonight. I will submit this with this letter. They also developed a better legal description of the area that is being discussed here tonight. It "closes all the corners" and doesn't leave any areas not addressed. I am also including this description with this letter.

According to the IDAPA, regarding altering school district boundaries, section 050...then .04 regarding Market Value, I found that the area under discussion tonight has a market value of \$10,089, 286. All of Jefferson County has a Taxable Market Value of \$895,283,963. This means that this area has a value of \$49,580.54 in tax charges for the schools. Even though to me, these sums are enormous, in the words of the tax auditor, we are just a pittance amount in the school district. Thus Jefferson School district's bonded indebtedness, as far as I can tell, would not be in excess of statutory limits.

Another point that I would like addressed is: our children are attending Madison County Schools, yet because our area was excised into the Jefferson School District, following the Teton Dam Flood, we are unable to vote or help make decisions regarding our children's schools with our vote. We would like our votes to impact the schools our children are already attending.

I feel that we have met the requirements, set forth by the state, to be seriously considered for excision from Jefferson School District #251 and annexed into Madison School District #321. I appreciate your time and willingness to consider this matter. As a Madison county resident, as a Madison County tax payer, as a Madison County Bobcat, we asked to be part of the Madison County School District #321.

Thank you so much!!

A handwritten signature in black ink, appearing to read "Jennifer South". The signature is fluid and cursive, with the first name "Jennifer" written in a larger, more prominent script than the last name "South".

Jennifer South

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

03/29/2010 17:09

52-622-224-2818

DOME GLOBAL MEXICO

PAGE 01

Madison School District Office
290 N. 1st East
Rexburg, Idaho 83440

Attn: Connie


To whom it may concern,

Let it be known that we, Darryl and Cindy Cunningham, of 9633 Rustlers Trail, Menan, Idaho, are in favor of the annexation of the residences and the area of the Menan Buttes into the Madison School District. We will be unable to attend the meeting on April 7th due to the fact that we are temporarily working out of the country. You may contact us anytime at 208-589-3285.

Thank you,



Darryl Cunningham 29 March 2010



Cindy Cunningham 29 March 2010

To whom it may concern:

As Madison county residents we would like to be annexed into the Madison County School district for the following reasons:

- We live in Madison County.
- Our grandchildren go to school in Madison County.
- Many of their friends attend Madison schools.
- We drive to Madison County Schools to vote for all elections, except any thing to do with schools.
- We have no vote at all for any elected officials in Jefferson County.
- In short, we are residents of Madison County, and pay taxes to Madison County, and therefore we feel we are entitled to the same opportunities as other Madison County residents.

Sincerely,

Barry and Elinor South
Madison County Residents

1161 E. Butte Rd 4 Children

Our family moved to this area about 3 years ago from Colorado and when buying our land on the North Butte, we learned that our property was in Madison County. The schools on the MLS were listed as Madison County as well. We took no thought that this could be wrong and proceeded to rent a house in Rexburg for the specific purpose that when our house was finished, our children could at least stay in the same school district when we moved again.

Just before moving into our new home (kids all settled), we were shocked to hear that this was not actually IN the Madison school district and to remain in these schools, we had to apply for a waiver every year. I would be surprised if we were not the only family on that Butte that this has happened to.

We would love to be annexed in to this district. The school bus going into Rexburg is packed every day. It is true that most children in (this area in question) currently attend schools in Madison County. As an outsider with no prior loyalties to either district I have discovered some reasons for the larger draw to Madison schools: *(these are just general observations)*

- #1- class sizes are smaller
- #2- they have an exceptional music department and teachers
- #3- very accommodating and helpful teachers and faculty
- #4- Kindergarten classes have aides and BYU-Idaho sends student helpers in many of the classrooms.
- #5- for us the location of these schools are physically closer to our home than the schools of Jefferson County.

My husband works Rexburg and we do our business there. We also pay taxes to Madison County (w/ the exception of the bond) ~~but feel a bit of~~ *we would love to be able to* ~~"taxation without representation" since we are unable to vote and the~~ *on* ~~bond money which flows into the other district. We would love to have~~ *and* ~~the opportunity to vote on issues that directly affect our children.~~ *our*

For all of these reasons, we are determined to do what it takes to see that our children remain in this school district. Thank you so much for your time and consideration.

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

From: Courtenay South (courtenay.south@gmail.com)
To: crandalls.domicile@yahoo.com;
Date: Wed, April 7, 2010 11:36:08 AM
Cc:
Subject: Madison Annex

My husband Andrew South and I (Courtenay South) live in Madison County and have two children that are currently attending Burton Elementary in the Madison School District. We are very happy with the education that they have received thus far, and look forward to the rest of our children enjoying the same positive experiences. We feel that the teachers, staff, and principle at Burton Elementary are exceptional and truly care about our children's safety, self-esteem and success.

We do the majority of our shopping and other errands in Rexburg which makes it convenient for me to combine trips into town. This convenience is another contributing factor in our decision.

Ultimately we appreciate the State's open enrollment practice and the flexibility to choose education facilities for our children. We think that this policy is good for everyone. Our supporting the position to annex Madison County residents back into the Madison County school system obviously does not jeopardize other's choices, but will allow us to avoid any potential for non-acceptance by Madison County School District each year.

Thank you for your consideration
Andrew and Courtenay South

#58 had going to ✓

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SW 6841

Exterior Accents Chroma

LPV 17

Exuberant Pink

Ext Base

Int Base

Color Accents Ultra-deep

SW 6840

Exterior Accents Chroma

LPV 17

about Madison

LIST OF PERSONS GIVING
ORAL STATEMENTS AT HEARING

THOSE WHO PROVIDED PRIOR NOTICE TO THE HEARING OFFICER OF THEIR
DESIRE TO PRESENT ORAL STATEMENTS

Ron Tolman, Superintendent #251 (allowed to go first to make it back for public budget meeting scheduled to begin at 7:00 p.m.)

Dr. Glade Peterson (Jefferson School Board Member)

Dr. Jeff Thomas

Jennifer South

Lorie Cannon

Dan South

Heather Olaveson

Gary Olaveson

Barry South

Eleanor South

Madison School Board Member (to be announced) - Superintendent and Burton

Elementary Principal spoke

Richard Cannon

Jason South

Susan Crandall (and Jeff)

Nathan & Emily South (written statement to be read by Susan Crandall)

Randy & Karen South

Julie Griffeths cannot be at meeting but will be sending a written statement

Scott Miller

Don Mickelsen

Kathy Mickelsen

Dean Hancock (Jefferson School Board Member)

Don Bingham (Jefferson Curriculum Director – may submit written statement and material through Superintendent Tolman) - bus. Mgr. Hall instead provided budget info.

Others at Hearing: Ward, Miller and Paul, i.e. no one who wished to present an oral statement was denied that opportunity, even if not on the pre-hearing list

STATE DEPARTMENT OF EDUCATION

JUNE 17, 2010

SUBJECT

Direct Math and Direct Writing Assessment Waiver

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03- Section 111, Assessment in the Public Schools

BACKGROUND/DISCUSSION

IDAPA 08.02.01.001, allows the State Board of Education to grant a waiver of any rule not required by state or federal law to any school district upon written request. The State Department of Education is requesting a waiver of the Direct Math (DMA) and Direct Writing Assessments (DWA) under IDAPA 08.02.03.111 for the 2010-2011 school year. The DMA and DWA are annual assessments that have been administered each fall for more than fifteen (15) years. The assessments require Idaho students to demonstrate their knowledge of standards through tasks. Students in fifth, seventh and ninth grades take the DWA. Students in fourth, sixth and eighth grades take the DMA.

The Department is requesting a waiver of the DMA and DWA for two reasons. First, the DWA and DMA cost an estimated \$250,000 a year to administer and score statewide. Second, the Department is looking to move towards a second generation of assessments that are less intrusive and more responsive. The DWA and DMA have served their purpose, and as the state moves toward common core standards and an assessment to measure those standards we will develop a test that incorporates the methods of DMA and DWA.

The scores from these two assessments are not part of No Child Left Behind or the calculation of Adequate Yearly Progress. The State Department of Education will still make assessment prompts for the DWA and DMA available each year to those local school districts and public charter schools that choose to continue using the DWA and DMA to guide instruction. Additionally, the Department plans to promulgate rule this year to permanently discontinue the DMA and DWA.

BOARD ACTION

A motion to approve the request by the Idaho State Department of Education to waive IDAPA 08.02.03.111.07.b for the 2010-2011 school year which requires the State Department of Education to administer the Direct Math and Direct Writing Assessment.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION

JUNE 17, 2010

SUBJECT

Temporary and Proposed Rule Change to IDAPA 08.02.02.016, Rules Governing Uniformity, Idaho Educator Credential

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105, Idaho Code

BACKGROUND/DISCUSSION

The reason for this rule change relates to the 20% collective reduction imposed on the Math Initiative, Idaho Reading Initiative and ISAT Remediation programs for FY 2011. One of the major costs within the Math Initiative is the state's payment for college credits associated with those teachers and administrators who successfully complete the state-required Mathematical Thinking for Instruction course. It would cost the state approximately \$700,000 in FY 2011 to pay for these credits, which would enable them to be reflected on the individual's college transcript. This cost is in addition to the cost of providing the course, which is already paid directly by the Math Initiative.

While there is no recertification requirement that the course be completed for credit (only that it be completed successfully), there is another requirement that teachers and administrators must complete at least three credits, reflected on an official transcript, in order to be recertified. This rule change would allow the Mathematical Thinking for Instruction course to count towards the three credit recertification requirement, regardless of whether the credits appear on an official college transcript. This would enable the teacher or administrator to enjoy all of the benefits of the course, insofar as recertification is concerned, without the state incurring unnecessary costs.

Teachers and administrators who still wish to receive credit on an official college transcript may still do so by paying for the credits themselves.

ATTACHMENTS

Attachment 1 – Temporary and proposed rule change to IDAPA 08.02.02.016Page 3

BOARD ACTION

A motion to approve the temporary and proposed rule change to IDAPA 08.02.02.016, Rules Governing Uniformity, Idaho Educator Credential as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

IDAPA 08.02.02- RULES GOVERNING UNIFORMITY

016. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code)

(3-16-04)

01. Renewal Requirement - Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction" shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of IDAPA 08.02.02.060.03.c. regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the "Mathematical Thinking for Instruction" course in order to recertify:

~~(3-29-10)~~()T

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)

b. Each teacher holding a Standard Elementary Certificate (K-8); (3-29-10)

c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I classrooms; (3-29-10)

d. Each teacher holding a Standard Exceptional Child Certificate (K-12); and (3-29-10)

e. Each school administrator holding an Administrator Certificate (Pre K-12). (3-29-10)

02. Out-of-State Applicants. Out-of-state applicants shall take the state approved mathematics instruction course titled "Mathematical Thinking for Instruction" as a certification requirement. The "Mathematical Thinking for Instruction" course consists of three (3) credits (or forty-five (45) contact hours of in-service training).

(3-29-10)

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STATE DEPARTMENT OF EDUCATION
JUNE 16-17, 2010

SUBJECT

Proposed Rule Clarification to IDAPA 08.02.02.027, Rules Governing Uniformity, Pupil Personnel Services Certificate-School Psychologist Endorsement.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

This rule clarification is in response to the need for a more clearly stated intent of the endorsement language. This endorsement was reviewed and revised by a panel of experts in December of 2007 at which time they recommended that all candidates seeking the School Psychologist Endorsement shall undergo a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist regardless of which of the three optional routes they choose. This recommendation being in-line with current and best practices was approved by the Professional Standards Commission, the State Board of Education, and the Idaho Legislature.

The manner in which the endorsement language is worded, unfortunately, allows for interpretation that only candidates seeking Option C. of the endorsement are required to serve a 1,200 clock-hour internship. All Idaho institutions offering the School Psychologist Endorsement currently require every candidate to serve the 1,200 clock-hour internship in accordance to the endorsement. By making this revision to the endorsement language, the intent of the review panel and current and best practices will be more accurately reflected.

IMPACT

This rule clarification will eliminate possible loop-holes for candidates to circumvent School Psychologist Endorsement program requirements as well as any confusion over intent.

ATTACHMENTS

Attachment 1 – Proposed rule change to IDAPA 08.02.02.027

Page 3

BOARD ACTION

A motion to approve the proposed rule change to IDAPA 08.02.02.027, Rules Governing Uniformity, Pupil Personnel Services Certificate- School Psychologist Endorsement as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
JUNE 16-17, 2010**

IDAPA 08.02.02- RULES GOVERNING UNIFORMITY

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)

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, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (~~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, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (~~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 twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (5-8-09)

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STATE DEPARTMENT OF EDUCATION
JUNE 17, 2009

SUBJECT

Temporary and Proposed Rule Change to IDAPA 08.02.03.112, Rules Governing Thoroughness- Accountability

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 Idaho Code
Idaho Administrative Code, IDAPA 08.02.03- Section 112, Accountability

BACKGROUND/DISCUSSION

Two changes to IDAPA Code 08.02.03.112 and the Accountability Workbook are being proposed.

First, the current graduation rate formula in Idaho is the National Center for Education Statistics (NCES) formula, outlined in the Idaho Accountability Workbook. Idaho's target for the graduation rate is 90%. IDAPA Code currently states that "schools must meet the target or maintain or make progress toward the target each year."

In April 2010, the US Department of Education (USDOE) conducted a peer review of Idaho's graduation rate and target. Review findings indicated that Idaho would be allowed for the 2010-2011 school year to maintain the target of 90%. However, the USDOE clearly stated that Idaho would not be able to allow districts to use the alternate mechanism of "maintaining the target" from their previous year. The USDOE indicated that Idaho must amend its current graduation rules to require a school that did not meet the 90% target to make a "continuous and substantial improvement" from year to year. This continuous and substantial improvement is defined as at least 2%. Therefore, Idaho is changing the IDAPA language (as noted below) to reflect this change, so that schools must increase their graduation rate by at least 2% each year when they do not meet the target of 90%.

Additionally, there is no federal requirement that schools must meet the state graduation target by 2014. The requirement to meet a target by that date is for the proficiency standard. Therefore, that sentence is being removed from the same IDAPA section. The new graduation rate target will be coded into the AYP calculation system, so that AYP results for 2009-2010 will include this change. This change will also be reflected in the Accountability Workbook, section 7.1, page 45.

Second, the USDOE requested during an April 2010 Title 1 monitoring review conducted in Boise that a definition of "New School" be added to the Consolidated State Application Accountability Workbook, which governs Adequate Yearly Progress (AYP) as mandated by the No Child Left Behind program. This program mandates that each school and district receive a designation in participation and proficiency for multiple groups in multiple subjects. In the first year of existence, new schools' baseline status is 'met goal'

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2009

until final AYP assessment results inform an updating of status at the end of the first year. However, certain conditions such as a significant change in student population due to schools being combined, geographic boundaries changing, or successful restructuring sanctioned by the Office of the State Board of Education can result in a school returning to the baseline status accorded new schools. Schools that qualify as “new schools” for the above mentioned reasons can exit school improvement status as they will in essence be “starting over” in meeting AYP requirements. This change will also be reflected in the Accountability Workbook, section 1.2, page 3.

IMPACT

First, the USDOE stated in email correspondence on April 12, 2010, that the potential consequences for not changing the state’s criteria for the graduation rate target could result in restricted eligibility for certain 2011 discretionary grant funds and restricted eligibility for certain flexibility (i.e. waivers) offered in the future. In addition, failure to make this adjustment could prompt mandatory oversight, a memorandum of agreement with the USDOE, or withholding funds.

Applying this change to the 2008-2009 graduation data indicated that 3 schools and 2 districts would have missed the graduation target under these new criteria. These schools or districts would have otherwise made the graduation rate target by maintaining the same target they made the previous year. However, these schools and districts may also have missed an additional target in the AYP formula thus rendering the same AYP status designation. There is no fiscal impact with this change to the IDAPA Code.

Second, the USDOE stated in a monitoring conference in Boise on April 22, 2010, that a definition of “New School” was needed as is stated in section 1.2 c of the Student Achievement and School Accountability Programs (SASA) Monitoring Plan for Formula Grant Programs. The direction states that the “State has a definition of a ‘new’ school with appropriate description of accountability rules that are consistently applied through out the state.”

In addition, inclusion of this definition in the Idaho Code and in the Accountability Workbook will clarify for Idaho schools and districts the specific parameters required for being considered a “new school.” This will help inform local district decision making regarding school consolidation and geographic boundaries and clarify possible ramifications of such actions on AYP status, including school improvement.

ATTACHMENTS

Attachment 1 – Temporary/Proposed rule change to IDAPA 08.02.03.112 Page 5
Attachment 2 – Consolidated State Application Accountability Workbook Page 9

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2009

BOARD ACTION

A motion to approve the temporary and proposed rule change to IDAPA 08.02.03.112, Rules Governing Thoroughness, Accountability as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the changes to the Consolidated State Application Accountability Workbook, section 1.2 and 7.1 to include the definition of “new school” and to reflect that schools must either meet the graduation rate target or make sufficient progress toward the target each year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION
JUNE 17, 2009

IDAPA 08.02.03.112

112. ACCOUNTABILITY.

The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the state of Idaho accountability requirements. (3-20-04)

01. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection 004.05. (4-2-08)

02. IELA Language Proficiency Levels. There are five (5) levels of language proficiency for students testing on the Idaho English Language Assessment: beginning,” advanced beginning, intermediate, early fluent, and fluent. Definitions for these levels of language proficiency are adopted by reference in Subsections 004.02 and 004.04. (4-2-08)

03. Adequate Yearly Progress (AYP). (3-20-04)

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)

b. The State Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school. (11-9-09)T

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-20-04)

04. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)

a. Full Academic Year (continuous enrollment). (3-20-04)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved AYP in proficiency. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. (11-9-09)T

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (4-2-08)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved AYP. (4-2-08)

b. Participation Rate. (3-20-04)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-20-04)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2009

year, the participation rate can be calculated by the most current three (3) year average of participation. (4-6-05)

(2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (11-9-09)T

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)

c. Schools. (3-20-04)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (4-6-05)

iii. A high school is any school that contains grade twelve (12). (3-20-04)

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)

v. A “new school” for purposes of accountability is a wholly new entity receiving AYP determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (6-17-10)T

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)

iv. Limited English Proficient - individuals who score in the low range on the state-approved language proficiency test and meet one of the following criteria: (4-6-05)

(1) Individuals whose native language is a language other than English; or (4-6-05)

(2) Individuals who come from environments where a language other than English is dominant; or (4-6-05)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (4-6-05)

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2009

e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must ~~maintain~~meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. ~~By 2014, the schools/districts must meet the target.~~ ~~(3-20-04)~~(6-17-10)T

f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

05. Annual Measurable Achievement Objectives (AMAOs). Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by the IELA and determined based on three (3) AMAOs: (4-2-08)

a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency; (4-2-08)

b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year; and (4-2-08)

c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT. (4-2-08)

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State of Idaho

Consolidated State Application Accountability Workbook

**For State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**



**Idaho State Board and Department of Education
650 West State Street
Boise, Idaho 83720-0037
Approved in December 2009**

PART I: Summary of Required Elements for the State Accountability Systems

Summary of Implementation Status for Required Elements of

State Accountability Systems

Status	Idaho Statewide Assessment and Accountability Plan Element	Page
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Principle 1: All Schools

F	1.1	Accountability system includes <i>all schools and districts in the state</i> .	1
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .	2
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .	4
F	1.4	Accountability system provides <i>information in a timely manner</i> .	7
F	1.5	Accountability system includes <i>report cards</i> .	8
F	1.6	Accountability system includes <i>rewards and sanctions</i> .	13

Principle 2: All Students

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Principle 3: Method of AYP Determinations

F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .	20
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F	3.2a	Accountability system establishes a <i>starting point</i> .	25
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .	27
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Principle 4: Annual Decisions

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STATUS Legend

F – Final state policy

P – Proposed policy, awaiting Idaho State Board of Education approval

W – Working to formulate policy

Status	State Accountability System Element	Page
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F	5.5 The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.	37
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<u>Principle 9 Plan Validity and Reliability</u>		
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STATUS Legend

F – Final policy

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A. LEGEND

Assessment	Reference to both the Idaho Standards Achievement Tests and the Idaho Alternative Assessment Test
ADA	Average Daily Attendance
AYP	Adequate Yearly Progress
Board	Idaho State Board of Education
ELP	Education Learning Plan (for LEP students)
FERPA	Family Educational Rights and Privacy Act
IDAPA	Rules adopted under the Idaho Administrative Procedures Act; rules are enforceable as law in the state.
Indicators	Assessment, participation rate, graduation rate, proficiency rate, additional academic indicator
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan (for special education students)
ISDE	Idaho State Department of Education
LEA	Local Education Agency (local school district)
LEP	Limited English Proficiency
NCES	National Center for Educational Statistics
NCLB	No Child Left Behind Act of 2001
NWEA	Northwest Evaluation Association
NWREL	Northwest Regional Education Laboratory
Plan	Idaho Statewide Assessment and Accountability Plan
SEA	State Education Agency

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PART II: State Response and activities for Meeting State Accountability System Requirements

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

1.1 How does the State Accountability System include every public school and LEA in the State?

Each Idaho public school and Local Education Agency (LEA) is required to make Adequate Yearly Progress (AYP) and is included in the Idaho Statewide Assessment and Accountability Plan (Plan). The requirement to participate is specified in the Board approved Plan incorporated into Idaho Administrative Code (IDAPA) 08.02.03. AYP determinations for all public schools and districts have been made since summer 2003 based on the spring Idaho Standards Achievement Tests (ISAT) test scores.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula described in Idaho Code §33-1002 and governed by the Idaho State Board of Education described in Idaho Code §33-116. Schools will receive an AYP determination. Programs not accredited will be included with the sponsoring accredited school. For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district or a public charter school designated as an LEA.

The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended the associated feeder school.

Within Idaho there are approximately 51 small schools that do not have a total of 34 students in the tested class levels. For those small schools, the Board and the Idaho State Department of Education (ISDE) will determine AYP using the total subgroup only and averaging the current year's Idaho State Achievement Test (ISAT) test scores plus scores from the previous two years and comparing the results to the current year's scores. The highest score will be used to determine the school's AYP. This approach rewards schools and districts for efforts that result in strong single year achievement gains and minimizes the potential for inaccurately inferring that a school or district has failed to make standards.

Evidence:

Idaho Code §§33-116 and 33-1002

Idaho Administrative Code (IDAPA) 08.02.03

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• **1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?**

The baseline for AYP was calculated using scores from the spring 2003 administration of the ISAT. Achievement tests for reading/language arts and mathematics for grades 4, 8, and 10 were introduced in Spring 2003. Achievement tests for grades 3 and 7 were added in 2004. Tests for grades 5 and 6 followed in 2005. The system of assessment is defined in IDAPA 08.02.03.111, Rules Governing Thoroughness, State Board of Education.

The rule includes the state content assessments in the required subjects, participation rate requirements, a graduation rate for high schools, and a third indicator for elementary and middle schools. Under direction of the Board, ISDE uses the Plan to identify schools in need of improvement. In terms of accountability, the Board-approved Plan leads to AYP determination based on:

- An incremental increase of students in the aggregate and each subgroup scoring at proficiency. Scores from the spring 2003 ISAT test determined the baseline.
- A minimum of ninety-five percent (95%) of all students and each subgroup at the time of test-taking participating in the statewide assessment (ISAT and the Alternate Assessment or a three-year average of rates of participation.)
- A student performance rate for elementary and middle schools determined by the Board that indicates improvement by students over the rate from the preceding year or meeting the annual target on the state language usage test. See Section 7.2.
- The Board has adopted a student graduation rate target of 90% by 2012-13 for high schools with an annual rate improvement from present through 2013.

All Idaho public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula described in Idaho Code §33-1002 and governed by the Idaho State Board of Education (Idaho Code §33-116). For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district or public charter school designated as an LEA.

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The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school.

A “new school” for purposes of accountability is a wholly new entity receiving AYP determinations for the first time, or a school with a significant student population change of 35% or more as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education.

All students with disabilities in Idaho public schools as defined under Section 602(3) of the Individuals with Disabilities Education Act (IDEA) will participate in the Plan. The Individualized Education Program (IEP) team will determine how students with disabilities will participate in the Plan. The Idaho Alternate Assessment yields reading and mathematics assessment results for inclusion in AYP determination.

Students’ scores from the Idaho Alternate Assessment are aggregated with those from the ISAT for all students and each subgroup. See Section 5.3 for a description of the process that was developed to aggregate the scores from the Idaho Alternate Assessment with those from the ISAT for the school, LEA, and state results.

Idaho has identified four performance levels (See Section 1.3) for the ISAT. ISAT is comprised of custom-developed, computer-adaptive assessments that include multiple measures in the areas of reading and mathematics. The ISAT tests were first administered in grades 4, 8, and 10 in 2003. By the 2004-2005 school year Idaho was testing in grades 3 through 8 and in grade 10. For purposes of determining AYP, only the grade-level tests are used.

All of the required subgroups, including students with disabilities and LEP students, who are enrolled in a public school for a full academic year will be included in the performance measures that determine AYP status of schools. LEP students who are enrolled in their first 12 months of school in the United States may take the English Proficiency test in lieu of the reading/language arts ISAT but will be required to take the math, and science in grades offered, ISAT with accommodations or adaptations as determined by their English Learning Plan (ELP). These students are included in the participation rates but not in the proficiency calculations for their first administration of the ISAT as allowed by federal flexibility.

Evidence:

Idaho Code §§33-116 and 33-1002

IDAPA 08.02.03

Board action, June 17, 2010

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1.3 Does the State have, at a minimum, a definition of *basic, proficient, and advanced* student achievement levels in reading/language arts and mathematics?

(a) Idaho has defined four levels of student achievement for the ISAT: Advanced, Proficient**, Basic, and Below Basic. A general description of each of the levels is listed below:

- **Advanced** Student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his/her current educational level.
- **Proficient** Student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently on all major concepts and skills at his/her educational level.
- **Basic** Student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without significant errors.
- **Below Basic** Student demonstrates a significant lack of knowledge and skills and is unable to complete basic skills or knowledge sets without significant remediation.

All of the ISAT assessments are aligned to the content standards for the content standards in reading, mathematics, and science performance level descriptors by subject by grade have been developed to describe what students know and are able to do at each of the four proficiency levels in each subject in each grade. Reading and mathematics tests are given in grades 3-8 and 10. Science is tested in grades 5, 7, and 10. The science test was piloted in 2005 and 2006; the test was delivered in 2007, and cut scores were set based on that administration. The science test is fully a part of the ISAT for 2007 going forward, but science scores are not a factor in AYP determinations.

Achievement standards (cut scores) for each performance level at each grade level have been set and approved by the Board. These scores are applied uniformly for all students in all public schools. Complete language of the performance level descriptors can be found at <http://www.sde.idaho.gov/site/assessment/ISAT/achievement.htm>.

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Approved by the State Board of Education May 30, 2007

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Reading								
Advanced	208 and up	214 and up	219 and up	223 and up	227 and up	229 and up	232 and up	235 and up
Proficient	192-207	198-213	204-218	208-222	212-226	214-228	217-231	220-234
Basic	187-191	193-197	197-203	201-207	204-211	207-213	209-216	211-219
Below Basic	186 and below	192 and below	196 and below	200 and below	203 and below	206 and below	208 and below	210 and below
Math								
Advanced	204 and up	216 and up	224 and up	231 and up	237 and up	243 and up	247 and up	251 and up
Proficient	190-203	201-215	211-223	218-230	223-236	229-242	233-246	238-250
Basic	181-189	193-200	202-210	209-217	215-222	220-228	226-232	230-237
Below Basic	180 and below	192 and below	201 and below	208 and below	214 and below	219 and below	225 and below	229 and below
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Language Usage								
Advanced	207 and up	216 and up	222 and up	227 and up	232 and up	236 and up	239 and up	242 and up
Proficient	196-206	203-215	209-221	214-226	218-231	221-235	224-238	226-241
Basic	188-195	195-202	201-208	206-213	209-217	213-220	216-223	218-225
Below Basic	187 and below	194 and below	200 and below	205 and below	208 and below	212 and below	215 and below	217 and below
Science								
Advanced			216 and up		219 and up			230 and up
Proficient			206-215		213-218			219-229
Basic			194-205		206-212			213-218
Below Basic			193 and below		205 and below			212 and below

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****Idaho has set the proficient level to meet the proficient level specified in *No Child Left Behind*.**

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Evidence:

Idaho State Board of Education action May 2007
IDAPA 08.02.03.111

Board action, December 10, 2009

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1.4 How does the State provide accountability and adequate yearly decisions and information in a timely manner?

Idaho will provide decisions about AYP in time for LEAs to implement the required provisions of *No Child Left Behind* before the beginning of the subsequent academic year.

For the purpose of determining AYP, the State Board will ensure that results of the state academic assessment will be available to the LEAs in a timely manner. (See Chart 1)

Chart 1. Timeline

Timeline	Activity
Mid-April to Mid-May Test Administration Window (annually)	Statewide assessment administration
Throughout the testing window (annually)	Collection of information on students enrolled for full academic year
Approximately one month from Assessment Administration	Assessment vendor required to provide assessment results to the Board
June (annually)	Schools receive aggregate assessment results
Late June-early July (annually)	Schools are notified of preliminary AYP status
14 days prior to the first day of school	LEA notification to parents regarding school choice and supplemental services
No later than thirty days after preliminary identification of schools/LEAs not meeting AYP (annually)	School/LEA appeals process ends Challenged agency renders final determination in response to appeal

AYP determinations are final at the close of the appeals window. When schools and districts receive preliminary determinations and make the decision they will not be challenging the determination, they then know what the final determination will be and can immediately prepare and issue the required notifications.

Evidence:

IDAPA 08.02.03.112

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1.5 Does the Idaho State Accountability System produce an annual State Report Card?

Yes. The Idaho State Department of Education produces an annual School Report Card that includes the required state information and also information on every LEA and school. LEAs are required to disseminate LEA - and school-level report cards.

The state releases accountability reports, assessment data, graduation, and other information as it becomes available for the state, districts, and schools.

The State and LEA School Report Cards include the required assessment, accountability, and teacher quality data as outlined below:

Assessment Data

The State School Report Card includes detailed assessment reports for the state, all LEAs, and all schools from the Idaho Standards Achievement Tests (ISAT) in reading, math, and language taken by students each spring.

The state phased in its assessments required under the Elementary and Secondary Education Act (ESEA) over a three year period. The 2004-05 Report Cards includes the full range of assessments in grades 3-8 and 10th grade. The 2008-09 Report Card includes results from the science assessment.

The assessment reports are different from the accountability reports in several ways:

1. The minimum “n” for reporting results is 10 for all students and subgroups.
2. The reports are by grade level.
3. The reports include all students tested, not just those enrolled for a full academic year.

For each grade and subject tested, the State School Report Card includes --

1. Information on the percentage of students tested. This information is disaggregated by the following subgroups:

All Students
Major Racial & Ethnic groups
Students with Disabilities
Limited English Proficient
Economically Disadvantaged
Migrant
Gender

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2. Information on student achievement at each proficiency level. In Idaho, the proficiency levels are: advanced, proficient, basic, below basic; the data is disaggregated by the following subgroups:

- All Students
- Major Racial & Ethnic groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- Migrant
- Gender

3. The assessment data include the most recent 2-year trend data in student achievement for each subject and for each grade it is available.

II. Accountability Data

The state Report Card includes required accountability data for the state, its LEAs, and all schools, including a comparison between student achievement levels and the state's annual measurable objectives in reading and math, and data on student performance on the state's additional academic indicators used in making adequate yearly progress (AYP) determinations, and information on districts and schools making AYP.

Specifically, the State Report Card includes:

1. A comparison between the actual achievement levels and the State's annual measurable objectives in reading and mathematics for the following subgroups:

- All Students
- Major Racial & Ethnic Groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged

2. A comparison between the actual participation rate and the State's annual measurable objective of 95 percent tested for the following subgroups:

- All Students
- Major Racial & Ethnic Groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged

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3. Information on the third academic indicator used by the State for AYP determinations. (See Sections 7.1 and 7.2 for descriptions.) The information is disaggregated for the following groups:

All Students
Major Racial & Ethnic Groups
Students with Disabilities
Limited English Proficient
Economically Disadvantaged

The state reports aggregate graduation and drop out rates for the State, its LEAs that graduate students, and all high schools. Beginning with the 2006-2007 school year the department reports disaggregated information for the following groups:

All Students
Major Racial & Ethnic Groups
Students with Disabilities
Limited English Proficient
Economically Disadvantaged

4. The State Report Card also includes the following accountability information:
- Adequate Yearly Progress determinations for each LEA and school.
 - A list of schools identified for improvement and the sanctions each faces
 - A list of LEAs identified for improvement and the sanctions each faces
5. The state Report Card goes beyond the federal requirements and includes important student safety information for the state, its LEAs and all schools. Those indicators include the number of incidents of:
- Substance (Tobacco, Alcohol, Other Drugs) Distribution, Use, and Possession on campuses
 - In-School and Out-of-School Suspensions
 - Truancies, Expulsions, and Fights on campuses
 - Insubordination, Harassment, Bullying, and Vandalism on campuses
 - Weapons, and non-firearm weapons on campuses
 - Data on violent crimes that committed on their campuses used to identify “persistently dangerous” schools.

III. Teacher Quality Data

The Idaho State Report Card includes Teacher Quality Data in three areas:

1. The professional qualifications of all public elementary and secondary school teachers in the State, as defined by the State;
2. The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials; and

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3. The percentage of classes in the State taught by highly qualified teachers (as the term is defined in Section 9101(23) of the ESEA), percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Dissemination

<https://www.sde.idaho.gov/reportcard/>

State dissemination

The ISDE produces its State School Report Card as an interactive web-based version, which is posted on the ISDE website. Results from the National Assessment of Educational Progress (NAEP) are reported to reflect results from Idaho participation in NAEP administrations.

The State School Report Card web version is available in Spanish.

LEA dissemination

The ISDE publishes web-based Report Cards for each LEA and every school.

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Evidence: The Idaho State Report Card with accountability and assessment information for the state, its LEAs, and all schools is available at <https://www.sde.idaho.gov/reportcard/>.

Board action, December 10, 2009

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1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?

Idaho developed annual measurable objectives determined by the computations for AYP during the transition period of 2002-03. Beginning in 2002-2003, Idaho administered the ISAT assessments to determine AYP for Idaho school systems. The system of assessment is defined in IDAPA 08.02.03.111, Rules Governing Thoroughness, State Board of Education.

Idaho's current Statewide Assessment and Accountability Plan is reflected in a state accountability system that includes rewards and sanctions for public schools and LEAs. The Board approved the plan in 2003 and the State Legislature approved it in 2004. The plan prescribes consequences for schools/LEAs that do not meet accreditation standards. These consequences range from development of a School Improvement Plan to possible state takeover of the school or LEA. In addition, all Idaho Title I public schools and Idaho Title 1 districts are subject to the requirements of Section 1116 of NCLB. (See Chart 2: Idaho School and LEA Sanctions)

All Idaho schools will follow the State Department of Education Procedures for School Improvement.

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Chart 2: Idaho School and LEA Sanctions

Not Meeting AYP	Schools	LEAs
Year 1 & 2	Identified as not achieving AYP	Identified as not achieving AYP
Year 3	School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Develop and Implement an Intervention School Improvement Plan • Supplemental Services for eligible students in reading and math if choice not available 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Develop and implement an Intervention Improvement Plan
Year 4	School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Supplemental Services • Implement Intervention School Improvement Plan 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement the Intervention Improvement Plan
Year 5	Corrective Action <ul style="list-style-type: none"> • Choice • Supplemental Services • Technical Assistance from LEA • Implement Corrective Action 	<ul style="list-style-type: none"> • Corrective Action • Technical Assistance from SDE • Implement Corrective Action
Year 6	School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Develop a Restructuring Plan 	Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement Corrective Action
Year 7	School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Implement Alternative Governance 	

Title I schools and non- Title I schools are served under the Idaho State Department of Education Procedures for Schools in Improvement. (Appendix A) The plan requires a differentiated level of participation based on the year. The plan requires that schools offer tutoring services to student in underperforming subpopulations, school improvement planning and implementation, participation in SDE training and professional development and reporting.

Note: For non-Title 1 schools identified for School Improvement (year 3, 4, 5, 6 & 7), see page 11 of Appendix A for alternate options for offering Supplemental Services.

Rewards

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Distinguished Schools. The State Board of Education may recognize as “Distinguished Schools,” the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02 and significantly reducing the gaps between subgroups listed in Subsection 112.03.d.

Additional Yearly Growth (AYG) Award. Schools demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) will be considered to have achieved AYG. The school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award.

EVIDENCE:

IDAPA 08.02.03, Section 113

Board action, revised January 2008

Idaho Request for Proposal for Supplemental Services Providers

State of Idaho - Approved List of Supplemental Services Providers

State Board approved Accountability Procedures

PRINCIPLE 2. All students are included in the State Accountability System.**2.1 How does the State Accountability System include all students in the State?**

All Idaho public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination using data collected through the test enrollment process by the technical vendor overseen by ISBE.

The state contractor will use a web-based data collection system to collect data for all subpopulations included in NCLB requirements. This data will be included in reports prepared by the current vendor, Data Recognition Corporation, and the Bureau of Technology Services, to create reports for the schools, LEAs, and state for AYP determination.

For the purpose of determining AYP, Idaho public schools are defined as those elementary and secondary schools established and maintained at public expense through the total basic foundation program/state aid formula outlined in Idaho Code §33-1002 and governed by the Idaho State Board of Education (Idaho Code §33-116). For the purposes of AYP determination, an elementary school is one that has a grade configuration that may include grades K-4 but does not contain grade 8 or higher. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade 12. A high school is any school that contains grade 12. The LEA is defined as the local school district or a public charter school designated as an LEA.

The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended the associated feeder school.

All Idaho school students with disabilities as defined under section 602(3) of the Individuals with Disabilities Education Act (IDEA) amendments of 1997 and Board policy will participate in the Plan. The Individualized Education Program (IEP) team will determine how students with disabilities will participate in the Plan (i.e., ISAT or Idaho Alternate Assessment Program) as defined in Board policy. For testing purposes, those students who have been exited from a special education program will be coded SPEX1 and SPEX2 for first and second year of exited status. The Idaho Alternate Assessment will yield reading and mathematics assessment results for inclusion in AYP determination.

Idaho's assessment window includes five calendar weeks. The first four weeks of the testing window are considered the test administration window and the fifth week is considered the make-up window.

All LEP students in Idaho public schools are required to participate in the Plan. LEP, when used with reference to individuals, denotes:

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- Individuals whose native language is a language other than English.
- Individuals who come from environments where a language other than English is dominant.
- Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.

For accountability purposes, all LEP students are included. LEP students, who receive a score in the low range on the State Board of Education approved language acquisition proficiency test and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. For AYP purposes students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. However, exited LEP students are not included in the LEP subgroup ~~when~~ unless the number of LEP students in the subgroup already meets the minimum “n” size of 34. For testing purposes, exited LEP students will be coded LEPX1 and LEPX2 for first and second year of exited and monitored status. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take the English Proficiency test in lieu of the reading/language usage ISAT but will still be required to take the math, and science in grades offered, ISAT with accommodations or adaptations as determined by the ELP and language proficiency score. Their participation will count positively in the 95% participation requirement for both the reading and math assessment. However, neither the math nor reading scores will be counted in the proficiency calculations. For testing purposes, first year LEP students will be coded as LEP1.

All of the required subgroups, including students with disabilities and LEP students within the flexibility parameters allowed by the US Education Department, who are enrolled in an Idaho public school for a full academic year, will be included in the performance level measures that determine AYP and accountability status of schools.

Evidence:

Idaho Code §§33-116 and 33-1002

IDAPA 08.02.03

Board action, December 10, 2009

2.2 How does the State define “full academic year” for identifying students in AYP decisions?

As defined in Board Rule, the following students are to be included in the Plan through the completion of a full academic year.

a. For inclusion in AYP determination

A student is continuously enrolled if s/he has not transferred or dropped-out or been expelled from a public school. Students who are serving suspensions are still considered to be enrolled students. Expulsion policies in Idaho are used at the district level; students expelled at one school do not typically re-enroll at another school within the same district. A student who is enrolled continuously in the LEA from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included when determining if the LEA has achieved AYP. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period, excluding the make up portion of the test window, will be included when determining if the state has achieved AYP.

Evidence:

IDAPA 08.02.03, Section 112.03
Board action December 10, 2009

2.3 How does the State determine which students have attended the same public school and/or LEA for a full academic year?

The following definition of students to be included in the Plan through the completion of a full academic year has been developed by a statewide citizen committee appointed by the Board and will be included in the Plan.

b. For inclusion in AYP determination

All of the following student subgroups are held accountable to the AYP indicators:

- A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she has not transferred or dropped-out or been expelled from a public school. Students who are serving suspensions are still considered to be enrolled students.
- A student who is enrolled continuously in the LEA from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included in the calculation to determine if the LEA achieved AYP.
- A student who is enrolled continuously in the state from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the spring testing administration period will be included in the calculation to determine if the state achieved AYP.

Evidence:

IDAPA 08.02.03

Board action, December 10, 2009

PRINCIPLE 3. State definition of Adequate Yearly Progress (AYP) is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading and mathematics by no later than 2013-2014.

3.1 How does the state's definition of AYP require all students to be proficient in reading and mathematics by the 2013-2014 school year?

Idaho's definition of AYP requires all students to be proficient in reading and mathematics by the end of the 2013-2014 school year. It also requires all students and each subgroup to be held accountable to meet all of the academic indicators used to measure AYP (percent proficient in reading and mathematics; percent of participation in the assessments). Graduation rate for secondary schools and an additional academic indicator for elementary and middle schools will also be used to determine if a school has made AYP. See Chart 3 for 2007-2008 disaggregation of high school graduation rate that will be available for use in safe harbor calculations.

High school students take the ISAT in grade 10. The online test is presented multiple times each year for the purpose of meeting the graduation requirements. If a student meets the proficiency requirement in an administration prior to the spring assessment, that student will be counted as meeting standard for purposes of calculating AYP. Idaho will include retesting 11th grade students in 2009 and 11th and 12th grade student retesters in 2010 for high school proficiency calculations for AYP.

Idaho's Technical Advisory Committee recommended a validation of the Achievement Standards and Proficiency Level Descriptors (PLDs) after the 2007 ISAT was operational in 2007. The PLDs were reviewed and revised by 25-30 teachers per content area in March 2007. Academic Achievement Standards were validated using the Modified Bookmarking method immediately following the first administration of the ISAT (May 2007) after changing vendors in 2006. Statewide teams of 25-30 teachers in each content area reviewed student achievement using ordered item booklets and PLDs.

Idaho PLDs define proficiency in terms of general understanding of grade level content and skills. Students at the Basic level are expected to demonstrate limited (partial) proficiency of grade level content and skills. The lower end scale scores for basic leave a wide range for the Below Basic category.

Applying a weighted average value to Basic scale scores will support the PLDs and give partial credit for student achievement. Idaho Standard Achievement Tests scale scores are set on a vertical scale of 0 – 300. Idaho chose to keep the same scale when the test was revised in 2007 to maintain continuity for schools and districts data files. Student achievement in every grade level ranges from 160-300, further compressing the spread of students' scale scores. This issue does not allow breaking Basic proficiency band without jeopardizing the validity when some bands are as narrow as five scale score points with a standard error of three.

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Reviewing Idaho student data from 2008 administration and the range of scale scores for each proficiency band, we have adapted the weighted model to create an equitable and fair assignment of partial credit.

Table I: Weighted Average in Proficiency Bands

Proficiency Level		Index Points
Level 1: Below Basic	1	0
Level 2: Basic	2	50
Level 3: Proficient Level 4: Advanced		100

Table I.a: AYP Calculation Table by Weighted Average in Proficiency Bands

Idaho Adequate Yearly Progress - Status			District:				
School Index Report			School: ELEMENTARY				
			School ID:				
			Grade:				
Performance Index Points Earned							
Group	N - (Total Number of Students in this group) NOTE: AYP proficiency not determined with 33 or less students	Below Basic Level 1 Number of Students Scoring at Scaled Score Range 1	Basic Level 2 Number of Students Scoring at Scaled Score Range 2	Proficient Level 3 Number of Students Scoring at Scaled Score Range 3	Advanced Level 4 Number of Students Scoring at Scaled Score Range 4	Calculation	
		$n1 \times 0 +$	$n2 \times 50 +$	$n3 \times 100 +$	$n4 \times 100 =$	Sum of totals Across row	Group Performance Index Score
						Sum	Divide Sum by N count Rounded to Tenth

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All subgroups will be held accountable for the academic indicators of reading and mathematics participation rate. Disaggregation of the graduation rate for 2006-2007 will be available for AYP determination in the 2007-2008 school year.

In the 2009 amendment to the Accountability Workbook, Idaho used spring 2007-2008 ISAT scores as the baseline for calculating the weighted average index model for AYP determinations. A timeline was established for public schools to reach the goal of 100% of students proficient in reading and mathematics by the end of the 2013-14 school year. Annual intermediate goals were established beginning in the 2008–09 school year with subsequent goals in 2010-11, 2012-13 and 2013-14 to assure increases in the percent of students proficient in reading and mathematics.

Table II: Percent "Proficient or Higher" Required to Meet AYP
Idaho Partial Proficiency Weighted Model

	2008-09 2009-10	2009-10 2010-11 2011-12	2011-12 2012-13	2013-14
Reading	85.6	90.4	95.2	100
Mathematics	83.0	88.7	94.3	100
Language Arts	75.1	83.4	91.7	100

Table II displays the Annual Measurable Objectives that plot growth toward 100% by 2014. This table replaces the previous version that was based on a status model that did not award partial proficiency for students scoring in the Basic range on the Idaho Achievement Standards.

GROWTH OBJECTIVE ("Safe Harbor" Provision)

If any student subgroups do not meet or exceed the Idaho's annual measurable objectives, the public school or LEA may be considered to have achieved AYP if the percent of students in the non-proficient subgroup:

1. Decreased by 10% from the preceding school year on the reading and mathematics indicators, as applicable,
2. Made progress on one or more of the other indicators, or is at/above the target goal for that indicator, and
3. Attained a 95% participation rate

EVIDENCE:

Board action August 2006

Board Information February 28, 2008

Board action, December 10, 2009

3.2 How does the State Accountability System determine whether each student subgroup, public school, and LEA achieves AYP?

The Plan bases the annual determination of whether each subgroup, public school, and LEA achieves AYP on the achievement of all students, including the following subgroups:

1. Economically disadvantaged
2. Racial/ethnic
3. Students with disabilities
4. Limited English Proficient

Idaho's AYP calculation also incorporates additional academic indicators of graduation rate (for secondary schools) and language usage for elementary and middle schools beginning in the 2004-2005 school year. Use of the third indicator is described in Section 7.2. Disaggregation of the 2006-2007 graduation rate will be available for AYP determinations in 2007-2008. (See Chart 3.)

(NOTE: For accountability purposes, the requirement to disaggregate graduation rate and growth index data into the subgroups is effective on when the public school or LEA must use the "Safe Harbor" provision to achieve AYP.)

Idaho will use a decreasing trend calculation under the "Safe Harbor" provision to identify schools that failed to achieve AYP by the method outlined in Chart 3. An Idaho public school or LEA may be considered to have achieved AYP if the percent of students in the non-proficient subgroup:

- Part 1: Decreased by 10% from the preceding school year,
- Part 2: Made progress on the additional academic indicators, or is at/above the target for that academic indicator, and
- Part 3: Attained a 95% participation rate

An LEA is identified for improvement when it misses AYP in the same subject and same grade span for two consecutive years, or misses the other academic indicator in the same grade span for two consecutive years.

Beginning in 2002-2003 Idaho introduced the ISAT in grades 4, 8, and 10. With this phased-in introduction, many subgroups did not appear to have missed a target in reading or math because there were less than 34 students (see section 5.5). With the introduction of more grades, more subgroups now have 34 or more students. To avoid the over-identification of schools and districts in "need of improvement," Idaho will apply safe harbor (the reduction of not proficient students by 10%) to subgroups' results from 2003 even when the "n" is less than 34.

- The safe harbor formula used is
-

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% of not proficient students, year 1 - % of not proficient students, year 2
% of not proficient students, year 1

- Idaho will use the % of not proficient students in year 1 even when “n” is less than 34
- The “n” for year 2 data must be equal to or greater than 34

Completion of the introduction of the ISAT in grades 3-8 and 10 significantly reduced the use of data from groups less than 34 to apply Part 1 of safe harbor.

Chart 3. “Safe Harbor” Provision for AYP Determination with Accountability

Subgroups and Indicators

	Academic Indicators		Participation Rate		Graduation / Additional Academic Indicator*
	Reading % Meeting Standard	Mathematics % Meeting Standard	Reading	Mathematics	
	Decrease by 10% that percent of students not proficient from the preceding year in the school	Decrease by 10% that percent of students not proficient from the preceding year in the school	Attained a 95% Participation Rate	Attained a 95% Participation Rate	Meets or shows progress toward this indicator by that sub- group
All Students					
Economically Disadvantaged					
American Indian/Alaskan Native					
Asian					
Black/African American					
Native Hawaiian/Other Pacific Islander					
White					
Hispanic or Latino Ethnicity					
Students with Disabilities					
LEP Students					

- * The requirement to disaggregate graduation rate and additional academic indicator data into the subgroups for accountability is effective only when the public school and LEA must use the “Safe Harbor” provision to achieve AYP.

The state contractor, now Data Recognition Corporation, will employ its current web-based system to collect and report data for all subgroups.

Evidence:

Board action August 15, 2003

IDAPA 08.02.03, §114.07

Board action, December 10, 2009

3.2a What is the State's starting point for calculating Adequate Yearly Progress?

In 2009, Idaho amended the accountability workbook to implement an indexing model requiring recalculation of the starting point. Idaho used student scores from the Spring 2007-2008 school year ISAT test for the starting point to calculate AYP. Based on those scores, Idaho set separate starting points for reading and mathematics for public schools with the goal of having a common starting point statewide for all public schools with similar grade configurations based on the ISAT. These averages were used to determine intermediate goals and annual measurable objectives.

The vendor assigns proficiency levels based on achievement standards approved by the State Board (see section 1.3). The State Board contracts with the vendor to report proficiency levels on individual student, school, district, and state reports.

(1) Calculating the Starting Point for AYP

Because it provided the higher starting point of two options, the following method was used for establishing the starting point for AYP.

- Rank all Idaho public schools in order according to the percent of students who scored at the proficient level or above in reading in Spring 2008. The same process was used to calculate the starting point for mathematics. (In Steps 1 through 5, references are made to Chart 4, Example A, found on the following page.)
 1. In a chart similar to Example A, record the total students in the enrollment records for each school after they have been ordered based on the percent of students who scored at the proficient level or above.
 2. Beginning with the school with the smallest percent of proficient students in reading, calculate the cumulative enrollment. Referring to Example A, the cumulative enrollment for School X is 397 {200 (School Z) + 65 (School Y) + 132 (School X)}.
 3. Multiply the total student enrollment for Idaho public schools (top cumulative enrollment number) by 20 percent (.20) to find 20 percent of the total student enrollment. In the example, 20 percent of 1619 is 323.8. Rounding yields 324.
 4. Count up from the school with the smallest percent of students proficient in reading to identify the public schools whose combined school populations represent 20 percent of the total student enrollment (cumulative enrollment). From Example A, 20 percent of the total student enrollment is 324. To reach this number, the student populations from School X, School Y, and School Z are combined.

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5. Use the percent of students who scored at the proficient level in reading and mathematics from the public schools identified in Step 4. This percent is the minimum starting point for reading and mathematics. In Chart 4, Example A, the minimum starting point is 30 percent (the percent of proficient students at School X).

Chart 4. Example

School Name	Percent of Students Proficient in Reading and Math	Total students in enrollment records	Cumulative enrollment
School A	54 %	235	1619 (1384 + 235)
School B	40 %	400	1384 (984 + 400)
School W	38 %	587	984 (397 + 587)
School X	30 %	132	397 (265 + 132)
School Y	29 %	65	265 (200 + 65)
School Z	20 %	200	200

Evidence:

IDAPA 08.02.03, Section 112

Board action, August 15, 2003

Board action, May 30, 2007

3.2b What are the State's annual measurable objectives for determining Adequate Yearly Progress?

Idaho reset starting points in 2009 based on 2007-2008 student achievement data. Idaho has established annual measurable objectives/intermediate goals for reading and mathematics. These goals/objectives will identify a single percent of students who must meet or exceed the proficient level of performance on the ISAT and the Idaho Alternate Assessment.

Idaho has set annual measurable objectives/intermediate goals separately for reading and mathematics. Beginning in 2007-2008 the annual intermediate goals/objectives will be used to determine AYP and serve as a guide to public schools in reaching the target goal by the end of the 2013-14 school year. The goals/objectives are the same for all public schools and LEAs for each grade configuration. The goals/objectives may be the same for more than one year. Idaho has set the goals/objectives and will use them to determine AYP for each public school and LEA by each student subgroup through 2013-14. (Refer to Section 3.1.)

Table II: Percent "Proficient or Higher" Required to Meet AYP
Idaho Partial Proficiency Weighted Model

	2008-09 2009-10	2009-10 2010-11 2011-12	2011-12 2012-13	2013-14
-				
Reading	85.6	90.4	95.2	100
Mathematics	83.0	88.7	94.3	100
Language Arts	75.1	83.4	91.7	100

Evidence:

Board action, August 15, 2003
Board Information, February 21, 2008
Board action December 10, 2009

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3.2c What are the State's intermediate goals for determining Adequate Yearly Progress?

Idaho has set intermediate goals that will be applied to all school configurations (elementary, middle, and high school) by allowing multiple years at a specific target level. These targets lead to the ultimate goal of having 100% of students proficient in 2013-14. See chart in Section 3.2b.

Idaho Peer Review for 2006 required significant changes in the ISAT. As such, revised proficiency level descriptors were developed in March 2007. Based on revised PLDs and Spring 07 student data, performance standards were reset in May 2007.

Evidence:

Board action, August 2006
Board Information, 2006

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PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State makes AYP?

Idaho makes annual determinations of AYP for all public schools and LEAs. Idaho Code requires that ISDE publish an annual report of school, LEA, and state performance. Idaho Code § 33-4502 and IDAPA 08.02.03, Section 112, require annual decisions before the beginning of each school year regarding school performance.

Information used for AYP determination includes:

- The proficiency status of each student tested in the state based on the assessment results for the student. (Each student will have a total mathematics and a reading score and students' proficiency will be determined for each test as provided by the testing company contracted to score and report test results.)
- Whether each student has completed a full academic year at the school, LEA, or state level as determined by a comparison of the roster of students enrolled from the end of the first eight weeks or fifty-six (56) calendar days of the school year who were continuously enrolled through the spring testing window. A student is continuously enrolled if he/she has not transferred or dropped-out or been expelled from a public school. Students who are serving suspensions are still considered to be enrolled students. Expulsion policies in Idaho are used at the district level; students expelled at one school do not typically re-enroll at another school within the same district.
- The number of students enrolled for a full academic year determined by comparing the number of continuously enrolled students with the number of tested students.
- The percent of students enrolled for a full academic year.
- The graduation rate for public high schools as determined by the formula indicated in Section 7.1 with information coming from the current Tenth Month Enrollment Report (June) and prior year dropout reports (by student)
- Performance on the additional academic indicators: See Section 7.2 for description of the third academic indicator for public elementary and middle schools.

Disaggregated test results, percent tested, and a third academic indicator and for elementary and middle schools the academic indicator described in Section 7.2 across all required subgroups. Disaggregation of the 2006-2007 graduation rate will be available for AYP determinations in 2007-2008.

All required subgroups are identified based on subgroup membership indicated in the March testing collection. Idaho will notify schools and LEAs of any subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, additional academic indicator, or graduation rate).

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Each school, LEA, and sub-group will be required to meet the AMO's and the intermediate goals. Each school and LEA, including all subgroups, will be required to meet the 95% assessment participation rate indicator.

An LEA or school is identified for improvement when it misses AYP for any group for two consecutive years, or misses the other academic indicator for two consecutive years. Idaho will move to a model where an LEA is identified for improvement when it misses AYP in the same subject and same grade span for two consecutive years, or misses the other academic indicator in the same grade span for two consecutive years when Idaho's technology allows more precise calculations.

Public schools will be accountable for all students who have been enrolled in the school for a full academic year. The LEA is accountable for all students who have been enrolled for a full academic year in that LEA. The State Education Agency (SEA) is accountable for all students who have been enrolled for a full academic year in state schools. (See Section 2.2)

The decision about whether a school has achieved AYP is the responsibility of the State Department of Education. All accountability decisions will be based on the information collected by the test vendor, using the following electronic collections:

- Enrollment of Students at the end of the first eight weeks or fifty-six calendar days of the school year
- Student Enrollment File (SEF)
- Tenth Month Enrollment Report (June)
- Total Year Student Registration Record
- Assessment Results by Student

The State Department of Education receives student data from the vendor in an SQL table. Calculations for AYP are done using additional information listed above. The appeals site for AYP is maintained at ISDE and approval and denials are determined by the Office of the State Board.

Evidence:

Idaho State Code § 33-4502
IDAPA 08.02.03
Board action, August 15, 2003
Board action, December 10, 2009

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PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

5.1 How does the definition of Adequate Yearly Progress include all the required student subgroups?

Idaho's definition of AYP includes measuring and reporting the achievement of subgroups of students by the indicators and subgroups that appear in Chart 5 (Accountability Subgroups and Academic Indicators). Currently, Idaho reports LEA and state performance by the required student subgroups. The Idaho Report Card can be viewed at ISDE's website. Districts create Reports Cards for individual schools within their respective districts. Reports Cards are available to the public from each LEA.

Chart 5. Accountability Subgroups and Academic Indicators

	Academic Indicators		Participation Rate		Graduation/Additional Academic Indicator*
	Reading % Meeting Standard	Mathematics % Meeting Standard	Reading	Mathematics	
All Students					
Economically Disadvantaged					
American Indian/Alaskan Native					
Asian					
Black/African American					
Native Hawaiian/Other Pacific Islander					
White					
Hispanic or Latino Ethnicity					
Students with Disabilities					
LEP Students					

* The school/LEA will not be required to disaggregate graduation rate and additional academic indicator data into the subgroups unless the school/LEA is using the "Safe Harbor" provision to achieve AYP.

Idaho's definition of AYP requires all student subgroups to be proficient in reading and mathematics by the end of the 2013-14 school year. (See Section 3.1)

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Evidence:

Idaho Report Card

<https://www.sde.idaho.gov/reportcard/>

IDAPA 08.02.03

Board information, February 2008

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5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of Adequate Yearly Progress?

Data Recognition Corporation, Idaho's assessment contractor, collects all data on all student subgroups. These data are then provided to ISDE and used to match student enrollment data with test results and other indicators to determine AYP for all required subgroups. School determinations of AYP are computed in this system. Each subgroup within the school or LEA must meet the objective for each indicator (assessment proficiency rate and participation rate) in order to achieve AYP.

Idaho uses a uniform averaging procedure across grade levels in a school, LEA, or state to produce a single assessment score for reading and a single assessment score for mathematics. Test results in 2003 provided starting points for determining intermediate goals and annual measurable objectives for schools at those grade configurations. (See Section 3.1) Additionally, Idaho applies the 95% participation rate to student subgroups.

For AYP determination, the additional academic indicator calculation is used for accountability at the school/LEA levels, but is not calculated for each subgroup. However, for schools/LEAs that must use the "Safe Harbor" provision to achieve AYP the academic indicator must then be met by the subgroup(s) that failed to achieve AYP on the assessment scores.

An LEA or school is identified for improvement when it misses AYP for any group for two consecutive years, or misses the other academic indicator for two consecutive years. Idaho will move to a model where an LEA is identified for improvement when it misses AYP in the same subject and same grade span for two consecutive years, or misses the other academic indicator in the same grade span for two consecutive years when Idaho's technology allows more precise calculations.

The Idaho Report Card will chart the progress of all groups of students and the status of each group in relation to annual measurable objectives based on the percent of students at the proficient level for reading, mathematics, the participation rate, and additional academic indicators. ISDE will provide the participating school, LEA, and state with the annual Report Card by the end of September with results.

Evidence:

IDAPA 08.02.03

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5.3 How are students with disabilities included in the State's definition of Adequate Yearly Progress?

Students with disabilities, as defined under Section 602(3) of IDEA and State Board policy are required to participate in all statewide achievement tests in Idaho. For AYP purposes, Board policy also stipulates that students with disabilities who have been enrolled in a public school for a full academic year will be included in the accountability formula. Students with disabilities must participate either in the ISAT, with or without accommodations and adaptations, or in the Idaho Alternate Assessment (IAA). The participation and proficiency results for the students with disabilities will be included in all AYP determinations.

The Office of the State Board notifies schools and LEAs of the AYP status for the student with disabilities subgroup on each indicator (i.e., reading and mathematics proficiency and participation rates, graduation rate, or the performance rate on the additional academic indicator).

The IAA is for special education students with significant disabilities, whose cognitive impairment may prevent them from attaining grade-level knowledge and skills, even with effective instruction and modifications. The IEP team determines whether a student is eligible to take an alternate assessment by using the state guidelines. The IAA is aligned to extended knowledge and skills, which are aligned to the Idaho Achievement Standards. Extended knowledge and skills differ in complexity and scope from the general education knowledge and skills. The IAA has a clearly defined scoring criteria and procedure and a reporting format that identifies the same performance levels as students taking the ISAT. All students taking the IAA are included in the calculations of adequate yearly progress (AYP) as either proficient (and above) or not yet proficient at the school, LEA and state level in reading and math and participation rates. The percent of students in the Alternate Assessment to ISAT will not exceed 1% of all students in the grades assessed at the LEA and the state levels. If it is projected that an LEA may exceed the 1% cap due to unusual circumstances, the LEA must use the state appeal process for approval.

Evidence:

IDAPA 08.02.03

<http://www.sde.state.id.us/SpecialEd/AltAssessment/iaamanual.pdf>

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5.4 How are students with limited English proficiency included in the State's definition of Adequate Yearly Progress?

All LEP students in Idaho public schools are required to participate in the Plan using appropriate accommodations and modifications. LEP, when used with reference to individuals, represents:

- Individuals whose native language is a language other than English.
- Individuals who come from environments where a language other than English is dominant.
- Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.

Limited English Proficient (LEP) students who receive a score in the low range on the State Board of Education approved language acquisition proficiency test and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. For AYP purposes students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. However, exited LEP students are only included in the LEP subgroup when the number of LEP students in the subgroup already meets the minimum "n" size of 34. For testing purposes, exited LEP students will be coded LEPX1 and LEPX2 for first and second year of exited and monitored status. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take the English Proficiency test in lieu of the reading/language usage ISAT but will still be required to take the math, and science in grades offered, ISAT with accommodations or adaptations as determined by the ELP and language proficiency score. Their participation will count positively in the 95% participation requirement for both the reading and math assessment. However, neither the math nor reading scores will be counted in the proficiency calculations. For testing purposes, first year LEP students will be coded as LEP1.

All of the required subgroups, including LEP students as described above, who are enrolled in an Idaho public school for a full academic year, will be included in the performance level measures that determine AYP and accountability status of schools, and the approval status of schools, LEAs, and the state.

Idaho will notify schools and LEAs of the LEP subgroup that initially does not achieve AYP in one year on any indicator (i.e., reading, mathematics, participation rate, additional academic indicator, or graduation rate).

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Board rule addresses the participation of LEP students and also outlines the criteria that a school-based team must evaluate each individual LEP student to determine the appropriate participation in the ISAT. LEAs may approve assessment with accommodations and modifications on a case-by-case basis for individual students.

For an LEP student who is also identified as a student with disabilities under IDEA, the IEP team will determine whether the student participates in the ISAT or meets the criteria for the Idaho Alternate Assessment.

Evidence:

IDAPA 08.02.03, §§111.04 and 112

Board action, December 10, 2009

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5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?

Reporting Purposes

ISDE's minimum "n" for reporting is 10 students. Idaho Report Card does not report student data for less than 10 students. However, if the minimum "n" is not met, scores are rolled into the district level. In addition, when the cell being reported is greater than 95% or less than 5%, only the symbols >95% or < 5% will be reported. This will further reduce the possibility of inadvertently identifying information about individual students.

Board rule outlines the achievement performance measures for reporting the school's total students and each subgroup (migrant students, student gender, students with disabilities, LEP students, economically disadvantaged students, race/ethnicity to include American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, White, and Hispanic or Latino Ethnicity), which contains 10 or more students.

Accountability Purposes

ISDE's minimum "n" for accountability is 34 students. The minimum "n" of 34 will apply to ISAT, including Idaho Alternative Assessment test scores. Idaho examined the impact of the various "n" values that are statistically defensible for making valid and reliable AYP decisions. The "n" value of 34 provides confidence intervals of .05 and a power of .80, both of which are statistically acceptable.

For a comparative perspective, the following chart shows the impact of various "n" values on the number of schools that would be excluded at each value.

Fall Enrollment	Number of Schools	Elementary	Alternative/ Secondary	Exceptional Child
≤ 50	66	29	27	2
≤ 40	60	27	23	2
≤ 34	51	25	17	2

As the chart illustrates an "n" of 34 includes 15 schools in the calculation that would not be reported with an "n" of 50. Idaho has a very homogeneous student population. Approximately 86% of students are White, 11% are Hispanic or Latino ethnicity, and 3% is identified as Black/African American, Asian, or American Indian/Alaskan Native.

With an "n" less than 34 the probability is high that whole subgroups of the population would be excluded from performance calculations. Idaho will use grouping techniques consistent with federal guidelines to group students across grade-level averaging to reach reportable student numbers.

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Board policy outlines the achievement performance level measures for accountability as the “school’s total students and each subgroup (students with disabilities, Limited English Proficient, economically disadvantaged, and racial/ethnic to include American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, White, and Hispanic or Latino Ethnicity) that contains 34 or more students.”

Evidence:

IDAPA 08.02.03

Board action, December 10, 2009

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5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?

Idaho uses a minimum “n” of 10 for reporting of school and LEA results. This minimum is consistent with requirements of the Family Educational Rights and Privacy Act (FERPA) requirements. Additionally, the Board policy assures the privacy rights of all students.

Individual student results are not public record. In order to assure that individual students cannot be identified, school results are not publicly reported or displayed when the number of students in a subgroup is less than 10 or whenever the reported results would make it possible to determine the performance of individuals such as all students in the group falling into the same performance level. Asterisks will be used on the Idaho Report Card when data are suppressed.

Results greater than 95% will be reported as “> 95%” and results less than 5% will be reported as “< 5%” in order to prevent reporting information that would violate the privacy of individual students.

EVIDENCE:

IDAPA 08.02.03, §111.05

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PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

6.1 How is the State's definition of Adequate Yearly Progress based primarily on academic assessments?

Idaho's definition for AYP is based primarily on reading and mathematics assessments for all student subgroups. The 2002-2003 test results served as the baseline data years for the assessment indicators.

To achieve AYP, all student subgroups are required to meet the state's definition of proficient for reading and mathematics by the 2013-14 school year. Beginning in the 2004-05 school year, each school and LEA was required to increase the percent of students at the proficient level in that school or LEA consistent with intermediate annual measurable achievement objectives that were originally based on 2002-2003 baseline data.

The assessments that will be used to determine AYP calculations for schools and LEAs in Idaho are designated by "X" and on the following chart:

Chart 6. Idaho's Accountability Assessments

GRADE	ISAT & IAA		*SCIENCE
	READING	MATHEMATICS	
K			
1			
2			
3	X	X	
4	X	X	
5	X	X	X
6	X	X	
7	X	X	X
8	X	X	
9			
10	X	X	X
11			
12			

***SCIENCE WILL BE REPORTED ONLY AS REQUIRED FOR 2008.**

The same performance level standards are applied to public schools and LEAs, disaggregating the data into the federally-defined subgroups to determine the minimum percent of students at or above the state's identified proficient performance level for the respective grade spans using the starting point calculations outlined in section 3.2b and Chart 4. These calculations first identified the percent of students achieving AYP for 2003-04; determined AYP intermediate goals/annual objectives based on state performance through 2013-2014 and determined annual growth objectives based on school performance up to 2013-2014.

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In addition to meeting the 95% assessment participation rate, the graduation rate will be used as the additional indicator for public high schools.

Evidence:

IDAPA 08.02.03

Board action, January 26, 2004

Board information, February 2008

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PRINCIPLE 7. State definition of AYP includes graduation rates for public high schools and an additional indicator selected by the state for public middle and public elementary schools (such as alternative performance measure rates).

7.1 What is Idaho's definition for public school graduation rate?

For Idaho, the graduation rate has been measured through AYP determinations made in 2007 using the number of students who graduate from a public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in five years. Idaho includes in the graduation rate the number of students with disabilities who are entitled to services up to the age of 21 where the Individual Education Plan warrants the additional time to meet graduation requirements. The number of high school graduates and dropouts by grade has been reported to ISDE for the last five years.

The graduation rate formula beginning in fall 2008 data collection and used in the calculation for the class of 2007 in AYP determination for the State of Idaho for 2008 uses a denominator of current year graduates, plus current year 12th grade dropouts, plus prior year 11th grade dropouts, plus two years prior 10th grade dropouts, plus three years prior 9th grade dropouts.

$$\frac{A}{A+B+C+D+E} = \text{Graduation Rate}$$

A = Current Year Graduates
B = Current Year 12th Grade Dropouts
C = Prior Year 11th Grade Dropouts
D = Two Years Prior 10th Grade Dropouts
E = Three Years Prior 9th Grade Dropouts

Idaho uses the formula for graduation rate from the National Center for Educational Statistics (NCES). Graduation rate (G) is defined by NCES as the proportion of students that begin in ninth grade and go on to complete twelfth grade with a diploma. Idaho includes students who complete high school under the IEP exception. A General Education Development (GED) certificate does not meet requirements that are comparable for receipt of a regular high school diploma.

$$G = c_{st}^{long} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^9}$$

Where

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- G = graduation rate.
 c_{st}^{long} = four-year completion rate for state s at year t .
 g_{st} = number of high school completers at year t .
 d_{st}^{12} = number of grade 12 dropouts at year t .
 $d_{s(t-1)}^{11}$ = number of grade 11 dropouts at year $t-1$.
 $d_{s(t-2)}^{10}$ = number of grade 10 dropouts at year $t-2$.
 $d_{s(t-3)}^9$ = number of grade 9 dropouts at year $t-3$.

The Board established the graduation rate standard of 90%. Schools will be considered as having achieved AYP if they ~~meet or exceed the standard or if they~~ have made at least a 2% improvement toward the standard.

Idaho will first determine whether each school met the 90% target or improved its graduation rate over the previous year.

The High School ISAT is first administered at grade 10. Proficient student scores will be banked. Non-proficient students will be re-tested in grades 11 and 12. AYP calculation will be made at the 11th grade cohort in 2009 and 12th grade cohort in 2010. Proficiency on the High School ISAT is a requirement for high school graduation in Idaho.

Graduation rates will use a rolling average, averaged over a two or three year period to determine if the requirement has been met.

For small schools below the minimum “n” (with 34 or fewer students in the cohort, Idaho will conduct a small school review by:

- First determining whether the school has met the 90% target or improved its graduation rate over the previous year.
- Second, a three year rolling average of graduation rates will be applied to calculate AYP when they fail to meet 90%.
- Finally, AYP determination will be based on whether the school lost no more than 1 student per year.

For subgroups with less than 10, the 90% or improvement rule will be applied at the LEA and state levels.

For AYP determination, the graduation rate calculation will be used for accountability at the school/LEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that must use the “Safe Harbor” provision to achieve AYP for the graduation rate standard must then be met by the subgroup(s) that failed to achieve AYP on the assessment standards.

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While the state has been able to calculate the graduation rate for the student population as a whole, in order to provide for disaggregation of data by subgroups Idaho implemented in the fall 2008 collection detailed data that will allow the calculation of subgroup graduation rates for “Safe Harbor” determinations for the 2007 graduating class, which will be reported in 2008 AYP determinations.

The formula for calculating the graduation rate will be based on four year completers and will be used in the AYP calculation. With the implementation of a unique student identifier within the next year districts within Idaho will be better able to track transfers of students within the state.

Evidence:

Board action October 2, 2003
IDAPA 08.02.03

Board Action June 17, 2010

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7.2 What is the State's additional academic indicator for public elementary schools and public middle schools for the definition of AYP?

The Idaho State Board of Education approved beginning in the 2004-2005 school year an additional academic indicator for elementary and middle schools. Districts may choose among the following three options:

- Meet or exceed previous Language Usage ISAT proficiency rates, or
- Reduce the percentage of students that score at the below basic level on the reading and math ISAT, or
- Increase the percentage of students that score at the advanced level on the reading and math ISAT.

The guidelines for the Language Usage proficiency rates will be the same as for the previous two years. Schools/districts and any applicable subgroup using safe harbor must do one of the following to meet the Language Usage goal:

1. Maintain the percent of proficient or advanced students from the previous year, or
2. Increase the percent proficient or advanced students from previous year, or
3. Achieve a proficiency rate at or above the current AMO target (see Principle 3.1).

In addition, the guidelines below apply to increasing the percent of advanced in reading and math or decreasing the percent of below basic in reading and math:

1. Increase in percent of advanced is an average of the percent of increase in reading and the increase in math delineated by the following formulas:
 - a) Formula for increase of advanced percent: $((\text{Percent of advanced students in reading year 2} - \text{percent of advanced students in reading year 1}) + (\text{Percent of advanced students in math year 2} - \text{percent of advanced students in math year 1})) / 2$
 - b) Formula for decrease of below basic percent: $((\text{Percent of below basic students in reading year 1} - \text{percent of below basic students in reading year 2}) + (\text{Percent of below basic students in math year 1} - \text{percent of below basic students in math year 2})) / 2$
2. Districts must maintain the previous year's level or make progress in either the percent of advanced or percent of below basic students to have achieved the goal.

The following are general guidelines for all three options:

1. Selection of an option is in force for a minimum of one year. Districts may change their selection annually by written notification to the Office of the State Board of Education by September 15th of each year. The selection will remain in effect unless notification is received by this date.
2. Districts must select a choice that will be applied to all schools within that district, including charter schools. Charter schools not chartered by a district will make a decision as an LEA.

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LEA choices must be made at the beginning of the school year. The language usage option was assigned to LEAs that did not make the cut off date for the 2004-2005 school year.

These gains are measured by performance on the ISAT tests, eliminating the need for an additional statewide test. The language usage test is an academic test that is developed and maintained according to the same technical standards as the mathematics, reading, and science tests that are components of the ISAT.

For the AYP determination, the additional academic indicator calculation will be used for accountability at the school/LEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that must use the "Safe Harbor" provision to achieve AYP for the achievement indicator, the additional academic indicator standard must then be met by the subgroup(s) that failed to achieve AYP on the assessment standards.

Evidence:

Board action, January 26, 2004
Board action, December 10, 2009

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7.3 Are the State's academic indicators valid and reliable?

Idaho has defined academic indicators that are valid and reliable as demonstrated by the use of clear definitions (e.g., United States Department of Education-recommended calculation formulas) for data elements and the statewide collection and analysis of data by the Board and ISDE. The Board and ISDE review data submitted by LEAs, including school/LEA graduation and additional academic indicators, and publishes the information in school/LEA/state Report Cards. This includes the monitoring of databases to verify the accuracy of data.

Idaho's graduation rate calculation is consistent with the NCES calculation (See Section 7.1) with the exception that Idaho includes a provision that for students with disabilities who meet the criteria established on his or her IEP that specifically address completion of the student's secondary program more than four years can be taken to graduate. The same flexibility is allowed for LEP students with an ELP plan.

In 2007 and 2008, Idaho contracted with outside vendors to conduct independent reliability and validity studies of ISAT reading, mathematics, language usage, and science assessments. Educators from each part of the state will be involved in ongoing item writing and test development to provide test items for each testing session. Alignment study results found each content area to be in satisfactory alignment with Idaho content standards. The alternate assessment has been redesigned as a portfolio assessment aligned with Idaho Standards, and all content areas will be assessed using the new system in 2009-2010. An independent review will be conducted to assure validity, reliability, and alignment.

Evidence:

Idaho State Department of Education website for Idaho Report Card
<https://www.sde.idaho.gov/reportcard/>
Idaho State Department of Education website for alignment studies
<http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>

Board action, December 10, 2009

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PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?

For accountability purposes, using the ISAT, achievement in reading and mathematics are measured separately. For Idaho students with significant cognitive impairment, the Idaho Alternate Assessment (IAA) is used to assess students for accountability. (See Chart 3 in Section 3.1) During the 2002–03 academic year, Idaho implemented the ISAT assessment program on a statewide basis.

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PRINCIPLE 9. State Accountability System is statistically valid and reliable.

9.1 How do AYP determinations meet the State's standard for acceptable reliability?

Idaho will provide a process that creates evidence that AYP determinations are reliable. The reliability of the Plan determinations will be assured through:

- Uniform averaging of proficiency categories across grade levels within the school and LEA to produce a single school or LEA score.
- 2002-03 scores were used as baseline for determining starting point. Idaho has established the trajectory of intermediate goals and annual objectives beginning in 2004-2005.
- Statistical tests to support the minimum "n" decision.
- A minimum subgroup size of 34 is being used for accountability.
- External review for content standards alignment.
- Third party independent alignment studies for Mathematics, Science and Reading were completed in May 2007 and for Language Usage in January 2008. Note: Language Usage was delayed until Idaho's item bank was sufficient. All four alignment studies are available at <http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>.
- "Safe Harbor" provision and evidence that this rule increases reliability of decisions about schools.

Note: Validity, reliability and alignment studies for the IAA will be available in fall 2009. IAA is currently under revision.

Evidence:

(2) Assessment Data analysis from ISAT

Technical Reports: ISAT

<http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>.

Board action, December 10, 2009

(3)

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9.2 What is the State's process for making valid AYP determinations?

Idaho's Plan is designed for construct validity and ongoing analysis of results.

Reliable assessments aligned with content standards will result in accurate identification of schools and LEAs in need of improvement. Accurate data collection and reporting will support the inferences drawn from the System. Schools and LEAs will have access to an appeals procedure following preliminary identification.

In order to increase the validity of accountability decisions, Board policy includes the following Appeals Process:

1. The Idaho State Board of Education, with the assistance of the Idaho State Department of Education, determines preliminary identification of all schools and LEAs that have not met AYP according to the state criteria. The LEA will notify all schools that are identified for school improvement.
2. Within 30 days of preliminary identification, the agency (LEA/school) reviews its data and may challenge its identification. The agency (LEA/school) not meeting AYP may appeal its status and provide evidence to support the challenge to the agency making the identification (Idaho Board of Education or LEA).
3. No later than thirty days after preliminary identification, the identifying agency reviews the appeal and makes a final determination of identification for school improvement.

A valid and reliable accountability system has been designed for the ISAT assessment program that includes the requirements of NCLB. The new accountability system will be designed to create the most advantageous balance of 1) reliable results, 2) public confidence in the results, 3) including all public schools in the accountability formula, and 4) capacity building and development of resources to serve Idaho students and schools.

As the Idaho Accountability System is revised, Idaho will regularly examine the validity and reliability of the data related to the determination of AYP and decision consistency for holding public schools and LEAs accountable within this system. Updated analysis and reporting of decision consistency will be shared with the public at appropriate intervals.

Evidence:

IDAPA 08.02.03

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9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessment?

The current ISAT was first developed for the spring 2007 administration. The development of test forms for subsequent administrations will be carefully linked and equated to previous administrations meeting current Standards for Education and Psychological Testing, AERA. Current technical reports are available at the State Board website.

ISAT is delivered primarily on the computer. Idaho provides accommodated versions of the assessment including pencil/paper, large print, Braille and audio for students requiring these accommodations. Online administration of the test increases accuracy and reliability of test results. New assessments that are implemented as part of the Plan will employ similar computer technology to assure consistent accuracy and reliability.

Note: The IAA is currently under revision. Technical reports will be available in fall 2009.

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Evidence:

IDAPA 08.02.03

Technical Reports: ISAT

<http://www.sde.idaho.gov/site/assessment/ISAT/technicalReports.htm>

Board action, December 10, 2009

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PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95 percent of the students enrolled in each subgroup.

10.1 What is the State's method for calculating participation rates in the state assessments for use in Adequate Yearly Progress determinations?

NCLB requires that a **minimum** of 95% of students enrolled in public schools as well as 95% of students in **each** subpopulation take the test. The 95% minimum precludes public schools from shielding low-scoring students in subpopulations from AYP accountability. Failure to include 95% of students automatically identifies the school as not having achieved AYP. The 95% determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster files:

$$\frac{T}{E} \geq .95$$

Where

T = number of students tested.

E = number of students reported on the class roster files.

Invalid tests are included in the denominator, but not in the numerator.
The state uses standard rounding rules in these calculations.

In 2004 Idaho added to Board Rule the provision to use an average of the most recent three years to determine whether an LEA meets or exceeds the 95% requirement.

IDAPA 08.02.03, Rules Governing Thoroughness, in section 03(b)1 states:

If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most recent two (2) year or the most recent (3) year average of participation.

This change is in accord with the 2004 policy decision of the U.S. Department of Education.

Evidence:

IDAPA 08.02.03

10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?

For determining AYP, Idaho will apply the 95% of total enrollment participation requirement for grades tested for all schools and subgroups unless the subgroup has less than the minimum "n." For subgroups less than the minimum "n," the 95% assessed requirement will be applied at the LEA and state levels.

Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the spring ISAT by the number of students reported on the class roster file for the spring ISAT.

- 1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate will be calculated by a three (3) year average of participation.
- 2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the ISAT if such circumstances prohibit them from participating.

For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination.

Evidence:

IDAPA 08.02.03

APPENDIX A

Adequate Yearly Progress Accountability Procedures

for

Idaho Local Education Agencies & Schools

Approved by the State Board of Education June 2004

Revised June 2006

Revised January 2008

Revised January 2009

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INTRODUCTION

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

PART I: SCHOOL PROCEDURES

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

Not Meeting AYP	Schools	LEAs
Year 1 & 2	Identified as not achieving AYP	Identified as not achieving AYP
Year 3	School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Develop and Implement an Intervention School Improvement Plan • Supplemental Services for eligible students in reading and math if choice not available 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Develop and implement an Intervention Improvement Plan
Year 4	School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Supplemental Services • Implement Intervention School Improvement Plan 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement the Intervention Improvement Plan
Year 5	Corrective Action <ul style="list-style-type: none"> • Choice • Supplemental Services • Technical Assistance from LEA • Implement Corrective Action 	<ul style="list-style-type: none"> • Corrective Action • Technical Assistance from SDE • Implement Corrective Action
Year 6	School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Develop a Restructuring Plan 	Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement Corrective Action
Year 7	School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Implement Alternative Governance 	

Note: For non-Title 1 schools identified for School Improvement (year 3, 4, 5, 6 & 7), see page 11 for alternate options for offering Supplemental Services.

An LEA, also called a school district or LEA charter school, must follow specific procedures to implement these sanctions when one or more of its schools consistently fail to make AYP. Procedures for each sanction and state support are detailed in the following sections:

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

Section I. Technical Assistance

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

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

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

LEA

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

- the State Department of Education,
- an institution of higher education,
- a private, not-for-profit or for-profit organization,
- an educational service agency, or
- another entity with experience in helping schools improve academic achievement.

Additional resources may be found on the State Department of Education's website at <http://www.sde.idaho.gov>.

State Support

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

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

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

1. A team is a group of skillful and experienced individuals charged with providing struggling schools with practical, applicable and helpful assistance in order to increase the opportunity for all students to meet the state's academic content and student academic achievement standards.
2. Each team must be comprised of individuals who are knowledgeable about scientifically based research and practice and its potential for improving teaching and learning. In addition, team members should be familiar with a wide variety of school reform initiatives, such as school wide programs, comprehensive school reform, and other means of improving educational opportunities for low-achieving students.
3. Typically, teams will include some or all of the following:
 - a. Highly qualified or distinguished teachers, principals, and district level personnel;
 - b. Pupil services personnel;
 - c. Parents;
 - d. Representatives of institutions of higher education;
 - e. Representatives of educational laboratories or regional technical assistance centers;
 - f. Representatives of external consultant groups; or
 - g. Other individuals that the state, in consultation with the LEA, may deem appropriate.

An extensive knowledge base, wide-ranging experience, and credibility are essential qualifications for team members.

4. The team's responsibility is to assist the school in strengthening its instructional program to improve student achievement. Specifically, the team must do the following:

- a. Review and analyze all facets of the school's operation, including the design and operation of the instructional program, using the findings from this review to help the school develop recommendations for improved student performance.
- b. Collaborate with school staff, LEA staff, and parents to design, implement and monitor an improvement, corrective action or restructuring plan that can be expected to help the school meet its improvement goals if implemented.
- c. Monitor the implementation of the intervention school improvement plan and request additional assistance from the LEA or the state as needed by the school or the team.
- d. Provide feedback at least twice a year to the LEA, and to the state when appropriate, about the effectiveness of the personnel assigned to the school.
- e. The overall charge of the team is to help the school create and implement a coherent, efficient and practical plan for improvement. Effective team members will possess the knowledge, skills, experience and interpersonal skills that will enable them to address problems.

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

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

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

Section II. School Choice

Below are the School Choice procedures that must be followed by an LEA when one or more of its schools fail to make AYP for two or more years. Choice must be offered until the school meets AYP for two consecutive years or is restructured.

The LEA must do the following:

1. Create a choice policy or revise an existing choice or open enrollment policy (Idaho Code 33-1402) to include choices for students enrolled in schools identified for improvement. The policy should include:
 - a. Parental notification of choices as soon as possible after identification and no later than 14 days prior to the start of the school year;
 - b. Procedures for parents to sign up their child for transfer;
 - c. Transportation options;
 - d. Criteria to be used for priority rankings if needed;
 - e. Schools available for transfer; and
 - f. Agreements with other LEAs to accept transfer students.
2. For each of its schools not making AYP for two or more years, advise parents of the school's improvement status and offer choices as soon as possible after identification and no later than the first day of school. The notice should accomplish the following:
 - a. Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement.
 - b. Identify each public school, which may include charter schools, that the parent can select.
 - c. Include information on the academic achievement of the schools that the parent may select.
3. Report to the State Department of Education the number of students using the choice.

State Support

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

Section III. School Improvement Plan

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

Procedures

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

The LEA must do the following:

1. Provide direct technical assistance or provide for other agencies to provide technical assistance to all its identified schools in creating a two-year school improvement plan. Technical assistance should include the following:
 - a. School improvement planning and implementation;
 - b. Data analysis;
 - c. Identification and implementation of effective, scientifically based instructional strategies;
 - d. Professional development; and
 - e. Budget analysis.
2. Ensure that each school identified for improvement completes, within 90 days of its identification, a two-year school improvement plan for LEA review. Improvement plans must:
 - a. Focus on reading and/or math deficiencies in participation or proficiency.
 - b. Identify scientifically based teaching strategies.
 - c. Outline professional development.
 - d. Include parental involvement.
 - e. Identify technical assistance needs.
 - f. Establish measurable goals.
 - g. Define implementation responsibilities for the school and the LEA.
3. Create a process for peer review of the plan.
4. Give final approval within 45 days of receiving the plan.
5. Work with the State Department of Education to identify a school team to assist schools identified for improvement.
6. Ensure that the plan is implemented as soon as possible after approval and no later than the beginning of the following school year.

State Support

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

1. Reviewing and analyzing all facets of the school's operation, including the design

and operation of the instructional program;

2. Assisting with writing the plan;

3. Reviewing the Mentoring Program;

4. Identifying a team to advise the school;

5. Offering regional workshops; and

6. Providing feedback at least twice a year to the LEA.

Section IV. Supplemental Services

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

Procedures

Below are the supplemental services procedures that must be followed by a LEA when one or more of its schools fails to make AYP for three or more consecutive years. Supplemental services must be offered until the school meets AYP for two consecutive years or is restructured. Requirements of this program vary depending upon whether the school receives Title I funds.

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

1. Notify parents about the availability of services, at least annually. The notice must:
 - a. Identify each approved service provider within the LEA and LEA charter school, in its general geographic location or accessible through technology such as distance learning.
 - b. Describe the services, qualifications and evidence of effectiveness for each provider.
 - c. Describe the procedures and timelines that parents must follow in selecting a provider to serve their child.
 - d. Be easily understandable; in a uniform format, including alternate formats upon request; and, to the extent practicable, in a language the parents can understand.
2. Help parents choose a provider, if requested.

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

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

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

- c. After-school academic programs; or
- d. Other district-sponsored remedial or tutoring services.

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

- a. Describe the services available to eligible students;
- b. Describe the procedures and timelines that parents must follow in selecting a provider to serve their child;
- c. Be easily understandable; in a uniform format, including alternate formats, upon request; and, to the extent practicable, in a language the parents can understand; and
- d. If the LEA anticipates that it will not have sufficient funds to serve all students eligible to receive services, include in the notice information on how it will set priorities in order to determine which eligible students do receive services.

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

State Support

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

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

Section V. Corrective Action

This stage requires an LEA to ensure that each school identified for corrective action makes substantive change. This is a process of immediate planning and implementation. If the school continues to fail to meet AYP, the school also must begin planning to restructure.

Procedures

Below are the Corrective Action procedures that must be followed by the LEA when one or more of its schools fails to make AYP for four and five consecutive years. Schools may choose to submit restructuring plans for approval prior to Year 5.

The LEA must do the following:

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

State Support

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

Section VI. Restructuring

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

Procedures

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

1. Continue to plan for restructuring if the school does not meet AYP by the end of the year.
2. Continue to provide teachers and parents with notification, opportunity to comment, and participation in the development of the school's restructuring plan.
3. Prepare a restructuring plan to implement at least one of the following actions:
 - a. Replace all or most of the school staff.
 - b. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to aid in the operation of the school as a public school.
 - c. Turn the operation of the school over to the state education agency.
 - d. Re-open the school as a public charter school.
 - e. Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the Idaho State Department of Education's Restructuring Rubric for Idaho Local Education Agencies and Schools.
4. State Department of Education reviews and makes recommendations to the State Board of Education.
5. State Board of Education will determine if the school remains in restructuring or begins as a new school.
6. Begin implementing the restructuring plan no later than the first day of the upcoming school year.

State Support

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

PART II: LOCAL EDUCATION AGENCY PROCEDURES

State Board of Education rules and federal law establish sanctions or consequences for LEAs that do not make AYP. Sanctions begin when a LEA fails to make AYP for two consecutive years.

The sanctions become progressively more severe over the following five years if the LEA continues to fail to make AYP.

Not Meeting AYP	Schools	LEAs
Year 1 & 2	Identified as not achieving AYP	Identified as not achieving AYP
Year 3	School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Develop and Implement an Intervention School Improvement Plan • Supplemental Services for eligible students in reading and math if choice not available 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Develop and implement an Intervention Improvement Plan
Year 4	School Improvement <ul style="list-style-type: none"> • Technical Assistance from LEA • Choice • Supplemental Services • Implement Intervention School Improvement Plan 	LEA Improvement <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement the Intervention Improvement Plan
Year 5	Corrective Action <ul style="list-style-type: none"> • Choice • Supplemental Services • Technical Assistance from LEA • Implement Corrective Action 	<ul style="list-style-type: none"> • Corrective Action • Technical Assistance from SDE • Implement Corrective Action
Year 6	School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Develop a Restructuring Plan 	Corrective Action <ul style="list-style-type: none"> • Technical Assistance from SDE • Implement Corrective Action
Year 7	School Improvement <ul style="list-style-type: none"> • Choice • Supplemental Services • Implement Alternative Governance 	

Note: For non-Title 1 schools identified for School Improvement (year 3, 4, 5, 6 & 7), see page 11 for alternate options for offering Supplemental Services.

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

- Section I Technical Assistance
- Section II LEA Improvement Plan
- Section III LEA Corrective Action Plan

Section I. Technical Assistance

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

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

Section II. Local Education Agency Improvement Plan

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

Procedures

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

The LEA must do the following:

1. Develop or revise an improvement plan, no later than three months after the identification. In developing or revising this plan, the LEA must consult with parents, school staff, and others. The plan must:
 - a. Address the fundamental teaching and learning needs of schools in the LEA, especially the academic problems of low-achieving students.
 - b. Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the state's definition of AYP.
 - c. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.
 - d. Include, as appropriate, student learning activities before school, after school, during the summer and during any extension of the school year.
 - e. Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction in the areas identified as needs improvement.
 - f. Include strategies to promote effective parental involvement in the schools served by the LEA.
2. Implement its improvement plan, whether new or revised, no later than the beginning of the subsequent school year.

State Support

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

1. Promptly notify the parents of each student enrolled in the schools served by that LEA. In the notification, the state must explain the reasons for the identification and

how parents can participate in improving the LEA.

2. Promptly notify parents of its action in clear and non-technical language, providing information in a uniform format and in alternative formats upon request. When practicable, the state must convey this information to limited English proficient parents in written translations that they can understand. If that is not practicable, the information must be provided in oral translations for these parents.

3. Broadly disseminate findings.

Section III. Corrective Action

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

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

Procedures

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

The state must do the following:

1. Continue to ensure that the LEA is provided with technical assistance.
2. Provide the LEA with a public hearing no later than 45 days after the state decision.
3. Take at least **one** of the following corrective actions, as consistent with state law:
 - a. Defer programmatic funds or reduce administrative funds.
 - b. Institute and fully implement a new curriculum based on state and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff.
 - c. Replace LEA personnel who are relevant to the inability of the LEA to make adequate progress.
 - d. Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision.

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

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

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**STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010**

SUBJECT

Appointment to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Idaho Statute sets forth criteria for membership in the Professional Standards Commission, including four of the following representatives. Nominations were sought for the positions from the Idaho Association of Special Education Administrators, the Idaho Association of Secondary School Principals, and the Idaho Association of Colleges of Teacher Education. Resumes for interested individuals are attached.

Special Education Administrator:

Beth Davis, Post Falls School District (nomination)

Secondary School Principal:

Becky Kiebert, Lake Pend Oreille School District (nomination)

Public Higher Education/Letters and Sciences Representation:

Kathy Aiken, University of Idaho (re-nomination)

Public Higher Education:

Corinne Mantle-Bromley, University of Idaho (nomination)

ATTACHMENTS

Attachment 1 – Resume for Beth Davis	Page 3
Attachment 2 – Resume for Becky Kiebert	Page 7
Attachment 3 – Resume for Kathy Aiken	Page 15
Attachment 4 – Resume for Corinne Mantle-Bromley	Page 31

STAFF RECOMMENDATIONS AND COMMENTS

BOARD ACTION

A motion to approve Beth Davis as a member of the Professional Standards Commission to complete the remainder of a term of three years representing special education administrators effective July 1, 2010.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010**

A motion to approve Becky Kiebert as a member of the Professional Standards Commission for a term of three years representing secondary school principals effective July 1, 2010.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve Kathy Aiken as a member of the Professional Standards Commission for a term of three years representing public higher education (letters and sciences representation) effective July 1, 2010.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve Corinne Mantle-Bromley as a member of the Professional Standards Commission for a term of three years representing public higher education effective July 1, 2010.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010**

March 11, 2010

TO: PSC Board

RE: Letter of Interest

To Whom It May Concern: I would like to submit my letter of interest and resume' for consideration for the vacancy on the Professional Standards Commission Board. I have been an educator and administrator for over 20 years. I hold several endorsements and degrees which provide with a wide variety of experiences and knowledge. Currently I am a special education co – director with JoAnn Curtis and a school psychologist in Post Falls. I believe I would be able to serve this committee in a professional manner. My children are grown and my commitments at this time, other than work, are minimal. I would welcome any questions that you may have regarding my application.

Thank you for your consideration.

Respectfully submitted,

Beth Davis

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

Beth Davis

717 Dundee Drive
Post Falls, ID
208 659 6430
bdavis@sd273.com

EDUCATIONAL EXPERIENCE

Kamiah School District

Kamiah, ID

- 1984 - 1987 Special Education Self Contained K-6 Sp Ed Classroom
- 1988 - 1994 Third Grade Classroom Teacher
- 1994 – 1996 Elementary Counselor K – 6
- 1996 – 1999 School Psychologist/Counselor K – 8
- 1999 – 2003 School Psychologist, Elementary Counselor, Special Education Director and Federal Programs Director

Post Falls School District

Post Falls, ID

- 2003 – 2007 School Psychologist
- 2007 – present School Psychologist, ½ Special Education Director Post Falls School District
- Member of 4 RTI school based teams and currently serve 3
- Serve on district wide RTI team
- 2005 – 2009 private contractor for I-DEA

EDUCATION

1984 Bachelor of Science in Elementary Education LCSC Lewiston, ID
1986 Endorsement for K – 12 Generalist in Special Education LCSC
1994 Master's Degree in Counseling University of Idaho, Moscow, ID
1996 Education Specialist School Psychologist Univeristy of Idaho
1998 Administrative Degree in Special Education University of Idaho

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists (NASP)
Idaho Counselor Association (ICA)
Past member of local, state and national teacher union
Council for Exceptional Children (CEC)
Idaho Association Special Education Administrators (IASEA)
Board Member of Idaho Children's Trust Fund since 1999
Past board member of Lewis County At Risk Task Force
Past board member of Local Children's Mental Health Council

COMMUNITY ACTIVITIES

Past member Kamiah Community Presbyterian Church (33 years)
Past member of Community Bell Choir
Past Director of the Valley Singers (20 years)

**STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010**

Participated in fund raising: Library Board, Swim Team, Senior All Night Party (Kamiah)
Past Chairman Kamiah After School Program Board
Past Kamiah School Board Member Elected 1978 - 1983

REFERENCES

JoAnn Curtis, Special Services Director Post Falls School District #273
Dr. Tom Trotter, retired University of Idaho professor
Dr. Beverly Bengel, Regional Special Education Consultant

INTERESTS, ACTIVITIES, AWARDS

Music, gardening, boating, swimming, reading, traveling, cooking, being Family, furthering my education, neuropsychology, brain research, sewing, Birding, games, cards, meeting new people
2001 Governor's Brightest Star Award Finalist

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Sandpoint High School

410 S. Division St. • Sandpoint, Idaho 83864

becky.kiebert@lposd.org

208.263.3034

Becky Weller Kiebert, Ph.D. - Principal

Unleash Your Potential

February 18, 2010

Dear Selection Committee of the Professional Standards Commission,

I would like to express my interest in serving as the secondary school principal representative on the Idaho State Professional Standards Commission. I feel very passionate about maintaining and upholding ethical standards in our public profession and have documented administrative action that upholds my firm ethical stance. In fact, my highest score in teacher feedback each year is "I believe my principal is ethical." I am extremely familiar with the ethical expectations in our profession and have worked, as a building principal, to ensure professional development activities in this area annually. Further, I was actually a graduate assistant to Dr. Fischer at the University of Idaho in teaching an Ethics course to masters level students. Having a doctorate in Counseling, I am also required by the National Counselor Certification Board to take a minimum of three credits in ethics courses annually to renew my licensure.

With my professional experience and education, along with my interest in serving the Professional Standards Commission's mission, I feel well qualified to serve as the secondary school principal representative. I would be happy to elaborate on any of my experience and education as necessary.

Thank you for your consideration,

Becky Weller Kiebert, Ph.D.
Sandpoint High School Principal

~We will empower and encourage all students to reach their full potential~

Becky Weller Kiebert, Ph.D.

174 Delta View • Hope, Idaho 83836
290.1948 • becky.kiebert@lposd.org

My Mission

I am a strength-focused leader, committed to empowering, respecting, and supporting staff and students to reach their full potential in an academically challenging, personally enriching, and socially responsible environment.

Education

- **Superintendent Endorsement (in progress)**, (4.0 GPA to date)
Northwest Nazarene University, ID; *June 2009-present*.
- **Ph.D. in Education**, Counseling and Human Services; minor in Educational Administration (4.0 GPA)
University of Idaho, Moscow, ID; *January 1999-May 2005*.
Dissertation: *The Effect of Parenthood Education on Self Efficacy, Parent Effectiveness, and the Parent-Child Relationship in an Alternative High School Student Population*.
Advisor: Dr. Thomas V. Trotter
- **Educational Administration Certificate** Principalship granted (4.0 GPA)
University of Idaho, Moscow, ID; *December 2000-August 2002*.
- **Post-Graduate** coursework in Counseling and Human Services (4.0 GPA)
University of Idaho, Moscow, ID; *August 1994-December 1998*.
- **M.Ed. in Education**, Guidance and Counseling (3.9 GPA)
City University, Bellevue, WA; *September 1992-August 1994*.
- **Bachelor of Arts** in Liberal Studies with a concentration in Business and Communications (3.25 GPA)
University of the Pacific, Stockton, CA; *August 1985-May 1990*.

Research Skills

- Standardized Assessment Analysis (i.e. ISAT's)
- Longitudinal Cohort Assessment Analysis
- SPSS statistical analysis program, extensively
- Survey and evaluation research techniques

Relevant Professional Experience

- **Sandpoint High School Principal (1100 student enrollment)**, 9-12th grade; *June 2006-present*.
Full administrative responsibility for 4A high school (grades 9-12) curriculum, instruction, student assessment, staff supervision and evaluation, policy, extra and co-curricular management, and school budget. Responsible for leadership in the following: visionary and strategic planning, instructional leader, extra and co-curricular management and organizational systems, family and community partnerships, professional and ethical administration, financial planning and budgeting, personnel reorganization, governance and legal leadership.
- **Lake Pend Oreille Alternative High School Principal**, 7-12th grade; *Aug 2002-June 2006*.
Full administrative responsibility for school (grades 7-12) curriculum, instruction, student assessment, staff supervision and evaluation, policy, and budget. Responsible for leadership in the following: visionary and strategic planning, instructional leader, management and organizational systems, family and community partnerships, professional and ethical administration, governance and legal leadership.
- **Safe and Drug Free Schools Coordinator**, Lake Pend Oreille School District; *Sept 2003-present*.

Responsible for the development, implementation, oversight, and evaluation of the Safe and Drug Free Schools Grant for the Lake Pend Oreille School District. Coordinate programs, personnel, and curriculum throughout the district.

- **Elementary Principal, Title I Summer School**, K-3rd; *July 2002–Aug 2002*.
Develop thematic Title I summer program and administer the program, including advertising and recruiting families, instructional and curricular design, supervision and evaluation of personnel, student assessment, budget, parent and volunteer program, and state and federal accountability requirements.
- **Lake Pend Oreille High School Assistant Principal (Intern)**, 7-12th grade; *Aug 2001-Aug 2002*.
Student attendance and discipline, master schedule, parent contact and meetings, Principal responsibilities in the absence of the Principal.
- **University of Idaho, Doctoral Teaching Assistant**; *Summer 2001*.
Assist Dr. Jerry Fischer in Teaching *Ethics and Legal Issues in Counseling and Human Services*, a Masters of Education Graduate course in the Counseling and Human Services program.
- **University of Idaho, Doctoral Teaching Internship**; *Spring 2000*.
Develop curriculum and teach *Counseling in the Schools II*, a Masters of Education Graduate course in the Counseling and Human Services program.
- **University of Idaho, Doctoral Teaching Internship**; *Spring 2000*.
Develop curriculum and facilitate/teach *T-Group Counseling: Theory and Practice*, a Masters of Education Graduate course in the Counseling and Human Services program.
- **Lake Pend Oreille School District Counselor**, K-12th grade; *Aug 1994-Aug 2001*.
Implement Idaho's Comprehensive Guidance & Counseling Model; social/emotional, career and educational counseling. Responsible for: crisis intervention; individual, group and classroom guidance; student learning plans; standardized testing and interpretation; conflict mediation; interest inventories and interpretations; IEP meetings; post-secondary planning; college recommendations; scholarships; financial aid; referrals for students/families; Career Day Coordinator.
 - **Head Counselor**, Sandpoint High School; *Aug 1998-Aug 2001*.
Responsible for Counseling Department administrative tasks, goals and supervision of counseling staff.
 - **School Counselor**, Sandpoint High School; *Oct 1997-Aug 1998*.
 - **School Counselor**, Priest River Lamanna High School, Priest Lake Elementary, Southside Elementary; *Aug 1995-Oct 1997*. High school position funded by Carl Perkins grant.
 - **Career Education Counselor**, Bonner County Schools, District-Wide; *Aug 1994-Aug 1995*.
Promote career awareness and education with student's K-12th grade through classroom and small group guidance. Utilize Career Information Systems (CIS); district-wide drop-out analysis report; Carl Perkins, grant writing; Bonner County School District representative to Region 1 Tech Prep Consortium; assist with Tech Prep competitive grant.
- **Parenting with Love and Logic Instructor**, Lake Pend Oreille School District; *1997-present*.
Develop curriculum and teach *Parenting Teens with Love and Logic* and *Becoming a Love and Logic Parent: Raising Responsible Children*, six to ten week programs.
- **Summer Youth Employment Program Teacher**, Idaho Job Service; *Summer 1995*.
Teach employability skills to disadvantaged youth using the SCANS Report; offer leadership, mentoring, supervision and hands-on training. Responsible for managing the county childcare projects.
- **Challenges and Choices/Care to be You Instructor**, University of Idaho Extension Program; *1994*.
Adventure-based, experiential learning and counseling; portable and stationary low-ropes and high-ropes courses, Camp Mivoden and Lutherhaven courses; healthy family skill building classes; family systems interactive counseling; certified facilitator; collective grant writing responsibilities.

Honors & Achievements

- **Published Doctoral Dissertation**, University of Idaho; *May 2005*.
- **Dean's List**, University of Idaho; *January 1999 to May 2005*.
- **Model Schoolwide Title I Plan recognition**, BEST Project & State Dept. of Education; *March 2005*.
- **Award of Distinction**, Idaho Counseling Association Conference Presentation; *January 2005*.
- **Professional Counselor License, #LPC-2708**, Idaho Bureau of Occupational Licenses; *July 2002*.
- **Nominated to Alumnae Student of the Year**, University of Idaho; *Spring 2001 & Spring 2002*.
- **Technology Competence**, University of Idaho Competency Exam; *May 2001*.
- **Counseling Program Nominated to Idaho's Top Career Programs**, Sandpoint H.S.; *Jan 1999*.

- **Dean's List**, City University; *Oct 1992 to Aug 1994*.
- **Dean's List**, University of the Pacific; *1985-1988, summer 1989*.
- **Greek Woman of the Year Award**, University of the Pacific; *1989*.
- **Emerging Leaders Program**, UOP; *1985-1986*.

Academic and Community Service

- **District Budget Committee**; work with union and teacher representatives to develop district budget recommendations presented to the Superintendent, Lake Pend Oreille School District #84, *2009-present*.
- **Facility Planning Committee**; Assess current levels of educational suitability, facility suitability, and technology readiness for district schools, long-term planning for facility infrastructure; Administrator representative, Lake Pend Oreille School District #84, *2005-present*.
- **Teacher Supervision and Evaluation Committee**; Develop an educationally relevant and appropriate supervision and evaluation tool for certified staff; Lake Pend Oreille School District #84, *2005-present*.
- **Wellness Committee**; Develop a wellness plan for the school district; Lake Pend Oreille School District #84, *2005-present*.
- **Love and Logic Parent Instructor**; Volunteer 100% of time and resources to teach teen parenting classes in the community since 2001, Elementary parenting courses since 1997; Lake Pend Oreille School District #84, *1997-present*.
- **Multi-Hazard District Preparedness Committee**; Committee Leader; Developed & published district Crisis Response Plan; Conducted FEMA response training for principals; Lake Pend Oreille School District #84, *2001-present*.
- **Crisis Assistance Team**; Team Leader; co-founder; Lake Pend Oreille School District #84, *1995-present*.
- **Superintendent's Advisory Committee**; Lake Pend Oreille School District, *1997-2000*.
- **Drug Advisory Council**; counselor representative; Lake Pend Oreille School District, *1997-1999*.
- **Cognitive Self-Change Program "Active Change Empowerment" (ACE), Train the trainers**; Lake Pend Oreille School District #84, *June 1997*.
- **Hospice Volunteer**; Advisory Board, financial officer, conducted grief groups; Bonner County, *1995-present*.
- **School-to-Work Development Board**; Bonner County, *1995-1997*.
- **Conflict Mediation Trainer**; Lake Pend Oreille School District, *Sept 1995*.
- **Youth Hall of Fame**; committee member; Tacoma, WA, City University, *1992*.
- **Academic Affairs Committee**; only student appointed to faculty committee; UOP, *1987-1989*.
- **Students Against Multiple Sclerosis**; secretary, annual event chair; UOP, *1985-1988*.
- **Delta Sigma Pi Professional Business Fraternity**; Pledge Class President; UOP, *1987-1990*.
- **Delta Gamma Sorority**; Sight conservation & Aid to the Blind; UOP, *1986-1990*.

Professional Affiliation

- National Association of Secondary School Administrators (NASSP)
- Idaho Association of School Administrators (IASA); Membership Services and Publications & Communications Committees (2006)
- Idaho Association of Secondary School Principals (IASSP)
- Council of Alternative School Leaders (CASL); Region I Representative
- Association of Supervision and Curriculum Development (ASCD)
- American Counseling Association (ACA)
- National Council on Family Relations (NCFR)
- Principals' Partnership

References

- Dick Cvitanich, Superintendent; Lake Pend Oreille School District #84; 208.263.2184.
- Doug Olin, Assistant Administrator to the Superintendent; Lake Pend Oreille School District #84; 208.263.2184.
- Mark Berryhill, Former Superintendent; Lake Pend Oreille School District #84; 208.263.6638.
- Sean Cronin, IT Director; Lake Pend Oreille School District #84; 208.263.2184.
- Vickie Pfeifer, Chairman of the Lake Pend Oreille School District #84 Board of Trustees; 208.265.5690.
- Jack Dawson, Ph.D., Former Dean; University of Idaho, Coeur d'Alene; 208.667.2588.
- Tom Trotter, Ph.D., Former Counseling and School Psychology Professor and Program Director; University of Idaho; Doctoral Program Major Professor; 208.667.2588.
- Judy Hull, Title I Director, Curriculum Director, Professional Development Coordinator; Lake Pend Oreille School District #84; 208.263.2184.
- Sherri Hatley, Professional-Technical Education Director; Lake Pend Oreille School District #84; 208.264.5680.
- Sid Rayfield, District Facilities Director; Lake Pend Oreille School District #84; 208.290.2100.
- Tony Feldhausen, Idaho State Department of Education Consultant; Former Superintendent; West Bonner County School District #83; 208.265.2911.
- Mark Lockwood, Chief of Police; Sandpoint City; 208.265.1482.
- Officer Derrick Hagstrom, Lake Pend Oreille School District #84 School Resource Officer; 208.255.8580.
- Debbie Stallcup, Director; Bonner County Juvenile Justice Services; 263.1602.
- Ron Stultz, Senior Probation Officer; Bonner County Juvenile Justice Services; 263.1602.
- Foster Cline, M.D., Love and Logic Co-developer and founder, former Lake Pend Oreille School District #84 Board Trustee, Doctoral Dissertation Committee Member; 208.265.1519.

Post-Graduate Professional Development

- **Enhancing Professional Practice: Frameworks for Teaching**, by Charlotte Danielson, book study with staff; 2009-10.
- **RESULTS NOW! How We Can Achieve Unprecedented Achievements in Teaching and Learning**, by Mike Schmoker, presentation & book study for staff; 2008-09.
- **The Art of Possibility: Transforming Professional and Personal Life**, by Benjamin and Rozane Zander, presentation & book study for staff; 2007-08, 2009-2010.
- **Differentiating Instruction in Mixed Ability Classrooms**, by Carol Ann Tomlinson, presentation & book study for staff; 2007-08.

- **Meaningful Collaboration to Restructure the Curriculum**, facilitation of Directed Study professional development course for staff; *2006-07*.
- **REACH Reading program**, facilitation of Directed Study professional development course for staff; *2006-07*.
- **CORE Literacy Leadership Training**, Consortium on Reading Excellence/LPOSD #84; *2005-06*.
- **Mapping the Big Picture: Integrating Curriculum & Assessment K-12**, by Heidi Hayes Jacobs, presentation & book study for staff; *2005-06*.
- **Professional Ethics in Counseling**, Idaho Counseling Association; *Jan 05*.
- **Tools for Teaching**, by Fred Jones, presentation & book study for staff; *2004-05, 2006-07, 2008-09*.
- **Frameworks for Understanding Poverty**, by Dr. Ruby Payne, presentation & book study for staff; *2003-04*.
- **Effective Strategic Planning with a Leadership Team**, MGT Consulting, Ed Humboldt; *2003-04*.
- **Data-Driven Decision Making**, Center for Performance Assessment/SDE, Dr. M.A. Ranells; *Nov 03*.
- **Reactive Attachment Disorder (RAD): Healing Without Holding**, MEDS-PDN; *Nov 03*.
- **Deep Alignment for Results**, State Department of Education, Dr. M.A. Ranells; *Oct 03*.
- **Discipline With Dignity**, Dr. R. Curwin; *Oct 03*.
- **Personality Disorders-Axis II Diagnosis**, Cross Country University; *Dec 02*.
- **Instructional Leadership**, State Department of Education/Univ. of Idaho, Dr. M. Tomlin; *Nov 02*.
- **Who Moved My Cheese**, by Dr. Spencer Johnson, presentation & book study for staff; *2002-03*.
- **True Colors Training**, True Colors Northwest, Norm Klug; *Aug 02*.
- **Idaho Comprehensive Reading Program**, State Dept. of Education, Dr. B. Rainey; *July 02*.
- **Reading Comprehension and Fluency Integration**, Education Services, Dr. M. Howard; *May 02*.
- **Project Based Education Conference**, Kids that Know and Do, numerous presenters; *Mar 02*.
- **Early Childhood Brain Development**, Kootenai Medical Center, Dr. C. Scott; *Feb 99*.
- **A Scientifically-Based Marital Therapy**, Seattle Marital & Family Institute, Dr. Gottman; *Jan 99*.
- **Standardized Testing and Assessment**, University of Idaho, Dr. G. Stanton; *Dec 98*.
- **Life Skills Professional Intensive Course**, Life Skills NW, L. Spagen; *Sept 98*.
- **IOT/Work-Based Learning Training**, Univ. of Idaho, S. Reutzel & S. Pearson; *June 98*.
- **Oppositional Defiant Disorder**, Fact-R, Inc., Dr. J. Taylor; *May 98*.
- **Adolescent Substance Use & School Response**, Olympic Counseling Services, Dr. Moore; *Apr 98*.
- **National Student Assistance Program**, Chemical Awareness Training Institute, C. Watkins; *Feb 98*.
- **Attachment Disorder: The Making of a Psychopath**, University of Idaho, Dr. F. Cline; *Nov 97*.
- **Working with At-Risk Children & Youth**, ISCA Fall Conf., Univ. of Idaho, Dr. Trotter; *Oct 97*.
- **Students with Disabilities: Individual & Family Planning**, Univ. of Idaho, T. Leinbaugh; *Sept 97*.
- **IDEA: Special Education Rules & Regulations**, State Dept. of Education; *Sept 97*.
- **Instituting Tobacco Education & Cessation Programs in Your Schools**, K. Pendell; *Sept 97*.
- **Getting the Love You Want, Marriage seminar**, Institute for Imago Therapy, A. Turtle; *Sept 97*.
- **FAS/Alcohol Related Neuro-developmental Disorder Seminar**, Kootenai Medical Cntr; *May 97*.
- **Effective Crisis Management**, Bonner General Hospital; *May 97*.

- **Suicide Prevention Training**, Bonner County School District; *Feb 97*.
- **Here's Looking at You, 2000 Drug Curriculum Training**, Bonner County School District; *Dec 96*.
- **Symposium on Student Discipline**, University of Idaho, Dr. J. Conrath; *July 96*.
- **Conflict Management**, University of Idaho; *July 96*.
- **School-to-Work/Tech Prep Conference**, Seattle, WA; *Apr 96*.
- **Conflict is Opportunity**, University of Idaho, Dr. J. States; *Mar 96*.
- **After a Suicide Training**, Idaho State University, C. Hasselquist; *Feb 96*.
- **Disrupt the Disrupter**, Lewis & Clark College, Dr. G. Binnington; *Nov 95*.
- **Neuro-Linguistic Programming Presentation**, Hospice, P. Ridgeway; *Nov 95*.
- **Cognitive Approaches to Changing Behavior (ACE Program)**, Univ. of Idaho, M. Gornik; *Nov 95*.
- **A Family Redefined: Exploring the Changes that Death Brings**, Hospice, Dr. A. Wolfelt; *Oct 95*.
- **ADD/Arrested Development**, Life Skills Northwest, J. Spagen; *Oct 95*.
- **Fostering Resiliency in Children**, University of Idaho; *Oct 95*.
- **Quick Techniques in Child Psychotherapy**, Center for Applied Psychology, Dr. Shapiro, *Sept 95*.
- **Empowering Youth Conference**, Idaho State University; *Sept 95*.
- **Vocational Summer Conference**, University of Idaho; *Summer 95*.
- **Classroom Leadership**, University of Idaho, D. Broadwell; *Aug 95*.
- **Critical Thinking & Gardner's 7 Intelligences**, University of Idaho, Dr. T. Armstrong; *Aug 95*.
- **Crisis Assistance Team Training**, University of Idaho, Dr. J. Dudley; *May 95*.
- **Bonner Community Hospice Training Program**, J. Sturdevant; *May 95*.
- **Violence Prevention Conference**, Domestic Violence Coalition, C. Crawford; *Apr 95*.
- **School-to-Work/Tech Prep Conference**, Seattle, WA; *Apr 95*.
- **Reality Therapy Training**, Eastern Washington University, B. Duncan; (4.0 GPA); *Apr 95*.
- **Developing Winning Teaching Attitudes**, University of Idaho, Dr. M. Tomlin; *Feb 95*.
- **Theories of Vocational Choice**, University of Idaho, Dr. E. Biller; (4.0 GPA); *Spring 95*.
- **Counselor School-to-Work Intern**, University of Idaho; *Spring 95*.
- **HIV/AIDS Educational Conference**, Idaho State University, Dr. J. Girvan; *Nov 94*.
- **Prevention Skill Building Conference**, Idaho State University; *Oct 94*.
- **Psychological Management of the Difficult Child**, University of Idaho, Dr. F. Cline; *Jul 94*.
- **Challenges & Choices: Adventure-based Counseling Training**, University of Idaho; *Spring 94*.

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CURRICULUM VITAE
University of Idaho

NAME: Aiken, Katherine G.

DATE: August 10, 2009

RANK OR TITLE: Dean, College of Letters, Arts and Social Sciences
Professor of History

DEPARTMENT: College of Letters, Arts and Social Sciences

OFFICE LOCATION AND CAMPUS ZIP: Administration 111, 3154

OFFICE PHONE: (208) 885-7885

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EMAIL: kaiken@uidaho.edu

DATE OF FIRST EMPLOYMENT AT UI: January 1984

DATE OF TENURE: July 1, 1994

DATE OF PRESENT RANK OR TITLE: July 1, 2006
August 1, 2000

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Ph.D., History, 1980, Washington State University

M.A., History, 1974, University of Oregon

B.A., History, 1972, University of Idaho

Post-Doctoral Education:

National Endowment for the Humanities Fellowship for College Teachers, "Mary Heaton Vorse," 1983

National Endowment for the Humanities Summer Seminar, "Labor History," Wayne State University, Robert Zieger, Director, 1981

EXPERIENCE:

Teaching, Extension and Research Appointments:

Professor, History Department, University of Idaho, 2000-present

Associate Professor, History Department, University of Idaho, 1994-2000

Assistant Professor, History Department, University of Idaho, 1988-94

Visiting Assistant Professor, History Department, University of Idaho, 1984-88

Graduate Teaching Assistant, Washington State University, 1974-80

Graduate Teaching Fellow, University of Oregon, 1972-74

Academic Administrative Appointments:

Dean, College of Letters, Arts and Social Sciences 2006 to present

Associate Dean, College of Letters, Arts and Social Sciences, 2005-06

Acting Associate Dean, College of Graduate Studies, 2003, 2004

Chair, University of Idaho History Department, 2000-05

Project Director, National Endowment for the Humanities project, "Humanities Program for Rurally Isolated Nontraditional Students," Lewis-Clark State College, 1985-87

Director of Extended Learning/Associate Dean of Continuing Education, Lewis-Clark State College, Lewiston, Idaho, 1980-84

TEACHING ACCOMPLISHMENTS:

Areas of Specialization:

20th Century United States, Social and Cultural History, Women and Labor

Courses Taught:

American Studies 101, American Identities
Core 101, 102, Contemporary American Experience
Core 127,128, War and Our World
Core 160, 161, Sport in American Society
History 101, 102, History of Civilization
History 111, 112, Introduction to United States History
History 404/504, History of the Vietnam War
History 404/504, America's Game: Baseball and History
History 404/504, Sports and American Society
History 501, Seminar in Twentieth Century America
History 409/509, Colloquium: American Business and Labor
History 415/515, Civil War and Reconstruction
History 417/517, United States, 1900-1945
History 418/518, United States, 1945 to present
History 420/520, Women in American Society
History 430/530, United States Social and Cultural History

Students Advised:

Graduate Students Advised to Completion:

Mark Schreiter, Ph.D., 2007
Leah Evans-Janke, Ph.D., 2007
Wilma Woods-Davis, Ph.D., 2005
Christopher Schlect, M.A., 2005
Linnea Marshall, M.A., 2005
Donna Smith, M.A., 2004
Kristen Hughes, M.A.T., 2004
Robbin Johnston, Ph.D., 2004
Kaylene Nielson, M.A., 2003
Wayne Cochrane, M.A., 2003
Lori Lahlum, Ph.D., 2003
Kirk Leichner, M.A., 2002
Colleen Reynolds, M.A., 2002
Jeff Middleton, M.A., 2002
Mark Hoffman, MAT, 2001
Paul John Sadin, M.A., 2001
Kathleen L. Graham, M.A., 2001
Debra E. Lish, Ph.D., 2000
Rosemary Joyce Huskey, M.A., 2000
Kathryn T. Bonzo, MAT, 1999
Randall Jordan Doyle, Ph.D., 1996
Debra E. Lish, M.A., 1994
David Martin Ballard, M.A., 1993
Chin-Yu Chen, Ph.D., 1992
Corinne M. Davis, M.A., 1992
Brent Bjornn, MAT, 1991
Claibourne G. Williams, M.A., 1991
Nancy F. Renk, M.A., 1991

Students Advised (cont.)

Wallace Glen Lewis, Ph.D., 1991
Sally Jo Greene, M.A., 1990

Professional Activities:

University of Idaho Team Member, Greater Expectations Institute, 2008, focus on first year experience
Panelist, National Endowment for the Humanities, Education Division, 2006.
Project Evaluator, "It's Our Country, too!": Alvin Josephy and American Indians," funded by the Idaho Humanities Council, 2006.
Team Member, State Board of Education Teacher Preparation Program Review, Northwest Nazarene University, 2006.
Team Member, State Board of Education, Teacher Preparation Program Review, BYU-Idaho, 2004.
Steering Committee, ITEACH Teaching American History grant, Grangeville School District 2003-06.
Project Evaluator, "University of Idaho American Indian Film Festival," funded by the Idaho Humanities Council, 2004.
Social Studies Standards Review Team, Professional Standards Commission, Idaho State Department of Education, 2004.
Panelist, Education Programs, National Endowment for the Humanities, 2004.
Project Humanist, "Steinbeck Teacher Institute," funded by the Idaho Humanities Council, 2003.
Team Member, State Board of Education, Teacher Preparation Program Review, Albertson College, 2002.
Project Evaluator, "At the North End of the Long Bridge: A Sandpoint Centennial Project," funded by the Idaho Humanities Council, 2002.
Panelist, Media Projects, National Endowment for the Humanities, 2002.
Lead Scholar, Idaho Online Encyclopedia, funded by National Endowment for the Humanities, 2002-04.
Project Evaluator, "A Century of Change," Latah County Historical Society, funded by the Idaho Humanities Council, 2001.
Project Evaluator, "A Journey in Search of the Human Spirit," North Idaho College, funded by the Idaho Humanities Council, 2001.
Project Humanist, "Raices Culturales/Cultural Roots: A Model for Integrating Folklife in the Classroom," Idaho Humanities Council Summer Institute for Teachers, 2001.
Program Chair, Pacific Northwest History Conference, 2000.
Program Co-Chair, American Historical Association -- Pacific Coast Branch, 2000.
Project Evaluator, "Personal Calendars: A Female Geography of the Twentieth Century," Coeur d'Alene, Flathead, and Spokane Indian Reservations, funded by the Idaho Humanities Council, 2000.
Project Evaluator, "Journey through Time," North Idaho College, funded by the Idaho Humanities Council, 2000.
Panelist, National Endowment for the Humanities, Humanities and Social Sciences Projects, 1999.
Project Evaluator, North Idaho College Forum, funded by the Idaho Humanities Council, 1999.
Project Evaluator, "Victorian Dickens Festival," Kellogg, Idaho, funded by the Idaho Humanities Council, 1999.
Project Humanist, Hemingway Institute, funded by the Idaho Humanities Council, 1999.
Project Evaluator, "Journey Through Time," funded by Idaho Humanities Council, 1998.
Project Humanist, Idaho State Historical Society Teacher's Institute on Women in Idaho, funded by the Idaho Humanities Council, 1997.
Project Evaluator, "Sacred Encounters" (Cataldo Mission), funded by Idaho Humanities Council, 1997.
Project Humanist, "Saga of a Mining Town: Burke Idaho," funded by Idaho Humanities Council, 1993-97.
Essay Reader, Advanced Placement Examinations in United States History, 1996.
Panelist, National Endowment for the Humanities, Development and Demonstration Projects, 1996.
Project Humanist, Wallace Mining Museum traveling exhibit, funded by the Idaho Humanities Council, 1995-96.
Project Humanist, Idaho State Historical Society program for teachers, funded by the Idaho Humanities Council, 1995.
Project Evaluator, "Fred E. Miller, Photographer of the Crows," funded by the Idaho Humanities Council 1994.

Project Humanist, "North Idaho's Silver Legacy: A Portrait of the Historical Coeur d'Alene Mining District," funded by the Idaho Humanities Council, 1993-94.
Panelist, National Endowment for the Humanities, Programs in Libraries and Archives, 1993.
Project Humanist, "Idaho History Project," funded by the Idaho Humanities Council and the National Endowment for the Humanities, 1992-94.
Project Director, "Women's Suffrage in Idaho," funded by the Idaho Humanities Council, 1991.
Project Director, "Women's Organizations in Idaho," funded by the Idaho Humanities Council and Idaho Centennial Commission, 1990-91.
Project Humanist, "The Home Front," funded by the Idaho Humanities Council, 1991.
Project Humanist, "Bill of Rights," funded by the Idaho Humanities Council and National Endowment for the Humanities.
Project Humanist, "Mormon Migration," funded by the Idaho Humanities Council, 1990.
Panelist, National Endowment for the Humanities, Programs in Libraries and Archives, 1990.
Project Humanist, "Let's Talk About It," funded by the Idaho Humanities Council, 1989-94, 1996-2000.
Project Humanist, "Two Constitutions Project," funded by the National Endowment for the Humanities, 1989.
Project Humanist, "Old Alturas County," funded by the Idaho Humanities Council, 1988.
Project Humanist and Evaluator, "Moscow Centennial Celebration," funded by the Idaho Humanities Council, 1987.
Project Humanist and Evaluator, "County Nights," funded by the Idaho Humanities Council, 1987.
Project Humanist, "A More Perfect Union," funded by the Idaho Humanities Council, 1987.
Project Evaluator, "Men, Money, and Mining: The History of Mining and Labor in the Coeur d'Alene Mining District," funded by the Idaho Association for the Humanities, 1986.
Project Humanist and Evaluator, "Who are These Children? The History of the Children's Home in State and National Context," funded by the Association for the Humanities in Idaho, 1983.
Participating Humanist, "Happy Birthday Franklin D. Roosevelt," a symposium funded by the Washington Commission for the Humanities, 1981.

Honors and Awards:

Gamma Phi Beta Faculty Member of the Year 2009
Phi Kappa Phi Distinguished Professor, 2005
ASUI Outstanding Faculty Award, 2004
ATHENA (University of Idaho Professional Women's Organization) Woman of the Year, 2003
Student Disabilities Services Outstanding Faculty Award, 2001
ASUI Outstanding Faculty Award, 2000
University of Idaho Award for Teaching Excellence, 2000
Inaugural Faculty Fellow, Excellence in Teaching the Humanities Program, 1998-99
Alumni Award for Excellence, 1989, 1996, 2000, 2003, 2007
Naval ROTC Faculty Excellence Award, 1998 and 1999
University of Idaho Panhellenic Council Outstanding Faculty Award, 1989 and 2009

SCHOLARSHIP ACCOMPLISHMENTS:

Books:

Aiken, Katherine G., Kevin Marsh, Laura Woodworth-Ney, *Idaho: The Heroic Journey*, Cherbo Publishing, 2006.

Idaho's Bunker Hill: The Rise and Fall of a Great Mining Company, 1885-1981, University of Oklahoma Press, 2005.

Harnessing the Power of Motherhood: The National Florence Crittenton Mission, 1883-1925, University of Tennessee Press, 1998. (Nominated for the Berkshire Women's Historical Award)

Chapters in Books

Senator Church and His Constituents,” in Russell A. Miller, ed. *U.S. National Security, Intelligence and Democracy: From the Church Committee to the War on Terror*, Routledge, 2008, 76-96.

“Idaho,” in Benjamin F. Shearer, ed., *The United States: The Story of Statehood for the Fifty United States*, Greenwood Press, 2004, Vol. 1: 325-356.

“Sister Aimee Semple McPherson and the Interwar West, 1920-1940,” in Richard Eutlain, ed. *Western Lives: A Biographical History of the American West*, University of New Mexico Press, 2004, pp. 305-326. (Refereed)

“Western Smelters and the Problems of Smelter Smoke,” in Dale Goble, Paul Hirt, ed., *Northwest Lands and Peoples*, University of Washington Press, 1999, pp. 501-522. (Refereed)

“The Struggles for Equality and Diversity, 1854-1975,” Terrill, Bukowski, Isserman, Hammack, Karl, Coven, Steigerwald, and **Aiken**, *Documents Collection*, Worth Publishers, 1993, pp. 337-362.

“Don Samuelson,” in *Idaho Governors: Historical Essays on Their Administrations*, edited by Robert Sims, Boise State University Press, 1992, pp. 176-181.

“Introduction” to *Silver Strike*, by William Stoll, University of Idaho Press, 1991, pp. ix-xix. (Introduction to 1991 reprint of a 1932 work, part of the *Idaho Yesterdays* series.)

Articles in Refereed Journals:

“Super Heroes and Super Students: Comics in the History Classroom,” *OAH Magazine*, forthcoming, 2010.

“Idaho Exchanges,” *Idaho Yesterdays* 48 (Spring/Summer 2007): 7-9.

“Gender and the Congressional Career of Idaho’s Gracie Pfof, 1952-1962,” *Journal of the West* 42 (Summer 2003):44-51.

“A Woman’s Place is in the House, Women in the U.S. House of Representatives: Idaho’s Gracie Pfof as Case Study,” *Rikkyo University American Studies Journal*, 24 (March 2002):1-39.

“Odyssey of a Union: Communism and the Rise of the Northwest Metal Workers, 1960-1971,” *Montana: The Magazine of History*, 47 (Autumn 1997):46-61.

“‘When I Realized How Close Communism Was to Kellogg, I Was Willing to Donate Day and Night’: Anti-Communism and the Bunker Hill Strike of 1960,” *Labor History*, 36 (Spring 1995):165-186.

“‘Not Long Ago a Smoking Chimney was a Sign of Prosperity’: Corporate and Community Response to Pollution at the Bunker Hill Smelter in Kellogg, Idaho,” *Environmental History Review*, 18 (Summer 1994):67-86.

“Bunker Hill versus the Lead Trust: The Struggle for Control of the Metals Market in the Coeur d’Alene Mining District, 1885-1918,” *Pacific Northwest Quarterly*, 84 (April 1993):42-49. Charles Gates Award.

“‘It May Be Too Soon to Crow’: Bunker Hill and Sullivan Company Efforts to Defeat the Miners’ Union, 1890-1900.” *Western Historical Quarterly*, XXIV (August 1993):309-331. Nominated for the Bryant Spann Memorial Prize.

“From Mission to Hospital: The Detroit Florence Crittenton Home, 1897-1930,” *Detroit in Perspective*, 6 (1982):50-64.

Contributions to Edited Works:

- "The National Florence Crittenton Mission," *Praeger Handbook of Adoption*, 2006, 235-237.
- "May Arkwright Hutton," *Encyclopedia of the American West*, Macmillan Publishing Company, 1996.
- "Applying the Constitution: The Congress vs. the President in the Conduct of Foreign Policy," *Rendezvous*, XXIII (Fall 1987):35-53 (with David Adler).
- "Kate Waller Barrett," in *Biographical Dictionary of Social Welfare in America*, edited by Walter Trattner, Greenwood Press, 1986, pp. 61-64.
- "The National Florence Crittenton Mission in the Pacific Northwest," *Northwest Women's Heritage*, University of Washington, 1985, pp. 87-109.

Other Publications:

- "Mining in the Coeur d'Alenes," "Idaho and the American West," The Idaho Humanities Council 1994, 16-18.
- "Women in Comics Can Be Good Role Models," *The University of Idaho Magazine*, Vol. 10 (April 1993):16.
- "A Meeting Ground for those of Purpose Great': Women's Organizations in Idaho," pamphlet, Idaho Humanities Council and Idaho Centennial Commission, 1991, 12 pp.

Book Review Essays:

- "Working and Living: Women and Mining Communities," *Oral History Review* 26 (Winter/Spring 1999):119-125.

Book Reviews:

- Aimee Semple McPherson and the Resurrection of Christian America*, Matthew Avery Sutton, in *The Journal of American History*, December 2007, 979.
- Boise Idaho, 1882-1910: Prosperity in Isolation*, Carol Lynn MacGregor, in *Western Historical Quarterly*, (Winter 2007), 531-2.
- Citizen: Jane Addams and the Struggle for Democracy*, Louise Knight, in *American Historical Review*, April 2007, 521-2.
- Sick Building Syndrome and the Problem of Uncertainty: Environmental Politics, Technoscience, and Women Workers*, Michelle Murphy in *Technology and Culture* 48 (April 2007):444-6.
- Mining Women: Gender in the Development of a Global Industry, 1670-2005*, Jaclyn Gier and Laurie Mercier, eds. in *Montana: The Magazine of Western History* (Winter 2006):78-9.
- The Reconstruction of White Southern Womanhood 1865-1895*, Jane Turner Censer in *American Historical Review* (December 2004):1577-1578.
- Old Paint: A Medical History of Childhood Lead-Paint Poisoning in the United States to 1980*, Peter C. English in *Technology and Culture* 44 (April 2003): 405-407.
- Jane Addams and the Dream of American Democracy: A Life*, Jean Bethke Elshtain, in *American Historical Review* (December 2002):1567-568.

Progressivism and the New Democracy, Sidney M. Milkis and Jerome M. Mileur, eds., in *The Journal of Policy History* 14 (2002):219-222.

Atlantic Crossings: Social Politics in a Progressive Age by Daniel T. Rodgers, H-Pol, H-Net Reviews, January 2000. URL: <http://222.h-net.msu.edu/reviews/showrev.cgi?path=32096949068197>.

Wood River or Bust: Idaho's Silver Boom of the 1880's, by Clark C. Spence in *Oregon Historical Quarterly* 101 (Spring 2000):106-7.

Oil, Wheat and Wobblies: The Industrial Workers of the World in Oklahoma, 1905-1930, by Nigel Anthony Sellers in *Western Historical Quarterly* XXX (Spring 1999):93-94.

Hazards of the Job: From Industrial Disease to Environmental Health Science, by Charles Sellers and *Radium Girls: Women and Industrial Health Reform, 1910-1935*, by Claudia Clark in *Technology and Culture* 39 (October 1998):794-797.

Working the North: Labor and the Northwest Defense Projects, 1942-1946, by William R. Morrison and Kenneth A. Coates, *Western Historical Quarterly*, 26 (Summer 1995):259-260.

The Psychiatric Persuasion: Knowledge, Gender, and Power in Modern America, by Elizabeth Lunbeck, *History*, 23 (Summer 1995):155.

Margaret Fuller, An American Romantic Life: The Private Years, by Charles Capper, *History*, 22 (Winter 1994):92.

Idaho Women in History: Big and Little Biographies and Other Gender Stories by Betty Penson-Ward, *Idaho Yesterdays*, 36 (Spring 1992):33-34.

Sexual Anarchy: Gender and Culture at the Fin De Siecle by Elaine Showalter, *History*, 20 (Winter 1992):81.

Hecla: A Century of Western Mining by John Fahey, *Oregon Historical Quarterly*, 92 (Winter 1991-2):433-435.

Siringo: The True Story of Charles A. Siringo, Texas Cowboy, Longhorn Train Driver, Private Detective, Rancher, and Author. . . by Ben E. Pingnot, *Montana: The Magazine of Western History*, 40 (Spring 1990):5.

Walking to Work by Eric Monkonnen, *The Historian*, 49 (November 1986):132-133.

Presentations and Other Creative Activities:

"The Coeur d'Alene Mining District," Coeur d'Alene Library discussion series, April 8, 2009

"Idaho and the Great Depression," Initiation Address, Phi Alpha Theta, April 2, 2009

"Western Myth," Teacher In-Service, Nezperce Idaho, March 7, 2009

Irrigation in the West," Teacher In-Service, Grangeville, Idaho, January 24, 2009

Commencement Address, University of Idaho Winter Commencement, December 15, 2008

"Idaho Cities at a Crossroads," Invited Addresss, Idaho Association of Cities, June 25, 2008

"The United States Constitution," Teacher In-Service, Lewiston, Idaho May 31, 2008

"Labor and Mining in Idaho," Teacher In-Service, Craigmont, Idaho, March 25, 2008

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

AIKEN, Katherine G.

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- “The Silver and Gold Book: Women and Early Moscow,” Pleides, March 6, 2008
- “Silver Valley History,” teacher in-service Spokane, Washington, May 4, 2007
- “Senator Frank Church and the Idaho Connection,” Bellwood Lecture Panel, University of Idaho College of Law, October 12, 2006
- “The Trial of the Century,” Invited Address, National Convention, Association of Attorneys General, Coeur d’Alene, Idaho, June 28, 2006.
- “Big Trouble,” Invited address, Museum of Arts and Culture, Spokane, Washington, May 6, 2006.
- “Women and Mining in the Coeur d’Alenes,” Invited Address, Central Washington University, April 10, 2006.
- “Civil Rights in the 1950s and 1960s,” Teacher Inservice, Ellensburg, Washington, March 8, 2006.
- “Idaho’s Bunker Hill,” Log Cabin Literary Center, Boise, Idaho, February 23, 2006.
- “Korea and Vietnam,” Teacher Inservice, Ellensburg, Wasnington, November 2, 2005
- “Labor and Ethnicity in the Coeur d’Alenes,” Idaho’s Journey for Human Rights, Wallace, Idaho, July 15-16, 2005.
- “Terrorism and History,” Teacher Inservice, McCall, Idaho, June 5-10, 2005.
- “Wonder Woman and Phi Beta Kappa: The Life of the Mind Meets Real Life in a Comic Strip,” banquet address, Phi Beta Kappa initiation, April 11, 2005.
- “Let’s Talk About It,” *Home Below Hells Canyon*, Bonners Ferry Idaho, January 21, 2005.
- “Suffrage and Prohibition,” Teacher Workshop, Ellensburg, Washington, November 3, 2004.
- “Much More Than a Hole in the Ground: Kellogg, Idaho’s Bunker Hill Company,” keynote address, Idaho State Historical Society Annual Meeting, Boise, Idaho, October 21, 2004.
- Brown v. Board* and Civil Rights, Teacher Workshop, McCall, Idaho, June 21-22, 2004.
- Pedagogy and Primary Sources: The Lewis and Clark Example, Teacher inservice workshop, Grangeville, Idaho, February 25, 2004
- “Let’s Talk About It,” *Their Eyes Were Watching God*, Lewiston, Idaho, February 10, 2004.
- Gracie Pfost and Helen Chenoweth: Idaho Women in the House, University of Idaho Women’s Center, March 23, 2004.
- “The Women’s History Context for *Reed v. Reed*,” presentation and panel discussion with United States Supreme Court Justice Ruth Bader Ginsberg, September 18, 2003.
- “May Arkwright Hutton,” public presentation, Wallace, Idaho, June 28, 2003.
- “The Left in the 1930s and 1950s: Making Historical Connections,” Idaho Humanities Council Summer Institute, Nampa, Idaho, July 26, 2003.

“From Boycott to Consciousness Raising: Ella Baker and Jo Ann Robinson,” University of Idaho Women’s Center, March 27, 2003.

“Let’s Talk About It,” *A Victorian Gentlewoman in the Far West*, Orofino, Idaho, January 14, 2003.

“What’s a Nice Girl Like Me Doing in a Profession Like This?” University of Idaho Interdisciplinary Colloquium, 2002.

“Water and the West,” Idaho Humanities Council Summer Institute, Nampa, Idaho, July 2002.

“Kellogg, Idaho’s Bunker Hill Company,” Banquet Address, Mining History Conference, Wallace, Idaho, June 21, 2002.

“That ‘Motley Irish Crowd’: Ethnicity and the Coeur d’Alene Mining Wars of the 1890s,” Idaho State University Centennial Academic Celebration of Idaho, January 30, 2002.

“Let’s Talk About It,” *Grapes of Wrath*, Priest River, Idaho, October 23, 2001.

“Racial Diversity in Idaho: Hispanics in the Silver Valley as a Case Study,” Idaho Humanities Council Summer Institute, Nampa, Idaho, July 10, 2001.

“Let’s Talk About It,” *Their Eyes Were Watching God*, Sandpoint, Idaho, January 22, 2001.

“Let’s Talk About It!” *Invisible Man*, Bonners Ferry, Idaho, January 31, 2000.

“Let’s Talk About It!” *Balsamroot*, Sandpoint, Idaho, November 11, 1999.

“The United States in the 1920s: Hemingway’s Milieu,” public presentation, Ketchum, Idaho, July 21, 1999.

“The Coeur d’Alene Mining Wars, 100 Years Later,” public presentation, Wallace, Idaho, April 29, 1999.

“Let’s Talk About It,” *A Mormon Mother: An Autobiography*, Sandpoint, Idaho, September 24, 1998.

“Mining and Idaho History,” Teacher In-Service, “Institute on Idaho and the American West,” Boise, July 23, 1998, sponsored by Idaho Humanities Council.

“Let’s Talk About It,” *Home Below Hell’s Canyon*, Bonners Ferry, Idaho, March 2, 1998.

“Women’s Suffrage in Idaho,” Teacher In-Service, “Writing Women into Western History,” Boise, July 15, 1997, sponsored by Idaho State Historical Society and Idaho Humanities Council.

“Idaho History,” half-day Elderhostel workshop, Sandpoint, Idaho, March 8, 1997.

“Let’s Talk About It,” *Invisible Man*, Sandpoint, Idaho, November 25, 1996.

“Women and the Teaching Curriculum,” University of Idaho Fall Teaching Forum, September 24, 1996.

“Baseball as a Case Study for Historical Inquiry,” Troy High School, May 13, 1996.

“Using History as a Lens to Explore Challenges Women Face in Nontraditional Employment Situations,” Workshop at Hewlett-Packard Company, Spokane, Washington, March 28, 1996.

“Gender as an Issue in the Career of Idaho Member of Congress Gracie Pfof,” keynote address, Women’s History Week, Boise State University, March 11, 1996.

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- "The Seventy-Fifth Anniversary of the Woman's Suffrage Amendment," University of Idaho Women's Center, September 20, 1995.
- "Environmental Issues and Mining," Teacher In-Service, Boise, Idaho, June 26, 1995.
- "Women and Social Welfare During the Progressive Era," University of Idaho Women's Center, February 15, 1995.
- "Mining and the Depression," Public Presentation, Wallace, Idaho, December 5, 1994.
- "A New Look at Mining in Idaho," Public Presentation, Orofino, Idaho, November 8, 1994.
- "The Silver Valley--Spokane Connection," Keynote Address, National University Continuing Education Association Regional Meeting, Spokane, Washington, October 20, 1994.
- "Mining and the Environment," Public Presentation, Moscow, Idaho, October 19, 1994.
- "Mining Technology," Public Presentation, Lewiston, Idaho, October 12, 1994.
- "Mining in Idaho," Teacher In-Service, Moscow, Idaho, October 6, 1994.
- "Mining in North Idaho," Public Presentation, Coeur d'Alene, Idaho, September 22, 1994.
- "The Coeur d'Alene Mining Wars," Public Presentation, Wallace, Idaho, May 6, 1994.
- "Let's Talk About It, *We Sagebrush Folk*, Orofino, Idaho, April 4, 1994.
- "Let's Talk About It," *Billy the Kid*, Sandpoint, Idaho, October 26, 1993.
- "Western Women's Voices," Pacific Northwest Library Association, Kalispell, Montana, August 13, 1993.
- "Mining in Idaho," Teacher Summer Institute, sponsored by National Endowment for the Humanities and Idaho Humanities Council, Boise, Idaho, June 21, 1993.
- "Let's Talk About It," *Ceremony*, Bonners Ferry, Idaho, March 8, 1993.
- "Women in Comics," University of Idaho Women's Center, February 17, 1993.
- "Idaho and WWII," Keynote Address, Latah County Historical Society Annual Meeting, January 28, 1993.
- "The Bill of Rights," Teacher In-Service, Coeur d'Alene, Idaho, March 20-21, 1992.
- "Let's Talk About It!" *A Bride Goes West*, Bonners Ferry, Idaho, March 9, 1992.
- "Idaho Congresswoman Gracie Pfof," University of Idaho Women's Center, February 26, 1992.
- "Idaho, the Homefront, and World War II," Public Presentation, Moscow, Idaho, December 7, 1991.
- "Women's Organizations in Idaho," Public Presentation, Coeur d'Alene, Idaho, November 4, 1991.
- "The Bill of Rights," Teacher In-Service, Moscow, Idaho, October 3 and 4, 1991.
- "Women's Suffrage in Idaho," Public Presentation, Latah County Historical Society, Moscow, Idaho, July 21, 1991.
- "Women and the Bill of Rights," Public Presentation, Boise, Idaho, June 11, 1991.

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"The English Background to the Bill of Rights," Whittenberger Foundation Teacher Summer Institute, Caldwell, Idaho, June 10 and 11, 1991.

"The University of Idaho Then and Now," speech to University of Idaho, College of Letters and Science, Fifty Year Graduates, May 11, 1991.

"The Bill of Rights," Public Presentation, Boise, Idaho, April 11, 1991.

"May Hutton," University of Idaho Women's Center, February 13, 1991.

"Let's Talk About It!" *A Bride Goes West*, Moscow, Idaho, February 13, 1991.

"Women in History," Coeur d'Alene Women's Forum, October 26, 1990.

"Let's Talk About It!" *We Sagebrush Folk*, Potlatch, Idaho, October 16, 1990.

"Mormon Migration," Exhibit Opening Address, Bonner County Historical Society, Sandpoint, Idaho, October 4, 1990.

"Mormon Migration," Exhibit Opening Address, Latah County Historical Society, Moscow, Idaho, September 19, 1990.

"Two Constitutions Project," Western States Humanities Council Conference, Sun Valley, Idaho, May 31, 1990.

"Let's Talk About It!" *We Sagebrush Folk*, Coeur d'Alene, Idaho, April 11, 1990.

"Let's Talk About It!" *We Sagebrush Folk*, Kellogg, Idaho, April 3, 1990.

"Abigail Scott Duniway," University of Idaho Women's Center, February 21, 1990.

"Let's Talk About It!" *We Sagebrush Folk*, Sandpoint, Idaho, October 18, 1989.

"Labor Relations and the Bunker Hill Company," invited address, Lewis Clark State College Business Students, October 14, 1989.

Teacher In-Service Workshop, "Women's Suffrage and the Idaho Constitution," Sandpoint, Idaho, October 5 and 6, 1989.

"The Idaho Constitutional Convention," Public Presentation, Sandpoint, Idaho, October 5, 1989.

Teacher In-Service Workshop, "Women's Suffrage and the Idaho Constitution," Wallace, Idaho, September 24 and 25, 1989.

"William Clagett and the Idaho Constitutional Convention," Public Presentation, Wallace, Idaho, September 24, 1989.

Teacher In-Service Workshop, "Women's Suffrage and the Idaho Constitution," Salmon, Idaho, April 20 and 21, 1989.

"The Idaho Constitutional Convention," Public Presentation, Salmon, Idaho, April 20, 1989.

Teacher In-Service Workshop, "The Idaho Constitution," Lewiston, Idaho, April 3 and 4, 1989.

"The Idaho Constitutional Convention," Public Presentation, Lewiston, Idaho, April 3, 1989.

“Anti-Communism and the Bunker Hill Strike of 1960,” Phi Alpha Theta Initiation Banquet Address, March 8, 1989.

“Margaret Sanger,” University of Idaho Women’s Center, February 6, 1989.

“Emma Goldman,” University of Idaho Women’s Center, February 16, 1988.

“Foreign Affairs and the United States Constitution,” Public Presentation, Boise, Idaho, November 8, 1987.

“Foreign Affairs and United States Constitution,” Public Presentation, Coeur d’Alene, Idaho, October 9, 1987.

Teacher In-Service Workshop, “The United States Constitution,” University of Idaho Coeur d’Alene Center, October 8 and 9, 1987.

“Foreign Affairs and the United States Constitution,” Public Presentation, Pocatello, Idaho, September 18, 1987.

Teacher In-Service Workshop, “The United States Constitution,” Idaho State University, September 17 and 18, 1987.

“Elizabeth Cady Stanton,” University of Idaho Women’s Center, February 10, 1987.

Professional Meeting Papers:

“Walking the Talk: Modeling Integration of Content and Pedagogy,” Teaching American History Project Directors Conference, January 5, 2009

“A Silent Partner: Gladys Hampton and the Lionel Hampton International Jazz Festival, Jazz History Conference, 2008

“Three Historians: Will Work for Cash,” Pacific Northwest History Conference 2007

“New Technology, Industrial Organization, and the Coeur d’Alene Mining Wars,” Pacific Northwest Labor History Association, 2000.

“Gracie Pfof and Helen Chenoweth, An Unlikely Duo: Gender as an Issue in Idaho Politics,” Women’s West Conference, 2000.

““The Proliferation of Government Regulation and Interference’: Kellogg, Idaho’s Bunker Hill Company and Government Efforts to Protect the Environment, 1970-1981,” American Society for Environmental History, 1995.

“Gender as an Issue in the 1952 Election of Idaho’s Gracie Pfof,” American Historical Association--Pacific Coast Branch, 1995.

“Idaho Representative Gracie Pfof and the Hells Canyon Controversy,” Pacific Northwest History Conference, 1992.

“An Independent Labor Union’s Odyssey: The Northwest Metal Workers, Kellogg, Idaho, 1960-1971,” American Historical Association, Pacific Coast Branch, 1992.

“Entrepreneurial Risk-Taking at the Bunker Hill and Sullivan Company: Construction of the Lead Smelter, 1917,” Pacific Northwest History Conference, 1991.

"A Company, the Community and the Environment: Environmental Impact and the Bunker Hill Company of Kellogg, Idaho," American Historical Association, Pacific Coast Branch, 1991.

"CIO! Labor Organization and the New Deal in Idaho's Silver Valley, 1933-1942," Pacific Northwest History Conference, 1990.

"Miners and Smeltermen in the Silver Valley," Miner's Culture or Mining Culture: A Conference on Occupational Tradition in the Silver Valley, 1990.

"Images of Women and the 1960 Mine-Mill Strike at the Bunker Hill Company," Pacific Northwest History Conference, 1989.

"From Mine to Company: The Bunker Hill, 1885-1900," NEH Centennial West Conference, 1989.

"Labor Relations at the Bunker Hill and Sullivan Company, 1892-1900," Pacific Northwest History Association, 1988.

"The Shoshone County Anti-Communist Association vs. the Mine, Mill, and Smelter Workers' Auxiliary: Women and Anti-Communism in Kellogg, Idaho, 1950-1960," Pacific Coast Branch, American Historical Association, 1988.

"War in the Coeur d'Alenes: The Bunker Hill and Sullivan Company and the Miners' Union, 1892-1900," North American Labor History Conference, 1987.

"Mary Heaton Vorse: A Preliminary Report," The Northwest Women's Studies Association, 1982.

"Florence Crittenton Homes and the Idea of Unwed Motherhood," Northwest Women's Studies Association Conference, 1979.

"Militant Tactics and the Women's Social and Political Union," West Coast Conference on British Studies, 1974.

Grants and Contracts Awarded:

"Jazz in the Schools," National Endowment for the Arts, \$25,000, 2008.

"Silver Mining in the West: Conflict and Community on the Frontier," National Endowment for the Humanities, Landmarks in American History and Culture program, \$168,944.00, 2005-06.

"Much More than a Hole in the Ground: Kellogg, Idaho's Bunker Hill Company 1885-1981 -- Photographs," John Calhoun Smith Fund, \$727, 2004.

"Much More than a Hole in the Ground-Kellogg, Idaho's Bunker Hill Company," John Calhoun Smith Fund, \$2,360, 1997.

Summer Sessions Innovative Program Grant for "America's Game: American Society and Baseball, 1845-present," \$2,000, 1997.

Summer Sessions Innovative Program Grant for "America's Game: American Society and Baseball, 1845-present," \$2,000, 1996.

"History of the Bunker Hill and Sullivan Mining and Smeltering Company in Kellogg, Idaho, 1885-1982, Part VII," John Calhoun Smith Fund, \$1,289, 1995.

"Gender and the Congressional Career of Idaho's Gracie Pfozt," paper at American Historical Association, Pacific Coast Branch, August 1995, Small Travel Grant, \$800.

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"History of the Bunker Hill and Sullivan Mining and Smeltering Company in Kellogg, Idaho, 1885-1982, Part VI," John Calhoun Smith Fund, \$1,050, 1992.

"History of the Bunker Hill and Sullivan Mining and Smeltering Company in Kellogg, Idaho, 1885-1982, Part V," John Calhoun Smith Fund, \$11,050, 1991.

"Women's Suffrage in Idaho," Seed Grant, University of Idaho, \$2,960, 1991.

Planning Grant from the Idaho Humanities Council, "Women's Suffrage in Idaho," \$858.98, 1990.

"Women's Clubs in Idaho," Idaho Humanities Council, \$7,770, 1990.

"History of the Bunker Hill and Sullivan Mining and Smeltering Company in Kellogg, Idaho, 1885-1982, Part IV," John Calhoun Smith Fund, \$5,006.26, 1990.

"Women's Suffrage in Idaho," Idaho Humanities Council, \$1,996, 1990.

"Women's Organizations in Idaho," Idaho Centennial Commission, \$4,341, 1990.

"History of the Bunker Hill and Sullivan Mining and Smeltering Company in Kellogg, Idaho, 1885-1982, Part III," John Calhoun Smith Fund, \$3,388.33, 1989.

"Workshops on the Care and Management of Historical Photograph Collections," Idaho Centennial Commission, \$4,950, 1989.

"History of the Bunker Hill and Sullivan Mining and Smeltering Company in Kellogg, Idaho, 1885-1982, Part II," John Calhoun Smith Fund, \$2,424, 1988.

"History of the Bunker Hill and Sullivan Mining and Smeltering Company in Kellogg, Idaho, 1885-1982," John Calhoun Smith Fund, \$3,147, 1987.

Faculty Development Grant, University of Idaho NEH Project, \$4,655, 1986.

"Humanities Program for Rurally Isolated Nontraditional Students," National Endowment for the Humanities, \$90,000 (at Lewis-Clark State College), 1985-87.

Course Development Grant, University of Idaho NEH Project, \$10,000, 1985.

Coeur d'Alene Humanities Program, Idaho Humanities Council, \$2,943, 1985.

"Cooperative Education Program," Department of Education, Cooperative Education Administration, \$72,100 (at Lewis-Clark State College), 1984.

"Developing Programs for Adult Learners," Department of Education, Title III, \$160,000 (at Lewis-Clark State College), 1982.

"International Trade Awareness Program," Shelby Collum Davis Foundation, \$28,750 (at Lewis-Clark State College), 1982.

Scholarly Work in Progress:

"Idaho United States Representative Gracie Pfost."

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Honors and Awards:

Organization of American Historians/Japanese Association for American Studies Residency in Japan, Rikkyo University, 2001
Charles Gates Award for the best article in Pacific Northwest Quarterly, 1994
Idaho Humanities Council Fellowship, 1991-92

SERVICE:

Major Committee Assignments:

American Studies Committee
History Committee, University of Idaho Centennial
History Scholarship Committee, Chair
Honors Program Committee
Institutional Planning and Budget Advisory Committee, 2004
John Calhoun Smith Committee, 2001-05
Letters and Science Dean's Advisory Committee, 1997-98
Letters and Science Diversity Task Force
Letters and Science Tenure and Promotion Committee, 1996-98
Presidential Search Committee, University of Idaho, 2008-2009
President's Cabinet, 2007--present
Provost's Council, 2006--present
Strategic Enrollment Management Steering Committee, 2003-05
Teacher Education Coordinating Committee, 2004-06
Teacher Education Re-Design Steering Committee
University Committee on General Education, 2003-06
University Finance and Budget Committee, 2004-05
University Research Council, 1998-2000
University Tenure and Promotion Committee, 2003, 2004
University Vision and Resources Task Force, 2004
Women's Center Advisory Board

Professional and Scholarly Organizations:

American Historical Association - Pacific Coast Branch
Nominating Committee, 1994-96
Council, 1998-2000
W. Turrentine Jackson Dissertation Award Committee, 2000-02 (Chair 2002)
Northern Rockies Consortium for Higher Education
Board of Directors, 1981-83
Organization of American Historians
Membership Committee
Phi Beta Kappa
Idaho Alpha Chapter President, 2005
Phi Kappa Phi
Phi Alpha Theta

Editorial Boards:

Idaho Yesterdays
Pacific Northwest Quarterly

Outreach Service:

Elected to Idaho Humanities Council, 2007, Executive Committee, 2008
Phi Alpha Theta history honorary advisor, 1991-2000
University of Idaho Representative, Idaho Council for the Social Studies, 1998-present
History Department Newsletter Editor
Elderhostel State Director, 1982-92
Idaho Centennial History Committee

Honors and Awards:

Virginia Wolf Distinguished Service Award, 2006, University of Idaho Women's Center

VITAE

Corinne Mantle-Bromley
Interim Associate Dean
College of Education, Cleveland Hall
Washington State University, Pullman, Washington 99164-2114
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Education

- 1990 Ph.D. in Education, University of Idaho. Second language acquisition and pedagogy emphasis.
- 1986 M.Ed. in Secondary Education, University of Idaho. Spanish emphasis.
- 1982 Instituto de Filología Hispánica, Saltillo, México. Spanish language and literature study.
- 1979 B.A. (Magna Cum Laude, Phi Kappa Phi), Utah State University. Spanish major, English minor.
- 1978 Instituto de Idiomas, México, D.F. Spanish language, Mexican culture study.
- 1976 Universidad de los Andes, Bogotá, Colombia. Spanish language, Hispanic literature and culture study.

Experience

- 2009- Interim Associate Dean, College of Education, Washington State University. Oversight of graduate programs, assessment, external funding, teacher education, student services.
- 2005-2009 Professor and Chair, Department of Teaching and Learning, College of Education, Washington State University. Department of 45+ tenure-line faculty across four campuses, undergraduate and graduate teacher preparation, four master's and doctoral specializations. Program administration, personnel, budget management, assessment and accreditation (successful NCATE and state accreditations Spring 2009), student recruitment and retention, faculty recruitment, hiring, supervision, support.
- 2004-2005 Research Professor, Associate Director, Teacher Education Program (state accreditation facilitator), and Partnership Director, College of Education, University of Washington.
- Senior Associate, Institute for Educational Inquiry, John I. Goodlad, President.
- 2003-2005 Director of Undergraduate Initiatives, College of Education, University of Washington.
- 2000-2004 Executive Vice President, non-profit Institute for Educational Inquiry, Seattle, WA, John I. Goodlad, President. Research Professor, University of Washington, College of Education. Administer and coordinate programs, work with funders, research aspects of the Agenda for Education in a Democracy, work collaboratively with members of the National Network for Educational Renewal.
- 1992-2000 Colorado State University, School of Education. Assistant Professor (1992-1996), Associate Professor (1996-2000). Research in teaching and learning; teaching of graduate and undergraduate courses in foundations of education, cross-cultural communication, and research methodology; advising of undergraduate and graduate students; committee and service work.
- 1990-1992 University of Kansas. Assistant Professor, Curriculum and Instruction, School of Education. Graduate courses and research in second language acquisition and pedagogy, undergraduate foreign language methods courses, foreign language student teacher supervision, undergraduate- and graduate-student advising, committee and service work.
- 1987-1990 University of Idaho. Instructor, School of Education, foreign language methods courses.
- 1988-1990 University of Idaho. Teaching Assistant, School of Education.

- 1990 University of Idaho. Foreign language student teacher supervision.
- 1983-1988 Moscow High School and Moscow Junior High, Moscow, Idaho. Department chair of foreign languages, 1985-1988. Exploratory Spanish and Spanish I through Spanish IV.
- 1979-1983 Sandpoint High School, Sandpoint, Idaho. Taught Spanish, English, drama.
- 1979 Corinne Migrant School, Corinne, Utah. Summer-school teacher for 5- to 6-year-old children.
- 1978 Instituto de Idiomas, México, D.F. Assistant to the Program Director, Utah State University's Study Abroad Program.

Journal Publications (Refereed and Invited)

- Mantle-Bromley, C. & Foster, A.M. (2005). Educating for democracy: The vital role of the language arts teacher. English Journal 94 (5), 70-74.
- Mantle-Bromley, C. (2004). Jazz at the improv. Kappa Delta Pi Record, 41(1), 21-25.
- Mantle-Bromley, C., & Adams, M. (2003). Editors' Introduction. Equity & Excellence in Education, 36(3), 195-201. Special Issue: Partnering for Equity.
- Mantle-Bromley, C., Wilson, C.A., Foster, A.M., & Maaka, M.J. (2003). Context Matters: Improving schooling for native Hawaiian children. Equity & Excellence in Education, 36(3), 195-201. Special Issue: Partnering for Equity.
- Rodriguez, F., Mantle-Bromley, C., Bailey, M., & Paccione, A. (2003). Professional development for teacher leaders. Equity & Excellence in Education 36(3), 225-230. Special Issue: Partnering for Equity.
- Wayman, J.C., Foster, A.M., Mantle-Bromley, C., & Wilson, C. (2003) A comparison of the professional concerns of traditionally prepared and alternatively licensed new teachers. The High School Journal, 86(3), 35-40.
- Mantle-Bromley, C., & Foster, A.M. (2001). Toward stewardship of democratic ideals: Using students' perspectives to improve school-university collaboration and model democratic practice. Teaching Education, 12(2), 213-224.
- Mantle-Bromley, C., Foster, A.M., Wilson, C.A., Kozleski, E., & Anderson-Parsons, B. (2000). Education leaders' visions for and roles in simultaneous educational renewal. Continuous Improvement Monitor, 2(1) (electronic journal). <http://lanes.panam.edu/journal/library/Vol2No1/Mantle-Bromley.html>.
- Mantle-Bromley, C., Gould, L.M., McWhorter, B.A., & Whaley, D.C. (2000). The effect of program structure on new teachers' employment and program satisfaction patterns. Action in Teacher Education, 22(1), 1-14.
- Mantle-Bromley, C. (1998). "A day in the life" at a professional development school. Educational Leadership, 55 (5), 48-51.
- Mantle-Bromley, C. (1998). "A day in the life" at a professional development school. Educational Leadership on Tape: Strengthening the Teaching Profession. (Cassette Recording no. 298011). Alexandria, VA: Association for Supervision and Curriculum Development.
- Danzig, A., Cobb, R. B., Davies, T.G., Mantle-Bromley, C., & Miser, A. B. (1998). Politics of accountability within a school-to-career initiative: Implementation, representation, and evaluation. Educational Policy, 12(1&2), 67-83.
- Blocker, L. S., & Mantle-Bromley, C. (1997). PDS vs. campus preparation: Through the eyes of the students. The Teacher Educator 33(2), 70-89.
- Lynch, R. L., Hartley, N., Mantle-Bromley, C., & Cobb, R. B. (1996). Vocational teacher education: At a crossroads. Vocational Education Journal, 71 (1), 22-25, 61.
- Mantle-Bromley, C. (1995). Positive attitudes and realistic beliefs: Links to proficiency. Modern Language Journal, 79(3), 372-386.

- Canales, J., Hagerty, P., & Mantle-Bromley, C. (1995). Ensuring faculty identity and accountability: Implementing postulate four. Record in Educational Leadership, 15 (2), 49-53.
- Whaley, D., Mantle-Bromley, C., & Weiser, J. (1995). And the walls came tumbling down: Innovations in teacher preparation. The Agricultural Education Magazine, (68) (3), 7-10.
- Mantle-Bromley, C. (1994). Students' misconceptions and cultural stereotypes in foreign language classes. Middle School Journal, 26(1), 42-47.
- Mantle-Bromley, C. (1993). Preparing teachers to make a global difference. Foreign Language Annals, 26(2), 208-216.
- Mantle-Bromley, C. (1992). Preparing students for meaningful culture learning. Foreign Language Annals, 25 (2), 117-127.
- Mantle-Bromley, C., & Miller, R. B. (1991). The effect of multicultural lessons on attitudes of students of Spanish. The Modern Language Journal, 12 (4), 418-425.

Book and Book Chapters

- Clark, R.W., Foster, A.M., and Mantle-Bromley, C. (2006). Boundary spanners across the National Network for Educational Renewal. In K.R. Howey & N.L. Zimpher (Eds.), Boundary Spanners: A Key to Success in Urban P-16 University School Partnerships (pp. 27-46). New York: American Association of State Colleges and Universities and National Association of State Universities and Land-Grant Colleges.
- Goodlad, J.I., Mantle-Bromley, C., & Goodlad, S.J. (2004). Education for Everyone: Agenda for Education in a Democracy. San Francisco: Jossey-Bass.
- Heckman, P. E., & Mantle-Bromley, C. (2004). Toward renewal in school-university partnerships. In John I. Goodlad and Timothy McMannon (Eds.) The Teaching Career (pp. 69-95). New York: Teachers College Press.
- Mantle-Bromley, C (2002). The status of early theories of professional development school potential. In Irma N. Guadarrama, John Ramsey, and Janice L. Nath (Eds.) Forging Alliances in Community and Thought: Research in Professional Development Schools. Greenwich, CT: Information Age Publishing (3-30).
- Mantle-Bromley, C. (2000). "A day in the life" at a professional development school (reprint of publication). Annual Editions: Education.
- Mantle-Bromley, C. (1998) Seeing through language: Preparing second or foreign language learners to explore culture. In B. Finkelstein & E. K. Eder (Eds.). Hidden messages: Instructional materials for investigating culture (pp. 137-178). Yarmouth, ME: Intercultural Press.
- Danzig, A.R., Cobb, R.B., Davies, T.G., Mantle-Bromley, C., & Miser, A.B. (1998). Politics of accountability within a school-to-career initiative: Implementation, representation, and evaluation. In R.J.S. Macpherson (Ed.), The politics of accountability: Educative and international perspectives (pp. 62-78). Thousand Oaks, CA: Corwin Press.
- Mantle-Bromley, C. (1997). Preparing students for meaningful culture learning. In Paula R. Heusinkveld (Ed.), Pathways to culture (pp. 437-460). Yarmouth, ME: Intercultural Press.
- Hartley, N., Mantle-Bromley, C., & Cobb, B. (1996). Building a context for reform. In N. Hartley & T. Wentling (Eds.), Beyond tradition: Preparing teachers for tomorrow's workforce. University of Illinois: The University Council of Vocational Education.
- Kozleski, E.B., Anderson-Parson, B., Foster, A., Mantle-Bromley, C., Walters, B., & Wilson, C. (1996). Evaluating partnerships: A robust approach to improving partnerships. In Partnerships for learning: Real issues and real solutions (pp. 186-198). Monograph II (1) of the Teacher Education Council of State Colleges and Universities.

Reports and Minor Publications

- Mantle-Bromley, C. (2001). Review of the book Collaborative Action Research for English Language Teacher, by Anne Burns. The Modern Language Journal.
- Mantle-Bromley, C. (2001). Context Matters: A Case Study of Teacher Preparation Curriculum for Diversity. Institute for Educational Inquiry, Seattle, WA.
- Mantle-Bromley, C. (2000). Review of the book 500 tips for open and flexible learning (2nd ed.). The Modern Language Journal, 84, 134.
- Mantle-Bromley, C. (1998). Standards and standards. In R. Clark (Ed.) NCATE's and NNER's Standards. Seattle, WA: Institute for Educational Inquiry.
- Mantle-Bromley, C. (1998). The Rocky Mountain High School/Colorado State University PDS: A way of being. In R. Clark (Ed.), Model Secondary PDSs. Seattle, WA: Institute for Educational Inquiry.
- Mantle-Bromley, C. (1998). Becoming a community of learners: One school/university partner school's progress. Denver, CO: Colorado Partnership for Educational Renewal.
- Mantle-Bromley, C. (1998). Is there common ground? Leaders, their visions and their roles in simultaneous educational renewal. Denver, CO: Colorado Partnership for Educational Renewal.
- Bromley, K.W., & Mantle-Bromley, C. (and others). (June 1998). Books for summer reading. Phi Delta Kappan. 784-788.
- Middleton, V., & Mantle-Bromley, C. (Fall/Winter 1997-98). The Colorado State University/Rocky Mountain High School Professional Development School. Center Correspondent, 13. Seattle, WA: Center for Educational Renewal.
- Anderson-Parsons, B., Foster, A.M., Kozleski, E., & Mantle-Bromley, C. (1997). A cross-case analysis of four partner schools. Denver, CO: Colorado Partnership for Educational Renewal.
- Mantle-Bromley, C. (1997). A portrait of the CSU/RMHS Professional Development School. Denver, CO: Colorado Partnership for Educational Renewal.
- Casey, K., Mantle-Bromley, C., & Miser, A.B. (1997). And the walls came tumbling down: A case study. In Portraits of reform: Case studies of three school-to-career partnerships. Colorado State University.
- Mantle-Bromley, C. (and others) (June 1997). Books for summer reading. Phi Delta Kappan (pp. 778-779).
- Elliott, J., Blocker, L. S., Mantle-Bromley, C., & Grant, B. (1995). The Professional Development School. Video production of conceptualization, practice and research of the Colorado State University/ Rocky Mountain High School Professional Development School. Fort Collins, CO: Colorado State University.
- Mantle-Bromley, C. (1991, December). The beginning teacher. Kansas Foreign Language Association Bulletin.

Refereed Presentations

- October 2009 "Finding a Common Purpose for Schooling in the United States: Why Do We Educate in a Democracy?" Presenter with Dennis Potthoff, Audrey Kleinsasser, Bernard Badiali, and Steven Baugh. National Network for Educational Renewal Annual Conference, Bellevue, WA.
- September 2008 "Required Accountability Systems—Can They Lead to Meaningful Program Renewal?" Presenter, with J. Canty, L. Nagel, & D. Miller, National Network for Educational Renewal Annual Conference, Arlington, TX.
- September 2008 "New Initiative Dialog: Teacher Leadership for Curriculum Renewal." Panel Discussion with A. Kleinsasser; T. Poetter; S. Baugh; T. Bellamy. National Network for Educational Renewal Annual Conference, Arlington, TX.

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April 2005	"The Role of Community Voices in Schooling: Applying Conditions for Democracy to Educational Renewal." Presenter, 2005 AERA Annual Conference. Montreal, Canada.
March 2005	"The Missing Partner: Bringing the Community into School-University Partnerships." Presenter. 2005 Conference of the National Association of Professional Development Schools. Orlando, Florida.
April 2004	"Bringing the Community into School-University Partnerships." Presenter. 2004 AERA Annual Conference. San Diego, CA.
April 2004	"Professional Development Schools: Influencing Student Learning." Discussant. 2004 AERA Annual Conference. San Diego, CA.
October 2003	"Developing Networks of Responsibility." Presenter, 2003 NNER Annual Conference. Salt Lake City, UT.
October 2003	"Improving Schooling for Children of Color: Issues and Efforts within the NNER. Facilitator/Organizer, 2003 NNER Annual Conference. Salt Lake City, UT.
January 2003	"Strengthening and Sustaining Teachers." Discussant. 2003 AACTE Annual Conference. New Orleans, LA.
October 2002	"A Work Session to Assess Progress and Examine Next Steps in Teaching All Children Well," with Carol Wilson. 2002 NNER Annual Conference, Parsippany, NJ.
October 2002	Respondent to the Plenary Session, Nick Michelli speaker. 2002 NNER Annual Conference, Parsippany, NJ.
April 2002	"Insider and Outsider Perspectives on the Validity and Value of Case Study Research on Recruiting and Preparing Teachers for Diversity." American Educational Research Association (AERA) annual meeting.
April 2002	"A Comparison of New Teachers' Preparation Programs and Their First Year of Teaching." American Educational Research Association (AERA) annual meeting.
October 2001	"A Study of New Teachers' Preparation Programs and Their First Year of Teaching." Annual Meeting of the National Network for Educational Renewal, Denver, CO.
October 2001	"Diversity in Teaching and Teacher Education: Summary of a Three-Year Initiative." Annual Meeting of the National Network for Educational Renewal, Denver, CO.
April 2001	"The Status of Early Theories of Professional Development School Potential in Four settings across the University States." American Educational Research Association (AERA) annual meeting.
April 2001	Panel member for "Unraveling the Lessons from a Complex Change Initiative: The Agenda for Education in a Democracy." American Educational Research Association (AERA) annual meeting.
April 2001	"Diversity in Teacher Education Initiative." American Educational Research Association (AERA) annual meeting.
April 2000	"Theory-Based Evaluation of Four School-University Partnerships." American Educational Research Association (AERA) annual meeting.
April 1999	"We're Teachers Too: P-12 Students Talk about Their PDSs." American Educational Research Association (AERA) annual meeting. (With A.M. Foster.)
April 1999	"Is There Common Ground? Leaders, Their Visions, Their Roles." American Educational Research Association (AERA) annual meeting.
April 1998	"The Impact of the Professional Development School Model on School Improvement." Fourth

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International Congress of Education. Cholula, Puebla, Mexico. (With A.M. Foster.)

- April 1998 "The Professional Development School Model at a Comprehensive Suburban High School." Fourth International Congress of Education. Cholula, Puebla, Mexico.
- April 1998 "Politics of Education Yearbook: The Politics of Accountability." Symposium of authors at the American Educational Research Association (AERA) annual meeting. San Diego, CA. (With A. Danzig, B. Cobb, A. Miser, and T. Davies.)
- April 1998 "Honoring Collaboration: Rewarding Scholarship Situated in PDSs and Partnerships." Minicourse for the American Educational Research Association (AERA) annual meeting. San Diego, CA. (With A.M. Kleinsasser, J.C. Conoley, P.A. Hagerty, E.E. Paradis, and D. Wiseman.)
- February 1998 "Renewal in American Education and in the Education of Educators: Changing Roles of University Faculty." Minicourse for the American Association of Colleges for Teacher Education (AACTE) annual meeting. New Orleans, LA. (With A.M. Kleinsasser, K.A. Norlander-Case, N. Gehrke, and P.A. Hagerty.)
- September 1997 "Learning Culture within a Culture: Expanding the Meaning of Foreign Language Literacy." Colorado Congress of Foreign Language Teachers annual conference.
- April 1997 "Working Smart: Re-Visioning Inquiry in the Context of School University Partnerships. Minicourse for American Educational Research Association (AERA) annual meeting, Chicago, IL.
- April 1997 "Multiple Meanings from Collaborative PDS Research: Learning with and from Each Other." American Educational Research Association (AERA) annual meeting, Chicago, IL.
- April 1997 "Becoming a University Teacher Educator." American Educational Research Association (AERA) annual meeting, Chicago, IL.
- April 1997 "Study of Partnerships through Empowerment Evaluation: A Statewide View." American Educational Research Association (AERA) annual meeting, Chicago, IL.
- February 1997 "Reforming School of Education: School-to-Work Initiatives as a Change Agent." American Association of Colleges for Teacher Education (AACTE) annual meeting, Phoenix, Arizona.
- April 1996 "Role Perceptions and Relationships between Cooperating Teachers and Practicum Students." American Educational Research Association (AERA) annual meeting, New York, N.Y.
- February 1995 "The Big Picture: Design, Implementation and Results of a University/High School Partnership." American Association of Colleges for Teacher Education annual conference, Washington, DC.
- April 1994 "The Effects of a Multicultural Awareness Curriculum on Middle-School-Aged Students' Attitudes Toward Languages and Cultures." American Educational Research Association (AERA) annual meeting in New Orleans, LA.
- November 1992 "Toward the Elimination of the Hispanic Stereotype." American Council of Teachers of Foreign Languages (ACTFL) annual conference. Chicago, IL.
- November 1992 "Current Issues in Foreign Language Education." American Council of Teachers of Foreign Languages (ACTFL) annual conference. Chicago, IL.
- October 1992 "Globalizing the Foreign Language Classroom: Japan as a Model." Kansas Foreign Language Association annual conference. Manhattan, KS.
- November 1991 "Attitude Readiness: Preparing Students to Accept Another Language and Culture." American Council of Teachers of Foreign Languages (ACTFL) annual conference. Washington, DC.

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- October 1991 "Developing Reading Skills in the Second Language Classroom." Heart of America Joint Missouri/Kansas Foreign Language Conference. Kansas City, Missouri. Co-presenter with Ann Sunderland.
- October 1991 "Developing Reading Skills in a Communicative Context." Kaw Valley Regional Inservice. Lawrence, Kansas.
- April 1991 "Multicultural Understanding and Modern Language Learning: Perfect Partners." Multicultural Education Conference: Programs and Strategies for Action. Springfield, IL.
- May 1990 "Students' Attitudes: How Important Are They? Can They Be Improved?" Pacific Northwest Council of Foreign Language Teachers Conference. Portland, Oregon.

Invited Speaker Presentations

- January 2008 "University Culture as Context for School-University Partnerships." Institute for Educational Inquiry, Seattle, WA.
- January 2007 "Teacher Education Primer for School Principals." Institute for Educational Inquiry, Seattle, WA.
- November 2004 "Education for Everyone: Educating for Democracy." Presentation to School Faculty in Modesto, CA.
- April 2004 "Does Democracy Matter?" Presentation at Annual Forum, Center for Educational Pluralism: Schooling as if Democracy Matters. Western Washington University, Bellingham, WA.
- March 2003 "To Weave it into Fabric." Keynote address, The 2003 Mary Scott Lecture Series—Expanding the Boundaries: Interdisciplinary Professional Development Schools, Colorado State University, Fort Collins, CO.
- January 2003 "Possibilities Grounded in Realities." Keynote speaker for the Wyoming State PDS Meeting.
- November 2002 "School-University Collaboration: Promises and Pitfalls." Keynote speaker for the Education Roundtable, Eastern Washington University.
- April 2001 "School-University Partnership in Action." Speaker and Facilitator. Wyoming Partnership's Leadership Program.
- December 2000 "The Agenda for Education in a Democracy." Keynote Speaker. California Polytechnic State University School-University Partnership's Leadership Program.
- November 1999 "The Agenda for Education in a Democracy." Keynote Speaker. California Polytechnic State University School-University Partnership's Leadership Program.
- June 1999 "Are We Making a Difference? The Colorado Partnership Evaluates Its Programs." "In Praise of Education" National Conference, Bellevue, WA. (With C.A. Wilson and A.M. Foster.)
- June 1999 "Book Discussion: Effective Professional Development Schools." "In Praise of Education" National Conference, Bellevue, WA.
- August 1998 "Evaluating Our Work: Year 2 of the Colorado Partnership's Three-Year Evaluation." National Network for Educational Renewal's annual meeting, Seattle, WA. (With C.A. Wilson, P. Hagerty, and A.M Foster.)
- March 1998 "Studying Our Practice: Using Action Research to Improve Teaching and Learning." School of Education's spring conference. Colorado State University, Fort Collins, CO. (With A.M. Foster.)
- August 1997 "Evaluation Work of the Colorado Partnership for Educational Renewal." National Network for Educational Renewal annual conference.

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- March 1997 Panel Presentation: "Inquiry, Evaluation, and Portraits." Institute for Educational Inquiry's Secondary Partner School Meeting. Phoenix, Arizona.
- March 1997 Panel Presentation: "Leadership Challenges in Advancing the Agenda for Education in a Democracy." American Association of Colleges for Teacher Education (AACTE). Phoenix, Arizona.
- March 1997 "Democracy in Education." Rocky Mountain High School, Fort Collins, Colorado.
- November 1996 "Action Research at Rocky Mountain High School." Poudre School District, Fort Collins, Colorado.
- March 1996 "Second Language Skills and the Workplace." Thompson Valley School District, Loveland, Colorado.
- April 1995 "Assessment and Foreign Language Teaching." Olathe School District Foreign Language teachers, Olathe, Kansas.
- November 1994 "Intercultural Skill Development." University of Kansas International Center, Lawrence, Kansas.
- April 1994 Multicultural Awareness/Infusion. Blevins Junior High School Faculty. Fort Collins, Colorado.
- January 1994 "Culture in Context." Dodge City High School Faculty and Students. Dodge City, Kansas.
- October 1993 "Attitude Readiness: The Teacher's Role." Wyoming Foreign Language Teachers' Association annual conference. Sheridan, Wyoming.
- April 1993 "A Challenge of Cross-cultural Communication: Preparing Students to Accept Another Language and Culture." West Virginia Foreign Language Teachers' Association annual conference. Keynote address.
- March 1993 "The Effect of Attitudes and Beliefs on Second Language Learners." Presentation to University of Colorado at Boulder faculty and students. Sponsored by the Anderson Language Technology Center.
- November 1992 "Multicultural Issues and Perspectives." Rocky Mountain High School faculty in Fort Collins, Colorado.
- April 1992 "The Challenge of Cross-Cultural Communication." Keynote speaker for the spring meeting of the Kansas Foreign Language Association in Fort Hays, Kansas.
- March 1992 "Preparing Students for Language and Culture Study." Sponsored by the International Education Consortium of St. Louis, Missouri.
- January 1992 "Meaningful Culture Learning in the Exploratory Language Class." Shawnee Mission School District, Kansas.

Consultation

- 2009-10 Iowa State University Education Programs Review Team Member.
- 2009-10 University of Washington Bothell Education Programs Review Team Member.
- 2009 Evidence-based Program Evaluation and Use of Data for Program Improvement. Washington's Professional Educators Standards Board consultant. November 2009.
- 2009 Facilitation Team Member for the 'Community Engagement' Study Group. National Network for Educational Renewal Annual Conference. October 45-17, 2009
- 2009 Potential partnerships with Chances for Children Foundation and Foundation Enfant Jesus in Haiti. Travel to Haiti, evaluation of potential and possibilities.

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2006-07	Team Member, Teacher Preparation Standard V Revision, Office of the Superintendent for Public Instruction.
2003	Invited participant of the Inquiry on the Relationship of the Liberal Arts and Teacher Education Forum. Wabash College, April 11-13, 2003.
2001-2003	Advisory Board, Educational Commission of the States, OERI-funded Policy on Teacher Quality Initiative.
2002-2003	Research Advisory Board, National Institute for Urban School Improvement. Funded program of the Office of Special Education Programs.
2001-2004	Advisory Board, Educational Commission of the States, OERI-funded Policy on Teacher Quality Initiative.
2000	U.S. Department of Education. Teacher Quality Institute. Washington, D.C.
1999-2000	Futures Committee. Institute for Educational Inquiry, Seattle, WA.
November 1998	"Schooling in a Democracy." Rocky Mountain High School, Fort Collins, CO. February 1999.
October 1996	Site evaluation visit to California Polytechnic State University. National Network for Educational Renewal.
November 1993	"Exploring New Dimensions in Teacher Preparation." Facilitator of presentations at American Council of Teachers of Foreign Languages (ACTFL) annual conference. San Antonio, Texas.
1991-1992	"The Hispanic Stereotype in America." Public presentations statewide as member of Kansas Committee for the Humanities Speakers Bureau.
1991-1992	"Melting Pot or Tossed Salad: The Challenge of Cross-Cultural Communication." Public presentations statewide as member of Kansas Committee for the Humanities Speakers Bureau.
May-Sept. 1990	Consultant for Idaho Humanities Council on program evaluation.
October 1989	"The Natural Approach." Idaho Association of Teachers of Language and Culture Conference. Moscow, Idaho.
October 1989	"Grant Opportunities Through the Idaho Humanities Council." Idaho Association of Teachers of Languages and Culture Conference. Moscow, Idaho.
September 1989	Consultant to Moscow School District, Moscow, Idaho, to establish a training/ induction program for beginning teachers.

Funded Grants and Contracts

2006-2009	Minor funding from Washington's Professional Educators' Standards Board for Professional Educator Advisory Board Funding. With C. Sodorff.
2000-2004	Grant writing and management of funded proposals (collaboratively secured over \$2 million, managed much more). Institute for Educational Inquiry, Seattle, WA.
1998-2000	Evaluation of "Diversity in Teacher Education," a Kellogg-funded initiative to the Institute for Educational Inquiry. Principal Evaluator. \$60,000 over three years.
1996-1999	Evaluation of the Colorado Partnership for Educational Renewal. \$30,000 over three years.
1997-1998	"Standards Alignment through Partnership." Colorado Commission on Higher Education. Project director. Year 2 budget \$49,930.

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- 1996- "High School Partner School Project." National Network for Educational Renewal. Project co-director.
1997 \$3,500.
- 1995- "Standards Alignment through Partnership." Colorado Commission on Higher Education. Project director.
1998 Funded for 3 years. 1995-96 Budget \$49,982.
- 1996 "Foundations in Action." College of Applied Human Sciences mini-grant. Funded for \$300. Project director.
- 1996 "Employment and Retention of Novice Teachers." School of Education mini-grant. Funded for \$500. Project director.
- 1996 "An Investigation of Employment Patterns of Completers of the CSU Teacher Licensure Program." Research and Development Center for the Advancement of Student Learning. Co-director: Lois Gould. Funded, \$1000.
- 1996 "Colorado Partnership for Educational Renewal" evaluation contract. \$8,000.
- 1995- "School-to-Work" evaluation contract, team member. U.S. Department of Education grant. \$713,796 budget
1997
- 1995- "Dwight D. Eisenhower Professional Development in Teacher Education Initiative." Department of
1998 Education subcontract from Colorado Partnership. Co-director with L. Sharon Blocker. Funded for \$25,900.
- 1995 "Assessing the Impact of Professional Development Schools." Western Regional Holmes Group research grant. Co-principal investigator with L. Sharon Blocker. Funded for \$2,000.
- 1995 "Commitment to the Professional Development School Concept." College of Applied Human Sciences mini-grant. Principal investigator. Funded for \$500.
- 1995 "Mujeres de Acción." Center for American Ethnicity (Colorado State University) research grant. Principal investigator. Funded for \$300.
- 1995 "Goals 2000" Department of Education subcontract from Colorado Partnership/Weld School District. Co-director with L. Sharon Blocker. Funded for \$15,000.
- 1994 "Field Experience Caveats in Teacher Education." Institute for Educational Inquiry Leadership Associate grant. Principal investigator. Funded for \$1,500.
- 1992 Colorado State University Diversity Career Enhancement Award. Funded for \$4,600. Project director.
- 1990 "Affective Variables in the Second Language Classroom." University of Kansas New Faculty Research Grant. Principal Investigator. Funded for \$5,000.
- 1990 "Maintenance of Oral Proficiency in a Second Language." Hall Center (University of Kansas) Departmental Projects Award. Principal Investigator. Funded for \$1,000.
- 1990 "Language Immersion for Language Teachers." Idaho State Department of Education grant. Co-director. Funded for \$8,700.
- 1986 "Sights and Sounds of Ecuador." Idaho Humanities Council grant. Project Director. Funded for \$500.

Fellowships and Awards

- 2007 - Current Agenda for Education in a Democracy Scholar, Institute for Educational Inquiry, Seattle, WA.
- 2000 Excellence in Educational Research Award. Phi Delta Kappan Society, Fort Collins, CO.

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1996	The 1996 Outstanding Teacher Award. College of Applied Human Sciences, Colorado State University.
1994-1995	Institute for Educational Inquiry Leadership Associate. Intensive analysis of teacher education with national leaders of educational renewal.
1992	National Intercultural Education Leadership Institute (NIELI) Research Fellowship. Intensive study of Japanese ways of thought; two-week research seminar with Japanese educators in Japan.
1992	University of Kansas Chancellor's Award for Outstanding Teaching.
1991-1992	Mid-America Japan in the Schools (MAJIS) Fellowship. Attended seminars on Japanese language and culture. Participated in study tour to Japan summer of 1992. Developed curriculum to increase knowledge of Japan in the public schools.
1992	Faculty Development Award from the University of Kansas.
1992	Teaching Improvement/Opportunity Award from the University of Kansas.
1991	Faculty Development Award from the University of Kansas.

Selected Professional Service and Elected Positions

2010-2013	Member, Committee on Research and Dissemination. American Association of Colleges for Teacher Education.
2009-2012	Lead contact for Washington state, National Performance Assessment Pilot, in collaboration with the American Association of Colleges for Teacher Education and the Council of Chief State School Officers.
2009-	Member, Mid-Career Research Award Committee, Division K, American Educational Research Association.
2009-10	Member, Washington State University's Showcase Academic Research Committee.
2007-09	Member, Washington State University's Strategic Plan Committee and Goals Subcommittee.
1994-1996	President, Teacher Education Special Interest Group within the American Council of Teachers of Foreign Languages (ACTFL).
1992-1994	Vice-president, Teacher Education SIG within the American Council of Teachers of Foreign Languages (ACTFL).
1991	Associate Editor, Kansas Foreign Language Association <u>Bulletin</u> .
1989	Executive Committee, Idaho Humanities Council. Made recommendations to Council on policy and programming directions.
1989	Board of Directors, Idaho Partners of the Americas.
1988-89	Board member, Idaho Humanities Council, state-wide council charged with the responsibility of funding public humanities projects. Reviewed grant applications, evaluated funded projects.

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

University of Phoenix Master of Arts in Education (MAED) programs in Elementary Education and Administrative Education Focused Review Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 Section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The state focus review of the University of Phoenix teacher preparation programs was conducted March 11-12, 2010. In preparation for the visit, the professional education unit, which is responsible for the preparation of teachers, prepared a self-study report and requested a peer review of their teacher preparation programs. A five-member state program approval team and two state observers visited the University of Phoenix campus, located in Meridian, Idaho, to review two programs to determine if there was sufficient evidence indicating that University of Phoenix teacher candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel. These programs included the MAED-Administrative Education program and the MAED-Elementary Education program.

The standards used to validate the institutional report were the Idaho Standards for the Initial Certification of Professional School Personnel. Rubrics for each set of standards were used for the review process. Team members determined if there was sufficient data from at least three sources of evidence to validate each area reviewed. Examples of the sources of data reviewed included but were not limited to: course syllabi, program plans and descriptions, class assignments and reports, discussion question responses, lesson and unit plans, work samples, eLibrary, textbooks, and electronic reserve readings, and letters of support. In addition to the review of documents, team members also conducted interviews with candidates, completers, college administrators, college faculty, Pre-K-12 principals, and Pre-K-12 on-site teacher educators (OSTE).

IMPACT

In order to maintain their status as an Idaho approved program and produce graduates eligible for Idaho teacher and pupil personnel services certifications, the University of Phoenix must offer preparation programs adequately aligned to State Standards.

ATTACHMENTS

Attachment 1 – State Review Team Report

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BOARD ACTION

A motion to accept the State Review Team Report, thereby granting program approval of the Master of Arts in Education (MAED) programs in Elementary Education and Administrative Education at the University of Phoenix.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE REVIEW TEAM REPORT – University of Phoenix
March 11-12, 2010

Professional Standards Commission
Idaho State Board of Education

On-Site State Team:

Stacey Jensen
Nick Smith
Rob Sauer
Dr. Jennifer Snow
Cathy Bierne

State Observers:

Katie Rhodenbaugh
Christine Linder

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INTRODUCTION

The state focus review of the University of Phoenix teacher preparation programs was conducted March 11-12, 2010. In preparation for the visit, the professional education unit, which is responsible for the preparation of teachers, prepared a self-study report and requested a peer review of their teacher preparation programs. A five-member state program approval team and two state observers visited the University of Phoenix campus, located in Meridian, Idaho, to review two programs to determine if there was sufficient evidence indicating that University of Phoenix teacher candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel. These programs included the MAED-Administrative Education program and the MAED-Elementary Education program.

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Finally, the report that follows uses the language recommended by national accrediting agencies. Four terms used throughout the report deserve a definition to assist the reader:

- *Candidate* – a student enrolled in an administrator (principal only) or teacher preparation program at the University of Phoenix - Meridian, Idaho location.
- *Completer*- A graduate who has completed the University of Phoenix program.
- *Student* – an individual enrolled in a Pre-K-12 public school
- *Unit* – refers to the institution's teacher preparation program

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PROGRAM RECOMMENDATION
University of Phoenix, March 11-12, 2010

PROGRAMS	RECOMMENDATIONS
Core Standards	Core standards are reviewed but not subject to approval.
School Administrator/MAED/ADM (Principal only)	Approved
Elementary Education/MAEd	Approved

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

CORE TEACHER STANDARDS

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

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Review of course syllabi in the content areas, candidate works samples, and Praxis II scores, as well as interviews with candidates, university faculty, university supervisors, and cooperating teachers, provides evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. Eighty percent or more of the candidates meet the qualifying scores on Idaho State Board-required academic examination(s).

1.2 Review of discussion questions from the content area courses, candidate work samples, analysis of “teacher” lesson plans, as well as interview with candidates, university faculty, university supervisors, and cooperating teachers provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students.

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

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

2.1 Review of discussion questions, course syllabi, and faculty notes provides evidence that candidates demonstrate an adequate understanding of how students learn and develop and have adequate knowledge of intellectual, social, and personal development. Candidate and faculty interviews also suggest knowledge of development is addressed throughout program.

2.2 Candidate work samples and course syllabi provide evidence that teacher candidates have adequate ability to structure opportunities to support student developmental stages and growth. Candidate interviews suggest the opportunity to work with students at various developmental stages and reflect upon instruction and scaffold accordingly.

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

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Modifying Instruction for Individual Learning Needs		X	

3.1 SPE 514 syllabus, faculty notes and discussion questions provide evidence that candidates demonstrate an adequate understanding of how students differ in their approaches to learning. The discussion questions addressing IDEA, LRE, and 504

plans also address how implementation of this understanding occurs in schools. Candidate understanding is found in Teacher Work Samples (adaptation column) and MTE 531 lesson plans. Multiple Intelligences theory is also addressed in course syllabi, discussion questions, and candidate work samples.

3.2 Candidate lesson plans with adaptations provide evidence that candidates are able to provide opportunities to support students with diverse needs. Candidate and faculty interviews also support opportunities to work with diverse students and collaborate with faculty teams to implement appropriate adaptations. Faculty provide opportunities for candidates to work with students of varying ability and English language proficiency.

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

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies		X	

4.1 MTE 508 faculty notes and course readings provide adequate knowledge of multiple intelligences theory, models of learning and instructional strategies. Discussion questions from MTE 508 and 531 and SEI 500 document candidate reflection on multiple instructional strategies and when they might choose to use them in practice. Teacher work samples and cooperating teacher and principal interviews indicate candidates demonstrate an adequate understanding of instructional strategies.

4.2 Teacher work samples and Task Analysis assignment provide evidence that candidates are able to use a variety of instructional strategies. Faculty interviews suggested multiple instructional strategies are encouraged and opportunities are provided when applicable but this may not be a consistent aspect of the program. Cooperating teacher interviews, and in particular, a principal interview evidenced satisfaction with differentiated instruction and multiple strategies.

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

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Course syllabi, posted discussion questions, and candidate interviews indicate that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. The entire class MTE 520 is dedicated to motivation and management techniques. Candidates are provided with multiple opportunities to gain information on a variety of management techniques and styles.

5.2 Cooperating teacher and field experience evaluations, as well as candidate and cooperating teacher interviews indicate that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive. Candidate and faculty interviews indicated that candidates desire more actual time teaching in classrooms prior to their student teaching experience but all felt the candidates were adequately prepared to teach in a classroom once they get the chance.

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

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Communication Skills		X	

6.1 Course syllabi, posted discussion questions, assignments, lesson plans, and teacher work samples all indicated that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. Classroom management plans all included a parent letter of introduction. In addition multiple assignments indicated opportunity for candidates to model and use their communication skills.

6.2 Field experience evaluations, sample letters to parents in classroom management plans, assignments, discussion question responses, candidate and cooperating teacher interviews indicate that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. However, cooperating teacher and principal interviews indicate that current student teachers have not had any specific parent communication as of week seven of their internship. Candidate interviews indicated that they felt they had multiple opportunities to communicate with other professionals within their schools, their cooperating teachers, university supervisors and university faculty within their internship time.

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

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills			X
7.2 Instructional Planning		X	

7.1 Course syllabi, lesson plan templates, interviews, and course assignments indicate that candidates demonstrate an in-depth understanding of how to plan and prepare instruction based upon complex and differentiated consideration of knowledge of subject matter, students, the community, and curriculum goals. Throughout the coursework, candidates are required to complete in-depth lesson plans for many assignments. Multiple examples of the lesson plans reflect knowledge of subject matter, students, the community as well as the curriculum goals.

7.2 Candidate, cooperating teacher, and principal interviews as well as teacher work samples, lesson and unit plans and tutoring logs indicate that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goal. Candidate interviews indicated that the candidates felt very confident in their ability to design lesson plans. Cooperating teacher interviews concurred.

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

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

8.1 Candidate discussion questions, lesson plans and learning group activities as well as cooperating teacher and candidate interviews indicate that candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. Reading/Language Arts (RDG 530) course syllabus, faculty notes, and assignment refer to diagnostic tools for emergent readers, phonics, and comprehension. Candidate discussion questions reflect on differing kinds of assessment.

8.2 Teacher work samples and various course syllabi address assessment through lesson design. Candidate and cooperating interviews reinforced candidate ability to use and interpret formal and informal assessment strategies to evaluate and advance student performance and determine teaching effectiveness. Work samples integrate reflection on assessment and student progress. Some action research projects address alternative assessment, and the course provides an overview of criterion-referenced; norm-referenced; inferential statistics etc. .

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

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners			X
9.2 Developing in the Art and science of Teaching		X	

9.1 Candidate, faculty, cooperating teacher and principal interviews all indicate that candidates demonstrate an in-depth ability to be reflective practitioners who are committed to their profession. Discussion questions and teacher work samples also evidence the candidate's exemplary ability to be reflective practitioners. The action research projects demonstrate extreme commitment to the candidates' professional and personal growth.

9.2 Action research projects, teacher work samples, and interviews indicate an adequate ability to engage in purposeful mastery of the art and science of teaching. Cooperating teacher interviews indicate that over time candidates should excel as teachers if given the professional opportunities to develop. The structure of coursework and reflection in assignments and activities provides scaffolding for reflective practice.

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

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships		X	

10.1 Candidate and faculty interviews indicate participation in collegial relationships. The cohort structure appears to lend itself to strong ties and collaboration.

Professionalism is modeled and shared in discussion questions and candidate work samples. Cooperating teacher and principal interviews also evidenced candidate professional interaction with colleagues and community to support student learning. One cooperating teacher interview suggested candidates needed more focused and purposeful observation hours prior to student teaching in order to be able to participate more meaningfully in any professional development, team meetings or collaboration during student teaching.

SCHOOL ADMINISTRATORS

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

Element	Unacceptable	Acceptable	Target
1.1 Understanding Visionary and Strategic Leadership		X	
1.2 Application of Visionary and Strategic Leadership		X	

1.1 Evidence of visionary and strategic leadership was found in the course syllabi as well as the course faculty notes. Based on interviews administrator candidates have an adequate understanding of specific models and processes of visionary leadership and how to engage stakeholders in strategic planning and data collection.

1.2 Cooperating administrator and program completer interviews indicate that administrator candidates demonstrate an adequate ability to facilitate the development and implementation of visionary and strategic leadership, using key concepts and models. Cooperating administrator's observations and candidate work samples sited specific examples of how candidates and completers took leadership roles in their district efforts of establishing a new vision and mission.

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

Element	Unacceptable	Acceptable	Target
2.1 Understanding of Instructional Leadership		X	
2.2 Application of Instructional Leadership		X	

2.1 Course syllabi, sample student work and interviews provide evidence that administrator candidates will have an overall understanding of the relationships between school culture, diverse student needs, instructional program, staff professional growth, and student achievement. There is, however, insufficient evidence that candidates will have adequate experiences in ELL/ESL and/or bilingual/bicultural education or in the area of special education. Conversations with the Directors indicate that revised program course requirements will include courses that cover equity, diversity and access in education as well as administration of special programs.

2.2 Cooperating administrator and program completer interviews, as well as sample student work indicate that candidates are able to apply instructional leadership principles to nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth. As mentioned above, the reviewers found insufficient evidence that candidates will have adequate experiences in ELL/ESL and/or bilingual/bicultural education or in the area of special education. Conversations with the Directors indicate that revised program course requirements will include courses that cover equity, diversity and access in education as well as administration of special programs.

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

Element	Unacceptable	Acceptable	Target
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3.1 Understanding of Management and Organizational Leadership		X	
3.2 Application of Management and Organizational Leadership		X	

3.1 Course syllabi, sample student work and interviews provide evidence that administrator candidates have an adequate understanding of how to promote and manage a safe, efficient, and effective learning environment for the success of each student.

3.2 Cooperating administrator and completer interviews, as well as candidate work samples, and observations indicate that administrator candidates demonstrate an adequate ability to promote and manage a safe, efficient, and effective learning environment for the success of each student.

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

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Family and Community Partnerships		X	
4.2 Application of Family and Community Partnerships		X	

4.1 Course syllabi, sample student work and interviews provide evidence that administrator candidates have an adequate understanding of how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student. In interviewing both candidates and completers it was indicated that the Professional Communications course provided excellent skills preparation, resources and training in

effective communication strategies. The addition of the Family, Community and Media Relations course will provide additional understanding and practical knowledge in this area.

4.2 Interviews with cooperating administrators, course projects, and candidate work samples indicate that completers and candidates demonstrate an adequate ability to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student. As mentioned above, candidates and program completers indicated that this is a program strength and one of its most valuable components.

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

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Professional and Ethical Leadership		X	
5.2 Application of Professional and Ethical Leadership		X	

5.1 Course syllabi, sample student work and interviews with candidates and completers, provide evidence that administrator candidates have an adequate understanding of the relationship between personal and professional values, ethics, and integrity to promote the success of each student. Candidates and completers indicated that the school law and policy course did an excellent job of covering these topics.

5.2 Interviews with cooperating administrators, candidate portfolios and observations indicate that candidates and completers demonstrate an adequate ability to apply personal and professional values, ethics, and integrity to promote the success of each student. As mentioned above, both candidates and program completers indicated that the school law and policy course did an excellent job of giving them the tools to guide them in their practice as an administrator.

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

Element	Unacceptable	Acceptable	Target
6.1 Understanding of Governance and Legal Leadership		X	
6.2 Application of Governance and Legal Leadership		X	

6.1 Course syllabi, sample student work and interviews with candidates and completers, provide evidence that administrator candidates have an adequate understanding of the role of the school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student. Interviews with candidates and completers indicated that the School Law and Policy course did an excellent job of covering these topics. The addition of the Equity, Diversity and Access in Education course as well as the Administration of Special Programs course will strengthen the candidate's understanding and ability to apply this standard to their daily practice.

6.2 Interviews with cooperating administrators, candidate work samples, and observations provided evidence that administrator candidates demonstrate an adequate ability to respond to and influence the larger political, social, economic, legal, and cultural contexts to promote the success of each student. As mentioned above, the addition of the Equity, Diversity and Access in Education course as well as the Administration of Special Programs course will strengthen the candidate's in-depth understanding and ability to apply this standard to their daily practice.

Areas of Weakness: Throughout the interviews, several students and faculty members highlighted a need for more exposure to law specifically law related to special populations. In interviewing the Director, we were made aware of changes that will begin summer 2010 that address this issue.

Electronic Reserve Readings for each course appear to be outdated. This issue was also highlighted in conversations with faculty. In interviewing the Director, they are currently in the process of updating all of the courses. They also encourage faculty to integrate current research and information into all courses. This was confirmed in interviews with faculty.

Recommended Action on School Administrator Standards:

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

ELEMENTARY EDUCATION

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

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and structure of the discipline		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Review of course syllabi, Praxis II scores, and candidate work samples, as well as interviews with candidates, university faculty, university supervisors, and cooperating teachers provide evidence that teacher candidates demonstrate an adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to attain information and resources when necessary, and communicate with students the ways knowledge in a content area is discovered.

1.2 Review of discussion questions and candidate work samples, along with lesson plan analysis and interviews with candidates, university faculty, university supervisors, and cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real-life application making learning experiences and subject matter meaningful to most students.

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

Element	Unacceptable	Acceptable	Target
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2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

2.1 Course syllabi, discussion questions, and faculty notes as well as interviews with candidates and faculty indicate that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions. Candidate and faculty interviews specifically addressed the language and literacy knowledge incorporated and mentioned the need for more time to address such influences on learning and instructional decisions. With feedback, the institution immediately offered to provide more “workshops” on these topics, demonstrating responsiveness to candidate and faculty needs.

2.2 Candidate work samples, lesson plans, observations and interviews provide evidence that teacher candidates are able to provide opportunities to support student developmental stages and growth. Candidate interviews suggest the opportunity to work with students at various developmental stages and reflect upon instruction and scaffolding accordingly. Candidate interviews provide evidence of participation in IEP meetings or other collaborations to work within students’ developmental stages and growth.

Areas of Improvement: None

Recommended Action on All Elementary Education Standards:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Interviews

University of Phoenix Administrators

Christine Rood
Meredith Curley
Andy Drotos
Stacie Inakai-Carter

Adjunct Faculty

Gerald Chouinard
Ernest Elliott
Marcia Beckman
Elaine Eberharter-Maki
Michelle Murphy
Douglas Greer
Sonia Galaviz
Shannon Molnar
Christina Ramirez-Nara

Candidate/Completer

Christa Snyder
Susan Compass
Will Barber
Christina Kane
Maria Schuman
Camille Trent
Christie Verheijen
Tricia Bright
Stephen Todd Lawrence
Brandy Segraves
James Emmoas
Laura Widenor

Cooperating Teacher

Kim Petersen
Deb Fisher
Sara Knowlton

PK-12 School Administrator

Khristie Bair

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STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

SUBJECT

Northwest Nazarene University Director of Special Education and Related Services Certification Program Focused Review Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 Section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Team members representing the Idaho State Department of Education met for a focus visit in March 22-23, 2010, to complete an earlier review of the Northwest Nazarene University Director of Special Education and Related Services certification program. In June 2005, a team from the Idaho State Department of Education conducted an initial visit but because there were no graduates in the program at that time, they decided to conditionally approve the program with the intent of returning at a later date after candidates had entered and completed the program. Since that time, eighteen females and three males have enrolled in the program. Currently, there are seventeen completers.

A three member State Evaluation Team, an Idaho State Department Professional Standards Coordinator, and the Idaho State Department of Education Director of Certification/Professional Standards visited the Northwest Nazarene University (NNU) campus located in Nampa, Idaho. The team's goal was to determine if there was sufficient evidence indicating that the NNU candidates met the Idaho Standards for Initial Certification.

The standards used to validate the institutional report are the Idaho Standards for Initial Certification of Special Education Directors. Although not required to do so, the team briefly conducted a courtesy informal review of their documents related to School Administrator Standards since they also address all of the Foundation (School Administrator) and Enhancement (Director of Special Education) Standards. However, the School Administrator Standards will not be addressed in this report.

The team reviewed their conceptual framework, which they base on the Critical/Social Model posited by Feiman-Menser, 1990 and related four themes (citizenship/democratic society; liberal arts/continuing learning; professional knowledge and skills; roles of schooling) used to articulate the model. An added clear depiction of how their model and four themes aligned with the Idaho Standards in the Institutional Report may have provided a comprehensible overview of the program for facilitative access to documents.

The team used rubrics that defined the criteria they followed for the review and assessment process. Team members determined if there were sufficient data from at least three sources of evidence to validate each area reviewed.

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Examples of the sources of data reviewed include, but are not limited to: course syllabi linking content to Idaho Standards, internship handbook, interviews, IEPs, transition plan to an outside agency, application assignments, candidate course notebooks, daily logs, NNU catalog, instructor feedback on assignments, behavior intervention plan, an assessment of reading, collaboration projects, case studies, and assistive technology assessments.

In addition to the review of documents, team members conducted interviews with university faculty and administrators, current candidates and completers, as well as university supervisors. State reviewers visited schools where they were able to speak with additional candidates, supervisors, and those who completed the program. It is worth noting that the program's directors in the field expressed significant satisfaction with the program as they felt they had developed the knowledge, skills, and dispositions necessary to meet the high expectations of their jobs.

Based on the evidence, the team found that NNU adequately met the criteria for approval for each of the three standards we addressed: Standard 1--Visionary and Strategic Leadership; Standard 2--Instructional Leadership; Standard 3--Management and Organizational Leadership.

IMPACT

In order to maintain their status as an Idaho approved program and produce graduates eligible for Idaho pupil personnel services certification, Northwest Nazarene University must offer preparation programs adequately aligned to State Standards.

ATTACHMENTS

Attachment 1 – State Review Team Report

Page 3

BOARD ACTION

A motion to accept the State Review Team Report, thereby granting program approval of the Director of Special Education and Related Services Certification Program at Northwest Nazarene University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

TEAM VISIT REPORT

**Northwest Nazarene
University
March 23-24, 2010**

Reviewers: Lana P. Elliott, Lewis-Clark State College, team chair; Mr. John Rhodenbaugh, team reviewer; Ms. Stephanie Olsen, team reviewer; Katie Rhodenbaugh, Idaho State Department of Education/State Professional Standards Coordinator; Christina Linder, State Director of Certification/ Professional Standards

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- I. Introduction**
- II. Charts of Results of Program Review**
 - **Director of Special Education and Related Services Certification**
- III. Standards and Related Rubrics**
- IV. Interviews and Participants**

I. INTRODUCTION

Team members representing the Idaho State Department of Education met for a focus visit in March 22-23, 2010, to complete an earlier review of the Northwest Nazarene University Director of Special Education and Related Services certification program. In June 2005, a team from the Idaho State Department of Education conducted an initial visit but because there were no graduates in the program at that time, they decided to conditionally approve the program with the intent of returning at a later date after candidates had entered and completed the program. Since that time, 18 females and three males have enrolled in the program. Currently, there are 17 completers.

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The standards used to validate the institutional report are the Idaho Standards for Initial Certification of Special Education Directors. Although not required to do so, we briefly conducted a courtesy informal review of their documents related to School Administrator Standards since they also address all of the Foundation (School Administrator) and Enhancement (Director of Special Education) Standards. However, the School Administrator Standards will not be addressed in this report.

We reviewed their conceptual framework, which they base on the Critical/Social Model posited by Feiman-Menser, 1990 and related four themes (citizenship/democratic society; liberal arts/continuing learning; professional knowledge and skills; roles of schooling) used to articulate the model. An added clear depiction of how their model and four themes aligned with the Idaho Standards in the Institutional Report may have provided a comprehensible overview of the program for facilitative access to documents.

We used rubrics that defined the criteria we followed for the review and assessment process. Team members determined if there were sufficient data from at least three sources of evidence to validate each area reviewed. Examples of the sources of data reviewed include, but are not limited to: course syllabi linking content to Idaho Standards, internship handbook, interviews, IEPs, transition plan to an outside agency, application assignments, candidate course notebooks, daily logs, NNU catalog, instructor feedback on assignments, behavior intervention plan, an assessment of reading, collaboration projects, case studies, and assistive technology assessments.

In addition to the review of documents, team members conducted interviews with university faculty and administrators, current candidates and completers, as well as university supervisors. State reviewers visited schools where they were able to speak with additional candidates, supervisors, and those who completed the program. It is worth

noting that the program's directors in the field expressed significant satisfaction with the program as they felt they had developed the knowledge, skills, and dispositions necessary to meet the high expectations of their jobs.

Based on the evidence, we found that NNU adequately met the criteria for approval for each of the three standards we addressed: Standard 1--Visionary and Strategic Leadership; Standard 2--Instructional Leadership; Standard 3--Management and Organizational Leadership.

II. RESULTS OF PROGRAM REVIEW FOR DIRECTOR OF SPECIAL EDUCATION

Based On the State of Idaho Professional Standards

PROGRAM: DIRECTOR OF SPECIAL EDUCATION	
IDAHO STANDARD	RECOMMENDATION
Standard 1: Visionary and Strategic Leadership—A school administrator is an educational leader who promotes the success of each student and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	APPROVED
Standard 2: Instructional Leadership—The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional.	APPROVED
Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.	APPROVED

**III. STANDARDS AND RELATED RUBRICS
FOR
NNU DIRECTORS OF SPECIAL EDUCATION**

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

Element	Unacceptable	Acceptable	Target
1.1 Understanding of Visionary and Strategic Leadership		X	
1.2 Application of Visionary and Strategic Leadership		X	

1.1 The NNU catalog, course syllabi that link to Idaho Standards, and internship handbook provide evidence that special education director candidates demonstrate an acceptable understanding of visionary and strategic leadership.

1.2 Adjunct faculty, faculty, supervisors, completers and candidates were interviewed by the team. In addition, candidate written IEPs, transition plan to an outside agency, and an application assignment provide evidence that the program has adequately met the standard for special education director candidates in implementing both visionary and strategic planning to promote the success of all special education students.

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

Element	Unacceptable	Acceptable	Target
2.1 Understanding of Instructional Leadership		X	
2.2 Application of Instructional Leadership		X	

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2.1 The course syllabi linking to Idaho State Standards, NNU catalog, internship handbook, and instructor feedback provide evidence that special education director candidates have an acceptable understanding of the instructional and behavioral strategies to meet the needs of special populations.

2.2 Adjunct faculty, faculty, supervisors, completers and candidates were interviewed by the team. Additionally, a Behavior Intervention Plan, an Assessment of Reading, collaboration project, case studies, and an Assistive Technology Assessment are evidence that the program has adequately met the Idaho State Standard for using resources and learning activities to support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Management and Organizational Leadership		X	
3.2 Application of Management and Organizational Leadership		X	

3.1 NNU course requirements, course syllabi that link to Idaho State Standards, course catalog, and instructor feedback provide acceptable evidence that special education director candidates have an adequate understanding of state and federal laws/requirements, instruction, school activities, and environments to meet individual student needs and promote a safe, efficient, and effective learning environment.

3.2 Adjunct faculty, faculty, supervisors, completers and candidates were interviewed by the team. In addition to, and along with the IEP, internship daily logs, and notebooks, the program provides acceptable evidence that candidates can advocate and access resources to meet individual student needs and promote a safe, efficient, and effective learning environment.

Areas of Improvement: None

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Recommended Action on Director of Special Education and Related Services Program:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

IV. INTERVIEWS AND PARTICIPANTS

Interviewee	Team Interviewers	Location	Candidate Completer	Faculty	Adjunct Faculty	Admin	Coop Teacher	Alumni
Jenny Nix	Stephanie Olson, John Rhodenbaugh	NNU	X					
Jennifer Besel	Stephanie Olson, John Rhodenbaugh	NNU	X					
Misty Knuchell	Stephanie Olson, John Rhodenbaugh	NNU	X					
Mike Breach	Stephanie Olson, John Rhodenbaugh	Offsite Nampa & Vallivue District Offices	X				X	
Mert Burns	Stephanie Olson, John Rhodenbaugh	Offsite Nampa & Vallivue District Offices		X			X	
MaryAnn VandeBrake	Stephanie Olson, John Rhodenbaugh	Offsite Nampa & Vallivue District Offices	X					
Karen Smucker	Stephanie Olson, John Rhodenbaugh	NNU		X				
Wendy Fitch	Stephanie Olson, John Rhodenbaugh	NNU	X		X			X
Jan Cantrell	Stephanie Olson, John Rhodenbaugh	NNU		X		X		

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STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap for Wallace School District

REFERENCE

June 18, 2010

M/S (Luna/Terrell): To approve the requests for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009, for the following school districts: Plummer Worley School District at a new cap percentage rate of 115.5%; Garden Valley School District at a new cap percentage rate of 143%; Orofino School District at a new cap percentage rate of 112%; Moscow School District at a new cap percentage rate of 109.6%; Lapwai School District at a new cap percentage rate of 117.3%; Kellogg School District at a new cap percentage rate of 109%; and Wallace School District at a new cap percentage rate 117.3. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a student transportation funding cap; affecting school districts that exceed (by 103%) the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and how much. These new criteria designate certain bus runs as "hardship" runs, and allow the district to receive a higher cap, based on the percentage of the district's bus runs that are so categorized.

As of May 3, 2010, there were nineteen school districts and/or charter schools negatively affected by the pupil transportation funding cap: Meridian (\$369,775) Meadows Valley (\$13,027), St Maries (\$3,595), Garden Valley (\$19,149), Basin (\$1,596), Horseshoe Bend (\$11,639), Soda Springs (\$13,966), Orofino (<\$1), Wendell (\$46,286), Valley (\$6,257), Moscow (\$46,429), Troy (\$9,283), Kellogg (\$27,973), Wallace (\$27,056), McCall-Donnelly (\$99,583), Falcon Ridge Charter (\$4,116), Vision Charter (\$1,687), Blackfoot Community Charter (\$4,565), and Anser Charter (\$174).

Of these 19, only seven have routes that meet the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include St Maries, Garden Valley, Horseshoe Bend, Orofino, Moscow, Kellogg, and

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Wallace school districts. Of these seven districts all have applied for a waiver from the student transportation funding cap.

Requests from various school districts for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code, have been received by the State Department of Education. This waiver was reviewed and met at least two of the criteria for at least one hardship bus run applied for and is submitted to the State Board of Education for consideration. Wallace School District submitted one school bus route that met the required criteria. This represents 14.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 117%.

IMPACT

\$27,056 distributed from the public school appropriation.

ATTACHMENTS

Attachment 1 – SDE 103% Funding Cap Model

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Attachment 2 – Funding Cap Appeal Application

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BOARD ACTION

A motion to approve the request by Wallace School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009 of 117%.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider		
Fiscal Year 2009 Data - Approved Costs Reimbursed in Fiscal Year 2010 (Sixth Capped Year)		
Set percentage cap to apply to statewide average	103%	Riders per Mile
Revised: 05/03/2010 Preliminary		
Statewide Averages before cap	Cost Per Mile \$3.35	Cost Per Rider \$809
Statewide Averages after cap	\$3.45	\$833
Total Savings From Cap	\$706,156	Capped Reimb.
Savings Following Appeals & State Board Action	\$706,156	\$74,938,145

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
001	BOISE INDEPENDENT DISTRICT	\$0	0.0%	\$7,201,538	2,127,034	6,282	\$3.39	\$1,146	101%	142%	FALSE	\$4,270,290	\$4,270,290	\$1,878,827	-\$62,291			\$6,086,826
002	MERIDIAN JOINT DISTRICT	\$369,775	5.5%	\$11,874,649	3,225,444	13,484	\$3.68	\$881	110%	109%	TRUE	\$6,388,097	\$6,757,872	\$3,370,267	\$0			\$9,758,364
003	KUNA JOINT DISTRICT	\$0	0.0%	\$1,377,126	403,543	1,830	\$3.41	\$753	102%	93%	FALSE	\$811,376	\$811,376	\$372,222	\$0			\$1,183,598
011	MEADOWS VALLEY DISTRICT	\$13,027	24.7%	\$89,038	19,378	57	\$4.59	\$1,562	137%	193%	TRUE	\$39,699	\$52,726	\$23,198	\$0			\$62,897
013	COUNCIL DISTRICT	\$0	0.0%	\$79,344	29,696	56	\$2.67	\$1,417	80%	175%	FALSE	\$52,046	\$52,046	\$17,380	\$0			\$69,426
021	MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$421,025	152,518	653	\$2.76	\$645	82%	80%	FALSE	\$276,899	\$276,899	\$86,125	\$0			\$363,024
025	POCATELLO DISTRICT	\$0	0.0%	\$2,561,543	814,994	4,229	\$3.14	\$606	94%	75%	FALSE	\$1,496,815	\$1,496,815	\$692,699	\$0			\$2,189,514
033	BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$488,030	164,560	461	\$2.97	\$1,059	89%	131%	FALSE	\$308,113	\$308,113	\$118,318	\$0			\$426,431
041	ST MARIES JOINT DISTRICT	\$3,595	1.0%	\$633,740	182,539	447	\$3.47	\$1,418	104%	175%	TRUE	\$373,995	\$377,590	\$164,994	\$0			\$538,989
044	PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$360,057	109,652	217	\$3.28	\$1,659	98%	205%	FALSE	\$216,602	\$216,602	\$91,033	\$0			\$307,635
052	SNAKE RIVER DISTRICT	\$0	0.0%	\$698,556	323,745	1,127	\$2.16	\$620	64%	77%	FALSE	\$414,731	\$414,731	\$181,315	\$0			\$596,046
055	BLACKFOOT DISTRICT	\$0	0.0%	\$1,566,854	437,678	2,161	\$3.58	\$725	107%	90%	FALSE	\$926,823	\$926,823	\$407,780	\$0			\$1,334,603
058	ABERDEEN DISTRICT	\$0	0.0%	\$299,681	113,065	337	\$2.65	\$889	79%	110%	FALSE	\$185,574	\$185,574	\$70,249	\$0			\$255,823
059	FIRTH DISTRICT	\$0	0.0%	\$277,671	111,715	431	\$2.49	\$644	74%	80%	FALSE	\$173,261	\$173,261	\$63,727	\$0			\$236,988
060	SHELLEY JOINT DISTRICT	\$0	0.0%	\$519,893	162,430	1,048	\$3.20	\$496	96%	61%	FALSE	\$315,746	\$315,746	\$127,873	\$0			\$443,619
061	BLAINE COUNTY DISTRICT	\$0	0.0%	\$1,230,135	369,504	1,199	\$3.33	\$1,026	99%	127%	FALSE	\$732,992	\$732,992	\$331,660	\$0			\$1,064,652
071	GARDEN VALLEY DISTRICT	\$19,149	14.1%	\$205,156	50,209	114	\$4.09	\$1,800	122%	222%	TRUE	\$116,210	\$135,359	\$59,555	\$0			\$175,765
072	BASIN SCHOOL DISTRICT	\$1,596	1.0%	\$271,224	77,644	210	\$3.49	\$1,292	104%	160%	TRUE	\$166,013	\$167,609	\$64,678	-\$1,180			\$229,511
073	HORSESHOE BEND SCHOOL DISTRICT	\$11,639	14.8%	\$119,249	26,892	122	\$4.43	\$977	132%	121%	TRUE	\$66,976	\$78,615	\$23,142	\$0			\$90,118
083	WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$585,708	224,308	735	\$2.61	\$797	78%	99%	FALSE	\$362,768	\$362,768	\$144,069	\$0			\$506,837
084	LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,547,279	566,306	1,304	\$2.73	\$1,187	81%	147%	FALSE	\$939,961	\$939,961	\$390,615	\$0			\$1,330,576
091	IDAHO FALLS DISTRICT	\$0	0.0%	\$2,444,726	592,549	3,510	\$4.13	\$697	123%	86%	FALSE	\$1,388,508	\$1,388,508	\$698,630	\$0			\$2,087,138
092	SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$91,155	38,116	58	\$2.39	\$1,572	71%	194%	FALSE	\$67,328	\$67,328	\$27,632	\$0			\$94,960
093	BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$2,295,874	636,624	4,371	\$3.61	\$525	108%	65%	FALSE	\$1,326,893	\$1,326,893	\$633,193	\$0			\$1,960,086
101	BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$710,129	239,280	821	\$2.97	\$865	89%	107%	FALSE	\$441,310	\$441,310	\$183,118	\$0			\$624,428
111	BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$290,378	105,450	200	\$2.75	\$1,452	82%	179%	FALSE	\$188,320	\$188,320	\$61,762	\$0			\$250,082
121	CAMAS COUNTY DISTRICT	\$0	0.0%	\$97,162	48,292	57	\$2.01	\$1,705	60%	211%	FALSE	\$62,466	\$62,466	\$20,370	\$0			\$82,836
131	NAMPA SCHOOL DISTRICT	\$0	0.0%	\$5,145,791	1,126,347	6,663	\$4.57	\$772	136%	95%	FALSE	\$3,047,182	\$3,047,182	\$1,340,689	\$0			\$4,387,871
132	CALDWELL DISTRICT	\$0	0.0%	\$2,599,329	423,614	3,224	\$6.14	\$806	183%	100%	FALSE	\$1,540,076	\$1,540,076	\$677,597	\$0			\$2,217,673
133	WILDER DISTRICT	\$0	0.0%	\$157,138	48,090	197	\$3.27	\$798	98%	99%	FALSE	\$93,085	\$93,085	\$40,955	\$0			\$134,040
134	MIDDLETON DISTRICT	\$0	0.0%	\$1,055,000	235,026	1,386	\$4.49	\$761	134%	94%	FALSE	\$624,961	\$624,961	\$274,968	\$0			\$899,929
135	NOTUS DISTRICT	\$0	0.0%	\$120,821	48,838	206	\$2.47	\$587	74%	73%	FALSE	\$69,406	\$69,406	\$33,735	\$0			\$103,141
136	MELBA JOINT DISTRICT	\$0	0.0%	\$302,767	103,718	300	\$2.92	\$1,009	87%	125%	FALSE	\$187,451	\$187,451	\$71,518	\$0			\$258,969
137	PARMA DISTRICT	\$0	0.0%	\$479,208	163,302	493	\$2.93	\$972	87%	120%	FALSE	\$283,873	\$283,873	\$125,126	\$0			\$408,999
139	VALLIVUE SCHOOL DISTRICT	\$0	0.0%	\$2,845,807	797,878	3,973	\$3.57	\$716	107%	89%	FALSE	\$1,685,701	\$1,685,701	\$741,669	\$0			\$2,427,370
148	GRACE COUNTY DISTRICT	\$0	0.0%	\$214,787	75,652	217	\$2.84	\$990	85%	122%	FALSE	\$143,410	\$143,410	\$39,915	\$0			\$183,325
149	NORTH GEM DISTRICT	\$0	0.0%	\$100,299	37,510	85	\$2.67	\$1,180	80%	146%	FALSE	\$69,489	\$69,489	\$16,483	\$0			\$85,972
150	SODA SPRINGS JOINT DISTRICT	\$13,966	7.7%	\$239,373	63,555	229	\$3.77	\$1,045	113%	129%	TRUE	\$167,272	\$181,238	\$61,419	\$0			\$228,691
151	CASSIA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,456,616	524,555	2,156	\$2.78	\$676	83%	84%	FALSE	\$896,583	\$896,583	\$367,301	\$0			\$1,263,884
161	CLARK COUNTY DISTRICT	\$0	0.0%	\$65,313	55,410	61	\$1.18	\$1,071	35%	132%	FALSE	\$42,814	\$42,814	\$13,138	\$0			\$55,952

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Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
171	OROFINO JOINT DISTRICT	\$0	0.0%	\$533,084	154,073	563	\$3.46	\$947	103%	117%	TRUE	\$334,631	\$334,630	\$132,545	\$0			\$467,176
181	CHALLIS JOINT DISTRICT	\$0	0.0%	\$303,678	92,163	167	\$3.30	\$1,818	99%	225%	FALSE	\$188,836	\$188,836	\$71,708	\$2,013			\$262,557
182	MACKAY JOINT DISTRICT	\$0	0.0%	\$187,476	71,831	84	\$2.61	\$2,232	78%	276%	FALSE	\$116,474	\$116,474	\$43,742	\$0			\$160,216
192	GLENNS FERRY JOINT DISTRICT	\$0	0.0%	\$224,988	87,624	248	\$2.57	\$907	77%	112%	FALSE	\$150,558	\$150,558	\$40,682	\$0			\$191,240
193	MOUNTAIN HOME DISTRICT	\$0	0.0%	\$1,176,489	343,137	1,209	\$3.43	\$973	102%	120%	FALSE	\$706,734	\$706,734	\$310,946	\$0			\$1,017,680
201	PRESTON JOINT DISTRICT	\$0	0.0%	\$611,882	165,942	1,267	\$3.69	\$483	110%	60%	FALSE	\$406,565	\$406,565	\$123,028	\$0			\$529,593
202	WEST SIDE JOINT DISTRICT	\$0	0.0%	\$201,518	73,854	342	\$2.73	\$589	81%	73%	FALSE	\$130,554	\$130,554	\$41,371	\$0			\$171,925
215	FREMONT COUNTY JOINT DISTRICT	\$0	0.0%	\$798,239	282,566	1,147	\$2.82	\$696	84%	86%	FALSE	\$495,918	\$495,918	\$196,979	\$0			\$692,897
221	EMMETT INDEPENDENT DIST	\$0	0.0%	\$1,107,494	330,504	1,332	\$3.35	\$831	100%	103%	FALSE	\$645,564	\$645,564	\$304,179	-\$11,970			\$937,773
231	GOODING JOINT DISTRICT	\$0	0.0%	\$389,071	99,932	548	\$3.89	\$710	116%	88%	FALSE	\$230,728	\$230,728	\$101,515	\$0			\$332,243
232	WENDELL DISTRICT	\$46,286	19.4%	\$402,059	91,397	387	\$4.40	\$1,039	131%	128%	TRUE	\$191,789	\$238,075	\$104,748	\$0			\$296,537
233	HAGERMAN JOINT DISTRICT	\$0	0.0%	\$90,272	33,734	111	\$2.68	\$813	80%	100%	FALSE	\$53,524	\$53,524	\$23,549	\$0			\$77,073
234	BLISS JOINT DISTRICT	\$0	0.0%	\$80,546	26,920	94	\$2.99	\$857	89%	106%	FALSE	\$50,938	\$50,938	\$17,767	\$0			\$68,705
242	COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$178,571	62,706	186	\$2.85	\$960	85%	119%	FALSE	\$117,721	\$117,721	\$34,882	\$0			\$152,603
243	SALMON RIVER JOINT SCHOOL DIST	\$0	0.0%	\$56,894	29,729	48	\$1.91	\$1,185	57%	146%	FALSE	\$41,508	\$41,508	\$21,940	\$0			\$63,448
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$0	0.0%	\$654,979	200,458	447	\$3.27	\$1,465	98%	181%	FALSE	\$418,890	\$418,890	\$177,529	\$0			\$596,419
251	JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$2,015,002	689,742	3,017	\$2.92	\$668	87%	83%	FALSE	\$1,242,662	\$1,242,662	\$481,875	\$0			\$1,724,537
252	RIRIE JOINT DISTRICT	\$0	0.0%	\$239,278	55,999	317	\$4.27	\$755	127%	93%	FALSE	\$154,386	\$154,386	\$49,716	\$0			\$204,102
253	WEST JEFFERSON DISTRICT	\$0	0.0%	\$423,494	195,985	373	\$2.16	\$1,135	64%	140%	FALSE	\$256,455	\$256,455	\$105,042	\$0			\$361,497
261	JEROME JOINT DISTRICT	\$0	0.0%	\$874,335	305,632	1,341	\$2.86	\$652	85%	81%	FALSE	\$516,109	\$516,109	\$227,076	\$0			\$743,185
262	VALLEY DISTRICT	\$6,257	2.8%	\$374,524	105,433	362	\$3.55	\$1,035	106%	128%	TRUE	\$214,820	\$221,077	\$97,269	\$0			\$312,089
271	COEUR D'ALENE DISTRICT	\$0	0.0%	\$2,164,589	630,382	2,795	\$3.43	\$774	102%	96%	FALSE	\$1,229,650	\$1,229,650	\$623,501	\$0			\$1,853,151
272	LAKELAND DISTRICT	\$0	0.0%	\$1,390,741	569,122	1,569	\$2.44	\$886	73%	110%	FALSE	\$813,220	\$813,220	\$376,646	\$0			\$1,189,866
273	POST FALLS DISTRICT	\$0	0.0%	\$1,289,774	310,266	2,311	\$4.16	\$558	124%	69%	FALSE	\$744,743	\$744,743	\$356,425	\$0			\$1,101,168
274	KOOTENAI DISTRICT	\$0	0.0%	\$187,347	72,443	169	\$2.59	\$1,109	77%	137%	FALSE	\$114,575	\$114,575	\$46,170	\$0			\$160,745
281	MOSCOW DISTRICT	\$46,429	12.6%	\$593,939	132,139	622	\$4.49	\$955	134%	118%	TRUE	\$320,724	\$367,153	\$139,548	\$0			\$460,272
282	GENESEE JOINT DISTRICT	\$0	0.0%	\$168,632	58,201	89	\$2.90	\$1,895	87%	234%	FALSE	\$111,565	\$111,565	\$35,524	\$0			\$147,089
283	KENDRICK JOINT DISTRICT	\$0	0.0%	\$159,648	64,255	122	\$2.48	\$1,309	74%	162%	FALSE	\$103,451	\$103,451	\$33,338	\$0			\$136,789
285	POTLATCH DISTRICT	\$0	0.0%	\$235,304	85,512	229	\$2.75	\$1,028	82%	127%	FALSE	\$151,019	\$151,019	\$53,591	\$0			\$204,610
287	TROY SCHOOL DISTRICT	\$9,283	8.8%	\$165,375	43,709	147	\$3.78	\$1,125	113%	139%	TRUE	\$96,117	\$105,400	\$35,674	\$10,431			\$142,222
288	WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$172,869	83,234	136	\$2.08	\$1,271	62%	157%	FALSE	\$95,099	\$95,099	\$51,839	\$0			\$146,938
291	SALMON DISTRICT	\$0	0.0%	\$206,500	65,002	325	\$3.18	\$635	95%	78%	FALSE	\$132,148	\$132,148	\$44,527	\$0			\$176,675
292	SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,953	30,669	45	\$2.67	\$1,821	80%	225%	FALSE	\$56,704	\$56,704	\$22,186	\$0			\$78,890
302	NEZPERCE JOINT DISTRICT	\$0	0.0%	\$98,047	50,067	41	\$1.96	\$2,391	59%	296%	FALSE	\$60,051	\$60,051	\$23,660	\$0			\$83,711
304	KAMIAH JOINT DISTRICT	\$0	0.0%	\$146,343	46,852	198	\$3.12	\$739	93%	91%	FALSE	\$89,483	\$89,483	\$36,791	\$0			\$126,274
305	HIGHLAND JOINT DISTRICT	\$0	0.0%	\$230,405	77,166	73	\$2.99	\$3,156	89%	390%	FALSE	\$136,836	\$136,836	\$60,205	\$0			\$197,041
312	SHOSHONE JOINT DISTRICT	\$0	0.0%	\$165,682	46,522	309	\$3.56	\$536	106%	66%	FALSE	\$114,068	\$114,068	\$36,470	\$0			\$150,538
314	DIETRICH DISTRICT	\$0	0.0%	\$87,941	29,652	67	\$2.97	\$1,313	89%	162%	FALSE	\$55,718	\$55,718	\$19,438	\$0			\$75,156
316	RICHFIELD DISTRICT	\$0	0.0%	\$63,965	40,005	96	\$1.60	\$666	48%	82%	FALSE	\$40,349	\$40,349	\$14,022	\$0			\$54,371
321	MADISON DISTRICT	\$0	0.0%	\$1,268,360	396,247	2,617	\$3.20	\$485	96%	60%	FALSE	\$730,550	\$730,550	\$358,852	\$0			\$1,089,402
322	SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$375,794	121,062	681	\$3.10	\$552	93%	68%	FALSE	\$230,501	\$230,501	\$90,560	\$0			\$321,061
331	MINDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,438,282	681,946	1,948	\$2.11	\$738	63%	91%	FALSE	\$802,166	\$802,166	\$420,374	\$0			\$1,222,540
340	LEWISTON INDEPENDENT DISTRICT	\$0	0.0%	\$1,256,599	370,877	1,512	\$3.39	\$831	101%	103%	FALSE	\$725,968	\$725,968	\$353,355	\$0			\$1,079,323
341	LAPWAI DISTRICT	\$0	0.0%	\$186,656	55,298	148	\$3.38	\$1,261	101%	156%	FALSE	\$120,055	\$120,055	\$39,836	\$0			\$159,891
342	CULDESAC JOINT DISTRICT	\$0	0.0%	\$94,612	31,578	43	\$3.00	\$2,200	90%	272%	FALSE	\$60,385	\$60,385	\$21,367	\$0			\$81,752
351	ONEIDA COUNTY DISTRICT	\$0	0.0%	\$257,615	110,743	410	\$2.33	\$628	70%	78%	FALSE	\$169,676	\$169,676	\$54,645	\$0			\$224,321
363	MARSING JOINT DISTRICT	\$0	0.0%	\$350,297	117,432	429	\$2.98	\$817	89%	101%	FALSE	\$208,260	\$208,260	\$90,720	\$0			\$298,980
365	BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$224,346	122,739	218	\$1.83	\$1,029	55%	127%	FALSE	\$155,465	\$155,465	\$68,479	\$0			\$223,944
370	HOMEDALE JOINT DISTRICT	\$0	0.0%	\$418,640	102,338	637	\$4.09	\$657	122%	81%	FALSE	\$258,765	\$258,765	\$98,650	\$0			\$357,415
371	PAYETTE JOINT DISTRICT	\$0	0.0%	\$367,147	106,098	798	\$3.46	\$460	103%	57%	FALSE	\$221,556	\$221,556	\$92,690	\$0			\$314,246
372	NEW PLYMOUTH DISTRICT	\$0	0.0%	\$263,343	77,741	383	\$3.39	\$688	101%	85%	FALSE	\$159,693	\$159,693	\$66,614	\$0			\$226,307
373	FRUITLAND DISTRICT	\$0	0.0%	\$323,907	87,337	668	\$3.71	\$485	111%	60%	FALSE	\$192,830	\$192,830	\$84,216	\$0			\$277,046
381	AMERICAN FALLS JOINT DISTRICT	\$0	0.0%	\$694,876	227,870	556	\$3.05	\$1,250	91%	155%	FALSE	\$444,160	\$444,160	\$148,980	\$0			\$593,140
382	ROCKLAND DISTRICT	\$0	0.0%	\$46,001	28,011	51	\$1.64	\$902	49%	111%	FALSE	\$29,340	\$29,340	\$9,951	\$0			\$39,291
383	ARBON ELEMENTARY DISTRICT	\$0	0.0%	\$38,382	22,802	13	\$1.68	\$2,952	50%	365%	FALSE	\$20,431	\$20,431	\$12,338	\$0			\$32,769
391	KELLOGG JOINT DISTRICT	\$27,973	6.3%	\$727,938	198,089	696	\$3.67	\$1,046	110%	129%	TRUE	\$417,527	\$445,500	\$181,082	\$0			\$598,609

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Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
392	MULLAN DISTRICT	\$0	0.0%	\$21,098	11,236	17	\$1.88	\$1,241	56%	153%	FALSE	\$12,996	\$12,996	\$4,991	\$0			\$17,987
393	WALLACE DISTRICT	\$27,056	12.6%	\$341,277	86,101	306	\$3.96	\$1,115	118%	138%	TRUE	\$187,964	\$215,020	\$77,208	\$0			\$265,172
394	AVERY SCHOOL DISTRICT	\$0	0.0%	\$165,681	48,989	28	\$3.38	\$5,917	101%	731%	FALSE	\$98,849	\$98,849	\$43,185	\$0			\$142,034
401	TETON COUNTY DISTRICT	\$0	0.0%	\$633,039	248,934	706	\$2.54	\$897	76%	111%	FALSE	\$386,858	\$386,858	\$153,643	\$0			\$540,501
411	TWIN FALLS DISTRICT	\$0	0.0%	\$1,244,286	302,762	1,712	\$4.11	\$727	123%	90%	FALSE	\$737,588	\$737,588	\$324,521	\$0			\$1,062,109
412	BUHL JOINT DISTRICT	\$0	0.0%	\$305,194	104,079	413	\$2.93	\$739	87%	91%	FALSE	\$181,068	\$181,068	\$79,666	\$0			\$260,734
413	FILER DISTRICT	\$0	0.0%	\$499,428	205,010	475	\$2.44	\$1,051	73%	130%	FALSE	\$296,039	\$296,039	\$130,250	\$0			\$426,289
414	KIMBERLY DISTRICT	\$0	0.0%	\$291,138	82,307	438	\$3.54	\$665	106%	82%	FALSE	\$181,886	\$181,886	\$75,807	\$0			\$257,693
415	HANSEN DISTRICT	\$0	0.0%	\$85,408	55,567	160	\$1.54	\$534	46%	66%	FALSE	\$52,579	\$52,579	\$20,395	\$0			\$72,974
417	CASTLEFORD DISTRICT	\$0	0.0%	\$179,207	58,959	124	\$3.04	\$1,445	91%	179%	FALSE	\$109,454	\$109,454	\$43,388	\$0			\$152,842
418	MURTAUGH JOINT DISTRICT	\$0	0.0%	\$126,410	37,157	119	\$3.40	\$1,062	101%	131%	FALSE	\$77,791	\$77,791	\$30,009	\$0			\$107,800
421	MC CALL-DONNELLY DISTRICT	\$99,583	25.2%	\$665,993	144,201	410	\$4.62	\$1,624	138%	201%	TRUE	\$295,438	\$395,021	\$173,800	\$0			\$469,238
422	CASCADE DISTRICT	\$0	0.0%	\$70,617	31,031	80	\$2.28	\$883	68%	109%	FALSE	\$50,182	\$50,182	\$18,235	\$0			\$68,417
431	WEISER DISTRICT	\$0	0.0%	\$366,135	108,899	569	\$3.36	\$643	100%	79%	FALSE	\$223,470	\$223,470	\$88,908	\$0			\$312,378
432	CAMBRIDGE JOINT DISTRICT	\$0	0.0%	\$76,042	35,825	53	\$2.12	\$1,435	63%	177%	FALSE	\$51,495	\$51,495	\$13,394	\$0			\$64,889
433	MIDVALE DISTRICT	\$0	0.0%	\$68,937	33,955	46	\$2.03	\$1,499	61%	185%	FALSE	\$39,469	\$39,469	\$19,128	\$0			\$58,597
451	VICTORY CHARTER SCHOOL	\$0	0.0%	\$99,902	29,040	253	\$3.44	\$395	103%	49%	FALSE	\$59,210	\$59,210	\$26,051	\$0	\$87,078	\$59,941	\$58,124
455	COMPASS CHARTER SCHOOL	\$0	0.0%	\$156,245	44,485	224	\$3.51	\$698	105%	86%	FALSE	\$92,984	\$92,984	\$40,911	\$0	\$132,808	\$95,469	\$96,556
456	FALCON RIDGE CHARTER SCHOOL	\$4,116	4.6%	\$150,882	38,051	173	\$3.97	\$872	119%	108%	TRUE	\$85,321	\$89,437	\$39,350	\$0	\$124,993	\$88,230	\$87,908
458	LIBERTY CHARTER	\$0	0.0%	\$181,538	54,772	221	\$3.31	\$821	99%	101%	FALSE	\$107,160	\$107,160	\$47,148	\$0			\$154,308
459	GARDEN CITY COMMUNITY CHARTER	\$0	0.0%	\$49,202	18,558	56	\$2.65	\$879	79%	109%	FALSE	\$29,155	\$29,155	\$12,828	\$0	\$42,509	\$29,029	\$28,503
461	TAYLORS CROSSING CHARTER SCHOO	\$0	0.0%	\$166,860	33,967	214	\$4.91	\$780	147%	96%	FALSE	\$98,495	\$98,495	\$43,336	\$0	\$123,984	\$100,980	\$118,827
462	XAVIER CHARTER SCHOOL	\$0	0.0%	\$104,487	35,257	134	\$2.96	\$780	88%	96%	FALSE	\$61,913	\$61,913	\$27,240	\$0	\$72,250	\$105,000	\$121,903
463	VISION CHARTER SCHOOL	\$1,687	1.9%	\$150,449	42,888	136	\$3.51	\$1,106	105%	137%	TRUE	\$87,121	\$88,808	\$39,074	\$0	\$125,769	\$87,492	\$87,918
464	WHITE PINE CHARTER SCHOOL	\$0	0.0%	\$76,248	16,785	113	\$4.54	\$675	136%	83%	FALSE	\$45,191	\$45,191	\$19,883	\$0			\$65,074
749	UPPER CARMEN PUBLIC CHARTER	\$0	0.0%	\$21,815	4,714	47	\$4.63	\$464	138%	57%	FALSE	\$13,636	\$13,636	\$4,938	\$0			\$18,574
773	BLACKFOOT CHARTER COMMUNITY LEARNING CE	\$4,565	12.0%	\$64,611	12,688	68	\$5.09	\$950	152%	117%	TRUE	\$33,574	\$38,139	\$16,780	\$0			\$50,354
783	NORTH STAR CHARTER SCHOOL	\$0	0.0%	\$222,844	79,976	302	\$2.79	\$738	83%	91%	FALSE	\$132,506	\$132,506	\$58,300	\$0	\$189,645	\$154,020	\$155,181
786	THOMAS JEFFERSON CHARTER	\$0	0.0%	\$203,575	70,230	233	\$2.90	\$874	87%	108%	FALSE	\$121,161	\$121,161	\$53,308	\$0	\$172,753	\$121,800	\$123,516
795	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$236,886	69,743	322	\$3.40	\$736	101%	91%	FALSE	\$140,429	\$140,429	\$61,786	\$0	\$202,602	\$143,873	\$143,486
Totals		\$705,982	1.4%	\$87,010,325	25,995,593	107,604						\$51,130,309	\$51,836,290	\$22,806,757	-\$62,997	\$1,274,391	\$985,834	\$73,585,512

Districts not part of FY09 state totals, but subject to Funding Cap (In-Lieu Only, Virtual, Field Trip Only)

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
364	PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$3,024	\$3,024	\$2,092	\$0			\$5,116
416	THREE CREEK JT ELEM DISTRICT	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$4,460	\$4,460	\$3,100	\$0			\$7,560
452	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,460,857	0	2,316	\$0.00	\$631	0%	78%	FALSE	\$1,241,728	\$1,241,728	\$0	\$0			\$1,241,728
454	ROLLING HILLS CHARTER SCHOOL	\$0	0.0%	\$475	167	0	\$2.84	\$0	85%	0%	FALSE	\$283	\$283	\$125	\$0			\$408
457	INSPIRE VIRTUAL CHARTER	\$0	0.0%	\$283,909	0	375	\$0.00	\$757	0%	94%	FALSE	\$241,323	\$241,323	\$0	\$0			\$241,323
465	NORTH VALLEY ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$51,330	\$51,330
466	ISUCCEED VIRTUAL HIGH SCHOOL	\$0	0.0%	\$343,876	0	436	\$0.00	\$789	0%	98%	FALSE	\$292,295	\$292,295	\$0	\$0	\$315,010	\$326,719	\$304,004
467	WINGS CHARTER MIDDLE SCHOOL	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$24,623	\$24,623
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$37,932	\$37,932
471	NAMPA CLASSICAL ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$142,527	\$142,527
492	ANSER CHARTER SCHOOL	\$174	10.4%	\$2,828	732	0	\$3.86	\$0	115%	0%	TRUE	\$1,501	\$1,675	\$737	\$0			\$2,238
Totals		\$174	0.0%	\$2,091,945	899	3,127						\$1,784,614	\$1,784,788	\$6,054	\$0	\$315,010	\$583,131	\$2,058,789

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103% Funding Cap Appeal Application

District Name: WALLACE DISTRICT (393)

Fiscal Year (for request): FY 2008/09 

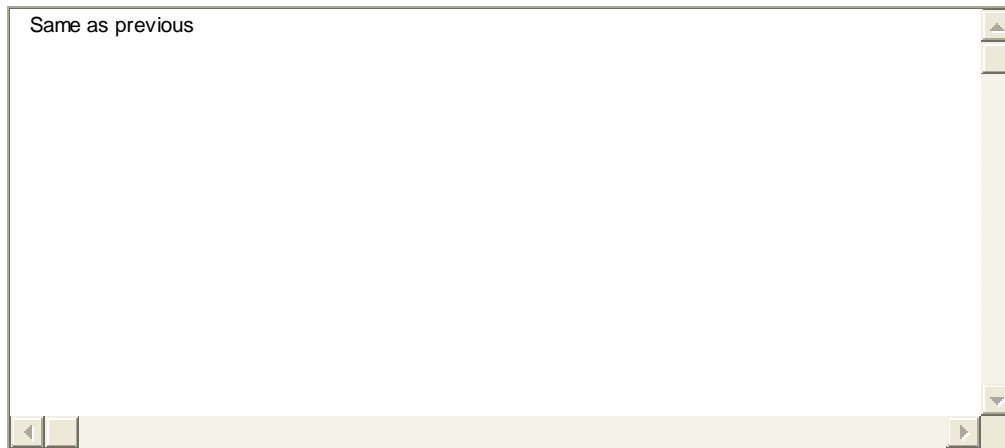
The school district identified above is subject to a student transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall display uniquely difficult geographic circumstances and meet at least two of the remaining three criteria:

- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see Funding Cap Model).
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater
- ☐ Less than a majority of the miles on the hardship bus runs(s) are by paved surface, concrete or asphalt, road

The district is requesting a funding rate increase of 14.3% more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Provide detailed justification and rationale for this request and appeal.

Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation.



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STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap for Garden Valley School District

REFERENCE

June 18, 2010

M/S (Luna/Terrell): To approve the requests for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009, for the following school districts: Plummer Worley School District at a new cap percentage rate of 115.5%; Garden Valley School District at a new cap percentage rate of 143%; Orofino School District at a new cap percentage rate of 112%; Moscow School District at a new cap percentage rate of 109.6%; Lapwai School District at a new cap percentage rate of 117.3%; Kellogg School District at a new cap percentage rate of 109%; and Wallace School District at a new cap percentage rate 117.3. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a student transportation funding cap; affecting school districts that exceed (by 103%) the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and how much. These new criteria designate certain bus runs as "hardship" runs, and allow the district to receive a higher cap, based on the percentage of the district's bus runs that are so categorized.

As of May 3, 2010, there were nineteen school districts and/or charter schools negatively affected by the pupil transportation funding cap: Meridian (\$369,775) Meadows Valley (\$13,027), St Maries (\$3,595), Garden Valley (\$19,149), Basin (\$1,596), Horseshoe Bend (\$11,639), Soda Springs (\$13,966), Orofino (<\$1), Wendell (\$46,286), Valley (\$6,257), Moscow (\$46,429), Troy (\$9,283), Kellogg (\$27,973), Wallace (\$27,056), McCall-Donnelly (\$99,583), Falcon Ridge Charter (\$4,116), Vision Charter (\$1,687), Blackfoot Community Charter (\$4,565), and Anser Charter (\$174).

Of these 19, only seven have routes that meet the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include St Maries, Garden Valley, Horseshoe Bend, Orofino, Moscow, Kellogg, and

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Wallace school districts. Of these seven districts all have applied for a waiver from the student transportation funding cap.

Requests from various school districts for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code, have been received by the State Department of Education. This waiver was reviewed and met at least two of the criteria for at least one hardship bus run applied for and is submitted to the State Board of Education for consideration. Garden Valley School District submitted two school bus routes that met the required criteria. This represents 40.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 143%.

IMPACT

\$19,149 distributed from the public school appropriation.

ATTACHMENTS

Attachment 1 – SDE 103% Funding Cap Model

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Attachment 2 – Funding Cap Appeal Application

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BOARD ACTION

A motion to approve the request by Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009 of 143%.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
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Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider		
Fiscal Year 2009 Data - Approved Costs Reimbursed in Fiscal Year 2010 (Sixth Capped Year)		
Set percentage cap to apply to statewide average	103%	Riders per Mile
Revised: 05/03/2010 Preliminary		
Statewide Averages before cap	Cost Per Mile \$3.35	Cost Per Rider \$809
Statewide Averages after cap	\$3.45	\$833
Total Savings From Cap	\$706,156	Capped Reimb.
Savings Following Appeals & State Board Action	\$706,156	\$74,938,145

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
001	BOISE INDEPENDENT DISTRICT	\$0	0.0%	\$7,201,538	2,127,034	6,282	\$3.39	\$1,146	101%	142%	FALSE	\$4,270,290	\$4,270,290	\$1,878,827	-\$62,291			\$6,086,826
002	MERIDIAN JOINT DISTRICT	\$369,775	5.5%	\$11,874,649	3,225,444	13,484	\$3.68	\$881	110%	109%	TRUE	\$6,388,097	\$6,757,872	\$3,370,267	\$0			\$9,758,364
003	KUNA JOINT DISTRICT	\$0	0.0%	\$1,377,126	403,543	1,830	\$3.41	\$753	102%	93%	FALSE	\$811,376	\$811,376	\$372,222	\$0			\$1,183,598
011	MEADOWS VALLEY DISTRICT	\$13,027	24.7%	\$89,038	19,378	57	\$4.59	\$1,562	137%	193%	TRUE	\$39,699	\$52,726	\$23,198	\$0			\$62,897
013	COUNCIL DISTRICT	\$0	0.0%	\$79,344	29,696	56	\$2.67	\$1,417	80%	175%	FALSE	\$52,046	\$52,046	\$17,380	\$0			\$69,426
021	MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$421,025	152,518	653	\$2.76	\$645	82%	80%	FALSE	\$276,899	\$276,899	\$86,125	\$0			\$363,024
025	POCATELLO DISTRICT	\$0	0.0%	\$2,561,543	814,994	4,229	\$3.14	\$606	94%	75%	FALSE	\$1,496,815	\$1,496,815	\$692,699	\$0			\$2,189,514
033	BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$488,030	164,560	461	\$2.97	\$1,059	89%	131%	FALSE	\$308,113	\$308,113	\$118,318	\$0			\$426,431
041	ST MARIES JOINT DISTRICT	\$3,595	1.0%	\$633,740	182,539	447	\$3.47	\$1,418	104%	175%	TRUE	\$373,995	\$377,590	\$164,994	\$0			\$538,989
044	PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$360,057	109,652	217	\$3.28	\$1,659	98%	205%	FALSE	\$216,602	\$216,602	\$91,033	\$0			\$307,635
052	SNAKE RIVER DISTRICT	\$0	0.0%	\$698,556	323,745	1,127	\$2.16	\$620	64%	77%	FALSE	\$414,731	\$414,731	\$181,315	\$0			\$596,046
055	BLACKFOOT DISTRICT	\$0	0.0%	\$1,566,854	437,678	2,161	\$3.58	\$725	107%	90%	FALSE	\$926,823	\$926,823	\$407,780	\$0			\$1,334,603
058	ABERDEEN DISTRICT	\$0	0.0%	\$299,681	113,065	337	\$2.65	\$889	79%	110%	FALSE	\$185,574	\$185,574	\$70,249	\$0			\$255,823
059	FIRTH DISTRICT	\$0	0.0%	\$277,671	111,715	431	\$2.49	\$644	74%	80%	FALSE	\$173,261	\$173,261	\$63,727	\$0			\$236,988
060	SHELLEY JOINT DISTRICT	\$0	0.0%	\$519,893	162,430	1,048	\$3.20	\$496	96%	61%	FALSE	\$315,746	\$315,746	\$127,873	\$0			\$443,619
061	BLAINE COUNTY DISTRICT	\$0	0.0%	\$1,230,135	369,504	1,199	\$3.33	\$1,026	99%	127%	FALSE	\$732,992	\$732,992	\$331,660	\$0			\$1,064,652
071	GARDEN VALLEY DISTRICT	\$19,149	14.1%	\$205,156	50,209	114	\$4.09	\$1,800	122%	222%	TRUE	\$116,210	\$135,359	\$59,555	\$0			\$175,765
072	BASIN SCHOOL DISTRICT	\$1,596	1.0%	\$271,224	77,644	210	\$3.49	\$1,292	104%	160%	TRUE	\$166,013	\$167,609	\$64,678	-\$1,180			\$229,511
073	HORSESHOE BEND SCHOOL DISTRICT	\$11,639	14.8%	\$119,249	26,892	122	\$4.43	\$977	132%	121%	TRUE	\$66,976	\$78,615	\$23,142	\$0			\$90,118
083	WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$585,708	224,308	735	\$2.61	\$797	78%	99%	FALSE	\$362,768	\$362,768	\$144,069	\$0			\$506,837
084	LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,547,279	566,306	1,304	\$2.73	\$1,187	81%	147%	FALSE	\$939,961	\$939,961	\$390,615	\$0			\$1,330,576
091	IDAHO FALLS DISTRICT	\$0	0.0%	\$2,444,726	592,549	3,510	\$4.13	\$697	123%	86%	FALSE	\$1,388,508	\$1,388,508	\$698,630	\$0			\$2,087,138
092	SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$91,155	38,116	58	\$2.39	\$1,572	71%	194%	FALSE	\$67,328	\$67,328	\$27,632	\$0			\$94,960
093	BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$2,295,874	636,624	4,371	\$3.61	\$525	108%	65%	FALSE	\$1,326,893	\$1,326,893	\$633,193	\$0			\$1,960,086
101	BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$710,129	239,280	821	\$2.97	\$865	89%	107%	FALSE	\$441,310	\$441,310	\$183,118	\$0			\$624,428
111	BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$290,378	105,450	200	\$2.75	\$1,452	82%	179%	FALSE	\$188,320	\$188,320	\$61,762	\$0			\$250,082
121	CAMAS COUNTY DISTRICT	\$0	0.0%	\$97,162	48,292	57	\$2.01	\$1,705	60%	211%	FALSE	\$62,466	\$62,466	\$20,370	\$0			\$82,836
131	NAMPA SCHOOL DISTRICT	\$0	0.0%	\$5,145,791	1,126,347	6,663	\$4.57	\$772	136%	95%	FALSE	\$3,047,182	\$3,047,182	\$1,340,689	\$0			\$4,387,871
132	CALDWELL DISTRICT	\$0	0.0%	\$2,599,329	423,614	3,224	\$6.14	\$806	183%	100%	FALSE	\$1,540,076	\$1,540,076	\$677,597	\$0			\$2,217,673
133	WILDER DISTRICT	\$0	0.0%	\$157,138	48,090	197	\$3.27	\$798	98%	99%	FALSE	\$93,085	\$93,085	\$40,955	\$0			\$134,040
134	MIDDLETON DISTRICT	\$0	0.0%	\$1,055,000	235,026	1,386	\$4.49	\$761	134%	94%	FALSE	\$624,961	\$624,961	\$274,968	\$0			\$899,929
135	NOTUS DISTRICT	\$0	0.0%	\$120,821	48,838	206	\$2.47	\$587	74%	73%	FALSE	\$69,406	\$69,406	\$33,735	\$0			\$103,141
136	MELBA JOINT DISTRICT	\$0	0.0%	\$302,767	103,718	300	\$2.92	\$1,009	87%	125%	FALSE	\$187,451	\$187,451	\$71,518	\$0			\$258,969
137	PARMA DISTRICT	\$0	0.0%	\$479,208	163,302	493	\$2.93	\$972	87%	120%	FALSE	\$283,873	\$283,873	\$125,126	\$0			\$408,999
139	VALLIVUE SCHOOL DISTRICT	\$0	0.0%	\$2,845,807	797,878	3,973	\$3.57	\$716	107%	89%	FALSE	\$1,685,701	\$1,685,701	\$741,669	\$0			\$2,427,370
148	GRACE JOINT DISTRICT	\$0	0.0%	\$214,787	75,652	217	\$2.84	\$990	85%	122%	FALSE	\$143,410	\$143,410	\$39,915	\$0			\$183,325
149	NORTH GEM DISTRICT	\$0	0.0%	\$100,299	37,510	85	\$2.67	\$1,180	80%	146%	FALSE	\$69,489	\$69,489	\$16,483	\$0			\$85,972
150	SODA SPRINGS JOINT DISTRICT	\$13,966	7.7%	\$239,373	63,555	229	\$3.77	\$1,045	113%	129%	TRUE	\$167,272	\$181,238	\$61,419	\$0			\$228,691
151	CASSIA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,456,616	524,555	2,156	\$2.78	\$676	83%	84%	FALSE	\$896,583	\$896,583	\$367,301	\$0			\$1,263,884
161	CLARK COUNTY DISTRICT	\$0	0.0%	\$65,313	55,410	61	\$1.18	\$1,071	35%	132%	FALSE	\$42,814	\$42,814	\$13,138	\$0			\$55,952

STATE DEPARTMENT OF EDUCATION

JUNE 17, 2010

District #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
171	OROFINO JOINT DISTRICT	\$0	0.0%	\$533,084	154,073	563	\$3.46	\$947	103%	117%	TRUE	\$334,631	\$334,630	\$132,545	\$0			\$467,176
181	CHALLIS JOINT DISTRICT	\$0	0.0%	\$303,678	92,163	167	\$3.30	\$1,818	99%	225%	FALSE	\$188,836	\$188,836	\$71,708	\$2,013			\$262,557
182	MACKAY JOINT DISTRICT	\$0	0.0%	\$187,476	71,831	84	\$2.61	\$2,232	78%	276%	FALSE	\$116,474	\$116,474	\$43,742	\$0			\$160,216
192	GLENNS FERRY JOINT DISTRICT	\$0	0.0%	\$224,988	87,624	248	\$2.57	\$907	77%	112%	FALSE	\$150,558	\$150,558	\$40,682	\$0			\$191,240
193	MOUNTAIN HOME DISTRICT	\$0	0.0%	\$1,176,489	343,137	1,209	\$3.43	\$973	102%	120%	FALSE	\$706,734	\$706,734	\$310,946	\$0			\$1,017,680
201	PRESTON JOINT DISTRICT	\$0	0.0%	\$611,882	165,942	1,267	\$3.69	\$483	110%	60%	FALSE	\$406,565	\$406,565	\$123,028	\$0			\$529,593
202	WEST SIDE JOINT DISTRICT	\$0	0.0%	\$201,518	73,854	342	\$2.73	\$589	81%	73%	FALSE	\$130,554	\$130,554	\$41,371	\$0			\$171,925
215	FREMONT COUNTY JOINT DISTRICT	\$0	0.0%	\$798,239	282,566	1,147	\$2.82	\$696	84%	86%	FALSE	\$495,918	\$495,918	\$196,979	\$0			\$692,897
221	EMMETT INDEPENDENT DIST	\$0	0.0%	\$1,107,494	330,504	1,332	\$3.35	\$831	100%	103%	FALSE	\$645,564	\$645,564	\$304,179	-\$11,970			\$937,773
231	GOODING JOINT DISTRICT	\$0	0.0%	\$389,071	99,932	548	\$3.89	\$710	116%	88%	FALSE	\$230,728	\$230,728	\$101,515	\$0			\$332,243
232	WENDELL DISTRICT	\$46,286	19.4%	\$402,059	91,397	387	\$4.40	\$1,039	131%	128%	TRUE	\$191,789	\$238,075	\$104,748	\$0			\$296,537
233	HAGERMAN JOINT DISTRICT	\$0	0.0%	\$90,272	33,734	111	\$2.68	\$813	80%	100%	FALSE	\$53,524	\$53,524	\$23,549	\$0			\$77,073
234	BLISS JOINT DISTRICT	\$0	0.0%	\$80,546	26,920	94	\$2.99	\$857	89%	106%	FALSE	\$50,938	\$50,938	\$17,767	\$0			\$68,705
242	COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$178,571	62,706	186	\$2.85	\$960	85%	119%	FALSE	\$117,721	\$117,721	\$34,882	\$0			\$152,603
243	SALMON RIVER JOINT SCHOOL DIST	\$0	0.0%	\$56,894	29,729	48	\$1.91	\$1,185	57%	146%	FALSE	\$41,508	\$41,508	\$21,940	\$0			\$63,448
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$0	0.0%	\$654,979	200,458	447	\$3.27	\$1,465	98%	181%	FALSE	\$418,890	\$418,890	\$177,529	\$0			\$596,419
251	JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$2,015,002	689,742	3,017	\$2.92	\$668	87%	83%	FALSE	\$1,242,662	\$1,242,662	\$481,875	\$0			\$1,724,537
252	RIRIE JOINT DISTRICT	\$0	0.0%	\$239,278	55,999	317	\$4.27	\$755	127%	93%	FALSE	\$154,386	\$154,386	\$49,716	\$0			\$204,102
253	WEST JEFFERSON DISTRICT	\$0	0.0%	\$423,494	195,985	373	\$2.16	\$1,135	64%	140%	FALSE	\$256,455	\$256,455	\$105,042	\$0			\$361,497
261	JEROME JOINT DISTRICT	\$0	0.0%	\$874,335	305,632	1,341	\$2.86	\$652	85%	81%	FALSE	\$516,109	\$516,109	\$227,076	\$0			\$743,185
262	VALLEY DISTRICT	\$6,257	2.8%	\$374,524	105,433	362	\$3.55	\$1,035	106%	128%	TRUE	\$214,820	\$221,077	\$97,269	\$0			\$312,089
271	COEUR D'ALENE DISTRICT	\$0	0.0%	\$2,164,589	630,382	2,795	\$3.43	\$774	102%	96%	FALSE	\$1,229,650	\$1,229,650	\$623,501	\$0			\$1,853,151
272	LAKELAND DISTRICT	\$0	0.0%	\$1,390,741	569,122	1,569	\$2.44	\$886	73%	110%	FALSE	\$813,220	\$813,220	\$376,646	\$0			\$1,189,866
273	POST FALLS DISTRICT	\$0	0.0%	\$1,289,774	310,266	2,311	\$4.16	\$558	124%	69%	FALSE	\$744,743	\$744,743	\$356,425	\$0			\$1,101,168
274	KOOTENAI DISTRICT	\$0	0.0%	\$187,347	72,443	169	\$2.59	\$1,109	77%	137%	FALSE	\$114,575	\$114,575	\$46,170	\$0			\$160,745
281	MOSCOW DISTRICT	\$46,429	12.6%	\$593,939	132,139	622	\$4.49	\$955	134%	118%	TRUE	\$320,724	\$367,153	\$139,548	\$0			\$460,272
282	GENESEE JOINT DISTRICT	\$0	0.0%	\$168,632	58,201	89	\$2.90	\$1,895	87%	234%	FALSE	\$111,565	\$111,565	\$35,524	\$0			\$147,089
283	KENDRICK JOINT DISTRICT	\$0	0.0%	\$159,648	64,255	122	\$2.48	\$1,309	74%	162%	FALSE	\$103,451	\$103,451	\$33,338	\$0			\$136,789
285	POTLATCH DISTRICT	\$0	0.0%	\$235,304	85,512	229	\$2.75	\$1,028	82%	127%	FALSE	\$151,019	\$151,019	\$53,591	\$0			\$204,610
287	TROY SCHOOL DISTRICT	\$9,283	8.8%	\$165,375	43,709	147	\$3.78	\$1,125	113%	139%	TRUE	\$96,117	\$105,400	\$35,674	\$10,431			\$142,222
288	WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$172,869	83,234	136	\$2.08	\$1,271	62%	157%	FALSE	\$95,099	\$95,099	\$51,839	\$0			\$146,938
291	SALMON DISTRICT	\$0	0.0%	\$206,500	65,002	325	\$3.18	\$635	95%	78%	FALSE	\$132,148	\$132,148	\$44,527	\$0			\$176,675
292	SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,953	30,669	45	\$2.67	\$1,821	80%	225%	FALSE	\$56,704	\$56,704	\$22,186	\$0			\$78,890
302	NEZPERCE JOINT DISTRICT	\$0	0.0%	\$98,047	50,067	41	\$1.96	\$2,391	59%	296%	FALSE	\$60,051	\$60,051	\$23,660	\$0			\$83,711
304	KAMIAH JOINT DISTRICT	\$0	0.0%	\$146,343	46,852	198	\$3.12	\$739	93%	91%	FALSE	\$89,483	\$89,483	\$36,791	\$0			\$126,274
305	HIGHLAND JOINT DISTRICT	\$0	0.0%	\$230,405	77,166	73	\$2.99	\$3,156	89%	390%	FALSE	\$136,836	\$136,836	\$60,205	\$0			\$197,041
312	SHOSHONE JOINT DISTRICT	\$0	0.0%	\$165,682	46,522	309	\$3.56	\$536	106%	66%	FALSE	\$114,068	\$114,068	\$36,470	\$0			\$150,538
314	DIETRICH DISTRICT	\$0	0.0%	\$87,941	29,652	67	\$2.97	\$1,313	89%	162%	FALSE	\$55,718	\$55,718	\$19,438	\$0			\$75,156
316	RICHFIELD DISTRICT	\$0	0.0%	\$63,965	40,005	96	\$1.60	\$666	48%	82%	FALSE	\$40,349	\$40,349	\$14,022	\$0			\$54,371
321	MADISON DISTRICT	\$0	0.0%	\$1,268,360	396,247	2,617	\$3.20	\$485	96%	60%	FALSE	\$730,550	\$730,550	\$358,852	\$0			\$1,089,402
322	SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$375,794	121,062	681	\$3.10	\$552	93%	68%	FALSE	\$230,501	\$230,501	\$90,560	\$0			\$321,061
331	MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,438,282	681,946	1,948	\$2.11	\$738	63%	91%	FALSE	\$802,166	\$802,166	\$420,374	\$0			\$1,222,540
340	LEWISTON INDEPENDENT DISTRICT	\$0	0.0%	\$1,256,599	370,877	1,512	\$3.39	\$831	101%	103%	FALSE	\$725,968	\$725,968	\$353,355	\$0			\$1,079,323
341	LAPWAI DISTRICT	\$0	0.0%	\$186,656	55,298	148	\$3.38	\$1,261	101%	156%	FALSE	\$120,055	\$120,055	\$39,836	\$0			\$159,891
342	CULDESAC JOINT DISTRICT	\$0	0.0%	\$94,612	31,578	43	\$3.00	\$2,200	90%	272%	FALSE	\$60,385	\$60,385	\$21,367	\$0			\$81,752
351	ONEIDA COUNTY DISTRICT	\$0	0.0%	\$257,615	110,743	410	\$2.33	\$628	70%	78%	FALSE	\$169,676	\$169,676	\$54,645	\$0			\$224,321
363	MARSING JOINT DISTRICT	\$0	0.0%	\$350,297	117,432	429	\$2.98	\$817	89%	101%	FALSE	\$208,260	\$208,260	\$90,720	\$0			\$298,980
365	BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$224,346	122,739	218	\$1.83	\$1,029	55%	127%	FALSE	\$155,465	\$155,465	\$68,479	\$0			\$223,944
370	HOMEDALE JOINT DISTRICT	\$0	0.0%	\$418,640	102,338	637	\$4.09	\$657	122%	81%	FALSE	\$258,765	\$258,765	\$98,650	\$0			\$357,415
371	PAYETTE JOINT DISTRICT	\$0	0.0%	\$367,147	106,098	798	\$3.46	\$460	103%	57%	FALSE	\$221,556	\$221,556	\$92,690	\$0			\$314,246
372	NEW PLYMOUTH DISTRICT	\$0	0.0%	\$263,343	77,741	383	\$3.39	\$688	101%	85%	FALSE	\$159,693	\$159,693	\$66,614	\$0			\$226,307
373	FRUITLAND DISTRICT	\$0	0.0%	\$323,907	87,337	668	\$3.71	\$485	111%	60%	FALSE	\$192,830	\$192,830	\$84,216	\$0			\$277,046
381	AMERICAN FALLS JOINT DISTRICT	\$0	0.0%	\$694,876	227,870	556	\$3.05	\$1,250	91%	155%	FALSE	\$444,160	\$444,160	\$148,980	\$0			\$593,140
382	ROCKLAND DISTRICT	\$0	0.0%	\$46,001	28,011	51	\$1.64	\$902	49%	111%	FALSE	\$29,340	\$29,340	\$9,951	\$0			\$39,291
383	ARBON ELEMENTARY DISTRICT	\$0	0.0%	\$38,382	22,802	13	\$1.68	\$2,952	50%	365%	FALSE	\$20,431	\$20,431	\$12,338	\$0			\$32,769
391	KELLOGG JOINT DISTRICT	\$27,973	6.3%	\$727,938	198,089	696	\$3.67	\$1,046	110%	129%	TRUE	\$417,527	\$445,500	\$181,082	\$0			\$598,609

STATE DEPARTMENT OF EDUCATION

JUNE 17, 2010

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
392	MULLAN DISTRICT	\$0	0.0%	\$21,098	11,236	17	\$1.88	\$1,241	56%	153%	FALSE	\$12,996	\$12,996	\$4,991	\$0			\$17,987
393	WALLACE DISTRICT	\$27,056	12.6%	\$341,277	86,101	306	\$3.96	\$1,115	118%	138%	TRUE	\$187,964	\$215,020	\$77,208	\$0			\$265,172
394	AVERY SCHOOL DISTRICT	\$0	0.0%	\$165,681	48,989	28	\$3.38	\$5,917	101%	731%	FALSE	\$98,849	\$98,849	\$43,185	\$0			\$142,034
401	TETON COUNTY DISTRICT	\$0	0.0%	\$633,039	248,934	706	\$2.54	\$897	76%	111%	FALSE	\$386,858	\$386,858	\$153,643	\$0			\$540,501
411	TWIN FALLS DISTRICT	\$0	0.0%	\$1,244,286	302,762	1,712	\$4.11	\$727	123%	90%	FALSE	\$737,588	\$737,588	\$324,521	\$0			\$1,062,109
412	BUHL JOINT DISTRICT	\$0	0.0%	\$305,194	104,079	413	\$2.93	\$739	87%	91%	FALSE	\$181,068	\$181,068	\$79,666	\$0			\$260,734
413	FILER DISTRICT	\$0	0.0%	\$499,428	205,010	475	\$2.44	\$1,051	73%	130%	FALSE	\$296,039	\$296,039	\$130,250	\$0			\$426,289
414	KIMBERLY DISTRICT	\$0	0.0%	\$291,138	82,307	438	\$3.54	\$665	106%	82%	FALSE	\$181,886	\$181,886	\$75,807	\$0			\$257,693
415	HANSEN DISTRICT	\$0	0.0%	\$85,408	55,567	160	\$1.54	\$534	46%	66%	FALSE	\$52,579	\$52,579	\$20,395	\$0			\$72,974
417	CASTLEFORD DISTRICT	\$0	0.0%	\$179,207	58,959	124	\$3.04	\$1,445	91%	179%	FALSE	\$109,454	\$109,454	\$43,388	\$0			\$152,842
418	MURTAUGH JOINT DISTRICT	\$0	0.0%	\$126,410	37,157	119	\$3.40	\$1,062	101%	131%	FALSE	\$77,791	\$77,791	\$30,009	\$0			\$107,800
421	MC CALL-DONNELLY DISTRICT	\$99,583	25.2%	\$665,993	144,201	410	\$4.62	\$1,624	138%	201%	TRUE	\$295,438	\$395,021	\$173,800	\$0			\$469,238
422	CASCADE DISTRICT	\$0	0.0%	\$70,617	31,031	80	\$2.28	\$883	68%	109%	FALSE	\$50,182	\$50,182	\$18,235	\$0			\$68,417
431	WEISER DISTRICT	\$0	0.0%	\$366,135	108,899	569	\$3.36	\$643	100%	79%	FALSE	\$223,470	\$223,470	\$88,908	\$0			\$312,378
432	CAMBRIDGE JOINT DISTRICT	\$0	0.0%	\$76,042	35,825	53	\$2.12	\$1,435	63%	177%	FALSE	\$51,495	\$51,495	\$13,394	\$0			\$64,889
433	MIDVALE DISTRICT	\$0	0.0%	\$68,937	33,955	46	\$2.03	\$1,499	61%	185%	FALSE	\$39,469	\$39,469	\$19,128	\$0			\$58,597
451	VICTORY CHARTER SCHOOL	\$0	0.0%	\$99,902	29,040	253	\$3.44	\$395	103%	49%	FALSE	\$59,210	\$59,210	\$26,051	\$0	\$87,078	\$59,941	\$58,124
455	COMPASS CHARTER SCHOOL	\$0	0.0%	\$156,245	44,485	224	\$3.51	\$698	105%	86%	FALSE	\$92,984	\$92,984	\$40,911	\$0	\$132,808	\$95,469	\$96,556
456	FALCON RIDGE CHARTER SCHOOL	\$4,116	4.6%	\$150,882	38,051	173	\$3.97	\$872	119%	108%	TRUE	\$85,321	\$89,437	\$39,350	\$0	\$124,993	\$88,230	\$87,908
458	LIBERTY CHARTER	\$0	0.0%	\$181,538	54,772	221	\$3.31	\$821	99%	101%	FALSE	\$107,160	\$107,160	\$47,148	\$0			\$154,308
459	GARDEN CITY COMMUNITY CHARTER	\$0	0.0%	\$49,202	18,558	56	\$2.65	\$879	79%	109%	FALSE	\$29,155	\$29,155	\$12,828	\$0	\$42,509	\$29,029	\$28,503
461	TAYLORS CROSSING CHARTER SCHOO	\$0	0.0%	\$166,860	33,967	214	\$4.91	\$780	147%	96%	FALSE	\$98,495	\$98,495	\$43,336	\$0	\$123,984	\$100,980	\$118,827
462	XAVIER CHARTER SCHOOL	\$0	0.0%	\$104,487	35,257	134	\$2.96	\$780	88%	96%	FALSE	\$61,913	\$61,913	\$27,240	\$0	\$72,250	\$105,000	\$121,903
463	VISION CHARTER SCHOOL	\$1,687	1.9%	\$150,449	42,888	136	\$3.51	\$1,106	105%	137%	TRUE	\$87,121	\$88,808	\$39,074	\$0	\$125,769	\$87,492	\$87,918
464	WHITE PINE CHARTER SCHOOL	\$0	0.0%	\$76,248	16,785	113	\$4.54	\$675	136%	83%	FALSE	\$45,191	\$45,191	\$19,883	\$0			\$65,074
749	UPPER CARMEN PUBLIC CHARTER	\$0	0.0%	\$21,815	4,714	47	\$4.63	\$464	138%	57%	FALSE	\$13,636	\$13,636	\$4,938	\$0			\$18,574
773	BLACKFOOT CHARTER COMMUNITY LEARNING CE	\$4,565	12.0%	\$64,611	12,688	68	\$5.09	\$950	152%	117%	TRUE	\$33,574	\$38,139	\$16,780	\$0			\$50,354
783	NORTH STAR CHARTER SCHOOL	\$0	0.0%	\$222,844	79,976	302	\$2.79	\$738	83%	91%	FALSE	\$132,506	\$132,506	\$58,300	\$0	\$189,645	\$154,020	\$155,181
786	THOMAS JEFFERSON CHARTER	\$0	0.0%	\$203,575	70,230	233	\$2.90	\$874	87%	108%	FALSE	\$121,161	\$121,161	\$53,308	\$0	\$172,753	\$121,800	\$123,516
795	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$236,886	69,743	322	\$3.40	\$736	101%	91%	FALSE	\$140,429	\$140,429	\$61,786	\$0	\$202,602	\$143,873	\$143,486
Totals		\$705,982	1.4%	\$87,010,325	25,995,593	107,604						\$51,130,309	\$51,836,290	\$22,806,757	-\$62,997	\$1,274,391	\$985,834	\$73,585,512

Districts not part of FY09 state totals, but subject to Funding Cap (In-Lieu Only, Virtual, Field Trip Only)

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
364	PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$3,024	\$3,024	\$2,092	\$0			\$5,116
416	THREE CREEK JT ELEM DISTRICT	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$4,460	\$4,460	\$3,100	\$0			\$7,560
452	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,460,857	0	2,316	\$0.00	\$631	0%	78%	FALSE	\$1,241,728	\$1,241,728	\$0	\$0			\$1,241,728
454	ROLLING HILLS CHARTER SCHOOL	\$0	0.0%	\$475	167	0	\$2.84	\$0	85%	0%	FALSE	\$283	\$283	\$125	\$0			\$408
457	INSPIRE VIRTUAL CHARTER	\$0	0.0%	\$283,909	0	375	\$0.00	\$757	0%	94%	FALSE	\$241,323	\$241,323	\$0	\$0			\$241,323
465	NORTH VALLEY ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0		\$51,330	\$51,330
466	ISUCCEED VIRTUAL HIGH SCHOOL	\$0	0.0%	\$343,876	0	436	\$0.00	\$789	0%	98%	FALSE	\$292,295	\$292,295	\$0	\$0	\$315,010	\$326,719	\$304,004
467	WINGS CHARTER MIDDLE SCHOOL	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0		\$24,623	\$24,623
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0		\$37,932	\$37,932
471	NAMPA CLASSICAL ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0		\$142,527	\$142,527
492	ANSER CHARTER SCHOOL	\$174	10.4%	\$2,828	732	0	\$3.86	\$0	115%	0%	TRUE	\$1,501	\$1,675	\$737	\$0			\$2,238
Totals		\$174	0.0%	\$2,091,945	899	3,127						\$1,784,614	\$1,784,788	\$6,054	\$0	\$315,010	\$583,131	\$2,058,789

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103% Funding Cap Appeal Application

District Name: GARDEN VALLEY DISTRICT (071)
Fiscal Year (for request):

The school district identified above is subject to a student transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall display uniquely difficult geographic circumstances and meet at least two of the remaining three criteria:

- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see Funding Cap Model).
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater
- ☒ Less than a majority of the miles on the hardship bus runs(s) are by paved surface, concrete or asphalt, road

The district is requesting a funding rate increase of 40% more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

**Provide detailed justification and rationale for this request and appeal.
Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation.**

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Garden Valley School District 71 is nestled in the mountains 55 miles north of Boise. The North, South and

Route 1 (Banks Route - 27 miles) runs to Banks each morning and afternoon. If allowed due to no student

Route 2 (South Fork - 22 miles) approx. 12 miles of this route is dirt road. This route crosses the South

Route 3 (Lowman - 78.5 miles) runs on the east side of the South Fork of the Payette to 12 miles above

Route 4 (Terrace Lakes - 14 miles) runs to Terrace Lakes and Castle Mt. this route also includes approx

Route 5 (Middle Fork - 20 miles) runs up the Middle Fork of the Payette River.

The Terrace Lakes and Middle Fork routes used to be one run but due to an increase in student population

The District and the Contractor have examined routes and can find no area for consolidation that would

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap for Kellogg School District

REFERENCE

June 18, 2010

M/S (Luna/Terrell): To approve the requests for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009, for the following school districts: Plummer Worley School District at a new cap percentage rate of 115.5%; Garden Valley School District at a new cap percentage rate of 143%; Orofino School District at a new cap percentage rate of 112%; Moscow School District at a new cap percentage rate of 109.6%; Lapwai School District at a new cap percentage rate of 117.3%; Kellogg School District at a new cap percentage rate of 109%; and Wallace School District at a new cap percentage rate 117.3. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a student transportation funding cap; affecting school districts that exceed (by 103%) the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and how much. These new criteria designate certain bus runs as "hardship" runs, and allow the district to receive a higher cap, based on the percentage of the district's bus runs that are so categorized.

As of May 3, 2010, there were nineteen school districts and/or charter schools negatively affected by the pupil transportation funding cap: Meridian (\$369,775) Meadows Valley (\$13,027), St Maries (\$3,595), Garden Valley (\$19,149), Basin (\$1,596), Horseshoe Bend (\$11,639), Soda Springs (\$13,966), Orofino (<\$1), Wendell (\$46,286), Valley (\$6,257), Moscow (\$46,429), Troy (\$9,283), Kellogg (\$27,973), Wallace (\$27,056), McCall-Donnelly (\$99,583), Falcon Ridge Charter (\$4,116), Vision Charter (\$1,687), Blackfoot Community Charter (\$4,565), and Anser Charter (\$174).

Of these 19, only seven have routes that meet the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include St Maries, Garden Valley, Horseshoe Bend, Orofino, Moscow, Kellogg, and

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Wallace school districts. Of these seven districts all have applied for a waiver from the student transportation funding cap.

Requests from various school districts for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code, have been received by the State Department of Education. This waiver was reviewed and met at least two of the criteria for at least one hardship bus run applied for and is submitted to the State Board of Education for consideration. Kellogg School District submitted one school bus route that met the required criteria. This represents 6.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 109%.

IMPACT

\$27,973 distributed from the public school appropriation.

ATTACHMENTS

Attachment 1 – SDE 103% Funding Cap Model

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Attachment 3 – Funding Cap Appeal Application

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BOARD ACTION

A motion to approve the request by Kellogg School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009 of 109%.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
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Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider		
Fiscal Year 2009 Data - Approved Costs Reimbursed in Fiscal Year 2010 (Sixth Capped Year)		
Set percentage cap to apply to statewide average	103%	Riders per Mile
Revised: 05/03/2010 Preliminary		
Statewide Averages before cap	Cost Per Mile \$3.35	Cost Per Rider \$809
Statewide Averages after cap	\$3.45	\$833
Total Savings From Cap	\$706,156	Capped Reimb.
Savings Following Appeals & State Board Action	\$706,156	\$74,938,145

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
001	BOISE INDEPENDENT DISTRICT	\$0	0.0%	\$7,201,538	2,127,034	6,282	\$3.39	\$1,146	101%	142%	FALSE	\$4,270,290	\$4,270,290	\$1,878,827	-\$62,291			\$6,086,826
002	MERIDIAN JOINT DISTRICT	\$369,775	5.5%	\$11,874,649	3,225,444	13,484	\$3.68	\$881	110%	109%	TRUE	\$6,388,097	\$6,757,872	\$3,370,267	\$0			\$9,758,364
003	KUNA JOINT DISTRICT	\$0	0.0%	\$1,377,126	403,543	1,830	\$3.41	\$753	102%	93%	FALSE	\$811,376	\$811,376	\$372,222	\$0			\$1,183,598
011	MEADOWS VALLEY DISTRICT	\$13,027	24.7%	\$89,038	19,378	57	\$4.59	\$1,562	137%	193%	TRUE	\$39,699	\$52,726	\$23,198	\$0			\$62,897
013	COUNCIL DISTRICT	\$0	0.0%	\$79,344	29,696	56	\$2.67	\$1,417	80%	175%	FALSE	\$52,046	\$52,046	\$17,380	\$0			\$69,426
021	MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$421,025	152,518	653	\$2.76	\$645	82%	80%	FALSE	\$276,899	\$276,899	\$86,125	\$0			\$363,024
025	POCATELLO DISTRICT	\$0	0.0%	\$2,561,543	814,994	4,229	\$3.14	\$606	94%	75%	FALSE	\$1,496,815	\$1,496,815	\$692,699	\$0			\$2,189,514
033	BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$488,030	164,560	461	\$2.97	\$1,059	89%	131%	FALSE	\$308,113	\$308,113	\$118,318	\$0			\$426,431
041	ST MARIES JOINT DISTRICT	\$3,595	1.0%	\$633,740	182,539	447	\$3.47	\$1,418	104%	175%	TRUE	\$373,995	\$377,590	\$164,994	\$0			\$538,989
044	PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$360,057	109,652	217	\$3.28	\$1,659	98%	205%	FALSE	\$216,602	\$216,602	\$91,033	\$0			\$307,635
052	SNAKE RIVER DISTRICT	\$0	0.0%	\$698,556	323,745	1,127	\$2.16	\$620	64%	77%	FALSE	\$414,731	\$414,731	\$181,315	\$0			\$596,046
055	BLACKFOOT DISTRICT	\$0	0.0%	\$1,566,854	437,678	2,161	\$3.58	\$725	107%	90%	FALSE	\$926,823	\$926,823	\$407,780	\$0			\$1,334,603
058	ABERDEEN DISTRICT	\$0	0.0%	\$299,681	113,065	337	\$2.65	\$889	79%	110%	FALSE	\$185,574	\$185,574	\$70,249	\$0			\$255,823
059	FIRTH DISTRICT	\$0	0.0%	\$277,671	111,715	431	\$2.49	\$644	74%	80%	FALSE	\$173,261	\$173,261	\$63,727	\$0			\$236,988
060	SHELLEY JOINT DISTRICT	\$0	0.0%	\$519,893	162,430	1,048	\$3.20	\$496	96%	61%	FALSE	\$315,746	\$315,746	\$127,873	\$0			\$443,619
061	BLAINE COUNTY DISTRICT	\$0	0.0%	\$1,230,135	369,504	1,199	\$3.33	\$1,026	99%	127%	FALSE	\$732,992	\$732,992	\$331,660	\$0			\$1,064,652
071	GARDEN VALLEY DISTRICT	\$19,149	14.1%	\$205,156	50,209	114	\$4.09	\$1,800	122%	222%	TRUE	\$116,210	\$135,359	\$59,555	\$0			\$175,765
072	BASIN SCHOOL DISTRICT	\$1,596	1.0%	\$271,224	77,644	210	\$3.49	\$1,292	104%	160%	TRUE	\$166,013	\$167,609	\$64,678	-\$1,180			\$229,511
073	HORSESHOE BEND SCHOOL DISTRICT	\$11,639	14.8%	\$119,249	26,892	122	\$4.43	\$977	132%	121%	TRUE	\$66,976	\$78,615	\$23,142	\$0			\$90,118
083	WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$585,708	224,308	735	\$2.61	\$797	78%	99%	FALSE	\$362,768	\$362,768	\$144,069	\$0			\$506,837
084	LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,547,279	566,306	1,304	\$2.73	\$1,187	81%	147%	FALSE	\$939,961	\$939,961	\$390,615	\$0			\$1,330,576
091	IDAHO FALLS DISTRICT	\$0	0.0%	\$2,444,726	592,549	3,510	\$4.13	\$697	123%	86%	FALSE	\$1,388,508	\$1,388,508	\$698,630	\$0			\$2,087,138
092	SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$91,155	38,116	58	\$2.39	\$1,572	71%	194%	FALSE	\$67,328	\$67,328	\$27,632	\$0			\$94,960
093	BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$2,295,874	636,624	4,371	\$3.61	\$525	108%	65%	FALSE	\$1,326,893	\$1,326,893	\$633,193	\$0			\$1,960,086
101	BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$710,129	239,280	821	\$2.97	\$865	89%	107%	FALSE	\$441,310	\$441,310	\$183,118	\$0			\$624,428
111	BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$290,378	105,450	200	\$2.75	\$1,452	82%	179%	FALSE	\$188,320	\$188,320	\$61,762	\$0			\$250,082
121	CAMAS COUNTY DISTRICT	\$0	0.0%	\$97,162	48,292	57	\$2.01	\$1,705	60%	211%	FALSE	\$62,466	\$62,466	\$20,370	\$0			\$82,836
131	NAMPA SCHOOL DISTRICT	\$0	0.0%	\$5,145,791	1,126,347	6,663	\$4.57	\$772	136%	95%	FALSE	\$3,047,182	\$3,047,182	\$1,340,689	\$0			\$4,387,871
132	CALDWELL DISTRICT	\$0	0.0%	\$2,599,329	423,614	3,224	\$6.14	\$806	183%	100%	FALSE	\$1,540,076	\$1,540,076	\$677,597	\$0			\$2,217,673
133	WILDER DISTRICT	\$0	0.0%	\$157,138	48,090	197	\$3.27	\$798	98%	99%	FALSE	\$93,085	\$93,085	\$40,955	\$0			\$134,040
134	MIDDLETON DISTRICT	\$0	0.0%	\$1,055,000	235,026	1,386	\$4.49	\$761	134%	94%	FALSE	\$624,961	\$624,961	\$274,968	\$0			\$899,929
135	NOTUS DISTRICT	\$0	0.0%	\$120,821	48,838	206	\$2.47	\$587	74%	73%	FALSE	\$69,406	\$69,406	\$33,735	\$0			\$103,141
136	MELBA JOINT DISTRICT	\$0	0.0%	\$302,767	103,718	300	\$2.92	\$1,009	87%	125%	FALSE	\$187,451	\$187,451	\$71,518	\$0			\$258,969
137	PARMA DISTRICT	\$0	0.0%	\$479,208	163,302	493	\$2.93	\$972	87%	120%	FALSE	\$283,873	\$283,873	\$125,126	\$0			\$408,999
139	VALLIVUE SCHOOL DISTRICT	\$0	0.0%	\$2,845,807	797,878	3,973	\$3.57	\$716	107%	89%	FALSE	\$1,685,701	\$1,685,701	\$741,669	\$0			\$2,427,370
148	GRACE JOINT DISTRICT	\$0	0.0%	\$214,787	75,652	217	\$2.84	\$990	85%	122%	FALSE	\$143,410	\$143,410	\$39,915	\$0			\$183,325
149	NORTH GEM DISTRICT	\$0	0.0%	\$100,299	37,510	85	\$2.67	\$1,180	80%	146%	FALSE	\$69,489	\$69,489	\$16,483	\$0			\$85,972
150	SODA SPRINGS JOINT DISTRICT	\$13,966	7.7%	\$239,373	63,555	229	\$3.77	\$1,045	113%	129%	TRUE	\$167,272	\$181,238	\$61,419	\$0			\$228,691
151	CASSIA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,456,616	524,555	2,156	\$2.78	\$676	83%	84%	FALSE	\$896,583	\$896,583	\$367,301	\$0			\$1,263,884
161	CLARK COUNTY DISTRICT	\$0	0.0%	\$65,313	55,410	61	\$1.18	\$1,071	35%	132%	FALSE	\$42,814	\$42,814	\$13,138	\$0			\$55,952

STATE DEPARTMENT OF EDUCATION

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District #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
171	OROFINO JOINT DISTRICT	\$0	0.0%	\$533,084	154,073	563	\$3.46	\$947	103%	117%	TRUE	\$334,631	\$334,630	\$132,545	\$0			\$467,176
181	CHALLIS JOINT DISTRICT	\$0	0.0%	\$303,678	92,163	167	\$3.30	\$1,818	99%	225%	FALSE	\$188,836	\$188,836	\$71,708	\$2,013			\$262,557
182	MACKAY JOINT DISTRICT	\$0	0.0%	\$187,476	71,831	84	\$2.61	\$2,232	78%	276%	FALSE	\$116,474	\$116,474	\$43,742	\$0			\$160,216
192	GLENNS FERRY JOINT DISTRICT	\$0	0.0%	\$224,988	87,624	248	\$2.57	\$907	77%	112%	FALSE	\$150,558	\$150,558	\$40,682	\$0			\$191,240
193	MOUNTAIN HOME DISTRICT	\$0	0.0%	\$1,176,489	343,137	1,209	\$3.43	\$973	102%	120%	FALSE	\$706,734	\$706,734	\$310,946	\$0			\$1,017,680
201	PRESTON JOINT DISTRICT	\$0	0.0%	\$611,882	165,942	1,267	\$3.69	\$483	110%	60%	FALSE	\$406,565	\$406,565	\$123,028	\$0			\$529,593
202	WEST SIDE JOINT DISTRICT	\$0	0.0%	\$201,518	73,854	342	\$2.73	\$589	81%	73%	FALSE	\$130,554	\$130,554	\$41,371	\$0			\$171,925
215	FREMONT COUNTY JOINT DISTRICT	\$0	0.0%	\$798,239	282,566	1,147	\$2.82	\$696	84%	86%	FALSE	\$495,918	\$495,918	\$196,979	\$0			\$692,897
221	EMMETT INDEPENDENT DIST	\$0	0.0%	\$1,107,494	330,504	1,332	\$3.35	\$831	100%	103%	FALSE	\$645,564	\$645,564	\$304,179	-\$11,970			\$937,773
231	GOODING JOINT DISTRICT	\$0	0.0%	\$389,071	99,932	548	\$3.89	\$710	116%	88%	FALSE	\$230,728	\$230,728	\$101,515	\$0			\$332,243
232	WENDELL DISTRICT	\$46,286	19.4%	\$402,059	91,397	387	\$4.40	\$1,039	131%	128%	TRUE	\$191,789	\$238,075	\$104,748	\$0			\$296,537
233	HAGERMAN JOINT DISTRICT	\$0	0.0%	\$90,272	33,734	111	\$2.68	\$813	80%	100%	FALSE	\$53,524	\$53,524	\$23,549	\$0			\$77,073
234	BLISS JOINT DISTRICT	\$0	0.0%	\$80,546	26,920	94	\$2.99	\$857	89%	106%	FALSE	\$50,938	\$50,938	\$17,767	\$0			\$68,705
242	COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$178,571	62,706	186	\$2.85	\$960	85%	119%	FALSE	\$117,721	\$117,721	\$34,882	\$0			\$152,603
243	SALMON RIVER JOINT SCHOOL DIST	\$0	0.0%	\$56,894	29,729	48	\$1.91	\$1,185	57%	146%	FALSE	\$41,508	\$41,508	\$21,940	\$0			\$63,448
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$0	0.0%	\$654,979	200,458	447	\$3.27	\$1,465	98%	181%	FALSE	\$418,890	\$418,890	\$177,529	\$0			\$596,419
251	JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$2,015,002	689,742	3,017	\$2.92	\$668	87%	83%	FALSE	\$1,242,662	\$1,242,662	\$481,875	\$0			\$1,724,537
252	RIRIE JOINT DISTRICT	\$0	0.0%	\$239,278	55,999	317	\$4.27	\$755	127%	93%	FALSE	\$154,386	\$154,386	\$49,716	\$0			\$204,102
253	WEST JEFFERSON DISTRICT	\$0	0.0%	\$423,494	195,985	373	\$2.16	\$1,135	64%	140%	FALSE	\$256,455	\$256,455	\$105,042	\$0			\$361,497
261	JEROME JOINT DISTRICT	\$0	0.0%	\$874,335	305,632	1,341	\$2.86	\$652	85%	81%	FALSE	\$516,109	\$516,109	\$227,076	\$0			\$743,185
262	VALLEY DISTRICT	\$6,257	2.8%	\$374,524	105,433	362	\$3.55	\$1,035	106%	128%	TRUE	\$214,820	\$221,077	\$97,269	\$0			\$312,089
271	COEUR D'ALENE DISTRICT	\$0	0.0%	\$2,164,589	630,382	2,795	\$3.43	\$774	102%	96%	FALSE	\$1,229,650	\$1,229,650	\$623,501	\$0			\$1,853,151
272	LAKELAND DISTRICT	\$0	0.0%	\$1,390,741	569,122	1,569	\$2.44	\$886	73%	110%	FALSE	\$813,220	\$813,220	\$376,646	\$0			\$1,189,866
273	POST FALLS DISTRICT	\$0	0.0%	\$1,289,774	310,266	2,311	\$4.16	\$558	124%	69%	FALSE	\$744,743	\$744,743	\$356,425	\$0			\$1,101,168
274	KOOTENAI DISTRICT	\$0	0.0%	\$187,347	72,443	169	\$2.59	\$1,109	77%	137%	FALSE	\$114,575	\$114,575	\$46,170	\$0			\$160,745
281	MOSCOW DISTRICT	\$46,429	12.6%	\$593,939	132,139	622	\$4.49	\$955	134%	118%	TRUE	\$320,724	\$367,153	\$139,548	\$0			\$460,272
282	GENESEE JOINT DISTRICT	\$0	0.0%	\$168,632	58,201	89	\$2.90	\$1,895	87%	234%	FALSE	\$111,565	\$111,565	\$35,524	\$0			\$147,089
283	KENDRICK JOINT DISTRICT	\$0	0.0%	\$159,648	64,255	122	\$2.48	\$1,309	74%	162%	FALSE	\$103,451	\$103,451	\$33,338	\$0			\$136,789
285	POTLATCH DISTRICT	\$0	0.0%	\$235,304	85,512	229	\$2.75	\$1,028	82%	127%	FALSE	\$151,019	\$151,019	\$53,591	\$0			\$204,610
287	TROY SCHOOL DISTRICT	\$9,283	8.8%	\$165,375	43,709	147	\$3.78	\$1,125	113%	139%	TRUE	\$96,117	\$105,400	\$35,674	\$10,431			\$142,222
288	WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$172,869	83,234	136	\$2.08	\$1,271	62%	157%	FALSE	\$95,099	\$95,099	\$51,839	\$0			\$146,938
291	SALMON DISTRICT	\$0	0.0%	\$206,500	65,002	325	\$3.18	\$635	95%	78%	FALSE	\$132,148	\$132,148	\$44,527	\$0			\$176,675
292	SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,953	30,669	45	\$2.67	\$1,821	80%	225%	FALSE	\$56,704	\$56,704	\$22,186	\$0			\$78,890
302	NEZPERCE JOINT DISTRICT	\$0	0.0%	\$98,047	50,067	41	\$1.96	\$2,391	59%	296%	FALSE	\$60,051	\$60,051	\$23,660	\$0			\$83,711
304	KAMIAH JOINT DISTRICT	\$0	0.0%	\$146,343	46,852	198	\$3.12	\$739	93%	91%	FALSE	\$89,483	\$89,483	\$36,791	\$0			\$126,274
305	HIGHLAND JOINT DISTRICT	\$0	0.0%	\$230,405	77,166	73	\$2.99	\$3,156	89%	390%	FALSE	\$136,836	\$136,836	\$60,205	\$0			\$197,041
312	SHOSHONE JOINT DISTRICT	\$0	0.0%	\$165,682	46,522	309	\$3.56	\$536	106%	66%	FALSE	\$114,068	\$114,068	\$36,470	\$0			\$150,538
314	DIETRICH DISTRICT	\$0	0.0%	\$87,941	29,652	67	\$2.97	\$1,313	89%	162%	FALSE	\$55,718	\$55,718	\$19,438	\$0			\$75,156
316	RICHFIELD DISTRICT	\$0	0.0%	\$63,965	40,005	96	\$1.60	\$666	48%	82%	FALSE	\$40,349	\$40,349	\$14,022	\$0			\$54,371
321	MADISON DISTRICT	\$0	0.0%	\$1,268,360	396,247	2,617	\$3.20	\$485	96%	60%	FALSE	\$730,550	\$730,550	\$358,852	\$0			\$1,089,402
322	SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$375,794	121,062	681	\$3.10	\$552	93%	68%	FALSE	\$230,501	\$230,501	\$90,560	\$0			\$321,061
331	MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,438,282	681,946	1,948	\$2.11	\$738	63%	91%	FALSE	\$802,166	\$802,166	\$420,374	\$0			\$1,222,540
340	LEWISTON INDEPENDENT DISTRICT	\$0	0.0%	\$1,256,599	370,877	1,512	\$3.39	\$831	101%	103%	FALSE	\$725,968	\$725,968	\$353,355	\$0			\$1,079,323
341	LAPWAI DISTRICT	\$0	0.0%	\$186,656	55,298	148	\$3.38	\$1,261	101%	156%	FALSE	\$120,055	\$120,055	\$39,836	\$0			\$159,891
342	CULDESAC JOINT DISTRICT	\$0	0.0%	\$94,612	31,578	43	\$3.00	\$2,200	90%	272%	FALSE	\$60,385	\$60,385	\$21,367	\$0			\$81,752
351	ONEIDA COUNTY DISTRICT	\$0	0.0%	\$257,615	110,743	410	\$2.33	\$628	70%	78%	FALSE	\$169,676	\$169,676	\$54,645	\$0			\$224,321
363	MARSING JOINT DISTRICT	\$0	0.0%	\$350,297	117,432	429	\$2.98	\$817	89%	101%	FALSE	\$208,260	\$208,260	\$90,720	\$0			\$298,980
365	BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$224,346	122,739	218	\$1.83	\$1,029	55%	127%	FALSE	\$155,465	\$155,465	\$68,479	\$0			\$223,944
370	HOMEDALE JOINT DISTRICT	\$0	0.0%	\$418,640	102,338	637	\$4.09	\$657	122%	81%	FALSE	\$258,765	\$258,765	\$98,650	\$0			\$357,415
371	PAYETTE JOINT DISTRICT	\$0	0.0%	\$367,147	106,098	798	\$3.46	\$460	103%	57%	FALSE	\$221,556	\$221,556	\$92,690	\$0			\$314,246
372	NEW PLYMOUTH DISTRICT	\$0	0.0%	\$263,343	77,741	383	\$3.39	\$688	101%	85%	FALSE	\$159,693	\$159,693	\$66,614	\$0			\$226,307
373	FRUITLAND DISTRICT	\$0	0.0%	\$323,907	87,337	668	\$3.71	\$485	111%	60%	FALSE	\$192,830	\$192,830	\$84,216	\$0			\$277,046
381	AMERICAN FALLS JOINT DISTRICT	\$0	0.0%	\$694,876	227,870	556	\$3.05	\$1,250	91%	155%	FALSE	\$444,160	\$444,160	\$148,980	\$0			\$593,140
382	ROCKLAND DISTRICT	\$0	0.0%	\$46,001	28,011	51	\$1.64	\$902	49%	111%	FALSE	\$29,340	\$29,340	\$9,951	\$0			\$39,291
383	ARBON ELEMENTARY DISTRICT	\$0	0.0%	\$38,382	22,802	13	\$1.68	\$2,952	50%	365%	FALSE	\$20,431	\$20,431	\$12,338	\$0			\$32,769
391	KELLOGG JOINT DISTRICT	\$27,973	6.3%	\$727,938	198,089	696	\$3.67	\$1,046	110%	129%	TRUE	\$417,527	\$445,500	\$181,082	\$0			\$598,609

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

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392	MULLAN DISTRICT	\$0	0.0%	\$21,098	11,236	17	\$1.88	\$1,241	56%	153%	FALSE	\$12,996	\$12,996	\$4,991	\$0			\$17,987
393	WALLACE DISTRICT	\$27,056	12.6%	\$341,277	86,101	306	\$3.96	\$1,115	118%	138%	TRUE	\$187,964	\$215,020	\$77,208	\$0			\$265,172
394	AVERY SCHOOL DISTRICT	\$0	0.0%	\$165,681	48,989	28	\$3.38	\$5,917	101%	731%	FALSE	\$98,849	\$98,849	\$43,185	\$0			\$142,034
401	TETON COUNTY DISTRICT	\$0	0.0%	\$633,039	248,934	706	\$2.54	\$897	76%	111%	FALSE	\$386,858	\$386,858	\$153,643	\$0			\$540,501
411	TWIN FALLS DISTRICT	\$0	0.0%	\$1,244,286	302,762	1,712	\$4.11	\$727	123%	90%	FALSE	\$737,588	\$737,588	\$324,521	\$0			\$1,062,109
412	BUHL JOINT DISTRICT	\$0	0.0%	\$305,194	104,079	413	\$2.93	\$739	87%	91%	FALSE	\$181,068	\$181,068	\$79,666	\$0			\$260,734
413	FILER DISTRICT	\$0	0.0%	\$499,428	205,010	475	\$2.44	\$1,051	73%	130%	FALSE	\$296,039	\$296,039	\$130,250	\$0			\$426,289
414	KIMBERLY DISTRICT	\$0	0.0%	\$291,138	82,307	438	\$3.54	\$665	106%	82%	FALSE	\$181,886	\$181,886	\$75,807	\$0			\$257,693
415	HANSEN DISTRICT	\$0	0.0%	\$85,408	55,567	160	\$1.54	\$534	46%	66%	FALSE	\$52,579	\$52,579	\$20,395	\$0			\$72,974
417	CASTLEFORD DISTRICT	\$0	0.0%	\$179,207	58,959	124	\$3.04	\$1,445	91%	179%	FALSE	\$109,454	\$109,454	\$43,388	\$0			\$152,842
418	MURTAUGH JOINT DISTRICT	\$0	0.0%	\$126,410	37,157	119	\$3.40	\$1,062	101%	131%	FALSE	\$77,791	\$77,791	\$30,009	\$0			\$107,800
421	MC CALL-DONNELLY DISTRICT	\$99,583	25.2%	\$665,993	144,201	410	\$4.62	\$1,624	138%	201%	TRUE	\$295,438	\$395,021	\$173,800	\$0			\$469,238
422	CASCADE DISTRICT	\$0	0.0%	\$70,617	31,031	80	\$2.28	\$883	68%	109%	FALSE	\$50,182	\$50,182	\$18,235	\$0			\$68,417
431	WEISER DISTRICT	\$0	0.0%	\$366,135	108,899	569	\$3.36	\$643	100%	79%	FALSE	\$223,470	\$223,470	\$88,908	\$0			\$312,378
432	CAMBRIDGE JOINT DISTRICT	\$0	0.0%	\$76,042	35,825	53	\$2.12	\$1,435	63%	177%	FALSE	\$51,495	\$51,495	\$13,394	\$0			\$64,889
433	MIDVALE DISTRICT	\$0	0.0%	\$68,937	33,955	46	\$2.03	\$1,499	61%	185%	FALSE	\$39,469	\$39,469	\$19,128	\$0			\$58,597
451	VICTORY CHARTER SCHOOL	\$0	0.0%	\$99,902	29,040	253	\$3.44	\$395	103%	49%	FALSE	\$59,210	\$59,210	\$26,051	\$0	\$87,078	\$59,941	\$58,124
455	COMPASS CHARTER SCHOOL	\$0	0.0%	\$156,245	44,485	224	\$3.51	\$698	105%	86%	FALSE	\$92,984	\$92,984	\$40,911	\$0	\$132,808	\$95,469	\$96,556
456	FALCON RIDGE CHARTER SCHOOL	\$4,116	4.6%	\$150,882	38,051	173	\$3.97	\$872	119%	108%	TRUE	\$85,321	\$89,437	\$39,350	\$0	\$124,993	\$88,230	\$87,908
458	LIBERTY CHARTER	\$0	0.0%	\$181,538	54,772	221	\$3.31	\$821	99%	101%	FALSE	\$107,160	\$107,160	\$47,148	\$0			\$154,308
459	GARDEN CITY COMMUNITY CHARTER	\$0	0.0%	\$49,202	18,558	56	\$2.65	\$879	79%	109%	FALSE	\$29,155	\$29,155	\$12,828	\$0	\$42,509	\$29,029	\$28,503
461	TAYLORS CROSSING CHARTER SCHOO	\$0	0.0%	\$166,860	33,967	214	\$4.91	\$780	147%	96%	FALSE	\$98,495	\$98,495	\$43,336	\$0	\$123,984	\$100,980	\$118,827
462	XAVIER CHARTER SCHOOL	\$0	0.0%	\$104,487	35,257	134	\$2.96	\$780	88%	96%	FALSE	\$61,913	\$61,913	\$27,240	\$0	\$72,250	\$105,000	\$121,903
463	VISION CHARTER SCHOOL	\$1,687	1.9%	\$150,449	42,888	136	\$3.51	\$1,106	105%	137%	TRUE	\$87,121	\$88,808	\$39,074	\$0	\$125,769	\$87,492	\$87,918
464	WHITE PINE CHARTER SCHOOL	\$0	0.0%	\$76,248	16,785	113	\$4.54	\$675	136%	83%	FALSE	\$45,191	\$45,191	\$19,883	\$0			\$65,074
749	UPPER CARMEN PUBLIC CHARTER	\$0	0.0%	\$21,815	4,714	47	\$4.63	\$464	138%	57%	FALSE	\$13,636	\$13,636	\$4,938	\$0			\$18,574
773	BLACKFOOT CHARTER COMMUNITY LEARNING CE	\$4,565	12.0%	\$64,611	12,688	68	\$5.09	\$950	152%	117%	TRUE	\$33,574	\$38,139	\$16,780	\$0			\$50,354
783	NORTH STAR CHARTER SCHOOL	\$0	0.0%	\$222,844	79,976	302	\$2.79	\$738	83%	91%	FALSE	\$132,506	\$132,506	\$58,300	\$0	\$189,645	\$154,020	\$155,181
786	THOMAS JEFFERSON CHARTER	\$0	0.0%	\$203,575	70,230	233	\$2.90	\$874	87%	108%	FALSE	\$121,161	\$121,161	\$53,308	\$0	\$172,753	\$121,800	\$123,516
795	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$236,886	69,743	322	\$3.40	\$736	101%	91%	FALSE	\$140,429	\$140,429	\$61,786	\$0	\$202,602	\$143,873	\$143,486
Totals		\$705,982	1.4%	\$87,010,325	25,995,593	107,604						\$51,130,309	\$51,836,290	\$22,806,757	-\$62,997	\$1,274,391	\$985,834	\$73,585,512

Districts not part of FY09 state totals, but subject to Funding Cap (In-Lieu Only, Virtual, Field Trip Only)

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
364	PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$3,024	\$3,024	\$2,092	\$0			\$5,116
416	THREE CREEK JT ELEM DISTRICT	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$4,460	\$4,460	\$3,100	\$0			\$7,560
452	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,460,857	0	2,316	\$0.00	\$631	0%	78%	FALSE	\$1,241,728	\$1,241,728	\$0	\$0			\$1,241,728
454	ROLLING HILLS CHARTER SCHOOL	\$0	0.0%	\$475	167	0	\$2.84	\$0	85%	0%	FALSE	\$283	\$283	\$125	\$0			\$408
457	INSPIRE VIRTUAL CHARTER	\$0	0.0%	\$283,909	0	375	\$0.00	\$757	0%	94%	FALSE	\$241,323	\$241,323	\$0	\$0			\$241,323
465	NORTH VALLEY ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0		\$51,330	\$51,330
466	ISUCCEED VIRTUAL HIGH SCHOOL	\$0	0.0%	\$343,876	0	436	\$0.00	\$789	0%	98%	FALSE	\$292,295	\$292,295	\$0	\$0	\$315,010	\$326,719	\$304,004
467	WINGS CHARTER MIDDLE SCHOOL	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$24,623	\$24,623
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$37,932	\$37,932
471	NAMPA CLASSICAL ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$142,527	\$142,527
492	ANSER CHARTER SCHOOL	\$174	10.4%	\$2,828	732	0	\$3.86	\$0	115%	0%	TRUE	\$1,501	\$1,675	\$737	\$0			\$2,238
Totals		\$174	0.0%	\$2,091,945	899	3,127						\$1,784,614	\$1,784,788	\$6,054	\$0	\$315,010	\$583,131	\$2,058,789

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103% Funding Cap Appeal Application

District Name: KELLOGG JOINT DISTRICT (391)

Fiscal Year (for request):

The school district identified above is subject to a student transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall display uniquely difficult geographic circumstances and meet at least two of the remaining three criteria:

- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see Funding Cap Model).
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater
- ☐ Less than a majority of the miles on the hardship bus runs(s) are by paved surface, concrete or asphalt, road

The district is requesting a funding rate increase of 6% more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

**Provide detailed justification and rationale for this request and appeal.
Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation.**

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The District is requesting a funding rate of 6% more than the percentage rate necessary to eliminate its f

The North Doyle route averages 15 students per 22 miles which equals .68 students per mile. This route

The District has 17 routes on FY09 claim; so 1 out of 17 routes is 6%.

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SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap for Orofino School District

REFERENCE

June 18, 2010

M/S (Luna/Terrell): To approve the requests for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009, for the following school districts: Plummer Worley School District at a new cap percentage rate of 115.5%; Garden Valley School District at a new cap percentage rate of 143%; Orofino School District at a new cap percentage rate of 112%; Moscow School District at a new cap percentage rate of 109.6%; Lapwai School District at a new cap percentage rate of 117.3%; Kellogg School District at a new cap percentage rate of 109%; and Wallace School District at a new cap percentage rate 117.3. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a student transportation funding cap; affecting school districts that exceed (by 103%) the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and how much. These new criteria designate certain bus runs as "hardship" runs, and allow the district to receive a higher cap, based on the percentage of the district's bus runs that are so categorized.

As of May 3, 2010, there were nineteen school districts and/or charter schools negatively affected by the pupil transportation funding cap: Meridian (\$369,775) Meadows Valley (\$13,027), St Maries (\$3,595), Garden Valley (\$19,149), Basin (\$1,596), Horseshoe Bend (\$11,639), Soda Springs (\$13,966), Orofino (<\$1), Wendell (\$46,286), Valley (\$6,257), Moscow (\$46,429), Troy (\$9,283), Kellogg (\$27,973), Wallace (\$27,056), McCall-Donnelly (\$99,583), Falcon Ridge Charter (\$4,116), Vision Charter (\$1,687), Blackfoot Community Charter (\$4,565), and Anser Charter (\$174).

Of these 19, only seven have routes that meet the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include St Maries, Garden Valley, Horseshoe Bend, Orofino, Moscow, Kellogg, and

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Wallace school districts. Of these seven districts all have applied for a waiver from the student transportation funding cap.

Requests from various school districts for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code, have been received by the State Department of Education. This waiver was reviewed and met at least two of the criteria for at least one hardship bus run applied for and is submitted to the State Board of Education for consideration. Orofino School District submitted two school bus routes that met the required criteria. This represents 11.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 114%.

IMPACT

Less than \$1 distributed from the public school appropriation.

ATTACHMENTS

Attachment 1 – SDE 103% Funding Cap Model

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Attachment 3 – Funding Cap Appeal Application

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BOARD ACTION

A motion to approve the request by Orofino School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009 of 103%.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider		
Fiscal Year 2009 Data - Approved Costs Reimbursed in Fiscal Year 2010 (Sixth Capped Year)		
Set percentage cap to apply to statewide average	103%	Riders per Mile
Revised: 05/03/2010 Preliminary		
Statewide Averages before cap	Cost Per Mile \$3.35	Cost Per Rider \$809
Statewide Averages after cap	\$3.45	\$833
Total Savings From Cap	\$706,156	Capped Reimb.
Savings Following Appeals & State Board Action	\$706,156	\$74,938,145

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
001	BOISE INDEPENDENT DISTRICT	\$0	0.0%	\$7,201,538	2,127,034	6,282	\$3.39	\$1,146	101%	142%	FALSE	\$4,270,290	\$4,270,290	\$1,878,827	-\$62,291			\$6,086,826
002	MERIDIAN JOINT DISTRICT	\$369,775	5.5%	\$11,874,649	3,225,444	13,484	\$3.68	\$881	110%	109%	TRUE	\$6,388,097	\$6,757,872	\$3,370,267	\$0			\$9,758,364
003	KUNA JOINT DISTRICT	\$0	0.0%	\$1,377,126	403,543	1,830	\$3.41	\$753	102%	93%	FALSE	\$811,376	\$811,376	\$372,222	\$0			\$1,183,598
011	MEADOWS VALLEY DISTRICT	\$13,027	24.7%	\$89,038	19,378	57	\$4.59	\$1,562	137%	193%	TRUE	\$39,699	\$52,726	\$23,198	\$0			\$62,897
013	COUNCIL DISTRICT	\$0	0.0%	\$79,344	29,696	56	\$2.67	\$1,417	80%	175%	FALSE	\$52,046	\$52,046	\$17,380	\$0			\$69,426
021	MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$421,025	152,518	653	\$2.76	\$645	82%	80%	FALSE	\$276,899	\$276,899	\$86,125	\$0			\$363,024
025	POCATELLO DISTRICT	\$0	0.0%	\$2,561,543	814,994	4,229	\$3.14	\$606	94%	75%	FALSE	\$1,496,815	\$1,496,815	\$692,699	\$0			\$2,189,514
033	BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$488,030	164,560	461	\$2.97	\$1,059	89%	131%	FALSE	\$308,113	\$308,113	\$118,318	\$0			\$426,431
041	ST MARIES JOINT DISTRICT	\$3,595	1.0%	\$633,740	182,539	447	\$3.47	\$1,418	104%	175%	TRUE	\$373,995	\$377,590	\$164,994	\$0			\$538,989
044	PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$360,057	109,652	217	\$3.28	\$1,659	98%	205%	FALSE	\$216,602	\$216,602	\$91,033	\$0			\$307,635
052	SNAKE RIVER DISTRICT	\$0	0.0%	\$698,556	323,745	1,127	\$2.16	\$620	64%	77%	FALSE	\$414,731	\$414,731	\$181,315	\$0			\$596,046
055	BLACKFOOT DISTRICT	\$0	0.0%	\$1,566,854	437,678	2,161	\$3.58	\$725	107%	90%	FALSE	\$926,823	\$926,823	\$407,780	\$0			\$1,334,603
058	ABERDEEN DISTRICT	\$0	0.0%	\$299,681	113,065	337	\$2.65	\$889	79%	110%	FALSE	\$185,574	\$185,574	\$70,249	\$0			\$255,823
059	FIRTH DISTRICT	\$0	0.0%	\$277,671	111,715	431	\$2.49	\$644	74%	80%	FALSE	\$173,261	\$173,261	\$63,727	\$0			\$236,988
060	SHELLEY JOINT DISTRICT	\$0	0.0%	\$519,893	162,430	1,048	\$3.20	\$496	96%	61%	FALSE	\$315,746	\$315,746	\$127,873	\$0			\$443,619
061	BLAINE COUNTY DISTRICT	\$0	0.0%	\$1,230,135	369,504	1,199	\$3.33	\$1,026	99%	127%	FALSE	\$732,992	\$732,992	\$331,660	\$0			\$1,064,652
071	GARDEN VALLEY DISTRICT	\$19,149	14.1%	\$205,156	50,209	114	\$4.09	\$1,800	122%	222%	TRUE	\$116,210	\$135,359	\$59,555	\$0			\$175,765
072	BASIN SCHOOL DISTRICT	\$1,596	1.0%	\$271,224	77,644	210	\$3.49	\$1,292	104%	160%	TRUE	\$166,013	\$167,609	\$64,678	-\$1,180			\$229,511
073	HORSESHOE BEND SCHOOL DISTRICT	\$11,639	14.8%	\$119,249	26,892	122	\$4.43	\$977	132%	121%	TRUE	\$66,976	\$78,615	\$23,142	\$0			\$90,118
083	WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$585,708	224,308	735	\$2.61	\$797	78%	99%	FALSE	\$362,768	\$362,768	\$144,069	\$0			\$506,837
084	LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,547,279	566,306	1,304	\$2.73	\$1,187	81%	147%	FALSE	\$939,961	\$939,961	\$390,615	\$0			\$1,330,576
091	IDAHO FALLS DISTRICT	\$0	0.0%	\$2,444,726	592,549	3,510	\$4.13	\$697	123%	86%	FALSE	\$1,388,508	\$1,388,508	\$698,630	\$0			\$2,087,138
092	SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$91,155	38,116	58	\$2.39	\$1,572	71%	194%	FALSE	\$67,328	\$67,328	\$27,632	\$0			\$94,960
093	BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$2,295,874	636,624	4,371	\$3.61	\$525	108%	65%	FALSE	\$1,326,893	\$1,326,893	\$633,193	\$0			\$1,960,086
101	BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$710,129	239,280	821	\$2.97	\$865	89%	107%	FALSE	\$441,310	\$441,310	\$183,118	\$0			\$624,428
111	BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$290,378	105,450	200	\$2.75	\$1,452	82%	179%	FALSE	\$188,320	\$188,320	\$61,762	\$0			\$250,082
121	CAMAS COUNTY DISTRICT	\$0	0.0%	\$97,162	48,292	57	\$2.01	\$1,705	60%	211%	FALSE	\$62,466	\$62,466	\$20,370	\$0			\$82,836
131	NAMPA SCHOOL DISTRICT	\$0	0.0%	\$5,145,791	1,126,347	6,663	\$4.57	\$772	136%	95%	FALSE	\$3,047,182	\$3,047,182	\$1,340,689	\$0			\$4,387,871
132	CALDWELL DISTRICT	\$0	0.0%	\$2,599,329	423,614	3,224	\$6.14	\$806	183%	100%	FALSE	\$1,540,076	\$1,540,076	\$677,597	\$0			\$2,217,673
133	WILDER DISTRICT	\$0	0.0%	\$157,138	48,090	197	\$3.27	\$798	98%	99%	FALSE	\$93,085	\$93,085	\$40,955	\$0			\$134,040
134	MIDDLETON DISTRICT	\$0	0.0%	\$1,055,000	235,026	1,386	\$4.49	\$761	134%	94%	FALSE	\$624,961	\$624,961	\$274,968	\$0			\$899,929
135	NOTUS DISTRICT	\$0	0.0%	\$120,821	48,838	206	\$2.47	\$587	74%	73%	FALSE	\$69,406	\$69,406	\$33,735	\$0			\$103,141
136	MELBA JOINT DISTRICT	\$0	0.0%	\$302,767	103,718	300	\$2.92	\$1,009	87%	125%	FALSE	\$187,451	\$187,451	\$71,518	\$0			\$258,969
137	PARMA DISTRICT	\$0	0.0%	\$479,208	163,302	493	\$2.93	\$972	87%	120%	FALSE	\$283,873	\$283,873	\$125,126	\$0			\$408,999
139	VALLIVUE SCHOOL DISTRICT	\$0	0.0%	\$2,845,807	797,878	3,973	\$3.57	\$716	107%	89%	FALSE	\$1,685,701	\$1,685,701	\$741,669	\$0			\$2,427,370
148	GRACE JOINT DISTRICT	\$0	0.0%	\$214,787	75,652	217	\$2.84	\$990	85%	122%	FALSE	\$143,410	\$143,410	\$39,915	\$0			\$183,325
149	NORTH GEM DISTRICT	\$0	0.0%	\$100,299	37,510	85	\$2.67	\$1,180	80%	146%	FALSE	\$69,489	\$69,489	\$16,483	\$0			\$85,972
150	SODA SPRINGS JOINT DISTRICT	\$13,966	7.7%	\$239,373	63,555	229	\$3.77	\$1,045	113%	129%	TRUE	\$167,272	\$181,238	\$61,419	\$0			\$228,691
151	CASSIA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,456,616	524,555	2,156	\$2.78	\$676	83%	84%	FALSE	\$896,583	\$896,583	\$367,301	\$0			\$1,263,884
161	CLARK COUNTY DISTRICT	\$0	0.0%	\$65,313	55,410	61	\$1.18	\$1,071	35%	132%	FALSE	\$42,814	\$42,814	\$13,138	\$0			\$55,952

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Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
171	OROFINO JOINT DISTRICT	\$0	0.0%	\$533,084	154,073	563	\$3.46	\$947	103%	117%	TRUE	\$334,631	\$334,630	\$132,545	\$0			\$467,176
181	CHALLIS JOINT DISTRICT	\$0	0.0%	\$303,678	92,163	167	\$3.30	\$1,818	99%	225%	FALSE	\$188,836	\$188,836	\$71,708	\$2,013			\$262,557
182	MACKAY JOINT DISTRICT	\$0	0.0%	\$187,476	71,831	84	\$2.61	\$2,232	78%	276%	FALSE	\$116,474	\$116,474	\$43,742	\$0			\$160,216
192	GLENNS FERRY JOINT DISTRICT	\$0	0.0%	\$224,988	87,624	248	\$2.57	\$907	77%	112%	FALSE	\$150,558	\$150,558	\$40,682	\$0			\$191,240
193	MOUNTAIN HOME DISTRICT	\$0	0.0%	\$1,176,489	343,137	1,209	\$3.43	\$973	102%	120%	FALSE	\$706,734	\$706,734	\$310,946	\$0			\$1,017,680
201	PRESTON JOINT DISTRICT	\$0	0.0%	\$611,882	165,942	1,267	\$3.69	\$483	110%	60%	FALSE	\$406,565	\$406,565	\$123,028	\$0			\$529,593
202	WEST SIDE JOINT DISTRICT	\$0	0.0%	\$201,518	73,854	342	\$2.73	\$589	81%	73%	FALSE	\$130,554	\$130,554	\$41,371	\$0			\$171,925
215	FREMONT COUNTY JOINT DISTRICT	\$0	0.0%	\$798,239	282,566	1,147	\$2.82	\$696	84%	86%	FALSE	\$495,918	\$495,918	\$196,979	\$0			\$692,897
221	EMMETT INDEPENDENT DIST	\$0	0.0%	\$1,107,494	330,504	1,332	\$3.35	\$831	100%	103%	FALSE	\$645,564	\$645,564	\$304,179	-\$11,970			\$937,773
231	GOODING JOINT DISTRICT	\$0	0.0%	\$389,071	99,932	548	\$3.89	\$710	116%	88%	FALSE	\$230,728	\$230,728	\$101,515	\$0			\$332,243
232	WENDELL DISTRICT	\$46,286	19.4%	\$402,059	91,397	387	\$4.40	\$1,039	131%	128%	TRUE	\$191,789	\$238,075	\$104,748	\$0			\$296,537
233	HAGERMAN JOINT DISTRICT	\$0	0.0%	\$90,272	33,734	111	\$2.68	\$813	80%	100%	FALSE	\$53,524	\$53,524	\$23,549	\$0			\$77,073
234	BLISS JOINT DISTRICT	\$0	0.0%	\$80,546	26,920	94	\$2.99	\$857	89%	106%	FALSE	\$50,938	\$50,938	\$17,767	\$0			\$68,705
242	COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$178,571	62,706	186	\$2.85	\$960	85%	119%	FALSE	\$117,721	\$117,721	\$34,882	\$0			\$152,603
243	SALMON RIVER JOINT SCHOOL DIST	\$0	0.0%	\$56,894	29,729	48	\$1.91	\$1,185	57%	146%	FALSE	\$41,508	\$41,508	\$21,940	\$0			\$63,448
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$0	0.0%	\$654,979	200,458	447	\$3.27	\$1,465	98%	181%	FALSE	\$418,890	\$418,890	\$177,529	\$0			\$596,419
251	JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$2,015,002	689,742	3,017	\$2.92	\$668	87%	83%	FALSE	\$1,242,662	\$1,242,662	\$481,875	\$0			\$1,724,537
252	RIRIE JOINT DISTRICT	\$0	0.0%	\$239,278	55,999	317	\$4.27	\$755	127%	93%	FALSE	\$154,386	\$154,386	\$49,716	\$0			\$204,102
253	WEST JEFFERSON DISTRICT	\$0	0.0%	\$423,494	195,985	373	\$2.16	\$1,135	64%	140%	FALSE	\$256,455	\$256,455	\$105,042	\$0			\$361,497
261	JEROME JOINT DISTRICT	\$0	0.0%	\$874,335	305,632	1,341	\$2.86	\$652	85%	81%	FALSE	\$516,109	\$516,109	\$227,076	\$0			\$743,185
262	VALLEY DISTRICT	\$6,257	2.8%	\$374,524	105,433	362	\$3.55	\$1,035	106%	128%	TRUE	\$214,820	\$221,077	\$97,269	\$0			\$312,089
271	COEUR D'ALENE DISTRICT	\$0	0.0%	\$2,164,589	630,382	2,795	\$3.43	\$774	102%	96%	FALSE	\$1,229,650	\$1,229,650	\$623,501	\$0			\$1,853,151
272	LAKELAND DISTRICT	\$0	0.0%	\$1,390,741	569,122	1,569	\$2.44	\$886	73%	110%	FALSE	\$813,220	\$813,220	\$376,646	\$0			\$1,189,866
273	POST FALLS DISTRICT	\$0	0.0%	\$1,289,774	310,266	2,311	\$4.16	\$558	124%	69%	FALSE	\$744,743	\$744,743	\$356,425	\$0			\$1,101,168
274	KOOTENAI DISTRICT	\$0	0.0%	\$187,347	72,443	69	\$2.59	\$1,109	77%	137%	FALSE	\$114,575	\$114,575	\$46,170	\$0			\$160,745
281	MOSCOW DISTRICT	\$46,429	12.6%	\$593,939	132,139	622	\$4.49	\$955	134%	118%	TRUE	\$320,724	\$367,153	\$139,548	\$0			\$460,272
282	GENESEE JOINT DISTRICT	\$0	0.0%	\$168,632	58,201	89	\$2.90	\$1,895	87%	234%	FALSE	\$111,565	\$111,565	\$35,524	\$0			\$147,089
283	KENDRICK JOINT DISTRICT	\$0	0.0%	\$159,648	64,255	122	\$2.48	\$1,309	74%	162%	FALSE	\$103,451	\$103,451	\$33,338	\$0			\$136,789
285	POTLATCH DISTRICT	\$0	0.0%	\$235,304	85,512	229	\$2.75	\$1,028	82%	127%	FALSE	\$151,019	\$151,019	\$53,591	\$0			\$204,610
287	TROY SCHOOL DISTRICT	\$9,283	8.8%	\$165,375	43,709	147	\$3.78	\$1,125	113%	139%	TRUE	\$96,117	\$105,400	\$35,674	\$10,431			\$142,222
288	WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$172,869	83,234	136	\$2.08	\$1,271	62%	157%	FALSE	\$95,099	\$95,099	\$51,839	\$0			\$146,938
291	SALMON DISTRICT	\$0	0.0%	\$206,500	65,002	325	\$3.18	\$635	95%	78%	FALSE	\$132,148	\$132,148	\$44,527	\$0			\$176,675
292	SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,953	30,669	45	\$2.67	\$1,821	80%	225%	FALSE	\$56,704	\$56,704	\$22,186	\$0			\$78,890
302	NEZPERCE JOINT DISTRICT	\$0	0.0%	\$98,047	50,067	41	\$1.96	\$2,391	59%	296%	FALSE	\$60,051	\$60,051	\$23,660	\$0			\$83,711
304	KAMIAH JOINT DISTRICT	\$0	0.0%	\$146,343	46,852	198	\$3.12	\$739	93%	91%	FALSE	\$89,483	\$89,483	\$36,791	\$0			\$126,274
305	HIGHLAND JOINT DISTRICT	\$0	0.0%	\$230,405	77,166	73	\$2.99	\$3,156	89%	390%	FALSE	\$136,836	\$136,836	\$60,205	\$0			\$197,041
312	SHOSHONE JOINT DISTRICT	\$0	0.0%	\$165,682	46,522	309	\$3.56	\$536	106%	66%	FALSE	\$114,068	\$114,068	\$36,470	\$0			\$150,538
314	DIETRICH DISTRICT	\$0	0.0%	\$87,941	29,652	67	\$2.97	\$1,313	89%	162%	FALSE	\$55,718	\$55,718	\$19,438	\$0			\$75,156
316	RICHFIELD DISTRICT	\$0	0.0%	\$63,965	40,005	96	\$1.60	\$666	48%	82%	FALSE	\$40,349	\$40,349	\$14,022	\$0			\$54,371
321	MADISON DISTRICT	\$0	0.0%	\$1,268,360	396,247	2,617	\$3.20	\$485	96%	60%	FALSE	\$730,550	\$730,550	\$358,852	\$0			\$1,089,402
322	SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$375,794	121,062	681	\$3.10	\$552	93%	68%	FALSE	\$230,501	\$230,501	\$90,560	\$0			\$321,061
331	MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,438,282	681,946	1,948	\$2.11	\$738	63%	91%	FALSE	\$802,166	\$802,166	\$420,374	\$0			\$1,222,540
340	LEWISTON INDEPENDENT DISTRICT	\$0	0.0%	\$1,256,599	370,877	1,512	\$3.39	\$831	101%	103%	FALSE	\$725,968	\$725,968	\$353,355	\$0			\$1,079,323
341	LAPWAI DISTRICT	\$0	0.0%	\$186,656	55,298	148	\$3.38	\$1,261	101%	101%	FALSE	\$120,055	\$120,055	\$39,836	\$0			\$159,891
342	CULDESAC JOINT DISTRICT	\$0	0.0%	\$94,612	31,578	43	\$3.00	\$2,200	90%	272%	FALSE	\$60,385	\$60,385	\$21,367	\$0			\$81,752
351	ONEIDA COUNTY DISTRICT	\$0	0.0%	\$257,615	110,743	410	\$2.33	\$628	70%	78%	FALSE	\$169,676	\$169,676	\$54,645	\$0			\$224,321
363	MARSING JOINT DISTRICT	\$0	0.0%	\$350,297	117,432	429	\$2.98	\$817	89%	101%	FALSE	\$208,260	\$208,260	\$90,720	\$0			\$298,980
365	BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$224,346	122,739	218	\$1.83	\$1,029	55%	127%	FALSE	\$155,465	\$155,465	\$68,479	\$0			\$223,944
370	HOMEDALE JOINT DISTRICT	\$0	0.0%	\$418,640	102,338	637	\$4.09	\$657	122%	81%	FALSE	\$258,765	\$258,765	\$98,650	\$0			\$357,415
371	PAYETTE JOINT DISTRICT	\$0	0.0%	\$367,147	106,098	798	\$3.46	\$460	103%	57%	FALSE	\$221,556	\$221,556	\$92,690	\$0			\$314,246
372	NEW PLYMOUTH DISTRICT	\$0	0.0%	\$263,343	77,741	383	\$3.39	\$688	101%	85%	FALSE	\$159,693	\$159,693	\$66,614	\$0			\$226,307
373	FRUITLAND DISTRICT	\$0	0.0%	\$323,907	87,337	668	\$3.71	\$485	111%	60%	FALSE	\$192,830	\$192,830	\$84,216	\$0			\$277,046
381	AMERICAN FALLS JOINT DISTRICT	\$0	0.0%	\$694,876	227,870	556	\$3.05	\$1,250	91%	155%	FALSE	\$444,160	\$444,160	\$148,980	\$0			\$593,140
382	ROCKLAND DISTRICT	\$0	0.0%	\$46,001	28,011	51	\$1.64	\$902	49%	111%	FALSE	\$29,340	\$29,340	\$9,951	\$0			\$39,291
383	ARBON ELEMENTARY DISTRICT	\$0	0.0%	\$38,382	22,802	13	\$1.68	\$2,952	50%	365%	FALSE	\$20,431	\$20,431	\$12,338	\$0			\$32,769
391	KELLOGG JOINT DISTRICT	\$27,973	6.3%	\$727,938	198,089	696	\$3.67	\$1,046	110%	129%	TRUE	\$417,527	\$445,500	\$181,082	\$0			\$598,609

STATE DEPARTMENT OF EDUCATION

JUNE 17, 2010

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
392	MULLAN DISTRICT	\$0	0.0%	\$21,098	11,236	17	\$1.88	\$1,241	56%	153%	FALSE	\$12,996	\$12,996	\$4,991	\$0			\$17,987
393	WALLACE DISTRICT	\$27,056	12.6%	\$341,277	86,101	306	\$3.96	\$1,115	118%	138%	TRUE	\$187,964	\$215,020	\$77,208	\$0			\$265,172
394	VERY SCHOOL DISTRICT	\$0	0.0%	\$165,681	48,989	28	\$3.38	\$5,917	101%	731%	FALSE	\$98,849	\$98,849	\$43,185	\$0			\$142,034
401	TETON COUNTY DISTRICT	\$0	0.0%	\$633,039	248,934	706	\$2.54	\$897	76%	111%	FALSE	\$386,858	\$386,858	\$153,643	\$0			\$540,501
411	TWIN FALLS DISTRICT	\$0	0.0%	\$1,244,286	302,762	1,712	\$4.11	\$727	123%	90%	FALSE	\$737,588	\$737,588	\$324,521	\$0			\$1,062,109
412	BUHL JOINT DISTRICT	\$0	0.0%	\$305,194	104,079	413	\$2.93	\$739	87%	91%	FALSE	\$181,068	\$181,068	\$79,666	\$0			\$260,734
413	FILER DISTRICT	\$0	0.0%	\$499,428	205,010	475	\$2.44	\$1,051	73%	130%	FALSE	\$296,039	\$296,039	\$130,250	\$0			\$426,289
414	KIMBERLY DISTRICT	\$0	0.0%	\$291,138	82,307	438	\$3.54	\$665	106%	82%	FALSE	\$181,886	\$181,886	\$75,807	\$0			\$257,693
415	HANSEN DISTRICT	\$0	0.0%	\$85,408	55,567	160	\$1.54	\$534	46%	66%	FALSE	\$52,579	\$52,579	\$20,395	\$0			\$72,974
417	CASTLEFORD DISTRICT	\$0	0.0%	\$179,207	58,959	124	\$3.04	\$1,445	91%	179%	FALSE	\$109,454	\$109,454	\$43,388	\$0			\$152,842
418	MURTAUGH JOINT DISTRICT	\$0	0.0%	\$126,410	37,157	119	\$3.40	\$1,062	101%	131%	FALSE	\$77,791	\$77,791	\$30,009	\$0			\$107,800
421	MC CALL-DONNELLY DISTRICT	\$99,583	25.2%	\$665,993	144,201	410	\$4.62	\$1,624	138%	201%	TRUE	\$295,438	\$395,021	\$173,800	\$0			\$469,238
422	CASCADE DISTRICT	\$0	0.0%	\$70,617	31,031	80	\$2.28	\$883	68%	109%	FALSE	\$50,182	\$50,182	\$18,235	\$0			\$68,417
431	WEISER DISTRICT	\$0	0.0%	\$366,135	108,899	569	\$3.36	\$643	100%	79%	FALSE	\$223,470	\$223,470	\$88,908	\$0			\$312,378
432	CAMBRIDGE JOINT DISTRICT	\$0	0.0%	\$76,042	35,825	53	\$2.12	\$1,435	63%	177%	FALSE	\$51,495	\$51,495	\$13,394	\$0			\$64,889
433	MIDVALE DISTRICT	\$0	0.0%	\$68,937	33,955	46	\$2.03	\$1,499	61%	185%	FALSE	\$39,469	\$39,469	\$19,128	\$0			\$58,597
451	VICTORY CHARTER SCHOOL	\$0	0.0%	\$99,902	29,040	253	\$3.44	\$395	103%	49%	FALSE	\$59,210	\$59,210	\$26,051	\$0	\$87,078	\$59,941	\$58,124
455	COMPASS CHARTER SCHOOL	\$0	0.0%	\$156,245	44,485	224	\$3.51	\$698	105%	86%	FALSE	\$92,984	\$92,984	\$40,911	\$0	\$132,808	\$95,469	\$96,556
456	FALCON RIDGE CHARTER SCHOOL	\$4,116	4.6%	\$150,882	38,051	173	\$3.97	\$872	119%	108%	TRUE	\$85,321	\$89,437	\$39,350	\$0	\$124,993	\$88,230	\$87,908
458	LIBERTY CHARTER	\$0	0.0%	\$181,538	54,772	221	\$3.31	\$821	99%	101%	FALSE	\$107,160	\$107,160	\$47,148	\$0			\$154,308
459	GARDEN CITY COMMUNITY CHARTER	\$0	0.0%	\$49,202	18,558	56	\$2.65	\$879	79%	109%	FALSE	\$29,155	\$29,155	\$12,828	\$0	\$42,509	\$29,029	\$28,503
461	TAYLORS CROSSING CHARTER SCHOO	\$0	0.0%	\$166,860	33,967	214	\$4.91	\$780	147%	96%	FALSE	\$98,495	\$98,495	\$43,336	\$0	\$123,984	\$100,980	\$118,827
462	XAVIER CHARTER SCHOOL	\$0	0.0%	\$104,487	35,257	134	\$2.96	\$780	88%	96%	FALSE	\$61,913	\$61,913	\$27,240	\$0	\$72,250	\$105,000	\$121,903
463	VISION CHARTER SCHOOL	\$1,687	1.9%	\$150,449	42,888	136	\$3.51	\$1,106	105%	137%	TRUE	\$87,121	\$88,808	\$39,074	\$0	\$125,769	\$87,492	\$87,918
464	WHITE PINE CHARTER SCHOOL	\$0	0.0%	\$76,248	16,785	113	\$4.54	\$675	136%	83%	FALSE	\$45,191	\$45,191	\$19,883	\$0			\$65,074
749	UPPER CARMEN PUBLIC CHARTER	\$0	0.0%	\$21,815	4,714	47	\$4.63	\$464	138%	57%	FALSE	\$13,636	\$13,636	\$4,938	\$0			\$18,574
773	BLACKFOOT CHARTER COMMUNITY LEARNING CE	\$4,565	12.0%	\$64,611	12,688	68	\$5.09	\$950	152%	117%	TRUE	\$33,574	\$38,139	\$16,780	\$0			\$50,354
783	NORTH STAR CHARTER SCHOOL	\$0	0.0%	\$222,844	79,976	302	\$2.79	\$738	83%	91%	FALSE	\$132,506	\$132,506	\$58,300	\$0	\$189,645	\$154,020	\$155,181
786	THOMAS JEFFERSON CHARTER	\$0	0.0%	\$203,575	70,230	233	\$2.90	\$874	87%	108%	FALSE	\$121,161	\$121,161	\$53,308	\$0	\$172,753	\$121,800	\$123,516
795	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$236,886	69,743	322	\$3.40	\$736	101%	91%	FALSE	\$140,429	\$140,429	\$61,786	\$0	\$202,602	\$143,873	\$143,486
Totals		\$705,982	1.4%	\$87,010,325	25,995,593	107,604						\$51,130,309	\$51,836,290	\$22,806,757	-\$62,997	\$1,274,391	\$985,834	\$73,585,512

Districts not part of FY09 state totals, but subject to Funding Cap (In-Lieu Only, Virtual, Field Trip Only)

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
364	PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$3,024	\$3,024	\$2,092	\$0			\$5,116
416	THREE CREEK JT ELEM DISTRICT	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$4,460	\$4,460	\$3,100	\$0			\$7,560
452	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,460,857	0	2,316	\$0.00	\$631	0%	78%	FALSE	\$1,241,728	\$1,241,728	\$0	\$0			\$1,241,728
454	ROLLING HILLS CHARTER SCHOOL	\$0	0.0%	\$475	167	0	\$2.84	\$0	85%	0%	FALSE	\$283	\$283	\$125	\$0			\$408
457	INSPIRE VIRTUAL CHARTER	\$0	0.0%	\$283,909	0	375	\$0.00	\$757	0%	94%	FALSE	\$241,323	\$241,323	\$0	\$0			\$241,323
465	NORTH VALLEY ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$51,330	\$51,330
466	ISUCCEED VIRTUAL HIGH SCHOOL	\$0	0.0%	\$343,876	0	436	\$0.00	\$789	0%	98%	FALSE	\$292,295	\$292,295	\$0	\$0	\$315,010	\$326,719	\$304,004
467	WINGS CHARTER MIDDLE SCHOOL	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$24,623	\$24,623
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$37,932	\$37,932
471	NAMPA CLASSICAL ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$142,527	\$142,527
492	ANSER CHARTER SCHOOL	\$174	10.4%	\$2,828	732	0	\$3.86	\$0	115%	0%	TRUE	\$1,501	\$1,675	\$737	\$0			\$2,238
Totals		\$174	0.0%	\$2,091,945	899	3,127						\$1,784,614	\$1,784,788	\$6,054	\$0	\$315,010	\$583,131	\$2,058,789

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103% Funding Cap Appeal Application

District Name: OROFINO JOINT DISTRICT (171)

Fiscal Year (for request): FY 2008/09 

The school district identified above is subject to a student transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall display uniquely difficult geographic circumstances and meet at least two of the remaining three criteria:

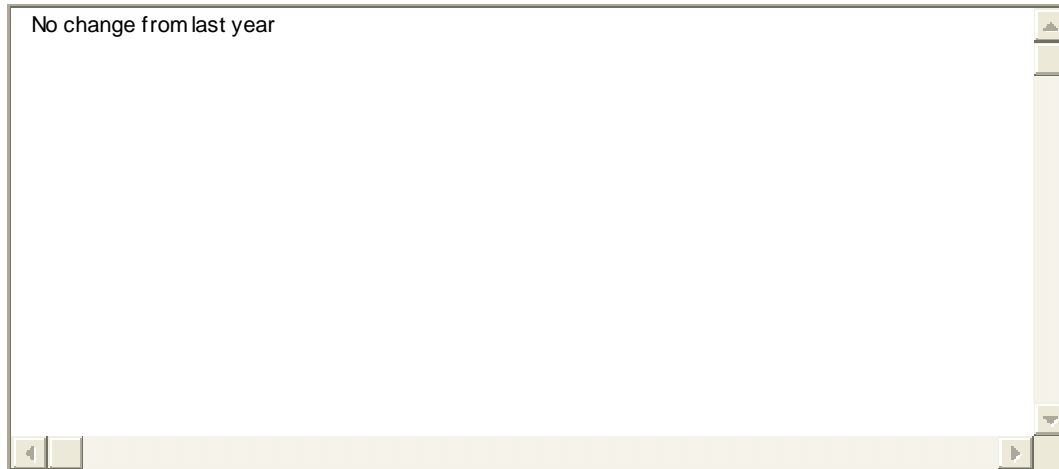
- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see Funding Cap Model).
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater
- ☐ Less than a majority of the miles on the hardship bus runs(s) are by paved surface, concrete or asphalt, road


The district is requesting a funding rate increase of 110% more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Provide detailed justification and rationale for this request and appeal.

Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation.

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010



Print Friendly 

STATE DEPARTMENT OF EDUCATION
JUNE 17, 2010

SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap for St. Maries School District

REFERENCE

June 18, 2010

M/S (Luna/Terrell): To approve the requests for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009, for the following school districts: Plummer Worley School District at a new cap percentage rate of 115.5%; Garden Valley School District at a new cap percentage rate of 143%; Orofino School District at a new cap percentage rate of 112%; Moscow School District at a new cap percentage rate of 109.6%; Lapwai School District at a new cap percentage rate of 117.3%; Kellogg School District at a new cap percentage rate of 109%; and Wallace School District at a new cap percentage rate 117.3. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a student transportation funding cap; affecting school districts that exceed (by 103%) the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and how much. These new criteria designate certain bus runs as "hardship" runs, and allow the district to receive a higher cap, based on the percentage of the district's bus runs that are so categorized.

As of May 3, 2010, there were nineteen school districts and/or charter schools negatively affected by the pupil transportation funding cap: Meridian (\$369,775) Meadows Valley (\$13,027), St Maries (\$3,595), Garden Valley (\$19,149), Basin (\$1,596), Horseshoe Bend (\$11,639), Soda Springs (\$13,966), Orofino (<\$1), Wendell (\$46,286), Valley (\$6,257), Moscow (\$46,429), Troy (\$9,283), Kellogg (\$27,973), Wallace (\$27,056), McCall-Donnelly (\$99,583), Falcon Ridge Charter (\$4,116), Vision Charter (\$1,687), Blackfoot Community Charter (\$4,565), and Anser Charter (\$174).

Of these 19, only seven have routes that meet the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include St Maries, Garden Valley, Horseshoe Bend, Orofino, Moscow, Kellogg, and

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Wallace school districts. Of these seven districts all have applied for a waiver from the student transportation funding cap.

Requests from various school districts for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code, have been received by the State Department of Education. This waiver was reviewed and met at least two of the criteria for at least one hardship bus run applied for and is submitted to the State Board of Education for consideration. St. Maries School District submitted two school bus routes that met the required criteria. This represents 14.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 117%.

IMPACT

\$3,595 distributed from the public school appropriation.

ATTACHMENTS

Attachment 1 – SDE 103% Funding Cap Model

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Attachment 3 – Funding Cap Appeal Application

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STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

A motion to approve the request by St. Maries School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009 of 104%.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider		
Fiscal Year 2009 Data - Approved Costs Reimbursed in Fiscal Year 2010 (Sixth Capped Year)		
Set percentage cap to apply to statewide average	103%	Riders per Mile
Revised: 05/03/2010 Preliminary		
Statewide Averages before cap	Cost Per Mile \$3.35	Cost Per Rider \$809
Statewide Averages after cap	\$3.45	\$833
Total Savings From Cap	\$706,156	Capped Reimb.
Savings Following Appeals & State Board Action	\$706,156	\$74,938,145

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
001	BOISE INDEPENDENT DISTRICT	\$0	0.0%	\$7,201,538	2,127,034	6,282	\$3.39	\$1,146	101%	142%	FALSE	\$4,270,290	\$4,270,290	\$1,878,827	-\$62,291			\$6,086,826
002	MERIDIAN JOINT DISTRICT	\$369,775	5.5%	\$11,874,649	3,225,444	13,484	\$3.68	\$881	110%	109%	TRUE	\$6,388,097	\$6,757,872	\$3,370,267	\$0			\$9,758,364
003	KUNA JOINT DISTRICT	\$0	0.0%	\$1,377,126	403,543	1,830	\$3.41	\$753	102%	93%	FALSE	\$811,376	\$811,376	\$372,222	\$0			\$1,183,598
011	MEADOWS VALLEY DISTRICT	\$13,027	24.7%	\$89,038	19,378	57	\$4.59	\$1,562	137%	193%	TRUE	\$39,699	\$52,726	\$23,198	\$0			\$62,897
013	COUNCIL DISTRICT	\$0	0.0%	\$79,344	29,696	56	\$2.67	\$1,417	80%	175%	FALSE	\$52,046	\$52,046	\$17,380	\$0			\$69,426
021	MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$421,025	152,518	653	\$2.76	\$645	82%	80%	FALSE	\$276,899	\$276,899	\$86,125	\$0			\$363,024
025	POCATELLO DISTRICT	\$0	0.0%	\$2,561,543	814,994	4,229	\$3.14	\$606	94%	75%	FALSE	\$1,496,815	\$1,496,815	\$692,699	\$0			\$2,189,514
033	BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$488,030	164,560	461	\$2.97	\$1,059	89%	131%	FALSE	\$308,113	\$308,113	\$118,318	\$0			\$426,431
041	ST MARIES JOINT DISTRICT	\$3,595	1.0%	\$633,740	182,539	447	\$3.47	\$1,418	104%	175%	TRUE	\$373,995	\$377,590	\$164,994	\$0			\$538,989
044	PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$360,057	109,652	217	\$3.28	\$1,659	98%	205%	FALSE	\$216,602	\$216,602	\$91,033	\$0			\$307,635
052	SNAKE RIVER DISTRICT	\$0	0.0%	\$698,556	323,745	1,127	\$2.16	\$620	64%	77%	FALSE	\$414,731	\$414,731	\$181,315	\$0			\$596,046
055	BLACKFOOT DISTRICT	\$0	0.0%	\$1,566,854	437,678	2,161	\$3.58	\$725	107%	90%	FALSE	\$926,823	\$926,823	\$407,780	\$0			\$1,334,603
058	ABERDEEN DISTRICT	\$0	0.0%	\$299,681	113,065	337	\$2.65	\$889	79%	110%	FALSE	\$185,574	\$185,574	\$70,249	\$0			\$255,823
059	FIRTH DISTRICT	\$0	0.0%	\$277,671	111,715	431	\$2.49	\$644	74%	80%	FALSE	\$173,261	\$173,261	\$63,727	\$0			\$236,988
060	SHELLEY JOINT DISTRICT	\$0	0.0%	\$519,893	162,430	1,048	\$3.20	\$496	96%	61%	FALSE	\$315,746	\$315,746	\$127,873	\$0			\$443,619
061	BLAINE COUNTY DISTRICT	\$0	0.0%	\$1,230,135	369,504	1,199	\$3.33	\$1,026	99%	127%	FALSE	\$732,992	\$732,992	\$331,660	\$0			\$1,064,652
071	GARDEN VALLEY DISTRICT	\$19,149	14.1%	\$205,156	50,209	114	\$4.09	\$1,800	122%	222%	TRUE	\$116,210	\$135,359	\$59,555	\$0			\$175,765
072	BASIN SCHOOL DISTRICT	\$1,596	1.0%	\$271,224	77,644	210	\$3.49	\$1,292	104%	160%	TRUE	\$166,013	\$167,609	\$64,678	-\$1,180			\$229,511
073	HORSESHOE BEND SCHOOL DISTRICT	\$11,639	14.8%	\$119,249	26,892	122	\$4.43	\$977	132%	121%	TRUE	\$66,976	\$78,615	\$23,142	\$0			\$90,118
083	WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$585,708	224,308	735	\$2.61	\$797	78%	99%	FALSE	\$362,768	\$362,768	\$144,069	\$0			\$506,837
084	LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,547,279	566,306	1,304	\$2.73	\$1,187	81%	147%	FALSE	\$939,961	\$939,961	\$390,615	\$0			\$1,330,576
091	IDAHO FALLS DISTRICT	\$0	0.0%	\$2,444,726	592,549	3,510	\$4.13	\$697	123%	86%	FALSE	\$1,388,508	\$1,388,508	\$698,630	\$0			\$2,087,138
092	SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$91,155	38,116	58	\$2.39	\$1,572	71%	194%	FALSE	\$67,328	\$67,328	\$27,632	\$0			\$94,960
093	BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$2,295,874	636,624	4,371	\$3.61	\$525	108%	65%	FALSE	\$1,326,893	\$1,326,893	\$633,193	\$0			\$1,960,086
101	BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$710,129	239,280	821	\$2.97	\$865	89%	107%	FALSE	\$441,310	\$441,310	\$183,118	\$0			\$624,428
111	BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$290,378	105,450	200	\$2.75	\$1,452	82%	179%	FALSE	\$188,320	\$188,320	\$61,762	\$0			\$250,082
121	CAMAS COUNTY DISTRICT	\$0	0.0%	\$97,162	48,292	57	\$2.01	\$1,705	60%	211%	FALSE	\$62,466	\$62,466	\$20,370	\$0			\$82,836
131	NAMPA SCHOOL DISTRICT	\$0	0.0%	\$5,145,791	1,126,347	6,663	\$4.57	\$772	136%	95%	FALSE	\$3,047,182	\$3,047,182	\$1,340,689	\$0			\$4,387,871
132	CALDWELL DISTRICT	\$0	0.0%	\$2,599,329	423,614	3,224	\$6.14	\$806	183%	100%	FALSE	\$1,540,076	\$1,540,076	\$677,597	\$0			\$2,217,673
133	WILDER DISTRICT	\$0	0.0%	\$157,138	48,090	197	\$3.27	\$798	98%	99%	FALSE	\$93,085	\$93,085	\$40,955	\$0			\$134,040
134	MIDDLETON DISTRICT	\$0	0.0%	\$1,055,000	235,026	1,386	\$4.49	\$761	134%	94%	FALSE	\$624,961	\$624,961	\$274,968	\$0			\$899,929
135	NOTUS DISTRICT	\$0	0.0%	\$120,821	48,838	206	\$2.47	\$587	74%	73%	FALSE	\$69,406	\$69,406	\$33,735	\$0			\$103,141
136	MELBA JOINT DISTRICT	\$0	0.0%	\$302,767	103,718	300	\$2.92	\$1,009	87%	125%	FALSE	\$187,451	\$187,451	\$71,518	\$0			\$258,969
137	PARMA DISTRICT	\$0	0.0%	\$479,208	163,302	493	\$2.93	\$972	87%	120%	FALSE	\$283,873	\$283,873	\$125,126	\$0			\$408,999
139	VALLIVUE SCHOOL DISTRICT	\$0	0.0%	\$2,845,807	797,878	3,973	\$3.57	\$716	107%	89%	FALSE	\$1,685,701	\$1,685,701	\$741,669	\$0			\$2,427,370
148	GRACE JOINT DISTRICT	\$0	0.0%	\$214,787	75,652	217	\$2.84	\$990	85%	122%	FALSE	\$143,410	\$143,410	\$39,915	\$0			\$183,325
149	NORTH GEM DISTRICT	\$0	0.0%	\$100,299	37,510	85	\$2.67	\$1,180	80%	146%	FALSE	\$69,489	\$69,489	\$16,483	\$0			\$85,972
150	SODA SPRINGS JOINT DISTRICT	\$13,966	7.7%	\$239,373	63,555	229	\$3.77	\$1,045	113%	129%	TRUE	\$167,272	\$181,238	\$61,419	\$0			\$228,691
151	CASSIA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,456,616	524,555	2,156	\$2.78	\$676	83%	84%	FALSE	\$896,583	\$896,583	\$367,301	\$0			\$1,263,884
161	CLARK COUNTY DISTRICT	\$0	0.0%	\$65,313	55,410	61	\$1.18	\$1,071	35%	132%	FALSE	\$42,814	\$42,814	\$13,138	\$0			\$55,952

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Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
171	OROFINO JOINT DISTRICT	\$0	0.0%	\$533,084	154,073	563	\$3.46	\$947	103%	117%	TRUE	\$334,631	\$334,630	\$132,545	\$0			\$467,176
181	CHALLIS JOINT DISTRICT	\$0	0.0%	\$303,678	92,163	167	\$3.30	\$1,818	99%	225%	FALSE	\$188,836	\$188,836	\$71,708	\$2,013			\$262,557
182	MACKAY JOINT DISTRICT	\$0	0.0%	\$187,476	71,831	84	\$2.61	\$2,232	78%	276%	FALSE	\$116,474	\$116,474	\$43,742	\$0			\$160,216
192	GLENNS FERRY JOINT DISTRICT	\$0	0.0%	\$224,988	87,624	248	\$2.57	\$907	77%	112%	FALSE	\$150,558	\$150,558	\$40,682	\$0			\$191,240
193	MOUNTAIN HOME DISTRICT	\$0	0.0%	\$1,176,489	343,137	1,209	\$3.43	\$973	102%	120%	FALSE	\$706,734	\$706,734	\$310,946	\$0			\$1,017,680
201	PRESTON JOINT DISTRICT	\$0	0.0%	\$611,882	165,942	1,267	\$3.69	\$483	110%	60%	FALSE	\$406,565	\$406,565	\$123,028	\$0			\$529,593
202	WEST SIDE JOINT DISTRICT	\$0	0.0%	\$201,518	73,854	342	\$2.73	\$589	81%	73%	FALSE	\$130,554	\$130,554	\$41,371	\$0			\$171,925
215	FREMONT COUNTY JOINT DISTRICT	\$0	0.0%	\$798,239	282,566	1,147	\$2.82	\$696	84%	86%	FALSE	\$495,918	\$495,918	\$196,979	\$0			\$692,897
221	EMMETT INDEPENDENT DIST	\$0	0.0%	\$1,107,494	330,504	1,332	\$3.35	\$831	100%	103%	FALSE	\$645,564	\$645,564	\$304,179	-\$11,970			\$937,773
231	GOODING JOINT DISTRICT	\$0	0.0%	\$389,071	99,932	548	\$3.89	\$710	116%	88%	FALSE	\$230,728	\$230,728	\$101,515	\$0			\$332,243
232	WENDELL DISTRICT	\$46,286	19.4%	\$402,059	91,397	387	\$4.40	\$1,039	131%	128%	TRUE	\$191,789	\$238,075	\$104,748	\$0			\$296,537
233	HAGERMAN JOINT DISTRICT	\$0	0.0%	\$90,272	33,734	111	\$2.68	\$813	80%	100%	FALSE	\$53,524	\$53,524	\$23,549	\$0			\$77,073
234	BLISS JOINT DISTRICT	\$0	0.0%	\$80,546	26,920	94	\$2.99	\$857	89%	106%	FALSE	\$50,938	\$50,938	\$17,767	\$0			\$68,705
242	COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$178,571	62,706	186	\$2.85	\$960	85%	119%	FALSE	\$117,721	\$117,721	\$34,882	\$0			\$152,603
243	SALMON RIVER JOINT SCHOOL DIST	\$0	0.0%	\$56,894	29,729	48	\$1.91	\$1,185	57%	146%	FALSE	\$41,508	\$41,508	\$21,940	\$0			\$63,448
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$0	0.0%	\$654,979	200,458	447	\$3.27	\$1,465	98%	181%	FALSE	\$418,890	\$418,890	\$177,529	\$0			\$596,419
251	JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$2,015,002	689,742	3,017	\$2.92	\$668	87%	83%	FALSE	\$1,242,662	\$1,242,662	\$481,875	\$0			\$1,724,537
252	RIRIE JOINT DISTRICT	\$0	0.0%	\$239,278	55,999	317	\$4.27	\$755	127%	93%	FALSE	\$154,386	\$154,386	\$49,716	\$0			\$204,102
253	WEST JEFFERSON DISTRICT	\$0	0.0%	\$423,494	195,985	373	\$2.16	\$1,135	64%	140%	FALSE	\$256,455	\$256,455	\$105,042	\$0			\$361,497
261	JEROME JOINT DISTRICT	\$0	0.0%	\$874,335	305,632	1,341	\$2.86	\$652	85%	81%	FALSE	\$516,109	\$516,109	\$227,076	\$0			\$743,185
262	VALLEY DISTRICT	\$6,257	2.8%	\$374,524	105,433	362	\$3.55	\$1,035	106%	128%	TRUE	\$214,820	\$221,077	\$97,269	\$0			\$312,089
271	COEUR D'ALENE DISTRICT	\$0	0.0%	\$2,164,589	630,382	2,795	\$3.43	\$774	102%	96%	FALSE	\$1,229,650	\$1,229,650	\$623,501	\$0			\$1,853,151
272	LAKELAND DISTRICT	\$0	0.0%	\$1,390,741	569,122	1,569	\$2.44	\$886	73%	110%	FALSE	\$813,220	\$813,220	\$376,646	\$0			\$1,189,866
273	POST FALLS DISTRICT	\$0	0.0%	\$1,289,774	310,266	2,311	\$4.16	\$558	124%	69%	FALSE	\$744,743	\$744,743	\$356,425	\$0			\$1,101,168
274	KOOTENAI DISTRICT	\$0	0.0%	\$187,347	72,443	69	\$2.59	\$1,109	77%	137%	FALSE	\$114,575	\$114,575	\$46,170	\$0			\$160,745
281	MOSCOW DISTRICT	\$46,429	12.6%	\$593,939	132,139	622	\$4.49	\$955	134%	118%	TRUE	\$320,724	\$367,153	\$139,548	\$0			\$460,272
282	GENESEE JOINT DISTRICT	\$0	0.0%	\$168,632	58,201	89	\$2.90	\$1,895	87%	234%	FALSE	\$111,565	\$111,565	\$35,524	\$0			\$147,089
283	KENDRICK JOINT DISTRICT	\$0	0.0%	\$159,648	64,255	122	\$2.48	\$1,309	74%	162%	FALSE	\$103,451	\$103,451	\$33,338	\$0			\$136,789
285	POTLATCH DISTRICT	\$0	0.0%	\$235,304	85,512	229	\$2.75	\$1,028	82%	127%	FALSE	\$151,019	\$151,019	\$53,591	\$0			\$204,610
287	TROY SCHOOL DISTRICT	\$9,283	8.8%	\$165,375	43,709	147	\$3.78	\$1,125	113%	139%	TRUE	\$96,117	\$105,400	\$35,674	\$10,431			\$142,222
288	WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$172,869	83,234	136	\$2.08	\$1,271	62%	157%	FALSE	\$95,099	\$95,099	\$51,839	\$0			\$146,938
291	SALMON DISTRICT	\$0	0.0%	\$206,500	65,002	325	\$3.18	\$635	95%	78%	FALSE	\$132,148	\$132,148	\$44,527	\$0			\$176,675
292	SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,953	30,669	45	\$2.67	\$1,821	80%	225%	FALSE	\$56,704	\$56,704	\$22,186	\$0			\$78,890
302	NEZPERCE JOINT DISTRICT	\$0	0.0%	\$98,047	50,067	41	\$1.96	\$2,391	59%	296%	FALSE	\$60,051	\$60,051	\$23,660	\$0			\$83,711
304	KAMIAH JOINT DISTRICT	\$0	0.0%	\$146,343	46,852	198	\$3.12	\$739	93%	91%	FALSE	\$89,483	\$89,483	\$36,791	\$0			\$126,274
305	HIGHLAND JOINT DISTRICT	\$0	0.0%	\$230,405	77,166	73	\$2.99	\$3,156	89%	390%	FALSE	\$136,836	\$136,836	\$60,205	\$0			\$197,041
312	SHOSHONE JOINT DISTRICT	\$0	0.0%	\$165,682	46,522	309	\$3.56	\$536	106%	66%	FALSE	\$114,068	\$114,068	\$36,470	\$0			\$150,538
314	DIETRICH DISTRICT	\$0	0.0%	\$87,941	29,652	67	\$2.97	\$1,313	89%	162%	FALSE	\$55,718	\$55,718	\$19,438	\$0			\$75,156
316	RICHFIELD DISTRICT	\$0	0.0%	\$63,965	40,005	96	\$1.60	\$666	48%	82%	FALSE	\$40,349	\$40,349	\$14,022	\$0			\$54,371
321	MADISON DISTRICT	\$0	0.0%	\$1,268,360	396,247	2,617	\$3.20	\$485	96%	60%	FALSE	\$730,550	\$730,550	\$358,852	\$0			\$1,089,402
322	SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$375,794	121,062	681	\$3.10	\$552	93%	68%	FALSE	\$230,501	\$230,501	\$90,560	\$0			\$321,061
331	MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,438,282	681,946	1,948	\$2.11	\$738	63%	91%	FALSE	\$802,166	\$802,166	\$420,374	\$0			\$1,222,540
340	LEWISTON INDEPENDENT DISTRICT	\$0	0.0%	\$1,256,599	370,877	1,512	\$3.39	\$831	101%	103%	FALSE	\$725,968	\$725,968	\$353,355	\$0			\$1,079,323
341	LAPWAI DISTRICT	\$0	0.0%	\$186,656	55,298	148	\$3.38	\$1,261	101%	101%	FALSE	\$120,055	\$120,055	\$39,836	\$0			\$159,891
342	CULDESAC JOINT DISTRICT	\$0	0.0%	\$94,612	31,578	43	\$3.00	\$2,200	90%	272%	FALSE	\$60,385	\$60,385	\$21,367	\$0			\$81,752
351	ONEIDA COUNTY DISTRICT	\$0	0.0%	\$257,615	110,743	410	\$2.33	\$628	70%	78%	FALSE	\$169,676	\$169,676	\$54,645	\$0			\$224,321
363	MARSING JOINT DISTRICT	\$0	0.0%	\$350,297	117,432	429	\$2.98	\$817	89%	101%	FALSE	\$208,260	\$208,260	\$90,720	\$0			\$298,980
365	BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$224,346	122,739	218	\$1.83	\$1,029	55%	127%	FALSE	\$155,465	\$155,465	\$68,479	\$0			\$223,944
370	HOMEDALE JOINT DISTRICT	\$0	0.0%	\$418,640	102,338	637	\$4.09	\$657	122%	81%	FALSE	\$258,765	\$258,765	\$98,650	\$0			\$357,415
371	PAYETTE JOINT DISTRICT	\$0	0.0%	\$367,147	106,098	798	\$3.46	\$460	103%	57%	FALSE	\$221,556	\$221,556	\$92,690	\$0			\$314,246
372	NEW PLYMOUTH DISTRICT	\$0	0.0%	\$263,343	77,741	383	\$3.39	\$688	101%	85%	FALSE	\$159,693	\$159,693	\$66,614	\$0			\$226,307
373	FRUITLAND DISTRICT	\$0	0.0%	\$323,907	87,337	668	\$3.71	\$485	111%	60%	FALSE	\$192,830	\$192,830	\$84,216	\$0			\$277,046
381	AMERICAN FALLS JOINT DISTRICT	\$0	0.0%	\$694,876	227,870	556	\$3.05	\$1,250	91%	155%	FALSE	\$444,160	\$444,160	\$148,980	\$0			\$593,140
382	ROCKLAND DISTRICT	\$0	0.0%	\$46,001	28,011	51	\$1.64	\$902	49%	111%	FALSE	\$29,340	\$29,340	\$9,951	\$0			\$39,291
383	ARBON ELEMENTARY DISTRICT	\$0	0.0%	\$38,382	22,802	13	\$1.68	\$2,952	50%	365%	FALSE	\$20,431	\$20,431	\$12,338	\$0			\$32,769
391	KELLOGG JOINT DISTRICT	\$27,973	6.3%	\$727,938	198,089	696	\$3.67	\$1,046	110%	129%	TRUE	\$417,527	\$445,500	\$181,082	\$0			\$598,609

STATE DEPARTMENT OF EDUCATION

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Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
392	MULLAN DISTRICT	\$0	0.0%	\$21,098	11,236	17	\$1.88	\$1,241	56%	153%	FALSE	\$12,996	\$12,996	\$4,991	\$0			\$17,987
393	WALLACE DISTRICT	\$27,056	12.6%	\$341,277	86,101	306	\$3.96	\$1,115	118%	138%	TRUE	\$187,964	\$215,020	\$77,208	\$0			\$265,172
394	VERY SCHOOL DISTRICT	\$0	0.0%	\$165,681	48,989	28	\$3.38	\$5,917	101%	731%	FALSE	\$98,849	\$98,849	\$43,185	\$0			\$142,034
401	TETON COUNTY DISTRICT	\$0	0.0%	\$633,039	248,934	706	\$2.54	\$897	76%	111%	FALSE	\$386,858	\$386,858	\$153,643	\$0			\$540,501
411	TWIN FALLS DISTRICT	\$0	0.0%	\$1,244,286	302,762	1,712	\$4.11	\$727	123%	90%	FALSE	\$737,588	\$737,588	\$324,521	\$0			\$1,062,109
412	BUHL JOINT DISTRICT	\$0	0.0%	\$305,194	104,079	413	\$2.93	\$739	87%	91%	FALSE	\$181,068	\$181,068	\$79,666	\$0			\$260,734
413	FILER DISTRICT	\$0	0.0%	\$499,428	205,010	475	\$2.44	\$1,051	73%	130%	FALSE	\$296,039	\$296,039	\$130,250	\$0			\$426,289
414	KIMBERLY DISTRICT	\$0	0.0%	\$291,138	82,307	438	\$3.54	\$665	106%	82%	FALSE	\$181,886	\$181,886	\$75,807	\$0			\$257,693
415	HANSEN DISTRICT	\$0	0.0%	\$85,408	55,567	160	\$1.54	\$534	46%	66%	FALSE	\$52,579	\$52,579	\$20,395	\$0			\$72,974
417	CASTLEFORD DISTRICT	\$0	0.0%	\$179,207	58,959	124	\$3.04	\$1,445	91%	179%	FALSE	\$109,454	\$109,454	\$43,388	\$0			\$152,842
418	MURTAUGH JOINT DISTRICT	\$0	0.0%	\$126,410	37,157	119	\$3.40	\$1,062	101%	131%	FALSE	\$77,791	\$77,791	\$30,009	\$0			\$107,800
421	MC CALL-DONNELLY DISTRICT	\$99,583	25.2%	\$665,993	144,201	410	\$4.62	\$1,624	138%	201%	TRUE	\$295,438	\$395,021	\$173,800	\$0			\$469,238
422	CASCADE DISTRICT	\$0	0.0%	\$70,617	31,031	80	\$2.28	\$883	68%	109%	FALSE	\$50,182	\$50,182	\$18,235	\$0			\$68,417
431	WEISER DISTRICT	\$0	0.0%	\$366,135	108,899	569	\$3.36	\$643	100%	79%	FALSE	\$223,470	\$223,470	\$88,908	\$0			\$312,378
432	CAMBRIDGE JOINT DISTRICT	\$0	0.0%	\$76,042	35,825	53	\$2.12	\$1,435	63%	177%	FALSE	\$51,495	\$51,495	\$13,394	\$0			\$64,889
433	MIDVALE DISTRICT	\$0	0.0%	\$68,937	33,955	46	\$2.03	\$1,499	61%	185%	FALSE	\$39,469	\$39,469	\$19,128	\$0			\$58,597
451	VICTORY CHARTER SCHOOL	\$0	0.0%	\$99,902	29,040	253	\$3.44	\$395	103%	49%	FALSE	\$59,210	\$59,210	\$26,051	\$0	\$87,078	\$59,941	\$58,124
455	COMPASS CHARTER SCHOOL	\$0	0.0%	\$156,245	44,485	224	\$3.51	\$698	105%	86%	FALSE	\$92,984	\$92,984	\$40,911	\$0	\$132,808	\$95,469	\$96,556
456	FALCON RIDGE CHARTER SCHOOL	\$4,116	4.6%	\$150,882	38,051	173	\$3.97	\$872	119%	108%	TRUE	\$85,321	\$89,437	\$39,350	\$0	\$124,993	\$88,230	\$87,908
458	LIBERTY CHARTER	\$0	0.0%	\$181,538	54,772	221	\$3.31	\$821	99%	101%	FALSE	\$107,160	\$107,160	\$47,148	\$0			\$154,308
459	GARDEN CITY COMMUNITY CHARTER	\$0	0.0%	\$49,202	18,558	56	\$2.65	\$879	79%	109%	FALSE	\$29,155	\$29,155	\$12,828	\$0	\$42,509	\$29,029	\$28,503
461	TAYLORS CROSSING CHARTER SCHOO	\$0	0.0%	\$166,860	33,967	214	\$4.91	\$780	147%	96%	FALSE	\$98,495	\$98,495	\$43,336	\$0	\$123,984	\$100,980	\$118,827
462	XAVIER CHARTER SCHOOL	\$0	0.0%	\$104,487	35,257	134	\$2.96	\$780	88%	96%	FALSE	\$61,913	\$61,913	\$27,240	\$0	\$72,250	\$105,000	\$121,903
463	VISION CHARTER SCHOOL	\$1,687	1.9%	\$150,449	42,888	136	\$3.51	\$1,106	105%	137%	TRUE	\$87,121	\$88,808	\$39,074	\$0	\$125,769	\$87,492	\$87,918
464	WHITE PINE CHARTER SCHOOL	\$0	0.0%	\$76,248	16,785	113	\$4.54	\$675	136%	83%	FALSE	\$45,191	\$45,191	\$19,883	\$0			\$65,074
749	UPPER CARMEN PUBLIC CHARTER	\$0	0.0%	\$21,815	4,714	47	\$4.63	\$464	138%	57%	FALSE	\$13,636	\$13,636	\$4,938	\$0			\$18,574
773	BLACKFOOT CHARTER COMMUNITY LEARNING CE	\$4,565	12.0%	\$64,611	12,688	68	\$5.09	\$950	152%	117%	TRUE	\$33,574	\$38,139	\$16,780	\$0			\$50,354
783	NORTH STAR CHARTER SCHOOL	\$0	0.0%	\$222,844	79,976	302	\$2.79	\$738	83%	91%	FALSE	\$132,506	\$132,506	\$58,300	\$0	\$189,645	\$154,020	\$155,181
786	THOMAS JEFFERSON CHARTER	\$0	0.0%	\$203,575	70,230	233	\$2.90	\$874	87%	108%	FALSE	\$121,161	\$121,161	\$53,308	\$0	\$172,753	\$121,800	\$123,516
795	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$236,886	69,743	322	\$3.40	\$736	101%	91%	FALSE	\$140,429	\$140,429	\$61,786	\$0	\$202,602	\$143,873	\$143,486
Totals		\$705,982	1.4%	\$87,010,325	25,995,593	107,604						\$51,130,309	\$51,836,290	\$22,806,757	-\$62,997	\$1,274,391	\$985,834	\$73,585,512

Districts not part of FY09 state totals, but subject to Funding Cap (In-Lieu Only, Virtual, Field Trip Only)

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
364	PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$3,024	\$3,024	\$2,092	\$0			\$5,116
416	THREE CREEK JT ELEM DISTRICT	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$4,460	\$4,460	\$3,100	\$0			\$7,560
452	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,460,857	0	2,316	\$0.00	\$631	0%	78%	FALSE	\$1,241,728	\$1,241,728	\$0	\$0			\$1,241,728
454	ROLLING HILLS CHARTER SCHOOL	\$0	0.0%	\$475	167	0	\$2.84	\$0	85%	0%	FALSE	\$283	\$283	\$125	\$0			\$408
457	INSPIRE VIRTUAL CHARTER	\$0	0.0%	\$283,909	0	375	\$0.00	\$757	0%	94%	FALSE	\$241,323	\$241,323	\$0	\$0			\$241,323
465	NORTH VALLEY ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$51,330	\$51,330
466	ISUCCEED VIRTUAL HIGH SCHOOL	\$0	0.0%	\$343,876	0	436	\$0.00	\$789	0%	98%	FALSE	\$292,295	\$292,295	\$0	\$0	\$315,010	\$326,719	\$304,004
467	WINGS CHARTER MIDDLE SCHOOL	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$24,623	\$24,623
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$37,932	\$37,932
471	NAMPA CLASSICAL ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$142,527	\$142,527
492	ANSER CHARTER SCHOOL	\$174	10.4%	\$2,828	732	0	\$3.86	\$0	115%	0%	TRUE	\$1,501	\$1,675	\$737	\$0			\$2,238
Totals		\$174	0.0%	\$2,091,945	899	3,127						\$1,784,614	\$1,784,788	\$6,054	\$0	\$315,010	\$583,131	\$2,058,789

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103% Funding Cap Appeal Application

District Name: ST MARIES JOINT DISTRICT (041)
Fiscal Year (for request): FY 2008/09 

The school district identified above is subject to a student transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall display uniquely difficult geographic circumstances and meet at least two of the remaining three criteria:


- ☐ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see Funding Cap Model).
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater
- ☒ Less than a majority of the miles on the hardship bus runs(s) are by paved surface, concrete or asphalt, road

The district is requesting a funding rate increase of 1.0% more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

**Provide detailed justification and rationale for this request and appeal.
Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation.**

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Two bus routes that qualify for hardship bus runs. The unpaved portions of both routes are poorly maintained.	
Bus Route 'G' : 17.4 mi from Heyburn School to end of route. 8.4 mi on pavement. 9.0 mi on unpaved road. 2.8 mi of pavement is at 5% slope or greater. 2.9 mi of unpaved road is at 5% slope or greater.	
Bus Route 'B' : 28.4 mi from Heyburn School to end of route. 9.8 mi on pavement. 18.0 mi on unpaved road. 2.6 mi of pavement is at 5% slope or greater. 2.3 mi of unpaved road is at 5% slope or greater.	

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap for Moscow School District

REFERENCE

June 18, 2010

M/S (Luna/Terrell): To approve the requests for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009, for the following school districts: Plummer Worley School District at a new cap percentage rate of 115.5%; Garden Valley School District at a new cap percentage rate of 143%; Orofino School District at a new cap percentage rate of 112%; Moscow School District at a new cap percentage rate of 109.6%; Lapwai School District at a new cap percentage rate of 117.3%; Kellogg School District at a new cap percentage rate of 109%; and Wallace School District at a new cap percentage rate 117.3. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a student transportation funding cap; affecting school districts that exceed (by 103%) the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and how much. These new criteria designate certain bus runs as "hardship" runs, and allow the district to receive a higher cap, based on the percentage of the district's bus runs that are so categorized.

As of May 3, 2010, there were nineteen school districts and/or charter schools negatively affected by the pupil transportation funding cap: Meridian (\$369,775) Meadows Valley (\$13,027), St Maries (\$3,595), Garden Valley (\$19,149), Basin (\$1,596), Horseshoe Bend (\$11,639), Soda Springs (\$13,966), Orofino (<\$1), Wendell (\$46,286), Valley (\$6,257), Moscow (\$46,429), Troy (\$9,283), Kellogg (\$27,973), Wallace (\$27,056), McCall-Donnelly (\$99,583), Falcon Ridge Charter (\$4,116), Vision Charter (\$1,687), Blackfoot Community Charter (\$4,565), and Anser Charter (\$174).

Of these 19, only seven have routes that meet the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include St Maries, Garden Valley, Horseshoe Bend, Orofino, Moscow, Kellogg, and

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Wallace school districts. Of these seven districts all have applied for a waiver from the student transportation funding cap.

Requests from various school districts for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code, have been received by the State Department of Education. This waiver was reviewed and met at least two of the criteria for at least one hardship bus run applied for and is submitted to the State Board of Education for consideration. Moscow School District submitted two school bus routes that met the required criteria. This represents 13.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 116%.

IMPACT

\$46,429 distributed from the public school appropriation.

ATTACHMENTS

Attachment 1 – SDE 103% Funding Cap Model

Page 3

Attachment 3 – Funding Cap Appeal Application

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STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

A motion to approve the request by Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009 of 116%.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION

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Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider		
Fiscal Year 2009 Data - Approved Costs Reimbursed in Fiscal Year 2010 (Sixth Capped Year)		
Set percentage cap to apply to statewide average	103%	Riders per Mile
Revised: 05/03/2010 Preliminary		
Statewide Averages before cap	\$3.35	\$809
Statewide Averages after cap	\$3.45	\$833
Total Savings From Cap	\$706,156	Capped Reimb.
Savings Following Appeals & State Board Action	\$706,156	\$74,938,145

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
001	BOISE INDEPENDENT DISTRICT	\$0	0.0%	\$7,201,538	2,127,034	6,282	\$3.39	\$1,146	101%	142%	FALSE	\$4,270,290	\$4,270,290	\$1,878,827	-\$62,291			\$6,086,826
002	MERIDIAN JOINT DISTRICT	\$369,775	5.5%	\$11,874,649	3,225,444	13,484	\$3.68	\$881	110%	109%	TRUE	\$6,388,097	\$6,757,872	\$3,370,267	\$0			\$9,758,364
003	KUNA JOINT DISTRICT	\$0	0.0%	\$1,377,126	403,543	1,830	\$3.41	\$753	102%	93%	FALSE	\$811,376	\$811,376	\$372,222	\$0			\$1,183,598
011	MEADOWS VALLEY DISTRICT	\$13,027	24.7%	\$89,038	19,378	57	\$4.59	\$1,562	137%	193%	TRUE	\$39,699	\$52,726	\$23,198	\$0			\$62,897
013	COUNCIL DISTRICT	\$0	0.0%	\$79,344	29,696	56	\$2.67	\$1,417	80%	175%	FALSE	\$52,046	\$52,046	\$17,380	\$0			\$69,426
021	MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$421,025	152,518	653	\$2.76	\$645	82%	80%	FALSE	\$276,899	\$276,899	\$86,125	\$0			\$363,024
025	POCATELLO DISTRICT	\$0	0.0%	\$2,561,543	814,994	4,229	\$3.14	\$606	94%	75%	FALSE	\$1,496,815	\$1,496,815	\$692,699	\$0			\$2,189,514
033	BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$488,030	164,560	461	\$2.97	\$1,059	89%	131%	FALSE	\$308,113	\$308,113	\$118,318	\$0			\$426,431
041	ST MARIES JOINT DISTRICT	\$3,595	1.0%	\$633,740	182,539	447	\$3.47	\$1,418	104%	175%	TRUE	\$373,995	\$377,590	\$164,994	\$0			\$538,989
044	PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$360,057	109,652	217	\$3.28	\$1,659	98%	205%	FALSE	\$216,602	\$216,602	\$91,033	\$0			\$307,635
052	SNAKE RIVER DISTRICT	\$0	0.0%	\$698,556	323,745	1,127	\$2.16	\$620	64%	77%	FALSE	\$414,731	\$414,731	\$181,315	\$0			\$596,046
055	BLACKFOOT DISTRICT	\$0	0.0%	\$1,566,854	437,678	2,161	\$3.58	\$725	107%	90%	FALSE	\$926,823	\$926,823	\$407,780	\$0			\$1,334,603
058	ABERDEEN DISTRICT	\$0	0.0%	\$299,681	113,065	337	\$2.65	\$889	79%	110%	FALSE	\$185,574	\$185,574	\$70,249	\$0			\$255,823
059	FIRTH DISTRICT	\$0	0.0%	\$277,671	111,715	431	\$2.49	\$644	74%	80%	FALSE	\$173,261	\$173,261	\$63,727	\$0			\$236,988
060	SHELLEY JOINT DISTRICT	\$0	0.0%	\$519,893	162,430	1,048	\$3.20	\$496	96%	61%	FALSE	\$315,746	\$315,746	\$127,873	\$0			\$443,619
061	BLAINE COUNTY DISTRICT	\$0	0.0%	\$1,230,135	369,504	1,199	\$3.33	\$1,026	99%	127%	FALSE	\$732,992	\$732,992	\$331,660	\$0			\$1,064,652
071	GARDEN VALLEY DISTRICT	\$19,149	14.1%	\$205,156	50,209	114	\$4.09	\$1,800	122%	222%	TRUE	\$116,210	\$135,359	\$59,555	\$0			\$175,765
072	BASIN SCHOOL DISTRICT	\$1,596	1.0%	\$271,224	77,644	210	\$3.49	\$1,292	104%	160%	TRUE	\$166,013	\$167,609	\$64,678	-\$1,180			\$229,511
073	HORSESHOE BEND SCHOOL DISTRICT	\$11,639	14.8%	\$119,249	26,892	122	\$4.43	\$977	132%	121%	TRUE	\$66,976	\$78,615	\$23,142	\$0			\$90,118
083	WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$585,708	224,308	735	\$2.61	\$797	78%	99%	FALSE	\$362,768	\$362,768	\$144,069	\$0			\$506,837
084	LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,547,279	566,306	1,304	\$2.73	\$1,187	81%	147%	FALSE	\$939,961	\$939,961	\$390,615	\$0			\$1,330,576
091	IDAHO FALLS DISTRICT	\$0	0.0%	\$2,444,726	592,549	3,510	\$4.13	\$697	123%	86%	FALSE	\$1,388,508	\$1,388,508	\$698,630	\$0			\$2,087,138
092	SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$91,155	38,116	58	\$2.39	\$1,572	71%	194%	FALSE	\$67,328	\$67,328	\$27,632	\$0			\$94,960
093	BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$2,295,874	636,624	4,371	\$3.61	\$525	108%	65%	FALSE	\$1,326,893	\$1,326,893	\$633,193	\$0			\$1,960,086
101	BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$710,129	239,280	821	\$2.97	\$865	89%	107%	FALSE	\$441,310	\$441,310	\$183,118	\$0			\$624,428
111	BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$290,378	105,450	200	\$2.75	\$1,452	82%	179%	FALSE	\$188,320	\$188,320	\$61,762	\$0			\$250,082
121	CAMAS COUNTY DISTRICT	\$0	0.0%	\$97,162	48,292	57	\$2.01	\$1,705	60%	211%	FALSE	\$62,466	\$62,466	\$20,370	\$0			\$82,836
131	NAMPA SCHOOL DISTRICT	\$0	0.0%	\$5,145,791	1,126,347	6,663	\$4.57	\$772	136%	95%	FALSE	\$3,047,182	\$3,047,182	\$1,340,689	\$0			\$4,387,871
132	CALDWELL DISTRICT	\$0	0.0%	\$2,599,329	423,614	3,224	\$6.14	\$806	183%	100%	FALSE	\$1,540,076	\$1,540,076	\$677,597	\$0			\$2,217,673
133	WILDER DISTRICT	\$0	0.0%	\$157,138	48,090	197	\$3.27	\$798	98%	99%	FALSE	\$93,085	\$93,085	\$40,955	\$0			\$134,040
134	MIDDLETON DISTRICT	\$0	0.0%	\$1,055,000	235,026	1,386	\$4.49	\$761	134%	94%	FALSE	\$624,961	\$624,961	\$274,968	\$0			\$899,929
135	NOTUS DISTRICT	\$0	0.0%	\$120,821	48,838	206	\$2.47	\$587	74%	73%	FALSE	\$69,406	\$69,406	\$33,735	\$0			\$103,141
136	MELBA JOINT DISTRICT	\$0	0.0%	\$302,767	103,718	300	\$2.92	\$1,009	87%	125%	FALSE	\$187,451	\$187,451	\$71,518	\$0			\$258,969
137	PARMA DISTRICT	\$0	0.0%	\$479,208	163,302	493	\$2.93	\$972	87%	120%	FALSE	\$283,873	\$283,873	\$125,126	\$0			\$408,999
139	VALLIVUE SCHOOL DISTRICT	\$0	0.0%	\$2,845,807	797,878	3,973	\$3.57	\$716	107%	89%	FALSE	\$1,685,701	\$1,685,701	\$741,669	\$0			\$2,427,370
148	GRACE JOINT DISTRICT	\$0	0.0%	\$214,787	75,652	217	\$2.84	\$990	85%	122%	FALSE	\$143,410	\$143,410	\$39,915	\$0			\$183,325
149	NORTH GEM DISTRICT	\$0	0.0%	\$100,299	37,510	85	\$2.67	\$1,180	80%	146%	FALSE	\$69,489	\$69,489	\$16,483	\$0			\$85,972
150	SODA SPRINGS JOINT DISTRICT	\$13,966	7.7%	\$239,373	63,555	229	\$3.77	\$1,045	113%	129%	TRUE	\$167,272	\$181,238	\$61,419	\$0			\$228,691
151	CASSIA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,456,616	524,555	2,156	\$2.78	\$676	83%	84%	FALSE	\$896,583	\$896,583	\$367,301	\$0			\$1,263,884
161	CLARK COUNTY DISTRICT	\$0	0.0%	\$65,313	55,410	61	\$1.18	\$1,071	35%	132%	FALSE	\$42,814	\$42,814	\$13,138	\$0			\$55,952

STATE DEPARTMENT OF EDUCATION

JUNE 17, 2010

District #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
171	OROFINO JOINT DISTRICT	\$0	0.0%	\$533,084	154,073	563	\$3.46	\$947	103%	117%	TRUE	\$334,631	\$334,630	\$132,545	\$0			\$467,176
181	CHALLIS JOINT DISTRICT	\$0	0.0%	\$303,678	92,163	167	\$3.30	\$1,818	99%	225%	FALSE	\$188,836	\$188,836	\$71,708	\$2,013			\$262,557
182	MACKAY JOINT DISTRICT	\$0	0.0%	\$187,476	71,831	84	\$2.61	\$2,232	78%	276%	FALSE	\$116,474	\$116,474	\$43,742	\$0			\$160,216
192	GLENNS FERRY JOINT DISTRICT	\$0	0.0%	\$224,988	87,624	248	\$2.57	\$907	77%	112%	FALSE	\$150,558	\$150,558	\$40,682	\$0			\$191,240
193	MOUNTAIN HOME DISTRICT	\$0	0.0%	\$1,176,489	343,137	1,209	\$3.43	\$973	102%	120%	FALSE	\$706,734	\$706,734	\$310,946	\$0			\$1,017,680
201	PRESTON JOINT DISTRICT	\$0	0.0%	\$611,882	165,942	1,267	\$3.69	\$483	110%	60%	FALSE	\$406,565	\$406,565	\$123,028	\$0			\$529,593
202	WEST SIDE JOINT DISTRICT	\$0	0.0%	\$201,518	73,854	342	\$2.73	\$589	81%	73%	FALSE	\$130,554	\$130,554	\$41,371	\$0			\$171,925
215	FREMONT COUNTY JOINT DISTRICT	\$0	0.0%	\$798,239	282,566	1,147	\$2.82	\$696	84%	86%	FALSE	\$495,918	\$495,918	\$196,979	\$0			\$692,897
221	EMMETT INDEPENDENT DIST	\$0	0.0%	\$1,107,494	330,504	1,332	\$3.35	\$831	100%	103%	FALSE	\$645,564	\$645,564	\$304,179	-\$11,970			\$937,773
231	GOODING JOINT DISTRICT	\$0	0.0%	\$389,071	99,932	548	\$3.89	\$710	116%	88%	FALSE	\$230,728	\$230,728	\$101,515	\$0			\$332,243
232	WENDELL DISTRICT	\$46,286	19.4%	\$402,059	91,397	387	\$4.40	\$1,039	131%	128%	TRUE	\$191,789	\$238,075	\$104,748	\$0			\$296,537
233	HAGERMAN JOINT DISTRICT	\$0	0.0%	\$90,272	33,734	111	\$2.68	\$813	80%	100%	FALSE	\$53,524	\$53,524	\$23,549	\$0			\$77,073
234	BLISS JOINT DISTRICT	\$0	0.0%	\$80,546	26,920	94	\$2.99	\$857	89%	106%	FALSE	\$50,938	\$50,938	\$17,767	\$0			\$68,705
242	COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$178,571	62,706	186	\$2.85	\$960	85%	119%	FALSE	\$117,721	\$117,721	\$34,882	\$0			\$152,603
243	SALMON RIVER JOINT SCHOOL DIST	\$0	0.0%	\$56,894	29,729	48	\$1.91	\$1,185	57%	146%	FALSE	\$41,508	\$41,508	\$21,940	\$0			\$63,448
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$0	0.0%	\$654,979	200,458	447	\$3.27	\$1,465	98%	181%	FALSE	\$418,890	\$418,890	\$177,529	\$0			\$596,419
251	JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$2,015,002	689,742	3,017	\$2.92	\$668	87%	83%	FALSE	\$1,242,662	\$1,242,662	\$481,875	\$0			\$1,724,537
252	RIRIE JOINT DISTRICT	\$0	0.0%	\$239,278	55,999	317	\$4.27	\$755	127%	93%	FALSE	\$154,386	\$154,386	\$49,716	\$0			\$204,102
253	WEST JEFFERSON DISTRICT	\$0	0.0%	\$423,494	195,985	373	\$2.16	\$1,135	64%	140%	FALSE	\$256,455	\$256,455	\$105,042	\$0			\$361,497
261	JEROME JOINT DISTRICT	\$0	0.0%	\$874,335	305,632	1,341	\$2.86	\$652	85%	81%	FALSE	\$516,109	\$516,109	\$227,076	\$0			\$743,185
262	VALLEY DISTRICT	\$6,257	2.8%	\$374,524	105,433	362	\$3.55	\$1,035	106%	128%	TRUE	\$214,820	\$221,077	\$97,269	\$0			\$312,089
271	COEUR D'ALENE DISTRICT	\$0	0.0%	\$2,164,589	630,382	2,795	\$3.43	\$774	102%	96%	FALSE	\$1,229,650	\$1,229,650	\$623,501	\$0			\$1,853,151
272	LAKELAND DISTRICT	\$0	0.0%	\$1,390,741	569,122	1,569	\$2.44	\$886	73%	110%	FALSE	\$813,220	\$813,220	\$376,646	\$0			\$1,189,866
273	POST FALLS DISTRICT	\$0	0.0%	\$1,289,774	310,266	2,311	\$4.16	\$558	124%	69%	FALSE	\$744,743	\$744,743	\$356,425	\$0			\$1,101,168
274	KOOTENAI DISTRICT	\$0	0.0%	\$187,347	72,443	169	\$2.59	\$1,109	77%	137%	FALSE	\$114,575	\$114,575	\$46,170	\$0			\$160,745
281	MOSCOW DISTRICT	\$46,429	12.6%	\$593,939	132,139	622	\$4.49	\$955	134%	118%	TRUE	\$320,724	\$367,153	\$139,548	\$0			\$460,272
282	GENESEE JOINT DISTRICT	\$0	0.0%	\$168,632	58,201	89	\$2.90	\$1,895	87%	234%	FALSE	\$111,565	\$111,565	\$35,524	\$0			\$147,089
283	KENDRICK JOINT DISTRICT	\$0	0.0%	\$159,648	64,255	122	\$2.48	\$1,309	74%	162%	FALSE	\$103,451	\$103,451	\$33,338	\$0			\$136,789
285	POTLATCH DISTRICT	\$0	0.0%	\$235,304	85,512	229	\$2.75	\$1,028	82%	127%	FALSE	\$151,019	\$151,019	\$53,591	\$0			\$204,610
287	TROY SCHOOL DISTRICT	\$9,283	8.8%	\$165,375	43,709	147	\$3.78	\$1,125	113%	139%	TRUE	\$96,117	\$105,400	\$35,674	\$10,431			\$142,222
288	WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$172,869	83,234	136	\$2.08	\$1,271	62%	157%	FALSE	\$95,099	\$95,099	\$51,839	\$0			\$146,938
291	SALMON DISTRICT	\$0	0.0%	\$206,500	65,002	325	\$3.18	\$635	95%	78%	FALSE	\$132,148	\$132,148	\$44,527	\$0			\$176,675
292	SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,953	30,669	45	\$2.67	\$1,821	80%	225%	FALSE	\$56,704	\$56,704	\$22,186	\$0			\$78,890
302	NEZPERCE JOINT DISTRICT	\$0	0.0%	\$98,047	50,067	41	\$1.96	\$2,391	59%	296%	FALSE	\$60,051	\$60,051	\$23,660	\$0			\$83,711
304	KAMIAH JOINT DISTRICT	\$0	0.0%	\$146,343	46,852	198	\$3.12	\$739	93%	91%	FALSE	\$89,483	\$89,483	\$36,791	\$0			\$126,274
305	HIGHLAND JOINT DISTRICT	\$0	0.0%	\$230,405	77,166	73	\$2.99	\$3,156	89%	390%	FALSE	\$136,836	\$136,836	\$60,205	\$0			\$197,041
312	SHOSHONE JOINT DISTRICT	\$0	0.0%	\$165,682	46,522	309	\$3.56	\$536	106%	66%	FALSE	\$114,068	\$114,068	\$36,470	\$0			\$150,538
314	DIETRICH DISTRICT	\$0	0.0%	\$87,941	29,652	67	\$2.97	\$1,313	89%	162%	FALSE	\$55,718	\$55,718	\$19,438	\$0			\$75,156
316	RICHFIELD DISTRICT	\$0	0.0%	\$63,965	40,005	96	\$1.60	\$666	48%	82%	FALSE	\$40,349	\$40,349	\$14,022	\$0			\$54,371
321	MADISON DISTRICT	\$0	0.0%	\$1,268,360	396,247	2,617	\$3.20	\$485	96%	60%	FALSE	\$730,550	\$730,550	\$358,852	\$0			\$1,089,402
322	SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$375,794	121,062	681	\$3.10	\$552	93%	68%	FALSE	\$230,501	\$230,501	\$90,560	\$0			\$321,061
331	MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,438,282	681,946	1,948	\$2.11	\$738	63%	91%	FALSE	\$802,166	\$802,166	\$420,374	\$0			\$1,222,540
340	LEWISTON INDEPENDENT DISTRICT	\$0	0.0%	\$1,256,599	370,877	1,512	\$3.39	\$831	101%	103%	FALSE	\$725,968	\$725,968	\$353,355	\$0			\$1,079,323
341	LAPWAI DISTRICT	\$0	0.0%	\$186,656	55,298	148	\$3.38	\$1,261	101%	156%	FALSE	\$120,055	\$120,055	\$39,836	\$0			\$159,891
342	CULDESAC JOINT DISTRICT	\$0	0.0%	\$94,612	31,578	43	\$3.00	\$2,200	90%	272%	FALSE	\$60,385	\$60,385	\$21,367	\$0			\$81,752
351	ONEIDA COUNTY DISTRICT	\$0	0.0%	\$257,615	110,743	410	\$2.33	\$628	70%	78%	FALSE	\$169,676	\$169,676	\$54,645	\$0			\$224,321
363	MARSING JOINT DISTRICT	\$0	0.0%	\$350,297	117,432	429	\$2.98	\$817	89%	101%	FALSE	\$208,260	\$208,260	\$90,720	\$0			\$298,980
365	BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$224,346	122,739	218	\$1.83	\$1,029	55%	127%	FALSE	\$155,465	\$155,465	\$68,479	\$0			\$223,944
370	HOMEDALE JOINT DISTRICT	\$0	0.0%	\$418,640	102,338	637	\$4.09	\$657	122%	81%	FALSE	\$258,765	\$258,765	\$98,650	\$0			\$357,415
371	PAYETTE JOINT DISTRICT	\$0	0.0%	\$367,147	106,098	798	\$3.46	\$460	103%	57%	FALSE	\$221,556	\$221,556	\$92,690	\$0			\$314,246
372	NEW PLYMOUTH DISTRICT	\$0	0.0%	\$263,343	77,741	383	\$3.39	\$688	101%	85%	FALSE	\$159,693	\$159,693	\$66,614	\$0			\$226,307
373	FRUITLAND DISTRICT	\$0	0.0%	\$323,907	87,337	668	\$3.71	\$485	111%	60%	FALSE	\$192,830	\$192,830	\$84,216	\$0			\$277,046
381	AMERICAN FALLS JOINT DISTRICT	\$0	0.0%	\$694,876	227,870	556	\$3.05	\$1,250	91%	155%	FALSE	\$444,160	\$444,160	\$148,980	\$0			\$593,140
382	ROCKLAND DISTRICT	\$0	0.0%	\$46,001	28,011	51	\$1.64	\$902	49%	111%	FALSE	\$29,340	\$29,340	\$9,951	\$0			\$39,291
383	ARBON ELEMENTARY DISTRICT	\$0	0.0%	\$38,382	22,802	13	\$1.68	\$2,952	50%	365%	FALSE	\$20,431	\$20,431	\$12,338	\$0			\$32,769
391	KELLOGG JOINT DISTRICT	\$27,973	6.3%	\$727,938	198,089	696	\$3.67	\$1,046	110%	129%	TRUE	\$417,527	\$445,500	\$181,082	\$0			\$598,609

STATE DEPARTMENT OF EDUCATION

JUNE 17, 2010

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
392	MULLAN DISTRICT	\$0	0.0%	\$21,098	11,236	17	\$1.88	\$1,241	56%	153%	FALSE	\$12,996	\$12,996	\$4,991	\$0			\$17,987
393	WALLACE DISTRICT	\$27,056	12.6%	\$341,277	86,101	306	\$3.96	\$1,115	118%	138%	TRUE	\$187,964	\$215,020	\$77,208	\$0			\$265,172
394	AVERY SCHOOL DISTRICT	\$0	0.0%	\$165,681	48,989	28	\$3.38	\$5,917	101%	731%	FALSE	\$98,849	\$98,849	\$43,185	\$0			\$142,034
401	TETON COUNTY DISTRICT	\$0	0.0%	\$633,039	248,934	706	\$2.54	\$897	76%	111%	FALSE	\$386,858	\$386,858	\$153,643	\$0			\$540,501
411	TWIN FALLS DISTRICT	\$0	0.0%	\$1,244,286	302,762	1,712	\$4.11	\$727	123%	90%	FALSE	\$737,588	\$737,588	\$324,521	\$0			\$1,062,109
412	BUHL JOINT DISTRICT	\$0	0.0%	\$305,194	104,079	413	\$2.93	\$739	87%	91%	FALSE	\$181,068	\$181,068	\$79,666	\$0			\$260,734
413	FILER DISTRICT	\$0	0.0%	\$499,428	205,010	475	\$2.44	\$1,051	73%	130%	FALSE	\$296,039	\$296,039	\$130,250	\$0			\$426,289
414	KIMBERLY DISTRICT	\$0	0.0%	\$291,138	82,307	438	\$3.54	\$665	106%	82%	FALSE	\$181,886	\$181,886	\$75,807	\$0			\$257,693
415	HANSEN DISTRICT	\$0	0.0%	\$85,408	55,567	160	\$1.54	\$534	46%	66%	FALSE	\$52,579	\$52,579	\$20,395	\$0			\$72,974
417	CASTLEFORD DISTRICT	\$0	0.0%	\$179,207	58,959	124	\$3.04	\$1,445	91%	179%	FALSE	\$109,454	\$109,454	\$43,388	\$0			\$152,842
418	MURTAUGH JOINT DISTRICT	\$0	0.0%	\$126,410	37,157	119	\$3.40	\$1,062	101%	131%	FALSE	\$77,791	\$77,791	\$30,009	\$0			\$107,800
421	MC CALL-DONNELLY DISTRICT	\$99,583	25.2%	\$665,993	144,201	410	\$4.62	\$1,624	138%	201%	TRUE	\$295,438	\$395,021	\$173,800	\$0			\$469,238
422	CASCADE DISTRICT	\$0	0.0%	\$70,617	31,031	80	\$2.28	\$883	68%	109%	FALSE	\$50,182	\$50,182	\$18,235	\$0			\$68,417
431	WEISER DISTRICT	\$0	0.0%	\$366,135	108,899	569	\$3.36	\$643	100%	79%	FALSE	\$223,470	\$223,470	\$88,908	\$0			\$312,378
432	CAMBRIDGE JOINT DISTRICT	\$0	0.0%	\$76,042	35,825	53	\$2.12	\$1,435	63%	177%	FALSE	\$51,495	\$51,495	\$13,394	\$0			\$64,889
433	MIDVALE DISTRICT	\$0	0.0%	\$68,937	33,955	46	\$2.03	\$1,499	61%	185%	FALSE	\$39,469	\$39,469	\$19,128	\$0			\$58,597
451	VICTORY CHARTER SCHOOL	\$0	0.0%	\$99,902	29,040	253	\$3.44	\$395	103%	49%	FALSE	\$59,210	\$59,210	\$26,051	\$0	\$87,078	\$59,941	\$58,124
455	COMPASS CHARTER SCHOOL	\$0	0.0%	\$156,245	44,485	224	\$3.51	\$698	105%	86%	FALSE	\$92,984	\$92,984	\$40,911	\$0	\$132,808	\$95,469	\$96,556
456	FALCON RIDGE CHARTER SCHOOL	\$4,116	4.6%	\$150,882	38,051	173	\$3.97	\$872	119%	108%	TRUE	\$85,321	\$89,437	\$39,350	\$0	\$124,993	\$88,230	\$87,908
458	LIBERTY CHARTER	\$0	0.0%	\$181,538	54,772	221	\$3.31	\$821	99%	101%	FALSE	\$107,160	\$107,160	\$47,148	\$0			\$154,308
459	GARDEN CITY COMMUNITY CHARTER	\$0	0.0%	\$49,202	18,558	56	\$2.65	\$879	79%	109%	FALSE	\$29,155	\$29,155	\$12,828	\$0	\$42,509	\$29,029	\$28,503
461	TAYLORS CROSSING CHARTER SCHOO	\$0	0.0%	\$166,860	33,967	214	\$4.91	\$780	147%	96%	FALSE	\$98,495	\$98,495	\$43,336	\$0	\$123,984	\$100,980	\$118,827
462	XAVIER CHARTER SCHOOL	\$0	0.0%	\$104,487	35,257	134	\$2.96	\$780	88%	96%	FALSE	\$61,913	\$61,913	\$27,240	\$0	\$72,250	\$105,000	\$121,903
463	VISION CHARTER SCHOOL	\$1,687	1.9%	\$150,449	42,888	136	\$3.51	\$1,106	105%	137%	TRUE	\$87,121	\$88,808	\$39,074	\$0	\$125,769	\$87,492	\$87,918
464	WHITE PINE CHARTER SCHOOL	\$0	0.0%	\$76,248	16,785	113	\$4.54	\$675	136%	83%	FALSE	\$45,191	\$45,191	\$19,883	\$0			\$65,074
749	UPPER CARMEN PUBLIC CHARTER	\$0	0.0%	\$21,815	4,714	47	\$4.63	\$464	138%	57%	FALSE	\$13,636	\$13,636	\$4,938	\$0			\$18,574
773	BLACKFOOT CHARTER COMMUNITY LEARNING CE	\$4,565	12.0%	\$64,611	12,688	68	\$5.09	\$950	152%	117%	TRUE	\$33,574	\$38,139	\$16,780	\$0			\$50,354
783	NORTH STAR CHARTER SCHOOL	\$0	0.0%	\$222,844	79,976	302	\$2.79	\$738	83%	91%	FALSE	\$132,506	\$132,506	\$58,300	\$0	\$189,645	\$154,020	\$155,181
786	THOMAS JEFFERSON CHARTER	\$0	0.0%	\$203,575	70,230	233	\$2.90	\$874	87%	108%	FALSE	\$121,161	\$121,161	\$53,308	\$0	\$172,753	\$121,800	\$123,516
795	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$236,886	69,743	322	\$3.40	\$736	101%	91%	FALSE	\$140,429	\$140,429	\$61,786	\$0	\$202,602	\$143,873	\$143,486
Totals		\$705,982	1.4%	\$87,010,325	25,995,593	107,604						\$51,130,309	\$51,836,290	\$22,806,757	-\$62,997	\$1,274,391	\$985,834	\$73,585,512

Districts not part of FY09 state totals, but subject to Funding Cap (In-Lieu Only, Virtual, Field Trip Only)

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364	PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$3,024	\$3,024	\$2,092	\$0			\$5,116
416	THREE CREEK JT ELEM DISTRICT	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$4,460	\$4,460	\$3,100	\$0			\$7,560
452	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,460,857	0	2,316	\$0.00	\$631	0%	78%	FALSE	\$1,241,728	\$1,241,728	\$0	\$0			\$1,241,728
454	ROLLING HILLS CHARTER SCHOOL	\$0	0.0%	\$475	167	0	\$2.84	\$0	85%	0%	FALSE	\$283	\$283	\$125	\$0			\$408
457	INSPIRE VIRTUAL CHARTER	\$0	0.0%	\$283,909	0	375	\$0.00	\$757	0%	94%	FALSE	\$241,323	\$241,323	\$0	\$0			\$241,323
465	NORTH VALLEY ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0		\$51,330	\$51,330
466	ISUCCEED VIRTUAL HIGH SCHOOL	\$0	0.0%	\$343,876	0	436	\$0.00	\$789	0%	98%	FALSE	\$292,295	\$292,295	\$0	\$0	\$315,010	\$326,719	\$304,004
467	WINGS CHARTER MIDDLE SCHOOL	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0		\$24,623	\$24,623
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0		\$37,932	\$37,932
471	NAMPA CLASSICAL ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0	\$0		\$142,527	\$142,527
492	ANSER CHARTER SCHOOL	\$174	10.4%	\$2,828	732	0	\$3.86	\$0	115%	0%	TRUE	\$1,501	\$1,675	\$737	\$0			\$2,238
Totals		\$174	0.0%	\$2,091,945	899	3,127						\$1,784,614	\$1,784,788	\$6,054	\$0	\$315,010	\$583,131	\$2,058,789

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103% Funding Cap Appeal Application

District Name: MOSCOW DISTRICT (281)

Fiscal Year (for request):

The school district identified above is subject to a student transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall display uniquely difficult geographic circumstances and meet at least two of the remaining three criteria:

- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see Funding Cap Model).
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater
- ☐ Less than a majority of the miles on the hardship bus runs(s) are by paved surface, concrete or asphalt, road

The district is requesting a funding rate increase of 13.2% more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

**Provide detailed justification and rationale for this request and appeal.
Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation.**

Moscow School District's route 101 meets the requirements for the funding cap appeal as checked above

Moscow School District would like to request an additional funding cap appeal for route 102 which serves

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STATE DEPARTMENT OF EDUCATION

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SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap for Horseshoe Bend School District

REFERENCE

June 18, 2010

M/S (Luna/Terrell): To approve the requests for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009, for the following school districts: Plummer Worley School District at a new cap percentage rate of 115.5%; Garden Valley School District at a new cap percentage rate of 143%; Orofino School District at a new cap percentage rate of 112%; Moscow School District at a new cap percentage rate of 109.6%; Lapwai School District at a new cap percentage rate of 117.3%; Kellogg School District at a new cap percentage rate of 109%; and Wallace School District at a new cap percentage rate 117.3. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 legislative session, 33-1006, Idaho Code, was amended. The amendment created a student transportation funding cap; affecting school districts that exceed (by 103%) the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and how much. These new criteria designate certain bus runs as "hardship" runs, and allow the district to receive a higher cap, based on the percentage of the district's bus runs that are so categorized.

As of May 3, 2010, there were nineteen school districts and/or charter schools negatively affected by the pupil transportation funding cap: Meridian (\$369,775) Meadows Valley (\$13,027), St Maries (\$3,595), Garden Valley (\$19,149), Basin (\$1,596), Horseshoe Bend (\$11,639), Soda Springs (\$13,966), Orofino (<\$1), Wendell (\$46,286), Valley (\$6,257), Moscow (\$46,429), Troy (\$9,283), Kellogg (\$27,973), Wallace (\$27,056), McCall-Donnelly (\$99,583), Falcon Ridge Charter (\$4,116), Vision Charter (\$1,687), Blackfoot Community Charter (\$4,565), and Anser Charter (\$174).

Of these 19, only seven have routes that meet the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include St Maries, Garden Valley, Horseshoe Bend, Orofino, Moscow, Kellogg, and

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Wallace school districts. Of these seven districts all have applied for a waiver from the student transportation funding cap.

Requests from various school districts for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code, have been received by the State Department of Education. This waiver was reviewed and met at least two of the criteria for at least one hardship bus run applied for and is submitted to the State Board of Education for consideration. Horseshoe Bend School District submitted one school bus route that met the required criteria. This represents 33.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 136%.

IMPACT

\$11,639 distributed from the public school appropriation.

ATTACHMENTS

Attachment 1 – SDE 103% Funding Cap Model

Page 3

Attachment 3 – Funding Cap Appeal Application

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STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

A motion to approve the request by Horseshoe Bend School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2009 of 121%.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider		
Fiscal Year 2009 Data - Approved Costs Reimbursed in Fiscal Year 2010 (Sixth Capped Year)		
Set percentage cap to apply to statewide average	103%	Riders per Mile
Revised: 05/03/2010 Preliminary		
Statewide Averages before cap	Cost Per Mile	Cost Per Rider
	\$3.35	\$809
Statewide Averages after cap	\$3.45	\$833
Total Savings From Cap	\$706,156	Capped Reimb.
Savings Following Appeals & State Board Action	\$706,156	\$74,938,145

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
001	BOISE INDEPENDENT DISTRICT	\$0	0.0%	\$7,201,538	2,127,034	6,282	\$3.39	\$1,146	101%	142%	FALSE	\$4,270,290	\$4,270,290	\$1,878,827	-\$62,291			\$6,086,826
002	MERIDIAN JOINT DISTRICT	\$369,775	5.5%	\$11,874,649	3,225,444	13,484	\$3.68	\$881	110%	109%	TRUE	\$6,388,097	\$6,757,872	\$3,370,267	\$0			\$9,758,364
003	KUNA JOINT DISTRICT	\$0	0.0%	\$1,377,126	403,543	1,830	\$3.41	\$753	102%	93%	FALSE	\$811,376	\$811,376	\$372,222	\$0			\$1,183,598
011	MEADOWS VALLEY DISTRICT	\$13,027	24.7%	\$89,038	19,378	57	\$4.59	\$1,562	137%	193%	TRUE	\$39,699	\$52,726	\$23,198	\$0			\$62,897
013	COUNCIL DISTRICT	\$0	0.0%	\$79,344	29,696	56	\$2.67	\$1,417	80%	175%	FALSE	\$52,046	\$52,046	\$17,380	\$0			\$69,426
021	MARSH VALLEY JOINT DISTRICT	\$0	0.0%	\$421,025	152,518	653	\$2.76	\$645	82%	80%	FALSE	\$276,899	\$276,899	\$86,125	\$0			\$363,024
025	POCATELLO DISTRICT	\$0	0.0%	\$2,561,543	814,994	4,229	\$3.14	\$606	94%	75%	FALSE	\$1,496,815	\$1,496,815	\$692,699	\$0			\$2,189,514
033	BEAR LAKE COUNTY DISTRICT	\$0	0.0%	\$488,030	164,560	461	\$2.97	\$1,059	89%	131%	FALSE	\$308,113	\$308,113	\$118,318	\$0			\$426,431
041	ST MARIES JOINT DISTRICT	\$3,595	1.0%	\$633,740	182,539	447	\$3.47	\$1,418	104%	175%	TRUE	\$373,995	\$377,590	\$164,994	\$0			\$538,989
044	PLUMMER-WORLEY JOINT DISTRICT	\$0	0.0%	\$360,057	109,652	217	\$3.28	\$1,659	98%	205%	FALSE	\$216,602	\$216,602	\$91,033	\$0			\$307,635
052	SNAKE RIVER DISTRICT	\$0	0.0%	\$698,556	323,745	1,127	\$2.16	\$620	64%	77%	FALSE	\$414,731	\$414,731	\$181,315	\$0			\$596,046
055	BLACKFOOT DISTRICT	\$0	0.0%	\$1,566,854	437,678	2,161	\$3.58	\$725	107%	90%	FALSE	\$926,823	\$926,823	\$407,780	\$0			\$1,334,603
058	ABERDEEN DISTRICT	\$0	0.0%	\$299,681	113,065	337	\$2.65	\$889	79%	110%	FALSE	\$185,574	\$185,574	\$70,249	\$0			\$255,823
059	FIRTH DISTRICT	\$0	0.0%	\$277,671	111,715	431	\$2.49	\$644	74%	80%	FALSE	\$173,261	\$173,261	\$63,727	\$0			\$236,988
060	SHELLEY JOINT DISTRICT	\$0	0.0%	\$519,893	162,430	1,048	\$3.20	\$496	96%	61%	FALSE	\$315,746	\$315,746	\$127,873	\$0			\$443,619
061	BLAINE COUNTY DISTRICT	\$0	0.0%	\$1,230,135	369,504	1,199	\$3.33	\$1,026	99%	127%	FALSE	\$732,992	\$732,992	\$331,660	\$0			\$1,064,652
071	GARDEN VALLEY DISTRICT	\$19,149	14.1%	\$205,156	50,209	114	\$4.09	\$1,800	122%	222%	TRUE	\$116,210	\$135,359	\$59,555	\$0			\$175,765
072	BASIN SCHOOL DISTRICT	\$1,596	1.0%	\$271,224	77,644	210	\$3.49	\$1,292	104%	160%	TRUE	\$166,013	\$167,609	\$64,678	-\$1,180			\$229,511
073	HORSESHOE BEND SCHOOL DISTRICT	\$11,639	14.8%	\$119,249	26,892	122	\$4.43	\$977	132%	121%	TRUE	\$66,976	\$78,615	\$23,142	\$0			\$90,118
083	WEST BONNER COUNTY DISTRICT	\$0	0.0%	\$585,708	224,308	735	\$2.61	\$797	78%	99%	FALSE	\$362,768	\$362,768	\$144,069	\$0			\$506,837
084	LAKE PEND OREILLE DISTRICT	\$0	0.0%	\$1,547,279	566,306	1,304	\$2.73	\$1,187	81%	147%	FALSE	\$939,961	\$939,961	\$390,615	\$0			\$1,330,576
091	IDAHO FALLS DISTRICT	\$0	0.0%	\$2,444,726	592,549	3,510	\$4.13	\$697	123%	86%	FALSE	\$1,388,508	\$1,388,508	\$698,630	\$0			\$2,087,138
092	SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	\$91,155	38,116	58	\$2.39	\$1,572	71%	194%	FALSE	\$67,328	\$67,328	\$27,632	\$0			\$94,960
093	BONNEVILLE JOINT DISTRICT	\$0	0.0%	\$2,295,874	636,624	4,371	\$3.61	\$525	108%	65%	FALSE	\$1,326,893	\$1,326,893	\$633,193	\$0			\$1,960,086
101	BOUNDARY COUNTY DISTRICT	\$0	0.0%	\$710,129	239,280	821	\$2.97	\$865	89%	107%	FALSE	\$441,310	\$441,310	\$183,118	\$0			\$624,428
111	BUTTE COUNTY JOINT DISTRICT	\$0	0.0%	\$290,378	105,450	200	\$2.75	\$1,452	82%	179%	FALSE	\$188,320	\$188,320	\$61,762	\$0			\$250,082
121	CAMAS COUNTY DISTRICT	\$0	0.0%	\$97,162	48,292	57	\$2.01	\$1,705	60%	211%	FALSE	\$62,466	\$62,466	\$20,370	\$0			\$82,836
131	NAMPA SCHOOL DISTRICT	\$0	0.0%	\$5,145,791	1,126,347	6,663	\$4.57	\$772	136%	95%	FALSE	\$3,047,182	\$3,047,182	\$1,340,689	\$0			\$4,387,871
132	CALDWELL DISTRICT	\$0	0.0%	\$2,599,329	423,614	3,224	\$6.14	\$806	183%	100%	FALSE	\$1,540,076	\$1,540,076	\$677,597	\$0			\$2,217,673
133	WILDER DISTRICT	\$0	0.0%	\$157,138	48,090	197	\$3.27	\$798	98%	99%	FALSE	\$93,085	\$93,085	\$40,955	\$0			\$134,040
134	MIDDLETON DISTRICT	\$0	0.0%	\$1,055,000	235,026	1,386	\$4.49	\$761	134%	94%	FALSE	\$624,961	\$624,961	\$274,968	\$0			\$899,929
135	NOTUS DISTRICT	\$0	0.0%	\$120,821	48,838	206	\$2.47	\$587	74%	73%	FALSE	\$69,406	\$69,406	\$33,735	\$0			\$103,141
136	MELBA JOINT DISTRICT	\$0	0.0%	\$302,767	103,718	300	\$2.92	\$1,009	87%	125%	FALSE	\$187,451	\$187,451	\$71,518	\$0			\$258,969
137	PARMA DISTRICT	\$0	0.0%	\$479,208	163,302	493	\$2.93	\$972	87%	120%	FALSE	\$283,873	\$283,873	\$125,126	\$0			\$408,999
139	VALLIVUE SCHOOL DISTRICT	\$0	0.0%	\$2,845,807	797,878	3,973	\$3.57	\$716	107%	89%	FALSE	\$1,685,701	\$1,685,701	\$741,669	\$0			\$2,427,370
148	GRACE COUNTY DISTRICT	\$0	0.0%	\$214,787	75,652	217	\$2.84	\$990	85%	122%	FALSE	\$143,410	\$143,410	\$39,915	\$0			\$183,325
149	NORTH GEM DISTRICT	\$0	0.0%	\$100,299	37,510	85	\$2.67	\$1,180	80%	146%	FALSE	\$69,489	\$69,489	\$16,483	\$0			\$85,972
150	SODA SPRINGS JOINT DISTRICT	\$13,966	7.7%	\$239,373	63,555	229	\$3.77	\$1,045	113%	129%	TRUE	\$167,272	\$181,238	\$61,419	\$0			\$228,691
151	CASSIA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,456,616	524,555	2,156	\$2.78	\$676	83%	84%	FALSE	\$896,583	\$896,583	\$367,301	\$0			\$1,263,884
161	CLARK COUNTY DISTRICT	\$0	0.0%	\$65,313	55,410	61	\$1.18	\$1,071	35%	132%	FALSE	\$42,814	\$42,814	\$13,138	\$0			\$55,952

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Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
171	OROFINO JOINT DISTRICT	\$0	0.0%	\$533,084	154,073	563	\$3.46	\$947	103%	117%	TRUE	\$334,631	\$334,630	\$132,545	\$0			\$467,176
181	CHALLIS JOINT DISTRICT	\$0	0.0%	\$303,678	92,163	167	\$3.30	\$1,818	99%	225%	FALSE	\$188,836	\$188,836	\$71,708	\$2,013			\$262,557
182	MACKAY JOINT DISTRICT	\$0	0.0%	\$187,476	71,831	84	\$2.61	\$2,232	78%	276%	FALSE	\$116,474	\$116,474	\$43,742	\$0			\$160,216
192	GLENNS FERRY JOINT DISTRICT	\$0	0.0%	\$224,988	87,624	248	\$2.57	\$907	77%	112%	FALSE	\$150,558	\$150,558	\$40,682	\$0			\$191,240
193	MOUNTAIN HOME DISTRICT	\$0	0.0%	\$1,176,489	343,137	1,209	\$3.43	\$973	102%	120%	FALSE	\$706,734	\$706,734	\$310,946	\$0			\$1,017,680
201	PRESTON JOINT DISTRICT	\$0	0.0%	\$611,882	165,942	1,267	\$3.69	\$483	110%	60%	FALSE	\$406,565	\$406,565	\$123,028	\$0			\$529,593
202	WEST SIDE JOINT DISTRICT	\$0	0.0%	\$201,518	73,854	342	\$2.73	\$589	81%	73%	FALSE	\$130,554	\$130,554	\$41,371	\$0			\$171,925
215	FREMONT COUNTY JOINT DISTRICT	\$0	0.0%	\$798,239	282,566	1,147	\$2.82	\$696	84%	86%	FALSE	\$495,918	\$495,918	\$196,979	\$0			\$692,897
221	EMMETT INDEPENDENT DIST	\$0	0.0%	\$1,107,494	330,504	1,332	\$3.35	\$831	100%	103%	FALSE	\$645,564	\$645,564	\$304,179	-\$11,970			\$937,773
231	GOODING JOINT DISTRICT	\$0	0.0%	\$389,071	99,932	548	\$3.89	\$710	116%	88%	FALSE	\$230,728	\$230,728	\$101,515	\$0			\$332,243
232	WENDELL DISTRICT	\$46,286	19.4%	\$402,059	91,397	387	\$4.40	\$1,039	131%	128%	TRUE	\$191,789	\$238,075	\$104,748	\$0			\$296,537
233	HAGERMAN JOINT DISTRICT	\$0	0.0%	\$90,272	33,734	111	\$2.68	\$813	80%	100%	FALSE	\$53,524	\$53,524	\$23,549	\$0			\$77,073
234	BLISS JOINT DISTRICT	\$0	0.0%	\$80,546	26,920	94	\$2.99	\$857	89%	106%	FALSE	\$50,938	\$50,938	\$17,767	\$0			\$68,705
242	COTTONWOOD JOINT DISTRICT	\$0	0.0%	\$178,571	62,706	186	\$2.85	\$960	85%	119%	FALSE	\$117,721	\$117,721	\$34,882	\$0			\$152,603
243	SALMON RIVER JOINT SCHOOL DIST	\$0	0.0%	\$56,894	29,729	48	\$1.91	\$1,185	57%	146%	FALSE	\$41,508	\$41,508	\$21,940	\$0			\$63,448
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$0	0.0%	\$654,979	200,458	447	\$3.27	\$1,465	98%	181%	FALSE	\$418,890	\$418,890	\$177,529	\$0			\$596,419
251	JEFFERSON COUNTY JT DISTRICT	\$0	0.0%	\$2,015,002	689,742	3,017	\$2.92	\$668	87%	83%	FALSE	\$1,242,662	\$1,242,662	\$481,875	\$0			\$1,724,537
252	RIRIE JOINT DISTRICT	\$0	0.0%	\$239,278	55,999	317	\$4.27	\$755	127%	93%	FALSE	\$154,386	\$154,386	\$49,716	\$0			\$204,102
253	WEST JEFFERSON DISTRICT	\$0	0.0%	\$423,494	195,985	373	\$2.16	\$1,135	64%	140%	FALSE	\$256,455	\$256,455	\$105,042	\$0			\$361,497
261	JEROME JOINT DISTRICT	\$0	0.0%	\$874,335	305,632	1,341	\$2.86	\$652	85%	81%	FALSE	\$516,109	\$516,109	\$227,076	\$0			\$743,185
262	VALLEY DISTRICT	\$6,257	2.8%	\$374,524	105,433	362	\$3.55	\$1,035	106%	128%	TRUE	\$214,820	\$221,077	\$97,269	\$0			\$312,089
271	COEUR D'ALENE DISTRICT	\$0	0.0%	\$2,164,589	630,382	2,795	\$3.43	\$774	102%	96%	FALSE	\$1,229,650	\$1,229,650	\$623,501	\$0			\$1,853,151
272	LAKELAND DISTRICT	\$0	0.0%	\$1,390,741	569,122	1,569	\$2.44	\$886	73%	110%	FALSE	\$813,220	\$813,220	\$376,646	\$0			\$1,189,866
273	POST FALLS DISTRICT	\$0	0.0%	\$1,289,774	310,266	2,311	\$4.16	\$558	124%	69%	FALSE	\$744,743	\$744,743	\$356,425	\$0			\$1,101,168
274	KOOTENAI DISTRICT	\$0	0.0%	\$187,347	72,443	169	\$2.59	\$1,109	77%	137%	FALSE	\$114,575	\$114,575	\$46,170	\$0			\$160,745
281	MOSCOW DISTRICT	\$46,429	12.6%	\$593,939	132,139	622	\$4.49	\$955	134%	118%	TRUE	\$320,724	\$367,153	\$139,548	\$0			\$460,272
282	GENESEE JOINT DISTRICT	\$0	0.0%	\$168,632	58,201	89	\$2.90	\$1,895	87%	234%	FALSE	\$111,565	\$111,565	\$35,524	\$0			\$147,089
283	KENDRICK JOINT DISTRICT	\$0	0.0%	\$159,648	64,255	122	\$2.48	\$1,309	74%	162%	FALSE	\$103,451	\$103,451	\$33,338	\$0			\$136,789
285	POTLATCH DISTRICT	\$0	0.0%	\$235,304	85,512	229	\$2.75	\$1,028	82%	127%	FALSE	\$151,019	\$151,019	\$53,591	\$0			\$204,610
287	TROY SCHOOL DISTRICT	\$9,283	8.8%	\$165,375	43,709	147	\$3.78	\$1,125	113%	139%	TRUE	\$96,117	\$105,400	\$35,674	\$10,431			\$142,222
288	WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	\$172,869	83,234	136	\$2.08	\$1,271	62%	157%	FALSE	\$95,099	\$95,099	\$51,839	\$0			\$146,938
291	SALMON DISTRICT	\$0	0.0%	\$206,500	65,002	325	\$3.18	\$635	95%	78%	FALSE	\$132,148	\$132,148	\$44,527	\$0			\$176,675
292	SOUTH LEMHI DISTRICT	\$0	0.0%	\$81,953	30,669	45	\$2.67	\$1,821	80%	225%	FALSE	\$56,704	\$56,704	\$22,186	\$0			\$78,890
302	NEZPERCE JOINT DISTRICT	\$0	0.0%	\$98,047	50,067	41	\$1.96	\$2,391	59%	296%	FALSE	\$60,051	\$60,051	\$23,660	\$0			\$83,711
304	KAMIAH JOINT DISTRICT	\$0	0.0%	\$146,343	46,852	198	\$3.12	\$739	93%	91%	FALSE	\$89,483	\$89,483	\$36,791	\$0			\$126,274
305	HIGHLAND JOINT DISTRICT	\$0	0.0%	\$230,405	77,166	73	\$2.99	\$3,156	89%	390%	FALSE	\$136,836	\$136,836	\$60,205	\$0			\$197,041
312	SHOSHONE JOINT DISTRICT	\$0	0.0%	\$165,682	46,522	309	\$3.56	\$536	106%	66%	FALSE	\$114,068	\$114,068	\$36,470	\$0			\$150,538
314	DIETRICH DISTRICT	\$0	0.0%	\$87,941	29,652	67	\$2.97	\$1,313	89%	162%	FALSE	\$55,718	\$55,718	\$19,438	\$0			\$75,156
316	RICHFIELD DISTRICT	\$0	0.0%	\$63,965	40,005	96	\$1.60	\$666	48%	82%	FALSE	\$40,349	\$40,349	\$14,022	\$0			\$54,371
321	MADISON DISTRICT	\$0	0.0%	\$1,268,360	396,247	2,617	\$3.20	\$485	96%	60%	FALSE	\$730,550	\$730,550	\$358,852	\$0			\$1,089,402
322	SUGAR-SALEM JOINT DISTRICT	\$0	0.0%	\$375,794	121,062	681	\$3.10	\$552	93%	68%	FALSE	\$230,501	\$230,501	\$90,560	\$0			\$321,061
331	MINDOKA COUNTY JOINT DISTRICT	\$0	0.0%	\$1,438,282	681,946	1,948	\$2.11	\$738	63%	91%	FALSE	\$802,166	\$802,166	\$420,374	\$0			\$1,222,540
340	LEWISTON INDEPENDENT DISTRICT	\$0	0.0%	\$1,256,599	370,877	1,512	\$3.39	\$831	101%	103%	FALSE	\$725,968	\$725,968	\$353,355	\$0			\$1,079,323
341	LAPWAI DISTRICT	\$0	0.0%	\$186,656	55,298	148	\$3.38	\$1,261	101%	156%	FALSE	\$120,055	\$120,055	\$39,836	\$0			\$159,891
342	CULDESAC JOINT DISTRICT	\$0	0.0%	\$94,612	31,578	43	\$3.00	\$2,200	90%	272%	FALSE	\$60,385	\$60,385	\$21,367	\$0			\$81,752
351	ONEIDA COUNTY DISTRICT	\$0	0.0%	\$257,615	110,743	410	\$2.33	\$628	70%	78%	FALSE	\$169,676	\$169,676	\$54,645	\$0			\$224,321
363	MARSING JOINT DISTRICT	\$0	0.0%	\$350,297	117,432	429	\$2.98	\$817	89%	101%	FALSE	\$208,260	\$208,260	\$90,720	\$0			\$298,980
365	BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	\$224,346	122,739	218	\$1.83	\$1,029	55%	127%	FALSE	\$155,465	\$155,465	\$68,479	\$0			\$223,944
370	HOMEDALE JOINT DISTRICT	\$0	0.0%	\$418,640	102,338	637	\$4.09	\$657	122%	81%	FALSE	\$258,765	\$258,765	\$98,650	\$0			\$357,415
371	PAYETTE JOINT DISTRICT	\$0	0.0%	\$367,147	106,098	798	\$3.46	\$460	103%	57%	FALSE	\$221,556	\$221,556	\$92,690	\$0			\$314,246
372	NEW PLYMOUTH DISTRICT	\$0	0.0%	\$263,343	77,741	383	\$3.39	\$688	101%	85%	FALSE	\$159,693	\$159,693	\$66,614	\$0			\$226,307
373	FRUITLAND DISTRICT	\$0	0.0%	\$323,907	87,337	668	\$3.71	\$485	111%	60%	FALSE	\$192,830	\$192,830	\$84,216	\$0			\$277,046
381	AMERICAN FALLS JOINT DISTRICT	\$0	0.0%	\$694,876	227,870	556	\$3.05	\$1,250	91%	155%	FALSE	\$444,160	\$444,160	\$148,980	\$0			\$593,140
382	ROCKLAND DISTRICT	\$0	0.0%	\$46,001	28,011	51	\$1.64	\$902	49%	111%	FALSE	\$29,340	\$29,340	\$9,951	\$0			\$39,291
383	ARBON ELEMENTARY DISTRICT	\$0	0.0%	\$38,382	22,802	13	\$1.68	\$2,952	50%	365%	FALSE	\$20,431	\$20,431	\$12,338	\$0			\$32,769
391	KELLOGG JOINT DISTRICT	\$27,973	6.3%	\$727,938	198,089	696	\$3.67	\$1,046	110%	129%	TRUE	\$417,527	\$445,500	\$181,082	\$0			\$598,609

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Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
392	MULLAN DISTRICT	\$0	0.0%	\$21,098	11,236	17	\$1.88	\$1,241	56%	153%	FALSE	\$12,996	\$12,996	\$4,991	\$0			\$17,987
393	WALLACE DISTRICT	\$27,056	12.6%	\$341,277	86,101	306	\$3.96	\$1,115	118%	138%	TRUE	\$187,964	\$215,020	\$77,208	\$0			\$265,172
394	AVERY SCHOOL DISTRICT	\$0	0.0%	\$165,681	48,989	28	\$3.38	\$5,917	101%	731%	FALSE	\$98,849	\$98,849	\$43,185	\$0			\$142,034
401	TETON COUNTY DISTRICT	\$0	0.0%	\$633,039	248,934	706	\$2.54	\$897	76%	111%	FALSE	\$386,858	\$386,858	\$153,643	\$0			\$540,501
411	TWIN FALLS DISTRICT	\$0	0.0%	\$1,244,286	302,762	1,712	\$4.11	\$727	123%	90%	FALSE	\$737,588	\$737,588	\$324,521	\$0			\$1,062,109
412	BUHL JOINT DISTRICT	\$0	0.0%	\$305,194	104,079	413	\$2.93	\$739	87%	91%	FALSE	\$181,068	\$181,068	\$79,666	\$0			\$260,734
413	FILER DISTRICT	\$0	0.0%	\$499,428	205,010	475	\$2.44	\$1,051	73%	130%	FALSE	\$296,039	\$296,039	\$130,250	\$0			\$426,289
414	KIMBERLY DISTRICT	\$0	0.0%	\$291,138	82,307	438	\$3.54	\$665	106%	82%	FALSE	\$181,886	\$181,886	\$75,807	\$0			\$257,693
415	HANSEN DISTRICT	\$0	0.0%	\$85,408	55,567	160	\$1.54	\$534	46%	66%	FALSE	\$52,579	\$52,579	\$20,395	\$0			\$72,974
417	CASTLEFORD DISTRICT	\$0	0.0%	\$179,207	58,959	124	\$3.04	\$1,445	91%	179%	FALSE	\$109,454	\$109,454	\$43,388	\$0			\$152,842
418	MURTAUGH JOINT DISTRICT	\$0	0.0%	\$126,410	37,157	119	\$3.40	\$1,062	101%	131%	FALSE	\$77,791	\$77,791	\$30,009	\$0			\$107,800
421	MC CALL-DONNELLY DISTRICT	\$99,583	25.2%	\$665,993	144,201	410	\$4.62	\$1,624	138%	201%	TRUE	\$295,438	\$395,021	\$173,800	\$0			\$469,238
422	CASCADE DISTRICT	\$0	0.0%	\$70,617	31,031	80	\$2.28	\$883	68%	109%	FALSE	\$50,182	\$50,182	\$18,235	\$0			\$68,417
431	WEISER DISTRICT	\$0	0.0%	\$366,135	108,899	569	\$3.36	\$643	100%	79%	FALSE	\$223,470	\$223,470	\$88,908	\$0			\$312,378
432	CAMBRIDGE JOINT DISTRICT	\$0	0.0%	\$76,042	35,825	53	\$2.12	\$1,435	63%	177%	FALSE	\$51,495	\$51,495	\$13,394	\$0			\$64,889
433	MIDVALE DISTRICT	\$0	0.0%	\$68,937	33,955	46	\$2.03	\$1,499	61%	185%	FALSE	\$39,469	\$39,469	\$19,128	\$0			\$58,597
451	VICTORY CHARTER SCHOOL	\$0	0.0%	\$99,902	29,040	253	\$3.44	\$395	103%	49%	FALSE	\$59,210	\$59,210	\$26,051	\$0	\$87,078	\$59,941	\$58,124
455	COMPASS CHARTER SCHOOL	\$0	0.0%	\$156,245	44,485	224	\$3.51	\$698	105%	86%	FALSE	\$92,984	\$92,984	\$40,911	\$0	\$132,808	\$95,469	\$96,556
456	FALCON RIDGE CHARTER SCHOOL	\$4,116	4.6%	\$150,882	38,051	173	\$3.97	\$872	119%	108%	TRUE	\$85,321	\$89,437	\$39,350	\$0	\$124,993	\$88,230	\$87,908
458	LIBERTY CHARTER	\$0	0.0%	\$181,538	54,772	221	\$3.31	\$821	99%	101%	FALSE	\$107,160	\$107,160	\$47,148	\$0			\$154,308
459	GARDEN CITY COMMUNITY CHARTER	\$0	0.0%	\$49,202	18,558	56	\$2.65	\$879	79%	109%	FALSE	\$29,155	\$29,155	\$12,828	\$0	\$42,509	\$29,029	\$28,503
461	TAYLORS CROSSING CHARTER SCHOO	\$0	0.0%	\$166,860	33,967	214	\$4.91	\$780	147%	96%	FALSE	\$98,495	\$98,495	\$43,336	\$0	\$123,984	\$100,980	\$118,827
462	XAVIER CHARTER SCHOOL	\$0	0.0%	\$104,487	35,257	134	\$2.96	\$780	88%	96%	FALSE	\$61,913	\$61,913	\$27,240	\$0	\$72,250	\$105,000	\$121,903
463	VISION CHARTER SCHOOL	\$1,687	1.9%	\$150,449	42,888	136	\$3.51	\$1,106	105%	137%	TRUE	\$87,121	\$88,808	\$39,074	\$0	\$125,769	\$87,492	\$87,918
464	WHITE PINE CHARTER SCHOOL	\$0	0.0%	\$76,248	16,785	113	\$4.54	\$675	136%	83%	FALSE	\$45,191	\$45,191	\$19,883	\$0			\$65,074
749	UPPER CARMEN PUBLIC CHARTER	\$0	0.0%	\$21,815	4,714	47	\$4.63	\$464	138%	57%	FALSE	\$13,636	\$13,636	\$4,938	\$0			\$18,574
773	BLACKFOOT CHARTER COMMUNITY LEARNING CE	\$4,565	12.0%	\$64,611	12,688	68	\$5.09	\$950	152%	117%	TRUE	\$33,574	\$38,139	\$16,780	\$0			\$50,354
783	NORTH STAR CHARTER SCHOOL	\$0	0.0%	\$222,844	79,976	302	\$2.79	\$738	83%	91%	FALSE	\$132,506	\$132,506	\$58,300	\$0	\$189,645	\$154,020	\$155,181
786	THOMAS JEFFERSON CHARTER	\$0	0.0%	\$203,575	70,230	233	\$2.90	\$874	87%	108%	FALSE	\$121,161	\$121,161	\$53,308	\$0	\$172,753	\$121,800	\$123,516
795	IDAHO ARTS CHARTER SCHOOL	\$0	0.0%	\$236,886	69,743	322	\$3.40	\$736	101%	91%	FALSE	\$140,429	\$140,429	\$61,786	\$0	\$202,602	\$143,873	\$143,486
Totals		\$705,982	1.4%	\$87,010,325	25,995,593	107,604						\$51,130,309	\$51,836,290	\$22,806,757	-\$62,997	\$1,274,391	\$985,834	\$73,585,512

Districts not part of FY09 state totals, but subject to Funding Cap (In-Lieu Only, Virtual, Field Trip Only)

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns W & X)	Total Adjusted Reimbursable Costs (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Block Grant	Prior Year Audit Adjustments	Charter Advance Reimbursed in FY08 for FY09	Charter Advance Reimbursed in FY09 for FY10	Final Payment Amount
364	PLEASANT VALLEY ELEM DIST	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$3,024	\$3,024	\$2,092	\$0			\$5,116
416	THREE CREEK JT ELEM DISTRICT	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$4,460	\$4,460	\$3,100	\$0			\$7,560
452	IDAHO VIRTUAL ACADEMY	\$0	0.0%	\$1,460,857	0	2,316	\$0.00	\$631	0%	78%	FALSE	\$1,241,728	\$1,241,728	\$0	\$0			\$1,241,728
454	ROLLING HILLS CHARTER SCHOOL	\$0	0.0%	\$475	167	0	\$2.84	\$0	85%	0%	FALSE	\$283	\$283	\$125	\$0			\$408
457	INSPIRE VIRTUAL CHARTER	\$0	0.0%	\$283,909	0	375	\$0.00	\$757	0%	94%	FALSE	\$241,323	\$241,323	\$0	\$0			\$241,323
465	NORTH VALLEY ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$51,330	\$51,330
466	ISUCCEED VIRTUAL HIGH SCHOOL	\$0	0.0%	\$343,876	0	436	\$0.00	\$789	0%	98%	FALSE	\$292,295	\$292,295	\$0	\$0	\$315,010	\$326,719	\$304,004
467	WINGS CHARTER MIDDLE SCHOOL	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$24,623	\$24,623
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$37,932	\$37,932
471	NAMPA CLASSICAL ACADEMY	\$0	0.0%	\$0	0	0	\$0.00	\$0	0%	0%	FALSE	\$0	\$0	\$0			\$142,527	\$142,527
492	ANSER CHARTER SCHOOL	\$174	10.4%	\$2,828	732	0	\$3.86	\$0	115%	0%	TRUE	\$1,501	\$1,675	\$737	\$0			\$2,238
Totals		\$174	0.0%	\$2,091,945	899	3,127						\$1,784,614	\$1,784,788	\$6,054	\$0	\$315,010	\$583,131	\$2,058,789

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103% Funding Cap Appeal Application

District Name: HORSESHOE BEND SCHOOL DISTRICT (073)

Fiscal Year (for request): FY 2008/09 ▼

The school district identified above is subject to a student transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall display uniquely difficult geographic circumstances and meet at least two of the remaining three criteria:

- ☐ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see Funding Cap Model).
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater
- ☒ Less than a majority of the miles on the hardship bus runs(s) are by paved surface, concrete or asphalt, road

The district is requesting a funding rate increase of 33% more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Provide detailed justification and rationale for this request and appeal.

Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation.


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The district is requesting a funding rate of 33% more than the percentage rate necessary to eliminate its

The Porter Creek route is 17.2 miles of which 6.9 miles of the route is gravel/dirt which equals over 40%

This is the same route that was evaluated and approved by the State Department for the 06/07 funding c

Our district has 3 routes on FY 09 claim; so 1 of 3 routes is 33%.

Print Friendly 

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SUBJECT

Requests for Approval to Transport Students Less than One and One-Half Miles for the 2009-2010 School Year

REFERENCE

June 18, 2009

M/S (Luna/Terrell): To approve the requests by one hundred school districts and twelve charter schools for Approval to Transport Students Less than One and One-half Miles. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1006, 33-1501, 33-1502, Idaho Code

BACKGROUND/DISCUSSION

Idaho Code 33-1006 states that "The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, 'bus testing,' 49 C.F.R. part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts.... The transportation support program of a school district shall be based upon the allowable costs of: ...Transporting pupils less than one and one-half (1½) miles as provided in section 33-1501, Idaho Code, when approved by the state board of education."

Standards for Idaho School Buses and Operations states: "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. 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 "Request for safety Busing Reimbursement" 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. All

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requests are to be submitted on the Safety Busing form found on the Pupil Transportation Web-site."

All requests were submitted on the Safety Busing form found on the State Department of Education's Pupil Transportation Web-site. Reminders were posted on the web and in newsletter prior to March 31. Requests from various school districts to transport students less than one and one-half miles as provided in Section 33-1006, Idaho Code, have been received by the State Department of Education and are submitted to the State Board of Education for consideration.

ATTACHMENTS

Attachment 1 – List of safety busing requests recommended for approval Page 3

BOARD ACTION

A motion to approve the requests by the one hundred school districts and twelve charter schools for Approval to Transport Students Less than One and One-half Miles as listed in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Request to Transport Students Less than One and One-half Miles with Recommendation for Approval

The following is a list of previously approved and new safety busing requests from various school districts to transport students less than one and one-half miles to and from school. The requests were approved by the local school district boards, and the students in the respective districts are currently being transported. All applications have been reviewed by Department of Education Staff and, in our opinion, meet safety-busing criteria.

Boise Independent School District No. 1

This request involves 1,912 students attending grades K through 9.

Meridian Jt. School District No. 2

This request involves 3,632 students attending grades K through 12.

Kuna Jt. School District No. 3

This request involves 289 students attending grades K through 6.

Marsh Valley Jt. School District No. 21

This request involves 110 students attending grades K through 12.

Pocatello School District No. 25

This request involves 1,523 students attending grades K through 12.

Bear Lake Co. School District No. 33

This request involves 107 students attending grades K through 5.

St. Maries Jt. School District No. 41

This request involves 85 students attending grades K through 8.

Plummer/Worley Jt. School District No. 44

This request involves 85 students attending grades K through 12.

Snake River School District No. 52

This request involves 175 students attending grades K through 12.

Blackfoot School District No. 55

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This request involves 522 students attending grades K through 12.

Aberdeen School District No. 58

This request involves 163 students attending grades K through 12.

Firth School District No. 59

This request involves 142 students attending grades K through 12.

Shelley Jt. School District No. 60

This request involves 155 students attending grades K through 8.

Blaine Co. School District No. 61

This request involves 598 students attending grades K through 12.

Garden Valley School District No. 71

This request involves 12 students attending grades K through 12.

Basin School District No. 72

This request involves 24 students attending grades K through 12.

Horseshoe Bend School District No. 73

This request involves 69 students attending grades K through 12.

West Bonner Co. School District No. 83

This request involves 83 students attending grades K through 12.

Lake Pend Oreille School District No. 84

This request involves 172 students attending grades K through 6.

Idaho Falls School District No. 91

This request involves 1,467 students attending grades K through 12.

Swan Valley School District No. 92

This request involves 8 students attending grades K through 8.

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Bonneville Jt. School District No. 93

This request involves 2,977 students attending grades K through 12.

Boundary County School District No. 101

This request involves 104 students attending grades K through 12.

Butte County Jt. School District No. 111

This request involves 68 students attending grades K through 12.

Camas County School District No. 121

This request involves 3 students attending grades 5 through 10.

Nampa School District No. 131

This request involves 2,818 students attending grades K through 12.

Caldwell School District No. 132

This request involves 943 students attending grades K through 12.

Wilder School District No. 133

This request involves 135 students attending grades K through 12.

Middleton School District No. 134

This request involves 402 students attending grades K through 12.

Notus School District No. 135

This request involves 121 students attending grades K through 12.

Melba Jt. School District No. 136

This request involves 43 students attending grades K through 12.

Parma School District No. 137

This request involves 51 students attending grades K through 5.

Vallivue School District No. 139

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This request involves 1,029 students attending grades K through 12.

Grace Jt. School District No. 148

This request involves 24 students attending grades K through 12.

North Gem School District No. 149

This request involves 23 students attending grades K through 12.

Soda Springs Jt. School District No. 150

This request involves 206 students attending grades K through 12.

Cassia Co. Jt. School District No. 151

This request involves 528 students attending grades K through 12.

Clark Co. School District No. 161

This request involves 55 students attending grades K through 12.

Orofino Jt. School District No. 171

This request involves 40 students attending grades K through 8.

Challis Jt. School District No. 181

This request involves 29 students attending grades K through 12.

Mackay Jt. School District No. 182

This request involves 35 students attending grades K through 12.

Glenns Ferry Jt. School District No. 192

This request involves 204 students attending grades K through 12.

Mountain Home School District No. 193

This request involves 389 students attending grades K through 12.

Preston Jt. School District No. 201

This request involves 254 students attending grades K through 8.

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West Side Jt. School District No. 202

This request involves 78 students attending grades K through 12.

Fremont Co. Jt. School District No. 215

This request involves 218 students attending grades K through 12.

Emmett Independent School District No. 221

This request involves 378 students attending grades K through 9.

Gooding Jt. School District No. 231

This request involves 273 students attending grades K through 12.

Wendell School District No. 232

This request involves 72 students attending grades K through 12.

Hagerman Jt. School District No. 233

This request involves 90 students attending grades K through 12.

Bliss Jt. School District No. 234

This request involves 46 students attending grades K through 12.

Cottonwood Jt. School District No. 242

This request involves 48 students attending grades K through 8.

Salmon River Jt. School District No. 243

This request involves 12 students attending grades K through 9.

Mountain View School District No. 244

This request involves 115 students attending grades K through 12.

Jefferson Co. Jt. School District No. 251

This request involves 657 students attending grades K through 12.

Ririe School District No. 252

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This request involves 104 students attending grades K through 12.

West Jefferson School District No. 253

This request involves 60 students attending grades K through 12.

Jerome Jt. School District No. 261

This request involves 142 students attending grades K through 8.

Coeur d'Alene School District No. 271

This request involves 655 students attending grades K through 8.

Lakeland School District No. 272

This request involves 219 students attending grades K through 12.

Post Falls School District No. 273

This request involves 1073 students attending grades K through 12.

Kootenai School District No. 274

This request involves 10 students attending grades K through 12.

Moscow School District No. 281

This request involves 244 students attending grades K through 12.

Genesee School District No. 282

This request involves 44 students attending grades K through 11.

Kendrick School District No. 283

This request involves 3 students attending grades K through 12.

Potlatch School District No. 285

This request involves 82 students attending grades K through 12.

Salmon School District No. 291

This request involves 130 students attending grades K through 12.

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Kamiah Jt. School District No. 304

This request involves 117 students attending grades K through 12.

Shoshone Jt. School District No. 312

This request involves 123 students attending grades K through 12.

Dietrich School District No. 314

This request involves 12 students attending K through 11.

Richfield School District No. 316

This request involves 28 students attending K through 12.

Madison School District No. 321

This request involves 1,080 students attending grades K through 7.

Sugar-Salem Jt. School District No. 322

This request involves 153 students attending grades K through 12.

Minidoka Co. Jt. School District No. 331

This request involves 770 students attending grades K through 8.

Lapwai School District No. 341

This request involves 75 students attending grades K through 12.

Culdesac School District No. 342

This request involves 6 students attending grades K through 12.

Oneida Co. School District No. 351

This request involves 113 students attending grades K through 12.

Marsing Jt. School District No. 363

This request involves 108 students attending grades K through 7.

Homedale Jt. School District No. 370

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This request involves 315 students attending grades K through 8.

Payette Jt. School District No. 371

This request involves 628 students attending grades K through 12.

New Plymouth School District No. 372

This request involves 74 students attending grades K through 10.

Fruitland School District No. 373

This request involves 150 students attending grades K through 12.

American Falls Jt. School District No. 381

This request involves 89 students attending grades K through 8.

Rockland School District No. 382

This request involves 23 students attending grades K through 12.

Arbon Elementary School District No. 383

This request involves 1 students attending grades 1 through 12.

Kellogg Jt. School District No. 391

This request involves 92 students attending grades K through 8.

Wallace School District No. 393

This request involves 11 students attending grades K through 12.

Avery School District No. 394

This request involves 1 student attending grades K through 8.

Teton Jt. School District No. 401

This request involves 141 students attending grades K through 5.

Twin Falls School District No. 411

This request involves 1118 students attending grades K through 12.

**STATE DEPARTMENT OF EDUCATION
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Buhl Jt. School District No. 412

This request involves 214 students attending grades K through 12.

Filer School District No. 413

This request involves 219 students attending grades K through 12.

Kimberly School District No. 414

This request involves 172 students attending grades K through 12.

Hansen School District No. 415

This request involves 82 students attending grades K through 11.

Castleford Jt. School District No. 417

This request involves 12 students attending grades K through 12.

McCall-Donnelly Jt. School District No. 421

This request involves 205 students attending grades K through 12.

Cascade School District No. 422

This request involves 12 students attending grades K through 12.

Weiser School District No. 431

This request involves 345 students attending grades K through 12.

Cambridge Jt. School District No. 432

This request involves 2 students attending grades 5 through 10

Midvale School District No. 433

This request involves 15 students attending grades K through 12.

Victory Charter No. 451

This request involves 14 students attending grades K through 12.

Compass Public Charter No. 455

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This request involves 24 students attending grades K through 8.

Falcon Ridge Charter No. 456

This request involves 26 students attending grades K through 8.

Liberty Charter No. 458

This request involves 19 students attending grades K through 12.

Garden Community Charter No. 459

This request involves 21 students attending grades K through 8.

Xavier Charter No. 462

This request involves 50 students attending grades K through 12.

Vision Charter No. 463

This request involves 19 students attending grades K through 9.

White Pine Charter School No. 464

This request involves 86 students attending grades K through 8.

North Valley Academy No. 465

This request involves 43 students attending grades K through 12.

Wings Charter Middle No. 467

This request involves 15 students attending grades K through 8.

Idaho Science and Tech Charter School No. 468

This request involves 6 students attending grades 6 through 8.

Nampa Classical Academy No. 471

This request involves 41 students attending grades K through 9.

Blackfoot Com. Charter No. 773

This request involves 5 students attending grades 1 through 2.

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Thomas Jefferson Charter No.787

This request involves 14 students attending grades K through 11.

Idaho Arts Charter No. 788

This request involves 44 students attending grades K through 12.

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